Dear Wilberforce University Student,

It with great pleasure that I welcome you to the venerable Wilberforce University, an institution with a powerful history of self-determination and noteworthy legacy as the nation’s first, private HBCU. At Wilberforce, we are unapologetic in our embrace of excellence, kindness and innovation as core institutional values which anchor us as a University committed to teaching and learning, scholarship and service. We are an intellectual and academic community which values and respects diversity of thought, critical thinking, intellectual rigor, spiritual development, and the passionate pursuit of disciplined habits of the mind, spirit and body.

We have been very intentional in outlining our value proposition and brand promise. In welcoming you into our University community, we are committed to providing an environment of belonging and intellectual rigor where you can discover your purpose, find your passion, engage faculty to foster innovation, strengthen your skills and experience freedom to learn, live and lead globally.

As a community of teachers and learners, we take seriously this invitation to participate in your growth and development as you welcome us into their lives. Our expectations are that you will engage in the life of the University as you pursue your academic program. We commit to providing an enriched academic and student engagement experience that prepares each graduate to take their place as well-educated, highly skilled professionals upon completion of their course of study.

As a Wilberforce University student, you join a proud tradition of excellence and achievement. We look forward to providing the assistance, support and encouragement required to assure that each student achieves the academic and professional goals they have set for themselves. This is the sacred trust we strive mightily as a University to uphold.

We are Wilberforce University: The First and The Future.

Suo Marte,

Elfred Anthony Pinkard
22nd President
Wilberforce University
UNIVERSITY CATALOG FOR 2022-2023

The rules and regulations stated in this Bulletin are for information only and in no way constitute a contract between the student and Wilberforce University. The University reserves the right to make changes in the content of the Bulletin at any time. Such changes will be effective whenever determined by the faculty and/or administrative body.

Failure to read this Bulletin does not excuse students from the rules and procedures described herein. Personal factors, illness, or contradictory advice from any source are not acceptable grounds for seeking exemption from these rules and procedures.

DISCLAIMER:
This publication is certified true and correct in content and policy as of the date of publication. The policies and regulations of the College may be amended from time to time by action of the responsible authorities, as it determines, in its sole discretion, to be necessary or advisable in its regulations, course offerings, staff, and financial policies without notice.

The College reserves the right to make changes of any nature in programs, calendar, academic schedules and program delivery methods whenever these are deemed necessary or desirable including changes in policies and procedures, course content, class rescheduling and the cancelling of scheduled classes or other academic activities.

It is the student’s responsibility to know and follow current requirements and procedures at all department, school and College levels. Students are also encouraged to adhere to the published academic calendar on the university website for up-to-date deadlines associated with student-related transactions during any given semester/term.

Wilberforce University reserves the right to deny admission, re-admission, registration, or schedule adjustments and to dismiss or suspend either from classes or a university assigned residence any student who is unable to meet the university’s academic or health standards, or whose behavior is not in accordance with the rules and regulations of the university.

The 2022-2023 Catalog was updated by the Ad Hoc University Catalog Review Committee in April 2023:

- Dr. Emily Lewis, Vice President of Academic Affairs
- Mrs. Jaton Brame, University Registrar
- Dr. Toycee Hague-Palmer, Interim Dean of Professional Studies
- Dean Jacques Kahindo, Dean of Arts and Sciences
- Dr. Parris Carter, Vice President of Student Engagement
- Ms. Debra Oliver, Bursar
- Ms. Doreece Dandridge, Director of Financial Aid
- Professor Emma O’Neal, Adjunct Faculty for Arts & Sciences
- Dr. Tanya Morah, Associate Professor of Mass Media Communications
- Mr. James Burrell, Assistant Vice President of Enrollment Management
ACCREDITATION

Wilberforce University currently has the status of “Accredited” by the Higher Learning Commission (HLC), a regional accrediting agency recognized by the Department of Education which accredits degree-granting post-secondary educational institutions in the North Central region, comprised of 19 states, including Ohio. A public disclosure statement and action letter on the change of status from “Accredited: On Probation to Accredited” can be found at https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1608

The contact information for The Higher Learning Commission is:

Higher Learning Commission  
230 South LaSalle Street, Suite 7-500  
Chicago, Illinois 60604-1413  
Phone: 800.621.7440 / 312.263.0456  
Fax: 312.263.7462  
Email: info@hlcommission.org  
Website: www.hlcommission.org
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MISSION, CORE VALUES, AND THE WILBERFORCEAN

MISSION STATEMENT
Wilberforce University’s mission is to engage, support, and assist students in identifying and preparing for their respective purposes in life as social change agents, social justice activists, entrepreneurs, thought-leaders and global citizens by imparting knowledge through rigorous intellectual inquiry and critical thinking. The mission is most effectively accomplished by instilling pride, discipline and inspiring life-long learning, personal and spiritual development and the practical application of the knowledge obtained, and the skills developed.

VALUE PROPOSITION
Wilberforce University is committed to providing a premier liberal arts education with an entrepreneurial intention. As such, the institution embodies six (6) core values that undergird all decisions critical to accomplishing the University’s mission:

• **Our Students:** Our students are the center of our existence; respect, spiritual values and commitment to their intellectual development and educational success is our priority.

• **Religion:** This is a university with history and legacy rooted in and affiliated with the African Methodist Episcopal Church that believes in the Living God; we embrace Christian principles as our foundation.

• **Christian Principles:** Ethics, integrity, and honesty, as exhibited in the Christ of Scripture, are an essential part of our spiritual identity and practice and permit us to develop our relationships with God and one another.

• **Quality Education:** We will provide living-learning environment with excellent teaching and a rigorous and innovative curriculum.

• **Social & Community Responsibility:** We are devoted to serving our community through personal and institutional outreach consistent with our core values.

• **History and Tradition:** We embrace and cherish our history and take responsibility for our future and for distinguishing ourselves through the 21st century and beyond.

WILBERFORCE UNIVERSITY HONOR CODE
The Community at Wilberforce University, in order to make known the standards to which all community members subscribe, has established the honor code. It is the obligation of all community members to uphold these standards should a member not do so it is the obligation of that member to report to the proper authorities. Should a member have knowledge of any other infraction it is the moral obligation of that member to report this to the proper authorities.

Failure to uphold the standards of the university or to report any knowledge of infractions by community members will be considered equally serious and will be dealt with accordingly.

PURPOSE
The philosophy of Wilberforce University has always been the Christian scholar, its aim the development of the whole person. The Cooperative Education Program attempts to combine academic instruction in the Liberal Arts and Sciences with regular employment experiences, carefully chosen and supervised by the University. Community and University cooperate in providing for Wilberforce students an educational experience relevant to the demands of a complex age.
Wilberforce University seeks to prepare its students:

1. To think logically and act creatively in all areas of human experience.
2. To develop social awareness and a sense of responsibility to self and others.
3. To acquire an acquaintance with the various areas of human knowledge.
4. To acquire an appreciation and an understanding of aesthetic values.
5. To become familiar with the origin and development of democratic ideas and institutions.
6. To utilize the scientific method in problem solving.
7. To develop wholesome attitudes and Christian ideals.
8. To develop skills in communication: clear and creative writing and speaking, as well as appreciative understanding and critical evaluation of what is communicated.
9. To select and prepare for specific vocations by combining academic preparation and practical job experience.

THE WU WAY: EXCELLENCE. INNOVATION. KINDNESS.

Wilberforce University is currently experiencing a renaissance. Excellence, Innovation, and Kindness are the distinguishing hallmarks of the Wilberforce Renaissance. At Wilberforce University, the renaissance is defined by operational efficiency, fiscal responsibility and strength, and an intentional focus on providing a rich campus engagement experience for every student enrolled. This renaissance is also a cultural rebirth of Wilberforce University, based on the rediscovery of its significant history as America’s First Private HBCU founded by African Americans and a renewed commitment to building upon that noteworthy and venerable legacy. The Wilberforce Renaissance allows us to operationalize our mission and act as a bridge to intellectual curiosity and rigor, academic, achievement, social change, and the cultivation of an entrepreneurial spirit in the 21st Century.

Thus, we have identified Excellence, Innovation, and Kindness as framing imperatives that inform our work and serve as foundational principles for a transformed and high performing Wilberforce University. We operationalize Excellence, Innovation, and Kindness in a set of guiding principles and actions described as The WU Way.

As a proud community of individuals engaged in teaching and learning, we are committed to The WU Way as a guide to honorable and respectable behavior. The WU Way represents a set of core values, expectations, and actions, which define the Wilberforce University academic and engagement experience for every student enrolled. The WU Way distinguishes Wilberforce University students from every other college or university and identifies its students and graduates as individuals of noteworthy distinction. While the hallmark values of excellence, innovation, and kindness are the foundation of The WU Way, embracing, and living The WU Way involves a broader and deeper commitment to personal and intellectual transformation.

Wilberforce University is also a workplace environment of diverse individuals committed to supporting the core mission of the University. The WU Way provides a practical imperative for all members of the Wilberforce University workforce to an unwavering commitment to consistent high performance, operational efficiency, student satisfaction, and civility.

The following statements outline the six formative principles of the WU Way:

1. The WU Way respects, celebrates and appreciates the humanity in every human being.
2. The WU Way values civility and kindness and the importance of living and behaving harmoniously in community with others.
3. The WU Way is pride and respect for Wilberforce University, its history and traditions and its place as a national treasure and role in the personal and intellectual development of its students.
4. The WU Way respects diversity and appreciates the difference among human beings and values
exposure to different ideas, worldviews, perspectives, attitudes, backgrounds, appearances, cultures, and religions.

5. The WU Way embraces the excitement of intellectual curiosity, innovation and excellence, disciplined methods of inquiry and critical thinking and problem solving as valuable habits of mind worthy of development and life-long cultivation.

The WU Way provides a guiding foundation for operational efficiency, institutional effectiveness, excellent constituent satisfaction, uncompromising professionalism, and civility in the Wilberforce University workplace.
Wilberforce University’s roots trace back to its founding in 1856, a period of history marred by physical and mental bondage of Afro-Americans. A period when the education of Afro-Americans was not only frowned upon but often illegal. It was within this crucible of brutality and ignorance that Wilberforce University was birthed to provide an intellectual mecca for a people escaping slavery.

Founded in the State of Ohio in 1856, Wilberforce University is among the first universities established to education people of African descent in America and was named to honor the great 18th century abolitionist, William Wilberforce who said “We are too young to realize that certain things are impossible... So we will do them anyway.” It was this can-do spirit that infused Wilberforce University with a strength to persevere, and the institution met with early successes through 1862. However, the outbreak of the Civil War forced the school to temporarily shut its doors. This short set back did not deter the institution for long. In March of 1863, Daniel A. Payne, a bishop of the African Methodist Episcopal Church, negotiated to purchase the land and buildings, and the University was re-incorporated in July 10, 1863. Bishop Payne opened the doors of the school with six students and a debt of $10,000. Again, the University prospered as young Afro-Americans sought to better themselves through education, and the ending of the Civil War promised even more. This was short-lived as fires destroyed several buildings on the day after Lincoln’s assassination. Still, the University endured, and the institution grew. Throughout its 163 years, Wilberforce University’s fortunes have ebbed and flowed, but it has never wavered from its sacred duty to educate and enrich its students. Though financially lean, Wilberforce University has always been intellectually rich.

Wilberforce received much support from individuals, philanthropic societies, the U.S. Congress, and Chief Justice Salmon P. Chase, a member of the Board of Trustees. In 1887, the State of Ohio began to assist the university by establishing a combined normal and industrial department. That department later became Central State University in 1947. Payne Theological Seminary was founded in 1891, an outgrowth of the theological department of Wilberforce University.

In recent years, the University has gained strength, and through the devotion and efforts of its loyal alumni and friends is undergoing a thorough revitalization. The proud tradition of the school has been preserved, and its educational processes have been reoriented to speak directly to the challenges of our times. It is this unique welding of tradition and relevant innovation that has brought vitality to the University.

**Presidents of Wilberforce University**

<table>
<thead>
<tr>
<th>President</th>
<th>Years</th>
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</thead>
<tbody>
<tr>
<td>Richard S. Rust</td>
<td>1858-1863</td>
</tr>
<tr>
<td>Daniel A. Payne</td>
<td>1863-1876</td>
</tr>
<tr>
<td>Benjamin F. Lee</td>
<td>1876-1884</td>
</tr>
<tr>
<td>Samuel T. Mitchell</td>
<td>1884-1900</td>
</tr>
<tr>
<td>Joshua H. Jones</td>
<td>1900-1908</td>
</tr>
<tr>
<td>William S. Scarborough</td>
<td>1908-1920</td>
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<tr>
<td>John A. Gregg</td>
<td>1920-1924</td>
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<tr>
<td>Gilbert H. Jones</td>
<td>1924-1932</td>
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<tr>
<td>Richard R. Wright, Jr.</td>
<td>1932-1936</td>
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D. Ormonde Walker 1936-1941
Richard R. Wright, Jr. 1941-1942
Charles H. Wesley 1942-1947
Charles Leander Hill 1947-1956
Rembert E. Stokes 1956-1976
Charles E. Taylor 1976-1984
Yvonne Walker-Taylor 1984-1988
John L. Henderson 1988-2002
Floyd H. Flake 2002-2008
Patricia L. Hardaway 2008-2013
Wilma Mishoe, Acting 2013-2014
Algeania Warren Freeman 2014-2016
Herman J. Felton, Jr. 2016 – 2018
Elfred Anthony Pinkard 2018 – Current
LOCATION AND ASSETS

Wilberforce is in picturesque, rural Southern Ohio, yet close to the urban centers of Dayton, Springfield, Columbus, and Cincinnati, all of which offer supplemental facilities, cultural advantages and employment opportunities. Activities and student associations are shared by Antioch University, Cedarville University, Wilmington University, Central State University, Payne Theological Seminary, Wright State and Sinclair Community College as well as University of Dayton.

The City of Xenia (the summer home of the Shawnee Indians in times past) with a population of 25,000, has unique and small-town family appeal, while providing resources for field study and recreation. The village of Wilberforce is a small community with a history of significant activity in the Underground Railroad of pre-Civil War days.

Adjacent to the campus is the beautiful, wooded valley of Massies Creek. For cycling and hiking enthusiasts, the campus enjoys direct access to the Ohio Bikeway Trails network with easy connections to the Xenia hub and beyond. Nearby is John Bryan State Park, the gorge of the Little Miami River, and an extensive wilderness area, Glen Helen, which is supported for public use by Antioch University.

CAMPUS

Wilberforce University's main campus is located approximately one mile from the site of its original campus. The University buildings are situated on a gently rising slope in an unusually beautiful setting. The Old Towne Creek winds its way through the entire site between the crest of two rolling hills.

Begun in 1967, the $45 million campus is one of the most attractive University campuses in the nation. Although the physical structures are contemporary in structure, all are imbued with the strong feelings of African American heritage and tradition which have been transferred from our 154 years of history and our experience on the “Old” Campus.

The famous Wilberforce University Fountain was transferred and reconstructed on the site in the Fall of 1974 through the efforts of the alumni.

The “New” Wilberforce has been designed for students giving central attention to the liberal arts and with continuing emphasis on moral and spiritual values at the core of campus living.

BUILDINGS AND FACILITIES

ADMINISTRATIVE BUILDINGS

The Fredrick and Mary Wolfe Administration Building
Dedicated on May 10, 1995, the Wolfe building centralizes the University’s numerous administrative offices including the Office of the President; Office of Student Engagement and Success; Office of Institutional Advancement; Office of Business and Finance; Office of the Bursar; Office of the Registrar; Office of Admissions; Office of Financial Aid; Campus Mailroom; Campus Publications; and the Center for Entrepreneurship, Social Good and Transformational Leadership.
ACADEMIC BUILDINGS

King Classroom-Science Building
Contained in this facility are modern laboratories, classrooms, lecture halls, faculty offices, and computer rooms.

Rembert E. Stokes Learning Resource Center and Information Commons
The Rembert E. Stokes Learning Resources Center, completed in 1977, encompasses three levels. The first level includes computer center labs and faculty and academic support offices. The computer center provides networked computers for student and faculty use. At least one lab is always available for general student use. Students have access to email, the Internet, the on-line Library catalog and databases, and professional software for word processing, spreadsheets, statistics, and art. Staff are available to assist computer users.

The Stokes Library is located on the second and third levels, housing a circulating book collection as well as a reference collection, archival documents, microforms, and periodicals. Librarians and staff provide class tours, instruction in the use of library resources, and consultations about research problems.

Walker Center
The Office of Academic Affairs, Deans offices, faculty offices and a faculty lounge are housed in this modern two-story complex. The Office of Cooperative Education and Career Services is a part of this structure.

RESIDENTIAL FACILITIES

The John L. Henderson Honors Hall
Built in 2001, houses 104 male students.

The Living Learning Center (LLC)
Opened in Fall of 2008, houses 188 female students.

OTHER BUILDINGS

Alumni Multiplex/Multi-Purpose Athletic and Student Recreational Complex - The Multiplex
This $2.2 million combination structure includes playing floors, locker space for both men and women, classrooms, and specific physical education features for Wilberforce's sports programs.

The Louis Stokes Health and Wellness Center
Completed in 2002, this center contains fitness facilities including an aerobics room, a weight room, and locker and shower rooms. The University Health Clinic is also housed in the center as well as two classrooms.
INSTITUTIONAL ACCREDITATION, MEMBERSHIPS, AND MODES OF ASSESSMENT

Accreditation and Memberships
Wilberforce University is authorized to grant degrees by the State of Ohio Department of Higher Education (formerly Board of Regents).

The University is Accredited by the Higher Learning Commission (HLC). Individuals may contact the Commission at:

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
Phone: 1-800-621-7440 / 312-263-0456
Fax: 312-263-7462
Email: info@hlcommission
Website: http://www.hlcommission.org/

Wilberforce is an institutional member of:
- The American Council on Education
- The Association of American Colleges and Universities
- The Association of Independent Colleges and Universities of Ohio
- The Council of Independent Colleges and Universities
- The Great Lakes Colleges Association, Inc. (GLCA)
- The National Association of Independent Colleges and Universities
- The National Association of Intercollegiate Athletics (NAIA)
- Southwestern Ohio Council for Higher Education (SOCHE)
- The Ohio Foundation of Independent Colleges, Incorporated.

In addition, the master’s degree in Clinical Rehabilitation Counseling is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Educational Assessment
Wilberforce University assesses each student’s learning as he or she progresses through the curriculum. Cooperative Education is a particular focus for assessment as it represents a valuable component of a student’s undergraduate academic journey through the Career Pathways Initiative (CPI). In addition to the individual-level assessment of learning, the University also has a formal program of systematic assessment of student learning. The inception of this program coincided with faculty approval and adoption of the general education academic curriculum. Out of an initial focus on the general education curriculum has grown an evolving program of assessment of student learning and development that includes general education, graduate qualities, high-impact educational practices, majors and minors, courses, and co-curricular and extra-curricular activities and functions. Departments and programs use their assessment findings to improve pedagogy, enhance programs, and shape Wilberforce’s curricular and co-curricular offerings. Ultimately, the University is committed to continual improvement of
student learning and development through assessment as it relates to the educational mission.

Wilberforce’s program of assessment is a shared experience, characterized by collaborative engagement by faculty, staff, and administrators. The University’s Assessment Committee, whose membership is comprised of faculty, staff, administrators, and students, has an advisory and resource role. The University shares its assessment practices and findings externally as well as internally and has contributed to the national conversation on assessment in higher education. In addition, assessment extends beyond the academic sphere into that of every area of the institution that impacts student outcomes through administrative and programmatic functions.

The University has been awarded institution-wide grants, such as the UNCF/CPI Grant, to assess several aspects of a liberal education, and faculty and staff have further participated in other University and university’s institutional grants to assess student learning in the liberal arts. In addition, it has utilized the information provided by Association for American Colleges and Universities (AAC&U) for its Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics, and as part of its Liberal Education and America’s Promise (LEAP) initiative.
The Division of Student Engagement and Success (SES) facilitates student development and success through intentional activities, practices, and learning opportunities. The Division of SES works to engage students through the following department:

- Office of the Dean of Students
- Community Standards and Title IX
- Residence Life and Housing
- Center for Student Development, Leadership, & Action
- Student Activities & Intramural Programs
- Counseling Services
- Health Services
- Religious and Spiritual Life
- Transportation Services
- Cooperative Education

Each of these departments has a specific role in ensuring your success and works together to create experiences that impact your personal, physical, mental, spiritual, and intellectual growth. We recognize that our students are the best and the brightest, and could have chosen another institution, but you have chosen this venerable institution. As a division, we are committed to fulfilling the legacy of our ancestors who created this space to ensure that African Americans would have access to a quality higher education experience. The Engagement team will do everything we can to ensure your success.

Non-Discrimination/Anti-Harassment Policy
It is the established policy of Wilberforce University not to tolerate any form of discrimination or harassment by or against any individual or group of individuals for reasons of sex, race, color, religion, ancestry, national origin, age, disability, military status, sexual orientation, gender identity and expression, etc. The university is fully committed to providing equal opportunities in all employment-related activities, educational programs, and other activities of the institution. Any person who is subjected to conduct that creates a discriminatory, intimidating, or harassing environment should report to the Office of Human Resources at (937) 708-5798.

Disabilities/Accessibility Accommodations
Wilberforce University abides by Section 504 of the Rehabilitation Act of 1973 which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” Disabilities covered by the law include but are not limited to both psychological as well as physiological disabilities. Based upon eligibility criterion, if you have a disabling condition that may have some impact on your work in your courses and for which you may require reasonable academic accommodations that do not impose undue hardship, please contact Ms. Gernisha Parnell, ADA Compliance Officer. Ms. Parnell can be reached at gparnell@wilberforce.edu or at 937-708-5737. You will need to bring credible documentation to have accommodations arranged and implemented in a timely fashion within the first few weeks of the semester.

Note: Students are responsible for informing their instructors of any instructional accommodation and/or special learning needs at the beginning (the first two weeks) of the semester. Contact the Wilberforce University Center for Academic Support & Student Success Department via email (casss@wilberforce.edu) to request tutorial assistance and other areas of academic supportive services as deemed appropriate.
Academic Calendar
The academic calendar can be accessed from the Academic Affairs page on the Wilberforce University’s website.

Co-Op Requirements
Students are responsible for completing at least 2 cooperative education requirements for graduation. These are 8-week placements that support the academic experience and ensure students are immersed in experiential learning. Contact Dr. Parris Carter (pcarter@wilberforce.edu) for more information.

Chapel Program Requirements
All students are expected to attend weekly Chapel service. First-Year students are required to attend. Chapel is Thursday at 11am. Contact Rev. Dr. John Freeman (jfreeman@wilberforce.edu) for more information.

Title IX
Title IX prohibits discrimination on the basis of gender. Sexual harassment and sexual violence are forms of discrimination prohibited under Title IX. Title IX Sexual Misconduct violations may be referred to the Title IX coordinator (student-to-student) or the Office of Human Resources (staff/faculty to student). You may contact one of the following:

- Dr. Parris Carter, Ed.D.
  Title IX Coordinator
  pcarter@wilberforce.edu

- Gaelle Amazan-Ivory
  GAmazan-Ivory@wilberforce.edu

- Anita Jefferson-Gomez
  VP for Human Resources and Administration
  ajefferson-gomez@wilberforce.edu

To learn more about the University policy and procedure for reporting and responding to sexual misconduct, please visit the Title IX Sexual Misconduct page on the Wilberforce University website.

General Safety Regulations
Wilberforce University expects students to make appropriate choices while attending the University to protect their own health and safety, and the welfare of others. The Honor Code defines expectations for creating an environment that support the health and safety of others. Wilberforce University tasks campus officials with maintaining safety and security, requiring that students comply with the authorized directions of University officials, law enforcement officers, and emergency personnel in performance of their duties.

Each student is issued a Wilberforce University ID and must present that card to campus officials when requested to do so. Campus police may contact additional local, state, and federal entities when the identification of a student or guest is in question of when a student fails to cooperate. Students will not engage in unauthorized activities on premises that are deemed unsafe, which include but are not limited to accessing building prohibited spaces, climbing on buildings, walls, or bridges, and sledding on campus hills. Students are strictly prohibited from access to all roofs, balconies, ledges, and fire escapes. students may not lean, hang on, or place any part of their body out of the residence hall windows.
STANDARDS FOR STUDENT CONDUCT

HONOR CODE
The Community at WU, in order to make known the standards to which all community members subscribe has established the honor code. It is the obligation of all community members to uphold these standards. Should a member of our community fail to uphold these standards or witness another community member commit an infraction and not report to the proper authorities, they will be considered in equal violation and will be dealt with accordingly.

As a Wilberforcean, I will show both within and outside of the university, respect for order, morality, personal honor, and the rights of others, as is demanded of good citizens. I will respect my fellow community members and always strive to present my personal best. I understand the expectations that have been set forth and I will act with responsibility and care, being fully aware that I will be held accountable for my actions. I will not engage in activities that run counter to the mission and history of Wilberforce University. I am fully knowledgeable that my participation in criminal activity or engaging in immoral acts, are in breach of the student code of conduct and will result in disciplinary action which could include dismissal from the university. I will give every effort to work in the spirit of collaboration and uphold the legacy and traditions of Wilberforce University and I will embrace the university's value of service to my fellow brother/sister, the community, and God.

To view the entire Code of Conduct or Student Handbook, visit: Microsoft Word - 2021-2022 Student Handbook [71].docx (wilberforce.edu).

UNIVERSITY ALCOHOL AND DRUG POLICY
Wilberforce University strives to provide an educational environment that enhances and supports the intellectual process. Academic communities, including students, faculty and staff, have the collective responsibility to ensure that this environment is conducive to healthy intellectual growth. Therefore, the consumption of alcoholic beverages of any kind is not prohibited by students on University owned, operated, or affiliated property, and/or at University sanctioned events. In addition, illegal use of harmful and addictive chemical substances poses a threat to the educational environment and is not permitted.

Each member of the University family is reminded that, in addition to being subject to University regulations and sanctions regarding illegal drugs and chemicals, they are also subject to state and national laws. SES has established the framework for programs designed to educate the campus
community on the harmful effects of illegal substances and assist afflicted persons in their efforts to become rehabilitated. It also provided guidance for punishing violators. More specific information and details can be found in the Student Handbook.

**Drug Use and Ineligibility for Federal Financial Aid**

Any student convicted of possession or sale of a controlled substance under federal or state law may lose eligibility for Student Financial Aid assistance.

Be advised that a student who is convicted of an offense under any federal or state law involving the possession or sale of a controlled substance, while enrolled in an institution of higher education and receiving any federal financial aid (e.g., grant, loan or work assistance) will lose his/her eligibility for such assistance according to the federal regulations. For more specific information, please contact the Director of the Office of Financial Aid at 937-708-5724.

**INTERCOLLEGIATE ATHLETICS AND INTRAMURAL SPORTS**

Wilberforce University believes that all phases of physical education (instructional classes, intramural sports, and intercollegiate athletics) are integral parts of the total educational program. All intercollegiate athletics are under the direction of the Department of Physical Education and Athletics. The institution is a member of the National Association of Intercollegiate Athletics; its conduct of men’s and women’s intercollegiate athletics is governed by the policies of this organization. The men’s program includes three sports: Basketball, cross-country, and golf. The women’s varsity program includes three sports: Basketball, cross-country, and golf, with Cheerleading as a support. Tuition includes free admission for students to all regularly-scheduled intercollegiate contests held at Wilberforce (excludes tournaments and post-season). A varied intramural program is offered for both men and women. Activities include flag football, bowling, volleyball, golf, soccer, basketball, billiards, and tennis, among others. The intramural department encourages individual students as well as student groups to suggest new activities. A student group desiring to use one of the University’s intercollegiate practice or game fields or facilities must obtain prior permission from the chairperson of the Department of Physical Education and Athletics.

**WU Media and Radio**

WU Radio is operated by the University with student management as a non-commercial, educational broadcast station serving Wilberforce. Programming on WUUU includes a wide range of music formats, as well as sports, news, and public affairs. The station also airs special programs. Any student interested in the various fields of broadcasting — engineering, programming, news, or sports — is invited to participate.

The University also has an on-site, fully integrated music production studio with digital production capabilities. Students have the capability to use such software as Pro-Tools and Apple products for full production of music and video. In conjunction with the Mass Media Communications program, students have access to put into practice information obtained in the classroom. In addition, the University has a robust Drone Program that allows students the ability to obtain hours that can be used for FCC approved flight programs.
Religious and Spiritual Life

Office of Religious and Spiritual Life
The religious community at Wilberforce is diverse. However, as an African Methodist Episcopal affiliated institution, the University has weekly Chapel service that is required of all student, faculty, and staff to attend. However, student organizations offer a variety of ways for students to integrate their spiritual and religious development with their intellectual, social, and personal growth. The Chaplain coordinates religious and spiritual life for the campus. The Dean of Religious and Spiritual Life/Chaplain seek to challenge and nurture the spiritual and religious life of the campus. The Dean of Religious and Spiritual Life/Chaplain is available for individual conversations with students, for programs dealing with questions of faith and meaning, and as a resource for religious life and observances.

Gospel Choir
Currently, The Wilberforce Gospel Choir is a performing organization open to any student. The choir performs at all Chapel, Convocations, and special University events. Auditions are held immediately prior to the beginning of the fall semester.

Student Activities, Intramurals, and Transportation

Intramural Program
A varied intramural program is offered for both men and women. Activities include flag football, bowling, volleyball, golf, soccer, basketball, billiards, and tennis, among others. The intramural department encourages individual students as well as student groups to suggest new activities.

Student Government Association
The Student Government Association is the formal assembly of the student body that is an advocate for student concerns and provides various campus services. The officers each have specific responsibilities.

Student Organizations
There are many student organizations at Wilberforce. These organizations are open to any interested students and provide a variety of activities for students to participate in outside the classroom. They include academic, art and culture, club sports, faith based, fraternities and sororities, honorary, media, multi-ethnic, performance, special interest, and volunteer/service organizations. If a student wants to start a new group, that is also an option! For more information, please visit the Office of Student Activities.

Greek Life
Currently, the University has all nine member-organizations of the National Pan-Hellenic Council (NPHC) chartered on campus. Frequently referred to as the Divine Nine, these fraternities and sororities promote community service and other campus programming and activities. Any student in good academic and social standing is eligible for membership. The general functioning of these organizations, including rushing and new member education, is under the jurisdiction of the NPHC campus chapter as well as S.E.S. The latter holds the final authority for the University policies affecting these organizations, including credit hour restrictions and other University prerequisites. For more information on specifics for qualifications, policies, and procedures, please contact the Office of Student Activities.

Campus Activities Board (CAB)
The CAB is the campus programming board, run by students for the Wilberforce community. The group’s purpose is to plan, promote, and produce entertaining and socially engaging events that both
provide academic relief and unite the student body. CAB brings innovative and novelty events to the University.

**Student Services**

**Allen Commons**

Allen Commons, the University student union, is the center of the student community life. The union complements the academic experience through an extensive variety of cultural, educational, social, and recreational programs. These programs provide the opportunity to balance course work and free time as cooperative factors in education.

The student union provides students with a range of services and contains a variety of multi-purpose areas including the billiards facility, main lounge, meeting rooms, dining facilities. Also located in the building are offices for the Student Government Association and University Activities Board.

**Campus Dining**

Food is provided to Wilberforce students on a meal plan of 19 meals per week as well as sponsored special dinners and residential events. The meal plan choices incorporate a mix of traditional, all-you-care-to-eat meals in the dining hall. Unused dining hall meals will not roll over from semester to semester or year to year. Students must present their University I.D. card in order to utilize their meal plan. Students approved to live off-campus are welcome to subscribe separately to the meal plan contract.

The University Dining Hall is located on the top floor of the Student Union Center and features an all-you-care-to-eat food-court style meal contract service for breakfast, lunch, and dinner daily on weekdays, with a modified schedule of brunch and dinner on the weekends. For more information on University Dining and food service, please refer to the Student Handbook for more details, as well as contact the Director of the Cafeteria at 937-374-6515.

**Housing and Residence Life**

All students are expected to live on campus. Students requesting off-campus housing must submit a written request to the Office of Residence Life or the Sr. Vice President for Student Engagement and Success. Students must be enrolled full-time (12 credits or more) to reside in campus housing. When a student's course registration drops less than full-time or a student's status is changed to “Leave of Absence” or “Withdrawn,” then he/she must immediately vacate the residence hall. Written exceptions to this requirement may be granted by the Division of S.E.S. Exceptions will be granted only for compelling reasons. The University reserves the right to remove or relocate students living in Campus housing when circumstances warrant such action.

A variety of housing options for individuals and groups are available, including single-gender halls and program-oriented housing. All University residence halls and program houses have access to the computer network.

Residence hall rooms vary in size, configuration, and styles of the furnishings. Rooms have a study desk, chair, bed, mattress, and dresser. Bedding, pillows, rugs, curtains, and other equipment are provided by the resident(s). Students provide and care for their own bed linen. Washers and dryers are provided for all Campus housing. Students must provide their own telephones while on-campus. The University is not responsible for loss or damage to clothing and personal effects in student rooms. Consequently, students are encouraged to carry their own insurance on personal property and to lock their room doors when out of the room.
In each residence hall, Resident Assistants are available for the support of the students in these communities. RAs are sophomores, juniors, or seniors who are trained to provide guidance, peer advising, and referral to campus services for students. Professional staff also live within the residential community to provide assistance to the residents.

For new first-year students, a room reservation is made when an applicant has been accepted for admission, paid the enrollment and security deposit, and submitted the appropriate housing materials. New students must maintain a residence in Campus housing unless they apply for an exception to live at home with a parent or guardian.

University residential facilities are open to students only when classes are in session. Students who do not have special permission to engage in a special University activity (graduation, sporting events, etc.) are asked to vacate their rooms at the close of a semester, no later than twenty-four hours after their last examination. During the second semester, those who are graduating may remain on campus until commencement ceremonies have concluded. Information on fees may be found in the Catalog section entitled Expenses and Cost of Attendance.

**Security and Protective Services**

The Security and Campus Police Department provides law enforcement response, crime prevention education, and security services to the campus community 24 hours a day, 7 days a week, 365 days a year. The department also works closely with the Xenia Police Department, Xenia Fire Department and other township and City offices to provide such services and resources to the Wilberforce community.

The philosophy of Campus Police is based on the concept that officers and members of the Wilberforce University community work together in creative ways to help solve problems related to crime and fear of crime. Our goal is to have a positive presence here on campus based on mutual understanding and respect. Foot patrols inside buildings and bike patrols around campus are opportunities to become closer to our community. Establishing and maintaining a mutual trust within the University community is used to improve our ability to prevent crime and solve problems. Policy enforcement and intervention activities will be conducted in such a way as to provide a positive learning experience when possible.

Primary duties include the safety and security of students, grounds and facilities. The department also monitors the University’s 911 system, fire safety systems, and campus access system. Campus Police is responsible for upholding the University policies as well as local, state and federal laws. The office is in the building across from Henderson Hall.

The Security Department also provides numerous services to the campus community including: safety escorts, property engraving, residential education programs, fire safety programs, vehicle and bicycle registration, student security patrols, CPR/First-Aid, and other programs. The Security and Protective Services Department is also responsible for the enforcement of parking regulations on campus. All vehicles parked on the Wilberforce campus must display a valid permit. Permits can be obtained at the Security office 24 hours a day, 7 days a week.

**Student Health and Wellness Center**

The Louis Stokes Health and Wellness Center (LSHWC) provides health services for Wilberforce students enrolled on a full-time basis. The staff consists of professionals from the Xenia and Dayton area, professional counselors, and registered nursing staff for service during the academic year.
CAMPUS MAIL POLICY

The Office of Business and Finance oversee the U.S. Mail Delivery System at Wilberforce University. The University Mailroom location is in the Wolfe Administration Building and is operated by a staff member who can be contacted at 937-708-5715. Student Union Mailboxes are located in the Allen Commons and are overseen by the Office of Student Activities. Students are assigned a mailbox in the Allen Commons, Student Union. Students will maintain their mailboxes for the time they attend, students who withdraw or are dismissed will be assigned a different mailbox upon their return.

A. Campus Mailing Address
   Students should have their mail sent to the following address:
   
   Wilberforce University Student's Name  
   Mailbox Number  
   1055 N. Bickett Road  
   P.O. Box 1002  
   Wilberforce, OH 45384

B. Obtaining Mail on Campus
   Each mailbox is mechanically operated and needs a combination number to access it. Students are assigned a mailbox and provided a combination number. Students receive mailbox and combination information during the Campus Check-in process or New Student Orientation. The mailbox combination number is the responsibility of the student for his/her entire stay at Wilberforce University.

   Operating Your Mailbox Example of your combination- (1), (9), (10)
   
   Step 1: Turn the lock several times to clear combination.  
   Step 2: Turn right to the number (1).  
   Step 3: Turn to the left going past 9 once, before landing on (9).  
   Step 4: Turn to the right to (10).  
   Step 5: Hold lock and pull open.

C. Loss of Your Mailbox Combination
   You must use your combination number to check your mailbox; we do not check boxes and will no longer personally hand mail to you. A combination number must be used at all times. If a student loses their combination number or does not remember their combination number, please contact the Office of Student Activities.

D. Incorrect Mail
   Mail addressed to a different student that is inadvertently placed in your mailbox or addressed incorrectly with your mailbox number must be returned to the University Mailroom (ground level of the Wolfe Building). It is absolutely important to respect the privacy of fellow students. Only mail addressed to you or current occupant should be opened. Any mail addressed to a different individual should not be tampered with and must be returned to the university mailroom. Failure to comply may be considered a Federal Offense and result in prison, fines, and/or dismissal from Wilberforce University. Mailboxes cannot be shared with anyone else. Any packages sent to your mailbox with a different name other than the name on your Wilberforce ID will be returned to the sender.
E. Mailroom Operating Hours

- Wolfe Building Mailroom
  Monday – Friday from 8:00am to 11:30am and 1:00pm to 3:00pm
  Large packages are to be picked up from the Wolfe Building Mailroom located on the ground level of the Wolfe Administration Building

- Allen Commons, Student Union Mailroom:
  Students and staff have access to mailboxes during operational hours of the Student Union Monday-Sunday. New mail will be ready for pick up between the hours of 4:00 and 5:00pm Monday – Friday.

F. Package Delivery and Pickup

  The U.S. Mail is picked up Monday – Friday from the U.S. Postal Office located in Wilberforce, OH. Mail or packages that do not fit in the mailboxes can be picked up in the university mailroom located on the ground level of the Wolfe Administration Building. Students will receive an email when they receive a package. Packages may be picked up during designated hours (see hours of operation) by presenting your ID to mailroom personnel. The recipient must sign for all packages. Packages MUST be claimed as soon as possible.

G. Mailbox Overflow

  Mailboxes should be checked frequently to avoid "overflow." Mail that exceeds the space in your mailbox will be held in the university mailroom for a limited time until picked up. Items not picked up within a week may be returned to the sender as undeliverable.

H. Mail Forwarding and Mailroom Closure

- All 1st Class Mail and packages should be forwarded over the summer unless a student is living on campus and attending summer school.
- Mail will not be sent to a forwarding address over the spring or winter breaks.
- Approximately six weeks before leaving the dorm at the end of each semester, all personal mail, magazines, newspapers, etc. should be notified of impending change of address so mail may be sent to your new address without missing any issues or important documents. Most companies now have e-mail addresses to which you can submit change of address notices or Internet access for the same purpose.

Wilberforce University will not be held responsible for any items lost or stolen. Mail with gift cards, pre-paid Visa/MasterCard, personal checks payable to an individual (not cash) or money orders should be mailed "registered, certified/return receipt or delivery confirmation mail" or use any carrier that can provide tracking information and signature confirmation. DO NOT SEND CASH or Perishables through the mail. Wilberforce University mailboxes are not equipped to store any type of perishables. Perishables are such items as flowers, fruit, candy, cookies, cakes, etc.
COUNSELING, DISABILITY, HEALTH SERVICES, AND PREGNANCY POLICY

Counseling Services
Students may access counseling services at Wilberforce University. A licensed practitioner is available by appointment weekly. Students may contact counseling services through visiting Health Services in the Alumni Multiplex.

Disability Services
Wilberforce is dedicated to empowering students with disabilities through the delivery of reasonable accommodations and support. Students with disabilities who need academic or other services while attending this institution will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. We are strongly committed to maintaining an environment that guarantees students with disabilities full access to educational programs, activities, and facilities.

Any active student at Wilberforce University, who has a documented disability which significantly impacts his or her education, is eligible to receive services from the Center for Academic Support and Student Success. The student’s specific accommodations will depend on the nature of their disability and its impact. Students must self-identify with the Center in order to receive resources and recommendations regarding Accessibility Services. Students cannot retroactively use such notification to adjust grading or substantiate unsuccessful academic progress; as such, students need to notify the Center upon entering the institution or shortly thereafter. Students are not required to self-identify but are strongly encouraged as faculty or staff cannot make such recommendation or identification on behalf of the student. For more information, see the Center for Academic Support and Student Success on the first floor of LRC Building.

Health Services
Health Services location in the Alumni Multiplex and will assess the student’s condition to determine the extent and level of medical supervision that is required. Health Services will determine the student’s continuation as a residential student on a case by case basis in consultation with the student, the student’s family and the student’s attending physician.

Wilberforce University’s Health Center is an outpatient clinic which provides basic health services to registered students. Wilberforce University cannot take responsibility for un-insured students and does not accept responsibility or liability for the health of the student.

Pregnancy
A resident who becomes pregnant should immediately notify Health Services. The student may be permitted to remain in on-campus housing until the third (3rd) month of pregnancy, provided the student gives Health Services the following information in writing:

- The estimated date of birth.
- A statement from their physician regarding their health and that of the fetus.
- A statement from the attending physician indicating that participation in normal college activities will not harm them or the fetus. (This information will be shared with and maintained by the Wilberforce University Health Services).
- A waiver releasing Wilberforce University from any responsibility or liability for their health or the outcome of the pregnancy.
Wilberforce University assumes no responsibility or liability for the health of the mother or the outcome of the pregnancy.

*Note: Under no circumstances will a student be permitted to reside in a residence hall with their child. Pregnant students are responsible for completing all requirements for their courses within the semester and, when appropriate, College requirements for graduation.

**Computer Use Policy**
Students of Wilberforce University are authorized to use computer networks, equipment and related resources pursuant to administrative regulations established and promulgated by the President or his/her designee.

All students are expected to follow the computer use policy and related University rules, regulations and procedures for computer usage and work produced on computing equipment, systems, and networks of the university. Students may access these technologies for personal use on a restricted basis.

Please refer to the Computing and Networking Usage Policy and Lab Usage Policy for permissible use. Any violation of these policies is considered “misconduct” subject to the University’s disciplinary procedures. Sanctions for violation of this policy may include revocation or suspension of computer access privileges in addition to any other sanction permitted under student conduct and academic policies.

Violations of state or federal laws may also be referred to the appropriate authorities for criminal or civil action. Students are encouraged to contact the Client Services Department or the IT Helpdesk for information regarding any computer usage matters. This includes the resetting of username and/or password information.
ADMISSIONS

ADMISSION
Wilberforce University is dedicated to educating individuals whose accomplishments demonstrate a high level of initiative, exhibit principled moral and ethical values, and possess the emotional and social maturity needed to thrive in a scholarly environment. The student who flourishes at the university has a history of academic potential and success, is self-motivated, and is committed to lifelong service to her or his community.

Each candidate is evaluated on individual merit. Although several criteria are used to determine each candidate's admission, no one criteria is necessarily the most important.

Submission of materially false information in the application or school transcript will subject the student to immediate revocation and termination of their acceptance for admission. Such cancellation of admission and enrollment shall be made by the Assistant Vice President of Enrollment Management. An appeal of this decision may be made to the President, whose decision shall be final.

Freshman Application Process
A freshman student is a student who has or will graduate from school and who has never enrolled in a post-secondary institution. Each candidate for admission should submit the following to the Office of Admissions:

1. A completed application for admission.
3. (Optional) Reports of score(s) on the Scholastic Aptitude Test (SAT) or the American College Test (ACT). (Note: Test Scores are required for Academic Merit consideration)
4. Submission of official and final transcript with a graduation date from the secondary school in which the student is enrolled is required prior to enrollment.*
   - Final Transcripts can be submitted in the following formats:
   - Parchment
   - Naviance
   - eScript
   - United State Postal Service

High School Transcript with No Date of Graduation*

If your high school or secondary school district does not identify a “graduation date” on official high school transcripts, a letter on official letterhead from the high school or school district certifying your actual date of graduation will need to be submitted with the official and final high school transcript. The letter certifying the graduation date and official high school transcript must be submitted to Wilberforce University before a student can be enrolled in classes and/or receive federal financial aid.
Freshmen Criteria
Every candidate must present satisfactory credentials as to ability, character, and health. The decision of admission is based on the following factors:

- High school course work, including the following:
  - 4 units of English
  - 3 units of mathematics
  - 2 units of foreign language
  - 2 units of laboratory science
  - 2 units of social science
  - 3 units of academic electives
- Grade Point Average (2.0 minimum, weighted)
- Standardized test scores (Optional) (Note: Test Scores are required for Academic Merit consideration)
- Submission of official final transcript(s) with a date of graduation prior to enrollment.

Favorable consideration for admission will be given to accredited secondary school graduates whose college aptitude test scores and high school grades give promise of success in college.

Health Record
Any student offered entry or re-entry to the University will be denied the privilege of registration until the Student Health Center has been given a copy of an up-to-date physical examination report and a copy of his/her immunization record.

Home Instruction/Home Schooling
Applicants who have completed a program of home instruction or home schooling instead of an accredited secondary school must present the following credentials:
1. Secondary school record, if it exists;
2. GED test scores;
3. Official verification by state or regional public officials of completion of approved home instruction/home schooling program;
4. Official results of standardized tests used for evidence of achievement or copy of annual achievement progress reports submitted to official in charge of state or regional home instruction/home schooling supervision;
5. Standardized test scores (Optional) (Note: Test Scores are required for Academic Merit consideration)

Transfer Application Process
Transfer credit may be awarded for credits/hours earned at another postsecondary institution. If you attended other institutions in the past, you are required to submit all official and final transcripts to the Office of Admissions for potential transfer credit.

To be eligible for transfer, the credits/hours must have been earned at an accredited institution recognized by the U.S. Department of Education and carry a grade of “C” or better (undergraduate course) or “B” or better (graduate course). Grades of “Pass,” “Credit,” or similar may be considered if the source institution indicates its equivalence to Wilberforce University’s minimum acceptable letter grade.
You may be asked for a course syllabus or similar documentation to assist in the evaluation of a particular course. Failure to provide the requested documentation may prevent transfer credit from being awarded.

The University generally will accept a maximum of sixty-four credit hours from a regionally accredited community college, and ninety credit hours from regionally accredited four-year institutions. Credit hours, not grade points, are transferred.

**Recognized Regional and Other Accrediting Bodies:**
- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- WASC Senior College and University Commission (WSCUC)
- Transnational Association of Christian Colleges and Schools
- The American Bar Association

Coursework that was completed at an institution not accredited by one of the designated accreditation agencies, may be considered through the American Council on Education (ACE) and its National Guide of recommended college credit and validated competencies.

Transfer students should submit the following to the Office of Admissions:
1. A completed application for admissions
2. Official transcripts from all previously attended colleges/universities.
   a. If less than 24 earned credit hours an official and final High School transcript with a graduation date must be submitted*
   b. Submission of official final transcript(s) prior to enrollment.

**High School Transcript with No Date of Graduation**

If your high school or secondary school district does not identify a “graduation date” on official high school transcripts, a letter on official letterhead from the high school or school district certifying your actual date of graduation will need to be submitted with the official and final high school transcript. The letter certifying the graduation date and official high school transcript must be submitted to Wilberforce University before a student can be enrolled in classes and/or receive federal financial aid.

**CLIMB (Center for Leadership in Management and Business)**
The Wilberforce University Center for Leadership in Management and Business (CLIMB) program has been offering accelerated degree completion programs since 1991. The Center aims to expand the CLIMB adult learners’ academic and intellectual capacity to prepare them to lead and excel in a global environment. The CLIMB program is an alternative to the traditional format of earning an undergraduate degree. The CLIMB program provides adult learners with an opportunity to complete a degree in a 5-week accelerated form that will take place entirely online. Offering courses in an accelerated format allows students to maintain their work and life responsibilities.

At Wilberforce University, only students enrolled in majors offered in the CLIMB program may elect to receive college credit for experiential learning. Students complete a portfolio, guided by the CLIMB faculty and staff. The portfolio is evaluated based on upon the rubrics developed by the KOLB’s Model
and follows the Council for Adult and Experiential Learning (CAEL) principles.

CLIMB DEGREE PROGRAMS:

- Bachelor of Science Degree in Organizational Management (OM)
- Bachelor of Science Degree in Health and Human Services (HHS)
- Bachelor of Science Degree in Information Systems Management (IT)
- Bachelor of Science Degree in Criminal Justice Administration (CJA)

CLIMB Application Process

Students who have satisfactorily completed a minimum of 45 semester hours at an accredited institution may be admitted to regular standing with such advanced standing as their previous records may warrant. Every candidate for admission must make formal application.

CLIMB students should submit the following to the Office of Admissions:

1. A completed application for admissions
2. Official transcripts from all previously attended colleges/universities.
3. Submission of official final transcript(s) prior to enrollment.

Requirements for advanced standing are as follows:

1. Satisfactory credit from previous college, as shown on official transcripts.
2. Grade point average of 2.0 or better at previous college.
3. Honorable dismissal from previous college. If a student is suspended from another college, but eligible to return, he or she may be considered for enrollment at Wilberforce University after the lapse of at least one semester or the term of suspension, whichever is longer. The University reserves the right, based upon the student's record, to revise the academic classification given such students at entrance.
   
   i. The University generally will accept a maximum of sixty-four credit hours from a regionally accredited junior college, and ninety credit hours from regionally accredited four-year institutions. Credit hours, not grade points, are transferred.

**Recognized Regional and Other Accrediting Bodies:

- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- WASC Senior College and University Commission (WSCUC)
- Transnational Association of Christian Colleges and Schools
- The American Bar Association

Coursework that was completed at an institution not accredited by a one of the designated accreditation agencies, may be considered through the American Council on Education (ACE) and its National Guide of recommended college credit and validated competencies.

Degree Requirements

To earn the Bachelor of Science (B.S.) degree, each student must achieve the following:

1. 45 minimum, 90 maximum of transferable credit from an accredited higher education institution
2. Must complete all credit requirements for the specified CLIMB major
3. Accumulate 120 credit hours of coursework consisting of completing all credits that are a part of the major, transfer credits, and must meet all general education requirements.
4. Must have a cumulative grade point average of 2.0 GPA or above in the 120 credits comprising the complete degree.
5. Must meet all general education and mission specific requirements.
6. Attend the accelerated five-week classes offered each semester/term
7. Pay all fees and tuition charges
8. If applicable, there is an opportunity to apply experiential learning credit that equates to college-level credits (up to 18 credit hours).

**Graduate Admissions: Application Process**

The Master of Science in Clinical Rehabilitation Counseling is designed to meet the growing demand for qualified mental health professionally trained clinical rehabilitation counselors who want to work in public and private mental health rehabilitation agencies and institutions. Graduates are prepared to meet the psychosocial and vocational needs of persons with varying disabilities such as developmental disabilities, psychiatric disabilities, traumatic brain injury, spinal cord injury, alcohol and substance abuse behaviors, as well as other acquired disabling conditions.

Students who wish to attend Wilberforce University's graduate program must submit a graduate application package to the Admissions Office. A completed application includes:

- Admission Application
- Official College Transcripts from All Schools previously attended
- Three Letters of Recommendation
- Resume
- Autobiographical Statement
- GRE/MAT Scores

**Credit/Exemption Examinations**

There are a variety of examinations through which students may earn college credit or exemptions. Courses for which credits or exemptions are awarded by examination will not be used in the determination of GPAs. When a student receives credit for a course by examination, the credit will be applied to graduation requirements just as though the course had been taken. A student who passes an exemption examination will be exempt from taking that course in his/her academic program. If a student is granted exemption only (no credits) from a course, he/she may need to take another course to fulfill degree requirements.

- Advanced Placement Examinations: Courses taken by students before college admission under the Advanced Placement Program of the College Entrance Examination Board may be recognized by the award of college credit. Those who earn a score of 3 or higher in the Advanced Placement Examination may be granted credit toward the number of credits required for graduation. For questions regarding the granting of Advanced Placement Examination credits, consult with Admissions office.
- CLEP Examinations: Students who have had other opportunities for instruction or who have advanced in a given field may gain credit for a course through the College Level Examination Program (CLEP) offered through University Testing Services. For questions regarding the
granting of CLEP examination credits, consult with the Admissions office.

- International Baccalaureate Examinations: Courses taken by students before college admission under the International Baccalaureate Program may be recognized by the award of college credit. Those who take and pass the Higher-Level examination with a 4 or higher may be granted credit toward the number of credits required for graduation. For questions regarding the granting of International Baccalaureate examination credits, consult with the Admissions office.

- Departmental Examinations: In some departments, students have an opportunity to gain exemption or credit through successful completion of comprehensive examinations by requesting from the academic department an exam as a substitute for completing all the usual requirements of the course. Express consent must be written and submitted to the Office of the VP of Academic Affairs for approval toward graduation in the subjects included in the Wilberforce curriculum.

Courses at Consortium Colleges and Universities

Since 1967, area colleges, universities, and industries have joined in the Southwestern Ohio Council for Higher Education SOCHE, a consortium to maximize the use of resources. Through an inter-institutional Cross-Registration Program, full-time students at a sponsoring “home” institution may take courses on a space-available basis at a “host” institution. The cost of enrollment is determined by the fee structure of the home institution. The institutions also benefit from the use of an inter-library loan program which makes more than 15 million books, periodicals, and audio-visual materials available to students and faculty. Members making up SOCHE are: Air Force Institute of Technology, Antioch College, Antioch University Midwest, Cedarville University, Central State University, Cincinnati State-Middletown, Clark State Community College, Edison Community College, Kettering College, Miami University-Regionals, Sinclair Community College, Southern State Community College, Union Institute & University, United Theological Seminary, University of Dayton, Urbana University, Wilberforce University, Wilmington College, Wittenberg University, and Wright State University.

Wilberforce University is one of twenty-one colleges in the Southwestern Ohio Council for Higher Education (SOCHE) and participates in the Consortium Cross-Registration Program. Students who plan to cross-register at Consortium colleges must be upperclassmen enrolled in at least twelve (12) hours at Wilberforce University; obtain approval from their academic advisor, the division dean; and secure a Cross-Registration Form. Students may download the consortium form on-line at www.soche.org or receive a copy from the Wilberforce University Registrar’s Office prior to registration. Students must follow the academic regulations of the host institution in regard to the courses in which they are enrolled. Students should note any difference in academic calendars since some SOCHE colleges are on quarter schedules. Space must be available for the cross-registrant in the desired course at the host institution. The course must not be offered at the home institution. The student is not eligible to participate in the consortium unless a class is closed (filled to capacity) at the Home institution. Transportation, books, and lab fees are the student’s responsibility. Wilberforce University does not participate in the consortium during the summer. Contact the Registrar’s Office for more information. To be used as a substitute for a Wilberforce course, a Consortium course must be comparable in credit hours, course content, and academic level to the Wilberforce course. No grades for consortium courses shall be used to replace Wilberforce course grades. Consortium courses may be used to meet degree and graduation requirements, but the grades may not be used to replace a deficiency grade at Wilberforce or used to recompute the Wilberforce grade point average in this instance. Such deficiencies may be changed only by repeating the Wilberforce course and using the subsequent grade to replace the initial grade and to compute the Wilberforce cumulative grade point average. Written approval by the division dean must be placed in the student’s file together with an indication of the Wilberforce course, if any, for which the Consortium course will be substituted.
Re-Admit Students
Students who have previously attended Wilberforce University and have not been in attendance for a semester or more are required to complete an application for readmission, by the deadline dates on the academic calendar for admission. Students must be eligible to enroll in the same academic department in which they were last registered.

Veterans/Active Duty Military
Active duty military personnel and veterans can receive advanced credit, depending upon rank, length of service, duty specialty, and service schools completed. To receive veteran’s benefits, a certificate of eligibility will need to be obtained from your local Veteran’s Administration Office and submitted to the Office of the Registrar. For more information, contact the Office of the Registrar at Wilberforce University for eligibility information.

Advanced Standing
Advanced standing can be obtained for entering undergraduate students through transfer of credit earned at previous colleges, Advanced Placement Examinations, or military service. Wilberforce University participates in the Advanced Placement Program of the College Entrance Examination Board (CEEB) and the International Baccalaureate Program (IBP). This program begins in a high school when college level studies are offered to able, interested students. International Baccalaureate Credits (IB) earned at the high school level should be sent directly to The Office of Testing Services. The information will be translated into the appropriate number of Wilberforce University credits. Advanced Placement Credits (AP) earned at the high school level should be sent directly to the Registrar’s Office. The Office of Testing Services is not involved in the placement of these credits on a student’s transcript. The college does not limit the number of credits an entering student may have received through these examinations.

Advanced Placement Examinations
Additionally, Wilberforce University also participates in the College Level Examination Program (CLEP) of the CEEB and the Defense Activity for Non-Traditional Education Support (DANTES). The broad purpose of this program is to improve access to higher education through a national system of placement and credit by examination. The college accepts for credit both the general examinations and the subject examinations. The subject examinations, however, must be approved by the respective academic department at the University. Awarding of credit for CLEP will be based upon recommendations of CEEB. Credit for DANTES will be based upon the recommendations of the American Council of Education (ACE).

The University grants credits for acceptable performance on the College Board administered Advanced Placement Examination. A minimum score of three (3) is required in all subject areas. College Board AP credits are forwarded directly to the Registrar’s office by the College Board and are not handled by the Testing Services office.

International Baccalaureate Credits
The University accepts certain courses, which have been passed on the IB examination. Students must have official IB transcripts forwarded to the Registrar’s Office. If the scores meet the University’s requirements, credit will be placed on the Wilberforce University transcript.

International Baccalaureate Examinations: Courses taken by students before college admission under the International Baccalaureate Program may be recognized by the award of college credit. Those who take and pass the Higher-Level examination with a 4 or higher may be granted credit toward the number of credits required for graduation.
Audit
Auditing of courses is open, without credit, to any person who has paid all of the applicable fees. Currently enrolled full-time students may audit courses without additional charges unless their total hours exceed 18. An auditor is not required to participate in class discussions, to prepare assignments, or to take examinations. Auditing of courses is allowed only when there is seat availability. It requires the approval of the course instructor and Dean of the College in which the course is housed, and completion of an Audit Record form from the Office of the Registrar.

Appeal of an Admission Decision
Any applicant who is denied admission may appeal that decision by filing a written request for review with the Vice President for Enrollment Management within thirty days of the decision. An ad-hoc committee review of the original credentials and any additional supporting information the applicant wishes to submit will occur, and the applicant will be informed of the results of the review in a timely manner.

Deferred Admission
For a variety of reasons, some students decide to delay their plans to attend Wilberforce University for one year after their secondary school graduation. In such instances, it is recommended that these students file their application credentials during their senior year to ensure an admission decision at that time. Should the student decide to defer admission, a deferment until the following year must be requested in writing to the Director of Admissions no later than May 1. To secure a place in the class, the non-refundable enrollment deposit must be submitted at the time the student requests to be deferred.

Appeal of an Admission Decision
Any applicant who is denied admission may appeal that decision by filing a written request for review with the Vice President for Enrollment Management within thirty days of the decision. An ad-hoc committee review of the original credentials and any additional supporting information the applicant wishes to submit will occur, and the applicant will be informed of the results of the review in a timely manner.

The Implications of Admission and Registration
The community on the University campus consists of several constituencies: the students, faculty, administration, and staff employees. It is helpful, therefore, to have some clarification of the nature of the relationship between the student and the University. It is understood that in applying for admission to Wilberforce, each prospective student thereby requests the privilege of pursuing an education here in the type of academic program and social atmosphere offered by the University. By accepting a student for admission, Wilberforce agrees that the student should attend for that purpose.

It is the policy of the University to admit as students only those for whom graduation is a reasonable expectation and who are expected to contribute positively to the Wilberforce community. However, admission and registration constitute a commitment by the University only for the term for which registration is accepted. It should be emphasized that students are on the campus because they meet qualifications which indicate that there is every expectation that they will graduate. Over the years this expectation has been achieved by a significantly high percentage of students. Realistically, it is also true that for a wide variety of reasons, some students do not continue at Wilberforce until they are graduated. The terms under which progress toward a degree may be interrupted should be clear.
1. The student may withdraw from Wilberforce at any time for personal reasons. If withdrawal occurs during a semester, a pro rata rebate may be made in accordance with the policy outlined in the section on Expenses. If a student withdraws from the University without completing the full withdrawal process, he or she will forfeit the enrollment deposit and any other fees, including tuition.

2. It should be noted that the commitment of the University in accepting a student’s registration is for per semester. The College may refuse subsequent registration on the basis of (a) the student’s failure to make significant progress in course work in a satisfactory manner which continues to lead to the expectation that the student will achieve graduation (for further details see Academic Policies– Academic Standing, Withdrawal, and Readmission); (b) residency may be terminated for health reasons, which in the determination of a physician or a member of the University’s professional counseling staff are sufficient to indicate that the student should not be on campus; (c) registration for a subsequent term may be denied by the VP of Academic Affairs upon the recommendation of faculty members or deans for sufficient reasons.

3. Students may be asked by the VP of Academic Affairs to terminate registration for financial reasons upon the recommendation of the Vice President for Business and Finance and the Bursar after consultation with the Vice President of Enrollment Management.

4. Students may be asked to terminate their enrollment at any time for disciplinary reasons. It should be noted that students may participate as members of agencies which may recommend suspension or dismissal from the University. There is a Judicial System which adjudicates violations of the Code of Academic Integrity and the Code of Student Conduct. It is assumed that entering students and those reregistering are familiar with the various agencies which make decisions involving their stay at Wilberforce University.

5. A student may be suspended or dismissed at any time from Wilberforce University for reasons which the University deems sufficient. During the course of the semester, each student must demonstrate a good faith effort to attend class and participate in his or her own education. Failure to attend class, disruptive or threatening behavior, and other acts which undermine the educational process or pose a direct threat to the health and safety of self or other members of the campus community can result in dismissal from Wilberforce University. “Disruptive behavior” is behavior which, in the judgment of the faculty or administrative staff, (i) impedes other students’ opportunity to learn, (ii) directly and significantly interferes with the mission of the University, and/or (iii) violates the Wilberforce Mission, Code of Academic Integrity, and/or Code of Student Conduct. Such action may be administered by the Provost, Vice President of Engagement and Success, or their designee. Academic and financial ramifications of not completing a semester, as detailed in the Catalog, will apply in such cases.

6. In any of these matters relating to the termination of registration, the student may appeal the decision to the President of the University, whose decision shall be final.

Certain other provisions of the student’s relationship to the campus community that may be unique to Wilberforce University are noted:

- The College reserves the right to enter student rooms at any time, with or without notice, for purposes of inspection, maintenance, repair, and investigation of violations of College rules or regulations.
- Students are required to enter into a room and dining service agreement which involves obligations as to payments and adherence to regulations. Exceptions to these contracts are made only with the knowledge and consent of the Office of Business and Finance and the Division of
Student Engagement and Success.

- Wilberforce reserves the right to inform parents of any violation of the University’s alcohol and drug policies. Causes for parental notification include, but are not limited to, excessive intoxication, alcohol poisoning, and recurring policy violations.

The Wilberforce Student Handbook sets forth regulations applying to campus life, and it is part of the student obligation, as is this Catalog. However, the University Catalog is the official document of academic requirements and regulations.

The student who chooses to attend Wilberforce indicates by being present and by the signature on the application form, acceptance of personal responsibilities under the Code of Academic Integrity and the Code of Student Conduct and agrees to abide by and conform to the rules and regulations of Wilberforce University and the obligations imposed by the Codes. The enrollment and room reservation fee of $150.00 is payable on or before May 1.

For additional information on the admissions process, please contact:

Office of Admissions
Wilberforce University
Wilberforce, Ohio 45384
(937)708-5500
Email: admissions@wilberforce.edu
Or visit our website at www.wilberforce.edu/admissions/

Readmission
A student who has voluntarily withdrawn or has been required to withdraw from the University is eligible to apply for readmission upon completion of a formal application for readmission; the form for this may be obtained from the Office of the Registrar. The completed application, including any necessary transcripts, references, and/or medical/counseling recommendations, and application fee must be received by the Office of the Registrar prior to the semester in which the student is eligible to resume studying. The readmit fee is $10.00. This fee will be forfeited if the student is readmitted and subsequently decides not to re-enroll at Wilberforce. However, if the student is readmitted, enrolls, and returns to the University, the fee will be credited as the enrollment deposit. The deadlines for readmission applications are June 15 for Fall Semester readmission, November 15 for Spring Semester readmission and April 15 for Summer Semester readmission (when summer semester is in session).

Priority Admissions Plan
This plan permits students whose high school records indicate strong academic performance to apply for admission to Wilberforce University at the end of their junior year. The advantage of this plan is that students may complete their senior year in high school with their college choice decided. Upon completion of their senior year in high school, they will enroll in classes at the University.

Ohio Post-Secondary Enrollment Options Program
The Ohio General Assembly created the Post-Secondary Enrollment Options Program in 1989. The program permits public high school juniors and seniors from the state of Ohio to complete college or university coursework for high school and/or college credit, broadening the range of choices through which qualified students may complete requirements for high school graduation. For more information, students should contact their high school guidance counselor. For admissions requirements, contact the
College Credit Plus
According to the Ohio Department of Higher Education,

Ohio’s College Credit Plus can help you earn college and high school credits at the same time by taking college courses from community colleges or universities. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students. Taking a college course from a public college or university is free. That means no cost for tuition, books or fees. If you choose to attend a private college or university, you may have limited costs.

(from the Ohio Higher Education Website at https://www.ohiohighered.org/content/college_credit_plus_info_students_families).

Your high school may have an agreement with a local college for specific courses; however, you can choose to take College Credit Plus courses from any college that offers a course that would benefit your future. This could include online courses. Wilberforce University currently has agreements with two high schools in the State of Ohio and is seeking to add more institutions to offer more options for high performing students, therefore students should check with their guidance counselor to determine if there is a current agreement in place. Students who enroll in the College Credit Plus program are students of Wilberforce University. For more information, please contact the local high school for more information, the Ohio Department of Higher Education, and/or the Wilberforce University Office of Admissions for University application and further instruction.

Reserve Officer’s Training Corps (ROTC) Programs
Military Science has been offered at Wilberforce University since 1894. That year President Grover Cleveland detailed Lt. John H. Alexander, the second black graduate of West Point Military Academy, to organize a Military Science Department at Wilberforce, Ohio, and to provide instruction in military tactics. The university offers Air Force and Army ROTC. Both programs are open to all full-time students and award college credit for the courses offered. Army ROTC is a program that consists of taking elective Military Science courses for college credit that if credit is earned for all coursework may lead to a commission as a Second Lieutenant in the United States Army. There is one class per semester that includes a leadership laboratory. There are alternative ways to earn credit for missed course work of the freshman and sophomore years by attending an Army sponsored summer camp conducted at Fort Knox, Kentucky, credit may given for completion of Basic Training of any military service and credit may be given for JROTC courses during highschool.

To join ROTC on campus you must simply sign up and take the appropriate level freshman or sophomore level class. There is no military obligation by taken the first two years of ROTC. Cadets are expected to be contracted by the time they start the junior year. Once a student is contracted they will incur a military service obligation. The obligation may be served as an active duty officer with worldwide assignment or a student may choose to serve their obligation part-time as an officer in the Army National Guard or the United States Army Reserve.

Scholarships are generally available for qualified students. A Scholarship will cover 100% tuition, $450 a month stipend for the months school is in session and $1200.00 per year for books. A scholarship Cadet may also choose to receive $10,000 per year versus of 100% tuition. Students may also choose to earn education benefits by enlisting in the Ohio Army National Guard or through the Unites States Army
Reserve. These Cadets are required to participate in the Simultaneous Membership Program. Benefits will vary between the Guard and Reserves. Students must talk to the Recruiting Officer to lean and understand the differences.

Army ROTC is the premier leadership training course taught. Students start the freshman year learning the basic skills required of military service. As the student progresses, they will increasingly learn more advanced military tactics and leadership techniques. The program culminates the student’s senior year where the focus continues leadership but ethics and officership are stressed. Students graduate with their degree and their commission in one of 17 basic military branches of service within the Army.

**ARMY ROTC (Military Science)**
The Army Reserve Officers Training Corps (ROTC) is offered through the Military Science Department of Central State University, Jenkins Hall. For information call (937) 376-6208, or (937) 376-6382.

**AIR FORCE ROTC**
Air Force ROTC is offered through the Department of Aerospace Studies of Wright State University, 32 Frederick A. White Center, Dayton, Ohio. For information call (937) 873-2730.
EXPENSES AND COST OF ATTENDANCE:
TUITION & FEES

Wilberforce University is a non-profit institution. Tuition and fees paid by students cover less than 67% of their educational costs. The balance of these costs is covered by gifts and grants from the African Methodist Episcopal Church, government, foundations, corporations, alumni, and other friends of the University. In every way, the cost to the student is kept at the lowest possible minimum consistent with competent instruction and adequate facilities.

Summary of Expenses (Fall and Spring Semesters, Traditional Students)

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition, Fees, and Books</td>
<td>$13,450</td>
</tr>
<tr>
<td>Room</td>
<td>$4,000</td>
</tr>
<tr>
<td>Meals</td>
<td>$3,000</td>
</tr>
<tr>
<td>Comprehensive Fee</td>
<td>$20,450</td>
</tr>
</tbody>
</table>

The Comprehensive Fee includes tuition, room (double occupancy), and meals. Additional fees may be assessed to students with course overloads. A detailed list of semester fees may be obtained from the Bursar Office.

Supplies, and other incidental and personal expenses are not included in the comprehensive fee and are estimated to be approximately $2,000 per year.

The Comprehensive Fee includes out-patient and in-patient care in the Student Wellness Center, the University student health facility. Provided services are described in the section Student Services – Student Wellness Center. Domestic students will be required to carry their own personal health insurance coverage.

A non-refundable enrollment fee is required of incoming students by May 1.

Students are admitted free of charge to most University athletic contests.

CLIMB STUDENT Summary of Expenses

<table>
<thead>
<tr>
<th>Tuition Term</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term: I</td>
<td>$3,557.34</td>
</tr>
<tr>
<td>Term: II</td>
<td>$3,557.34</td>
</tr>
<tr>
<td>Term: III</td>
<td>$2,371.56</td>
</tr>
<tr>
<td>Term: IV</td>
<td>$3,952.60</td>
</tr>
</tbody>
</table>

Comprehensive Total: $13,438.84

- 34 hours of credit
- CLIMB per credit hour cost is $395.26
- CLIMB General fee $210.00
GRADUATE STUDENT (MS REHABILITATION AND COUNSELING) Summary of Expenses (2½-year program)

Tuition $8,556.00

Comprehensive Total: $42,780.00
- 60 hours of credit
- Graduate Part-Time Tuition per Credit Hour = $713.00
- General Fee $210.00

The Board of Trustees reserves the right to make changes in the fees and in other charges at any time.

Billing Process and Payments
A billing statement for each semester will be mailed about 25 days prior to the first day of class. For international students, a copy of the bill will be e-mailed to the student’s Wilberforce University account automatically appear on the semester bill. Students anticipating need-based financial aid must submit all required financial aid documentation to the Financial Aid Office to assure the aid will be credited on the fall semester bill. If Financial Aid appears to be missing from your bill, please contact the Financial Aid Office.

Students or their parents can make payment of their university bills to the Bursar Office by check, money order, credit card, and wire transfer. In addition, a monthly payment plan is available. To make a payment by check, the check should be made payable to Wilberforce University and may be made in person at the Bursar Office or by mail to:

Bursar Office
Wilberforce University
PO Box 1001
Wilberforce, OH 45384

Wilberforce University accepts credit card, E-Check payments and international wire transfer payments. Anyone wishing to make a domestic wire transfer payment should contact the Business Office directly for our wire transfer instructions.

Payment of Basic Charges
The basic charges for each semester are due in full prior to registration, unless amiable arrangements have been made with a parent/guardian and the Bursar Office. If payment of the entire basic charge would cause a financial hardship, the university has contracted with Nelnet Campus Commerce (NCC) to provide a deferred payment option. A fee of $70.00 is charged for an annual deferment plan. Early plans can start in July for the academic year. Under this plan, equal payments must be made on established dates. A student who is late in making any installment may be administratively withdrawn from the university at which time he/she would vacate university premises and cease class attendance, thus canceling registration. If a student receives any type of university-approved financial aid, the balance due in excess of the financial aid is payable at the payment due date or as denoted in an approved NCC Tuition Payment Plan. Personal checks, money orders, certified, checks and cashier’s checks should be made payable to Wilberforce University mailed to:

Bursar Office
Wilberforce University
The University will not be held responsible for cash sent through the mail. Students interested in a Deferred Monthly Payment should contact the Bursar's office at 1-844-849-2404 or visit: https://mycollegepaymentplan.com/wilberforce for additional information.

Overdue accounts which are referred to a collection agency shall incur and be assessed the agency’s collection fee. This fee, usually 33.3% to 50% will be added to the overdue balance at the time of assignment to an agency.

Financial Holds Accounts that are not paid in full by the due date will be subject to a Bursar Office financial hold being placed onto the account. An account with a financial hold may be subject to the following actions:

1. Prevent release of transcripts;
2. Withhold diploma upon graduation;
3. Prevent registration for the next semester classes;
4. Suspend college services and privileges (including access to dining halls);
5. Assign account to a collection agency; and/or,
6. Report student as delinquent to a credit bureau.

The University has the option to take any or all these actions. In addition, students who have not paid their account in full by the first day of classes may have their course registration cancelled, and a $200 re-registration fee may be assessed.

Withdrawal – Finance
See also Academic Standing, Withdrawal, and Readmission – Withdrawal Policy
Students who are not returning to the University for the subsequent semester are required to contact the Division of Enrollment Management and make an appointment to meet with the Vice President. A student contemplating or must decide to deal with a medical or family situation has the option of requesting a leave of absence for one semester.

If a student wishes to take a leave of absence for a semester already in progress, he or she may do so up to the week after midterms without academic penalty. No reduction or remission of fees is allowed by the University for absence, withdrawal, or dismissal unless an official notice of withdrawal is received by the end of the fourth week of a semester, in which case charges will be prorated in accordance with the schedule below.

A student wishing to withdraw from the University, for personal or medical reasons, or to transfer to another academic institution, must meet with the University Registrar to begin the withdrawal process. In either case, stipulations may be attached to the student’s return to campus if deemed appropriate by the college dean and/or Enrollment Management. The withdrawal process contains several steps that must be completed by the student prior to his or her departure from campus. This process will be clearly explained during the appointment.
Schedule of Charges for Withdrawal
See section – Institutional Refund Policy

Students receiving financial assistance under Title IV of the Higher Education Act of 1965, as amended, who withdraw during the first sixty percent of the semester (measured in calendar days); will be subject to a “Return of Title IV Funds” calculation to determine the portion of their federal student aid that must be returned to the federal government. Students who withdraw after the sixty percent point are considered to have “earned” all of their federal student aid. The University has adopted this same policy with respect to college-funded aid. State aid reductions may also be required in accordance with each state’s regulations. Consequently, no adjustment to a student’s account will be made until all appropriate financial aid reductions are calculated. Please contact the Office of Financial Aid for additional information about possible loss of aid.

Additional Tuition and Fee Charges
- Official Transcript of Record (first one free) $10.00
- Enrollment Fee $50.00 (all students)
- Late Registration Fee $200.00 (Assessed 1st day of class)
- Application for Graduation Fee $40.00
  - This fee includes the cost of the diploma only.
- Re-admit Fee for Traditional, CLIMB, and Graduate Students $10.00
- CLIMB Application Fee $25.00
- Graduate Program Application Fee $40.00
- Commencement Fee $300.00
  - The non-refundable commencement fee covers the cost of the following items for students who confirm participation in commencement ceremonies:
    - Cap, gown, tassel, hood, Kente stole, degree frame, commencement ceremonies, baccalaureate reception, programming and processing fees.
  - Students who DO NOT plan to participate in the commencement ceremonies are not required to pay the commencement fee. A diploma will be sent to the student approximately 2 months after their final term of enrollment and/or after the degree has been awarded on the student record.
- Parking Annual Fee (Determined by Campus Police)
- Replacement of Diploma Fee $50.00
- Overload Tuition Charge, (19+) $300.00
- Return Check Fee $35.00
- Stop Payment Fee $50.00
- Single Room Fee $1,500.00 each semester

Nelnet Campus Commerce (NCC) Cost to Participate
- $70 nonrefundable enrollment fee for Annual plans
- $47 nonrefundable enrollment fee for Fall or Spring only plans
- $30 nonrefundable returned payment fee if a payment is returned

Payment Methods
- Automatic bank payment (ACH)
- Credit card/debit card with service fee of 2.35%
*Transaction fees apply with card payments and payments are automatically processed on the 15th of each month

**Replacement Charges**
- Replacement of lost student identification card $15.00
- Failure to return key upon departure $75.00.
- Replacement of lost key $75.00
- Replacement of key core $125.00

NOTE: The Board of Trustees of Wilberforce University reserves the right to change any charge or fee without notice. In addition to classroom work, tuition, and fees cover the cost of laboratory, testing and advising, the use of the library, on campus medical services, and on campus social, cultural, and athletic events.

All students residing in the residence halls will be charged for meals served at the university dining hall.

**Room Reservation**

A non-refundable room reservation fee will be required for every student resident living in residence halls. Students who live in the resident halls must be registered for 12 credit hours.

- New student ($100.00)
- Current student ($50.00)

**Room and Key Checkout**

Every student resident living in the residence halls must adhere to the following:

- Returning the resident key
- No damages to university property

Failure to return or the loss of the key will result in the following fines being imposed:

- Replacement of lost key $75.00
- Failure to return key when due $75.00

The student is responsible for the replacement cost of university property damaged by the student. All fines and damage costs must be paid prior to registration.

**Institutional Refund Policy**

Upon official withdrawal, suspension, or dismissal from the University during a semester of on campus study, a registered student's account will be credited with refunds of tuition, fees, room, and board, according to the following scale:

**Tuition**
- 90% within the first week of classes
- 75% second week of classes
- 65% third week of classes
- 50% fourth week of classes

There is NO refund beyond the fourth week of any given semester
Room and Board

Pro rata refund for room and board based on the daily rate of charges for the period of occupancy from the first day of class through the fourth week of classes. There are no room and board adjustments made after the fourth week of class.
FINANCIAL AID & ASSISTANCE

FINANCIAL AID AT WILBERFORCE UNIVERSITY
The purpose of Student Financial Aid is to provide assistance to eligible students who would find it difficult or impossible to attend Wilberforce University without financial assistance. We encourage all students to complete an application for financial aid. Nearly 95% of Wilberforce students receive some type of financial assistance in the form of grants, loans, work aid or scholarships. The student and his/her family have the primary responsibility for financing a college education. However, through federally funded programs, students may receive assistance when it is determined that the student and family cannot meet the cost of a postsecondary education. Need is defined as the difference between the cost of attending Wilberforce University and the calculated family contribution toward this cost. The Free Application for Federal Student Aid (FAFSA) is the document from which the family contribution is calculated.

Eligibility
To be considered for financial aid, students must:
1) Be a U.S. citizen or nationals, permanent resident of the U.S. citizens of the Marshall Islands and the Federated States of Micronesia, or eligible noncitizen as documented by the Immigration and Naturalization Service (INS).
2) Have been admitted or are enrolled in a degree program at Wilberforce University.
3) Meet satisfactory academic progress standards.
4) Have a valid Social Security Number.
5) Not be in default on a Federal loan or owe a repayment on a Federal Grant
6) Not have property subject to a judgement lien for a debt owed to the United States.
7) Register with selective services, if male.
8) Not be convicted under federal or state law for sale or possession of illegal drugs.

How to Apply for Financial Aid
Step 1: Prospective students and their parents should very carefully complete the Free Application for Federal Student Aid (FAFSA). You can apply online beginning October 1 for the next Fall, Spring and Summer terms at www.studentaid.gov. The federal processor will not process the application until it is signed. When completing the FAFSA online, parents and students must register for an FSA ID before completing the application. The student and parent must have their own FSA ID. The FSA ID can be used as an electronic signature. Wilberforce University will receive an electronic version of the FAFSA. In order for Wilberforce to receive information from FAFSA, students must enter the School Code 003141 in the school section of the FAFSA. Financial Aid is not automatically renewed each year. Students must reapply each year to be considered for financial assistance.

Step 2: When the Financial Aid Office receives a complete and processed FAFSA, along with any additional documents required to determine the student’s eligibility, students will receive a Fall/Spring award letter, by email, showing the estimated financial aid they are eligible to receive. The award letter is based on full-time attendance and will indicate both grants, scholarships, and loans for which the student is eligible. After the award letter is emailed, the estimated aid amounts may change due to changes in enrollment, EFC amounts, scholarships, and other aid.

Step 3: Students applying for one of the Federal Stafford Loan Programs may be required to complete a Master Promissory Note and complete required loan counseling prior to receiving a loan. All first-time borrowers must complete a Master Promissory note (MPN) and entrance counseling. Information regarding loan processing is included with the award letter or available in the Financial Aid Office. To receive a student loan, a valid FAFSA must be on file.
The Financial Office may require additional information to process the FAFSA applications. Students should submit all required documents promptly to the Financial Aid Office prior to the start of the term. All documents must be received before aid can be awarded. Students must complete a FAFSA annually to be considered for financial aid. Enrollment will be verified each term.

How Financial Need is Determined
In determining financial need or the aid for which students may be eligible to receive, the Financial Aid Office takes into consideration the cost of attendance at Wilberforce University and their ability to pay based on the information students provided on the FAFSA. The cost of attendance at Wilberforce University includes allowances for actual charges or direct cost to attend Wilberforce, such as tuition and fees, room, board, as well as indirect variable costs associated with attending the University, such as books and supplies, transportation expenses and personal miscellaneous expenses. For eligible students who apply in a timely manner, financial aid awards or packages will consist of several sources of aid. once the information is reviewed and eligibility determined, a financial award notification will specify the amount and types of financial aid a student is eligible to receive. Financial Aid packages may consist of grants, scholarships, work aid, and loans.

Verification
The Department of Education can select students for a process called verification. Verification is to ensure that students are getting the proper amount of financial aid based on the information provided in the FAFSA. To complete the verification process, students and parents are required to submit requested documentation to the Financial Aid Office supporting the information they used to complete the FAFSA. Once verification is complete, if there is a change in the student's EFC, their financial aid awards may be adjusted to accommodate the new EFC.

Awarding and Disbursement of Aid
Financial aid awards are initially awarded for Fall and Spring semesters and based on fulltime enrollment. Students attending one semester will have their aid adjusted for that semester. Financial aid funds will be applied to tuition and fees upon determination of eligibility for the funds. Students are responsible for making sure any remaining balance is paid in full each semester. In the event fees are not paid in full each semester, the student will not be allowed to register for the next semester. The Office of the Bursar will contact eligible students when a refund is available, or a balance is due.

Adjustments to Financial Aid Awards
Add/Drop Period (Census)
Students who add, drop or are not attending a class for which they are registered will have their financial aid adjusted accordingly once enrollment is verified by the Registrar after the add/drop period ends.

Repeated Coursework
Students receiving financial aid are allowed to retake a previously passed course (any grade higher than F) one additional time and still maintain eligibility for funding. A student may also be eligible for financial aid when repeating failed courses. Please be aware that the Satisfactory Academic Progress policy still applies in these cases. If a student receives financial aid for a course that he or she is repeating and then withdraws from the course before the term ends, then that course is not counted as the one allowable retake for that course. Additionally, if an aid recipient repeats a previously passed course but fails the second time, he or she cannot receive assistance for taking the course a third time.

Return of Title IV
When a student who has received federal financial aid funds (Title IV funds) leaves school before the end
of the semester or enrollment period, federal law requires us to calculate the percentage and amount of “unearned” financial aid funds that must be returned to the federal government. Once a student has completed more than 60 percent of enrollment, students are considered to have earned all funds received. The federal formula requires a return of Title IV aid if the student received federal financial aid in the form of Pell Grant, Supplemental Educational Opportunity Grant, Student loans or Parent Loan for Undergraduate Students and withdrawal on or before completing 60 percent of the semester. The calculation for the return of Title IV funds may require a student to repay funds that have been disbursed. Students deciding to withdraw are encouraged to meet with the Financial Aid Office before officially withdrawing with the Registrar. Students who leave the college and do not complete the official withdrawal process will have the last date of attendance verified by other means, such as class attendance records or other documents that will indicate the student’s last day of class attendance.

Over Awards and Aid Reductions
Receipt of outside awards and/or resources will result in a review of your financial aid package to ensure that the student is not over-awarded. An over award happens when a student has more aid than the published Cost of Attendance. This can happen as the result of the student receiving aid that the Financial Aid Office was not aware of when it originally completed the student’s financial aid package. When the total of all aid received by the student exceeds the student's cost of attendance budget, awards will be adjusted (cancelled or reduced) in order to eliminate the over award.

Types of Aid
Financial assistance falls into four categories: grants, scholarships, work-aid, and loans. Grants and scholarships require no repayment and are called “gift aid.” Grants are usually awarded based on need while scholarship recipients may have to meet criteria other than or in addition to need, such as academic achievement, musical or artistic talent, leadership potential, athletic prowess, or membership in a particular organization. Work-aid is financial aid awarded to students that require student employment to earn funds to be used for educational expenses. Loans must be repaid with interest after completion of one’s education or upon leaving school.

The following programs are available at Wilberforce University:

Grants
- **Federal Pell Grants:** This is the largest Federal financial aid program. The amount of each Pell Grant received depends on financial need, education cost, number of hours enrolled, and the actual amount of time the student will be enrolled during the school year. Students must complete the FAFSA in order for the University to determine Pell Grant eligibility.
- **Federal Supplemental Educational Opportunity Grant (SEOG):** This program is administered from funds granted by the federal government for eligible students. This campus-based aid is limited in funding. Priority is given to Pell Grant recipients with the highest need. Students must complete the FAFSA.
- **Ohio College Opportunity Grant Program (OCOG):** The Ohio College Opportunity Grant Program (OCOG) provides grant money to Ohio residents who demonstrate the highest levels of financial need. The annual amount of OCGO awards is determined by state appropriations. Students apply for OCGO by completing a Free Application for Federal Student Aid. The application deadline is October 1st.
- **Pennsylvania Higher Education Assistance Agency Grant Program (PHEAA):** Pennsylvania residents who attend Wilberforce University can use their state grant in the state of Ohio. More information can be found at [www.pheaa.org/grants/state-grant-program/](http://www.pheaa.org/grants/state-grant-program/).
- **D.C. Tuition Assistance Grant (DCTAG):** District of Columbia residents attending Wilberforce University can use their state grant in the state of Ohio. Applications are available on the D.C. State Education Office Financial Services’ website at [www.osse.dc.gov/dctag](http://www.osse.dc.gov/dctag).
Federal Direct Loans
There are several types of student loans available to Wilberforce University students. Loans are borrowed and must be repaid. Eligibility is determined by first completing the Free Application for Federal Student Aid (FAFSA) To qualify for any of the federal loans, an applicant must be a U.S. citizen or an eligible non-citizen, must be enrolled for at least half-time in a degree program and must meet Satisfactory Academic Progress (SAP). First-time student borrowers must complete an Entrance Counseling session and the Master Promissory Note.

- **Subsidized Loans** are awarded based on financial need. Students will not be charged interest before they begin repayment or during authorized periods of deferment. The federal government “subsidized” or “pays” the interest during these periods.
- **Unsubsidized Loans** are not awarded based on need. Students are charged interest from the time the loan is disbursed until it is paid in full. If the interest is allowed to accumulate, it will be capitalized, that is, it will be added to the principal amount of the loan and additional interest will be based upon the higher amount.
- **Parent PLUS Loan for Undergraduate Students (PLUS)** Parents of dependent children who do not have adversely credit histories can borrow up to the remaining cost of attendance.
- **Dependent students whose parents have been denied a Parent PLUS Loan for Undergraduate Students (PLUS)** may receive additional Unsubsidized loan funds if eligible.

Loans for Graduate Students
Graduate students, who qualify, are offered Unsubsidized loans to assist in funding their education. To obtain these loans students must file the Free Application for Federal Student Aid (FAFSA).

Federal Work Study (FWS)
FWS is awarded to students based on need. To apply, students must complete the FAFSA and submit supporting documentation requested by the Financial Aid Office. Students awarded Federal Work Study are employed in an on- or off-campus job, earning an hourly wage up to the total amount of the annual award during the academic year.

SCHOLARSHIPS

Wilberforce University Scholarships
These awards are made in recognition of academic achievement, artistic or musical talent, athletic ability, or membership affiliation with a particular organization or group. These scholarships are awarded by the institution to assist students in paying tuition, fees, and room and board for those who live on campus. Students must complete the FAFSA.

Wilberforce Academic Scholarships are awarded by the Office of Admission during the admission process. Recipients must take and successfully complete 15 credit hours per semester and maintain the required cumulative grade point average for the awarded scholarship.

*University scholarships are awarded after federal and state grants and/or outside scholarships have been applied. Scholarship monies awarded by the university are subject to availability and may be adjusted at the discretion of the university. A scholarship awarded by Wilberforce University is not refundable, and the student’s account will be adjusted to $0 if his or her application generates a credit.*

Outside Scholarships
Scholarships that are awarded from other agencies (i.e., businesses, churches, organizations, etc.) reserve
the right to advise how scholarships are designated. Some scholarships specify how funds are to be disbursed and what should be done with any excess after tuition and fees have been paid in full. For example, some scholarships specify that the funding is only to be used towards books or tuition and fees. In addition, some scholarships require that any excess funds after tuition and fees have been fully covered be returned.

Outside scholarships include opportunities for all types of students (i.e., high school, undergraduate, graduate, international). You will need to review the scholarship criteria to determine your eligibility. These scholarships are usually awarded based on academic merit or some special talent, such as athletic or musical ability.

Outside scholarship information is communicated to the campus community as it is received from organizations.

Wilberforce University is a United Negro College Fund (UNCF) member institution. Students are encouraged to complete a general application on the UNCF website at www.uncf.org.

Veteran’s Benefits
To receive veteran’s benefits, a certificate of eligibility will need to be obtained from your local Veteran’s Administration Office and submitted to the Office of the Registrar. For more information, contact the Office of the Registrar at Wilberforce University for eligibility information.

Student Rights and Responsibilities

You have the right . . .

• to know what financial aid programs are available at Wilberforce University.
• to know the deadlines for submitting applications for each of the financial aid programs available.
• to know how financial aid will be distributed, how decisions on that distribution are made, and the basis for these decisions.
• to know how your eligibility was determined. This includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc. are considered in your budget.
• to know what resources (such as parental contribution, other financial aid, your assets, etc.) were considered in the calculation of your eligibility.
• to request an explanation of the various programs in your student aid package.
• to know the College’s refund policy and how it affects your financial aid package.
• to know what portion of the financial aid you receive must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, length of time you have to repay the loan, and when repayment is to begin.
• to know how the College determines whether you are making Satisfactory Academic Progress and what happens if you are not.

You have the responsibility . . .

• to complete all application forms accurately and submit them on time to the right place.
• to provide correct information. In most instances, misreporting information on financial aid application forms is a violation of law and may be considered a criminal offense that could result in indictment under the U.S. Criminal Code.
• to return all additional documentation, verification, corrections, and/or new information requested by either the financial aid office or the agency to which you submitted your application.
• to be responsible for reading and understanding all forms that you are asked to sign and for keeping copies of them.
• to accept responsibility for all agreements that you sign.
• to perform the work that is agreed upon in accepting a Federal Work-Study award.
• to be aware of and comply with the deadlines for application or reapplication for aid.
• to repay, according to the repayment provisions of the loan fund, all loans that you accept and use for educational expenses.
• to be responsible for maintaining a minimum registration of (six) 6 semester hours if you are a student employee or a student loan borrower.
• to comply with the standards of Satisfactory Academic Progress for continued eligibility of federal financial aid.
SATISFACTORY ACADEMIC PROGRESS (SAP)

Satisfactory Academic Progress (SAP) tracks a student’s successful completion of coursework toward a degree. The Higher Education Amendment Act of 1965, as amended, mandates institutions of higher education to establish a minimum standard of “Satisfactory Academic Progress (SAP)” for students receiving federal financial aid. This policy is applicable to all federal, state and institutional funds. This policy is applicable to all traditional undergraduate students, CLIMB undergraduate students and graduate students. This policy aligns academic and financial aid requirements. The satisfactory academic progress policy applies to all terms regardless of whether financial aid was received.

Satisfactory Academic progress will be evaluated for all students at the end of Fall semester and Spring semester. The Financial Aid Office, in coordination with the Office of the Registrar, will notify students not meeting SAP by e-mail and/or letter. Students have the right to appeal their SAP status. The decision of the SAP committee is final.

*Some outside scholarship programs do not require students to meet the SAP standards outlined in this policy. The student must contact the program to determine the specific eligibility requirements.

To ensure Satisfactory Academic Progress students must meet all of the following requirements:

**Undergraduate Student SAP Requirements**
All undergraduate students must maintain the following minimum requirements to be in compliance with SAP:

- Must have a Cumulative Grade Point Average of 2.0 or higher (CGPA)
- Must Earn 67% of Hours Completed (Completion Rate)
- Must not Exceed 150% of Hours Required for Degree Completion (Maximum Timeframe)

**Graduate Student SAP Requirements**
All graduate students must maintain the following minimum requirements to be in compliance with SAP:

- Must have a Cumulative Grade Point Average of 3.0 or higher (CGPA)
- Must Earn 75% of Hours Completed (Completion Rate)
- Must not Exceed 150% of Hours Required for Degree Completion (Maximum Timeframe)

**Completion Rate**
Undergraduate students must successfully complete a minimum of 67% of total attempted hours each term. Graduate students must complete a minimum of 75% of total attempted hours each term. Completion Rate is calculated as cumulative hours completed divided by cumulative hours attempted. NOTE: Satisfactory grades consist of A, B, C, D, and CR. Unsatisfactory grades are F, I, IP, N, NC, W and Z or any other grade that does not result in semester hour completion.

**Maximum Time Frame**
The maximum amount of semester hours attempted toward obtaining the student’s degree is known as Maximum Time Frame. The number of credit hours a student attempts may not exceed 150% of the number of credit hours required for graduation in his or her program of study. For example, if the published number of hours required for graduation is 120, an undergraduate student may not attempt more than 180 credit hours (120 x 1.50= 180) and continue to receive financial aid. All hours are counted in determining the 180-hour limit, including transfer hours, whether or not financial aid was received, or the course work was successfully completed.
Consequences of Not Meeting the Satisfactory Academic Progress Policies
Students who fail to meet any of the required components of the SAP policy will be placed in the following categories:

a. If a student fails to meet the SAP Policy for one semester, he/she will be placed on Academic Probation. Students who are placed on Academic Probation will be able to register for classes and will be allowed to continue to receive financial aid for the next semester of enrollment.

Note: Students on academic probation may not participate in extra-curricular activities that require their presence off the campus, represent Wilberforce University in any official capacity (Royal Court, sports, etc.), participate in the cooperative education program during the semester, or carry an academic load over 12 semester hours.

b. Students who fail to meet the SAP Policy for the second consecutive semester will be placed on Academic Suspension. Students on academic suspension cannot enroll at the University for at least one semester. Students wishing to return must apply for readmission to Wilberforce University. Suspended students have the option to appeal.

c. Students who fail to meet the SAP Policy for the third consecutive semester will be placed on Academic Dismissal. Students on academic suspension cannot enroll at the University for at least one year. Students wishing to return must apply for readmission to Wilberforce University. Dismissed students have the option to appeal.

d. Students not meeting the Maximum Timeframe requirement have the option to appeal if they changed their major and have a significant number of classes that do not apply to their current major.

Re-admitted Students
Re-admitted students will be reviewed on their previous academic records in order to determine eligibility for assistance, whether or not financial aid was received. Re-admitted students not maintaining SAP must meet with an academic advisor for an Academic Plan.

Renaissance Scholars
Students who attend the Summer Renaissance Academy are admitted on Academic Probation status. Students who fail to meet the Satisfactory Academic Policy (SAP) at the end of the summer program will be dismissed. Students on academic dismissal cannot enroll at the University for at least one year. Students wishing to return must apply for readmission to Wilberforce University. Students have the option to appeal.

IMPORTANT TERMS TO KNOW

Audited courses - Courses audited do not count as either attempted or earned hours.

Change of Major - A student may change from one degree to another during attendance at the University. Students who change from one major to another are still expected to maintain Satisfactory Academic Progress and complete the course work within the time frame stated unless an appeal is approved. All completed hours from a prior major are included in the total completed hours.

Extended Probation - Can be granted to who (1) make appeal to the Student Academic Progress Review Committee and are approved given appropriate and timely submission of documentation, (2) made progress toward academic good standing while on probation.
**Hours Enrolled** - The number of credit hours in which the student is enrolled once certified by the Registrar at census (end of the add/drop period) will be used as official enrollment for financial assistance purposes.

**Incomplete (I) grades** – An incomplete grade indicates that a student has not finished all coursework required for a grade and is included in the cumulative credits attempted. An incomplete will count toward attempted hours but not as hours passed until a final grade is posted in the Registrar's Office. If no grade is submitted by the deadline, the “I” grade will be changed to an F grade.

**Withdrawal** A “W” grade which is recorded on the student’s transcript will be included as credits attempted and will have an adverse effect on the student’s ability to maintain SAP. Students who officially withdraw from the University must make up the deficit hours and are encouraged to attend summer school to remove the deficient hours. The successful completion of a course is defined as receiving one of the following grades: A, B, C or D.

**Repeated courses** – A student who has received a failing grade in a required course at this University must repeat and pass the course unless otherwise indicated by the Registrar or Dean. Students (undergraduate and graduate) may only receive federal financial aid for one repetition (repeat) of a previously passed course. Students who have already passed a course with a grade of a D or better may only repeat the class one additional time and receive financial aid for that course. All repeated courses are included in the total attempted hours for SAP evaluation.

**Appeal Procedure**
Students not meeting Satisfactory Academic Progress may appeal. Appeals must be submitted by the published deadline in order to be considered. To appeal the student must complete and submit the Satisfactory Academic Progress Appeal Form with required documentation to the Office of the Registrar. The appeal must be based on an extenuating circumstance which prevented the student from passing his or her courses, or which necessitated withdrawing from classes. The cited circumstance must have taken place within the semester the student did not meet Satisfactory Academic Progress. Examples of possible situations include documented serious illness, severe injury or death of a family member. The appeal form must be accompanied by an Academic Plan approved by the student’s academic advisor.

The SAP Appeal Committee will review and render a decision of approved or denied. Students will be notified through their Wilberforce email account and/or letter. Students who have an approved appeal will be placed on Extended Probation. The student’s progress will be reviewed again during the next SAP process. The decision of the SAP Appeal Committee is final.

**Maximum Time Frame Appeal Process**
Appeals must be submitted by the published deadline to be considered. To appeal the student must complete and submit the Satisfactory Academic Progress Appeal Form with required documentation to the Office of Financial Aid. The Office of Financial Aid will notify the student of the appeal decision. Students whose appeals are approved will remain eligible for financial aid; however, some restrictions may apply. The decision of the Office of Financial Aid is final.
ACADEMIC REGULATIONS AND POLICIES

All students are responsible for knowing and understanding the academic regulations, policies, and procedures of Wilberforce University and their particular academic programs. This include knowing course deadlines, attendance, and grading policies and what constitute acceptable grades, learning assessment requirements, and academic honest standards. Specific information may be found in instructor provided course syllabi and in the University Catalog.

Academic policies have been legislated by the faculty and administration and apply consistently to all students. Exceptions are approved only in truly extraordinary and extenuating circumstances, and primarily for documented health and medical reasons. Petitions for exceptions to Academic Policies are submitted to the Office of the Registrar, who will submit with recommendation to the Office of the Provost and Academic Affairs for final approval.

Appeals of the following academic policies are not normally accepted:
  • re-appeal of a previous petition
  • overload credit for first semester, first-year students
  • overload credit in any semester for any student beyond 21 credit hours
  • change in WF/F status after the established deadline,
  • change in Incomplete/Failure (I) status after the established deadline
  • off-campus study application deadlines
  • changes to course registration beyond one semester
  • changes to academic transcript after graduation
  • “walking at Commencement” (GPA and credit requirements)

Residency Requirements
  • Students are required to be in residence for the two semesters preceding the fulfillment of their degree requirements and are permitted to take no more than 21 course credits per semester in the two semesters of graduation.
  • For transfer students, at least 30 credits of the coursework, must be taken at Wilberforce.

Scheduling of Classes
The normal times at which courses are offered are:
Monday/Wednesday/Friday – Courses begin on the hour (i.e. 8:00 – 8:50; 9:00 – 9:50)
Tuesday/Thursday Beginning at 8:00am, courses begin on the hour and ½ hour, (i.e. 9:30 – 10:45)

Several courses meet four or five times a week, combining the time slots above. Laboratory sections are traditionally held in the afternoons from 3:00 – 5:50p.m., but may also be held at other appropriated times of the week, scheduling permitted. A few courses may be offered in the evening hours on weekdays and the weekends. Some performance courses in Music and/or science or other lab courses, may meet after 4:00 p.m. and/or in the evening.
By faculty legislation, no classes are scheduled at the Tuesday and Thursday 11:00 p.m. to 1:00 p.m., time slot during the regular academic year. This time is reserved for departmental meetings, seminars, departmental Independent Study programs, and college-wide academic and student engagement related events, such as Chapel.

Specific information about course offerings and class hours is given in the Course Schedule available at the time of registration. The university reserves the right to withdraw courses for insufficient registration or to meet changing conditions.

There will be at least fifteen (15) weeks in each semester with at least fourteen (14) weeks of class instruction, and a final examination or another integrating assignment in all courses except for Independent Study and fractional courses; final examinations may not be scheduled prior to the examination period except by permission of the Office of the Provost and Academic Affairs.

Registration and Changes in Course Registration
The Office of the Registrar is the principal source of information about registration procedures. Each student is assigned a faculty advisor to supervise his or her academic program at the University. However, it is each student’s responsibility to make final decisions about his or her education. In addition, each student is responsible for understanding and meeting all registration and graduation requirements.

The faculty has established the following policies concerning registration:

1. If the student is full-time, it is the student’s responsibility to pre-register/register for at least 12 credit hours, and to maintain the normal course load each semester – see Degree Requirements. Failure to do so can result in: (i) loss of on-campus housing; (ii) loss of financial aid; and (iii) failure to be certified as a full-time student for insurance, financial aid, immigration, or other purposes.
2. A student is officially registered only after the student’s name appears on class lists and the student has confirmed his/her registration with the Office of the Registrar or through Self-Service BANNER (SSB) on return to campus each semester. A students’ official schedule is NOT what is showing in Canvas.
3. Students are expected to be on campus when classes begin. Students who do not attend the first or second meeting (within the first week) of a class may be dropped from the class by the instructor.
   a. Students who intend on attending the course and cannot meet the first and/or second-class meeting must contact the instructor prior to the first Friday of classes (end of the first week of class), in writing, of their intent to attend.
   b. It is at the instructor’s discretion to allow students to attend class after the first or second-class meeting.
   c. In the event a student is dropped from a roster, the Registrar will drop the student from the class, notify the student, the instructor, and the Dean via Wilberforce email. The add/drop form is not necessary for this single transaction.
4. A student may add course credits before the end of the add period of the semester (see appropriate date on academic calendar). No student may add or register for a course after this period without express written consent from the Office of the Provost and Academic Affairs.
5. A student may drop a course before the end of last day to drop/withdraw without grade penalty on the academic calendar of the semester after consulting with the faculty member.
teaching the course and with the approval of the faculty advisor. A course dropped before the end of the last day to drop/withdraw without grade penalty will be removed without a record of “W” on the transcript.

Note: A course may be dropped through the end of the second week of the semester without any record on the transcript. After this date, a course may be dropped up to one week after mid-term grade reports are due, with a “W” appearing on the transcript. Withdrawals after the last day to drop without grade penalty must be approved by the Dean of the College the student majors and the Office of the Provost and Academic Affairs. In certain General Studies core courses, students’ assignments to course sections may be changed by faculty with written notification given to the Dean and the Registrar. In all other cases, a student wishing to move from one section of a course to another may drop the course electronically using Self-Service BANNER (SSB).

7. Changes in any course schedules after the stated deadlines are not allowed without the express written consent of the Dean of the College they major and the Office of the Provost and Academic Affairs.

Late Registration
Late registration fees will be assessed to students who fail to register before the start of any given semester/term. Students who fail to complete early or pre-registration will be assessed a flat fee of $200.00 beginning the first day of classes for any given semester/term. This fee is due at the time of registration and will not be billed for payment at a later date.

Academic Advising
Students are assigned faculty and/or professional advisors to assist them in planning and following the prescribed program of study. Students must obtain the advisor’s signature and personal code (alternate ID) to register on-line, to add/drop courses, and other related forms. Students must consult with their major advisor on any matters related to their educational program. Students who are not making satisfactory academic progress and are enrolled on any academic probation status must meet with their advisors or dean within three weeks after the beginning of the term. First-year students are advised in the Center for Academic Support and Student Success (CASSS). The signature of the advisor is required on all applications to graduate. Signatures are also required on Consortium cross-registration forms. If an alternate ID is not available, students may submit an advising sheet or schedule adjustment form to the Office of the Registrar to register in courses.

In some curricula, the advisors continue with the same group of advisees from year to year. In other curricula, the freshman advisors remain with their advisee groups only for the students’ first year. The student is then assigned an academic advisor for the remaining years to his/her degree in a chosen field. Faculty members advise students on academic achievement, dropping courses, changing curriculum, student activities, study schedules, and career options. If a student is unable to identify or reach their advisor, he/she may contact the Dean of the college for an advisor assignment.

While a faculty member serves to advise the students as they progress to graduation, students are ultimately responsible for knowing and fulfilling the requirements for graduation in their degree program.
FERPA
The Family Educational Rights and Privacy Act (FERPA) is a federal law that was enacted in 1974. FERPA protects the privacy of student education records. All educational institutions that receive federal funding (including Wilberforce University) must comply with FERPA.

FERPA Information for Students
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. A student should submit to the registrar’s office, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will decide for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the University to amend a record should write to the University official responsible for the record what the student wants changed and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. FERPA authorizes disclosure without consent in several situations, including but not limited to the following:
   a. A) The University may disclose education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisor, academic or research, or support staff position; a person or entity with whom the University has contracted as its agent to provide a service instead of using University employees or officials; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for the University.
   b. B) Upon request, the University may disclose education records without consent to an official of another school in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer.
   c. C) Directory information may be released freely unless the student files the appropriate form requesting that certain public information not be released. This form is available in the Office of the Registrar.

4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by the Wilberforce University to comply with the requirements of FERPA.
The name and address of the office that administers FERPA is:

US Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington, DC 20202-8520

Release of student record information is generally not permitted at Wilberforce University without the expressed, written consent of the student. There are, however, some important exceptions.

**Directory information at Wilberforce University is defined as follows:**

1. Student’s Name.
2. Permanent Addresses.
3. Major of Study.
4. Dates of Attendance at the Wilberforce University
5. Degrees Awarded.

Under FERPA, the university may release directory information without a student's prior consent, unless the student tells the university not to release this information, by placing what is known as a confidentiality or privacy hold. To place a confidentiality or privacy hold, the student must complete a FERPA Release/Revocation Form. This form is available by contacting the Office of the Registrar.

Two important details regarding placing a confidentiality or privacy hold on a student's record:

1. The university receives many inquiries for directory information from a variety of sources outside the institution, including friends, parents, relatives, prospective employers, the news media, honor societies, and other members of the public. A privacy hold will preclude the release of such information, even to those people.
2. A privacy hold applies to all elements of directory information in a student's student record. The Office of the Registrar does not apply the privacy hold differentially to the various directory information data elements. A request for a privacy hold will result in all data elements being withheld.

**FERPA Information for Employees**

Wilberforce University is dedicated to protecting student privacy. All employees with access to student education records are obligated to comply with FERPA and to protect those records according to the law. The disclosure of student information to any unauthorized person could subject an employee to criminal and civil penalties imposed by law and could be cause for disciplinary action, including termination of employment. When accessing Wilberforce University systems, view only the information needed to complete an assigned or authorized task. Communicate the information only to other parties with a legitimate educational interest in the information in accordance with FERPA. If you have any questions about whether you have a legitimate educational interest in any student information, please contact the Office of the Registrar.

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ACADEMIC STANDING, WITHDRAWAL, AND READMISSION

ACADEMIC STANDING

Classification of Students
To be classified as full-time for the fall, spring, or summer, undergraduate students must be currently enrolled in at least 12 credits. Full-time classification for students enrolled in instructional periods that do not conform to the regularly scheduled academic sessions will be based on the number of enrolled credits during that period of enrollment (e.g., one credit in one week of instruction would equal the minimum full-time certification standard).

For purposes of designating students by class, the following credit classification ranges are used:
Freshmen Fewer than 30 credits
Sophomores 30-59 credits
Juniors 60-89 credits
Seniors 90 credits or more

Class designations are based on credits earned rather than credits attempted. People holding a degree and working toward a second baccalaureate degree may be classified as seniors.

Entering students (other than transfer students) who by reason of approved Advanced Placement work or other credits have completed at least 30 or more credits will be given the appropriate class standing.

Course Load
• 15-18 credit hours per semester is the normal course load.
• A minimum of 12 credit hours is needed to maintain full-time status.
• A maximum of 18 credit hours is permitted without written approval (See Excess Credit Load)

Excess Credit Load
A student who wishes to schedule more than 18 credits must obtain approval from the dean of the college of the student’s major; approval will be predicated on various criteria, such as the student's demonstrated competencies, total courses, and specific conditions. If approval is granted, the student may not enroll in more than 21 credit hours. The Dean will forward the appropriate forms to the Office of the Provost and Academic Affairs for signature and submit to the Office of the Registrar for computer input. Students will incur additional fees and tuition costs relative to enrollment overloads and should contact the Office of the Bursar prior to registering for an overload for definitive information on costs and financial aid coverage.

Schedule Changes (Drop/Add)
From the student’s initial registration time for a given semester through the end of the drop/add period, as defined by the academic calendar, a student may modify his/her schedule to the extent that classes are available or permission to register for a closed or restricted section has been granted and entered into the student portal – Self-Service Banner (SSB). Each student is responsible for completing all appropriate transactions ensure schedule accuracy. Note that, while the department may enter permission to register for a section, the student must complete the actual registration transaction in the SSB portal. Students may not be admitted to classes after the last day to add in any given semester according to the academic calendar.
CROSS REGISTRATION

VISITING STUDENT PROGRAM POLICY

A. Purpose

1. To facilitate undergraduate student enrollment at institutions within the SOCHE Consortium to take advantage of courses available across the System, without loss of institutional residency, eligibility for honors or athletics, or credits toward graduation at the home institution.

B. Undergraduate Student Standards

1. The student must be matriculated at the home university with a minimum of 12 college-level credits and be in good academic standing.
2. Students may take a maximum of 24 credits via the Visiting Student Policy.
3. The student who presents evidence of good standing at the home university will be allowed to register for courses at other SOCHE universities. The visiting student priority level for registration will be determined by each university.
4. All credits and grades accrued at other SOCHE universities shall be accepted in full by the home university and thereafter treated as home university credits, residency, and grades.
   a. It is the responsibility of the student to work with the student’s advisor at the home institution regarding applicability of credits toward graduation requirements at the home institution consistent with SOCHE procedures.
   b. It is the responsibility of the student to complete the Visiting Student Notification form and submit to the home institution prior to enrolling in courses at another SOCHE institution.
   c. Students cannot use the Visiting Student Program to repeat courses. Students cannot use the Visiting Student Program for internship or practicum that are required for licensure or certification without the express written permission of their appropriate university officials at the home university and placement availability at the requested institution.
   d. The student shall register at, and pay tuition and fees to, the SOCHE university visited. A student wishing to divide a course load between two institutions during the same term shall register and pay appropriate tuition and fees at both universities.
   e. The Office of the Provost/Office of the President will work with universities to establish and publish procedures to identify visiting students such that financial aid, residency, eligibility for honors, eligibility of athletics, and credits to graduation are assured.

Veteran’s Education

Wilberforce University is fully accredited under the laws that provide educational benefits for veterans. Specialized military courses are considered for credit on the basis of the recommendations of the American Council on Education as contained in *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Such credit is allowed only for courses which fit into the curriculum offered by the College. The Registrar is the University’s certifying official.
EXPERIENTIAL LEARNING

Internship Experiences
University-sponsored internships are often an important part of an academic program. Students may apply for an internship beginning the summer after the freshman year, given successful completion of the FRS 111 Course. Internships are available at a variety of venues, such as governmental agencies, businesses, foundations, and other organizations. Students who are interested in internships must consult with their academic advisor, since they may need to meet additional internship requirements specific to their program, department, or college, as well as the Director of Cooperative Education and Career Services. In all cases, an approved agreement between the university and the external organization at which the internship will be performed must be in place before the student can be enrolled for internship credit.

Cooperative Education (Co-Op)
All students at Wilberforce University are to participate in cooperative education experiences. These experiences provide students with opportunities to gain practical work experiences related to their academic programs. These experiences may be the first contact students have working in their profession. They are often offered for zero credit and are typically unpaid.

Students may apply for co-ops if they have completed 30 credits and have completed the FRS 111 Course. They participate in these programs during their sophomore and junior years. Interested students need to consult with their academic advisors concerning the availability and requirements of co-ops within their department.

In all cases, if students decide to register for a co-op course, an approved agreement between the university and the external organization at which the co-op experience will be performed must be in place before the student can enroll in the course. Students will enroll in CWE courses to measure placement.

Declaring a Major
A liberal arts education should help students to appreciate the nature of the academic disciplines—as intellectual tools that enable us to think in structured and systematic ways, and for the depth of inquiry they allow. Students will come to understand a particular field of inquiry in depth and develop a basis of knowledge and methodological ability that will enable them to participate actively and significantly in a disciplinary community. By coming to know at least one discipline in depth, students will equip themselves to become scholars engaged in the creation of knowledge. A student must declare a major in the sophomore year prior to registration for the junior year.

Declaring a Minor
A student may declare a minor in Entrepreneurship at Wilberforce, consisting of five courses in addition to the requirements of the major. Each minor must include at least four courses that are distinct from any other minor. These four courses cannot be used in fulfillment of the major(s). A student must declare a minor in the sophomore year prior to registration for the junior year. Some major and minor combinations are not permitted or allow less overlap. Please consult an academic advisor or the college dean of the program you wish to minor.
Change of Major
Students wishing to change majors will submit the change of major form to the Office of the Registrar. When a student changes colleges, the dean (or dean’s designee) of the college of the new major will evaluate the student’s credits. A copy of the evaluation will be made available to the student and his/her new advisor if a change of major is affected.

In cases involving students who are veterans, the dean (or dean’s designee) of the new major shall give the veteran a statement of prospective approval and the effective date of the proposed changes. This statement shall also indicate the amount of extended time the change of major will entail, if any.

Independent Study
Supervised Independent Study is designed for in-depth examination of specific topics. It may not be used for regularly offered course and may be used only by permission from an instructor, the college dean, and Office of the Provost and Academic Affairs. The course number associated with an independent study course is 490.

Undergraduate Course Attendance Policy
The university expects all students to attend class. Therefore, regular attendance is required of all students at Wilberforce University. Individual faculty members may define attendance standards appropriate to each course and the consequences of not meeting those standards, within the following guidelines:
1. Each policy must be distributed in writing during the first week of the course. Normally, it is expected that the information dealing with class attendance standards will be distributed with the course syllabus.
2. Each policy must define some limited level of allowable absence.
3. Each policy must recognize students’ need to miss class because of illness, personal emergency, university-sponsored activities, bereavement, or active military duty.
4. Each policy must not penalize students who add the class during the regular or specified university drop-add period and must allow those students to make up work missed before adding the class.

Bereavement-Related Class Absences
The university community recognizes the impact that the loss of a family member or loved one may have on the emotional and academic wellbeing of a student. In such circumstances, a student may request that a bereavement absence notification be sent to their faculty by contacting either the Division of Student Engagement and Success (SES) or the dean’s office of the college of their major, who will send an e-mail to the student’s faculty stating that the student is away from the university due to the death of a family member or loved one. Documentation that verifies the death (e.g., a funeral program, death notice, obituary, etc.) and the nature of the student’s relationship to the deceased may be requested.

The university encourages allowances for the grieving process, while acknowledging the faculty member’s right in determining the terms of variance from the course syllabus. The student is expected to take the initiative to make all arrangements for meeting academic requirements according to the faculty member’s expectation. The university community also encourages students affected by a loss to contact the Counseling Center or other university and community resources, as appropriate, if they are in need of ongoing emotional support.
Anticipated Class Absence for University

Representation and Participation
The university community recognizes the value of student participation in co-curricular and extracurricular activities of the university, while acknowledging the faculty member’s right to determine the terms of variance from the course syllabus. Ideally, the student is expected to notify the professor as soon as the student knows that a class will be missed due to a university sponsored event. The faculty may request documentation signed by the activity director, coach, or advisor detailing the specifics of the event in advance.

The student must take the initiative to make all arrangements for meeting academic requirements before the anticipated class absence. Excused absences for participation in university-sponsored events will not result in a penalty to the student, provided that the student makes up missed work as required by the professor, including time of completion.

University Policy on Semester Course Syllabi
Each faculty member shall prepare and distribute a course syllabus, without charge, to each student within one week of the start of the course. The syllabus will be consistent with the course content and catalog description that was approved by the faculty for the initial course offering or revision. Course syllabi may be distributed in hard copy or electronic versions. The course syllabus is a vehicle of communication to promote student academic planning and to avoid misunderstandings of the course plan and requirements.

Inclement Weather Policy and Procedures
Wilberforce is committed to the safety and security of its students, faculty, staff, and visitors. Therefore, the decision as to whether university classes or programs and events will be held during period of adverse weather conditions is based on the overall concern for the university community.

In the event of cancellation of classes or events, or closure of the university, a notification will be provided via the list below.

Other Media: Wilberforce website: www.wilberforce.edu; Wilberforce text and telephone subscribers, and local television and social media outlets.

Questions regarding this policy may be directed to the Office of Human Resources. The president has the authority to cancel or postpone Wilberforce-sponsored or hosted activities or events due to inclement weather conditions or other environmental factors that may jeopardize the safety of patrons traveling to or from the event. If a decision is made to cancel or postpone the activity or event, appropriate and timely notification will be provided to event participants of the cancellation or postponement.
GRADING POLICIES
After each semester or session, a grade report will be available to each student by signing in to SSB.

Grades and Quality Points
In the grading system, the following grades are used in reporting the standing of students at the end of each semester or term. A student’s proficiency in course work is measured in terms of the following alphabetical symbols. Minuses and pluses are not accepted.

A: Excellent
B: Good
C: Satisfactory (Grade C or better required in major courses).
D: Poor
F: Earned Failure. (Removed only by repeating the course). Upon successfully passing the course, the first grade is “excluded” from grade point average. The second grade is “included” in the recalculation of the grade point average.
I: Incomplete (student performing satisfactorily, but unable to complete coursework due to valid reason).
N: Used in cases where grades are not submitted.
W: Withdrew before course drop deadline.
WP: Student withdraws from the University. Withdrew passing after course drop deadline (1 week after mid-term).
WF: Student withdraws from the University. Withdrew failing after course drop deadline (1 week after mid-term. WF is treated as an F (punitive grade).
CR: Credit/pass
NC: No credit/fail
Z: Failed course for non-attendance/unofficial withdrawal (treated the same as an F grade). Last date of attendance is reported by faculty.

Grade Point Calculation
To facilitate the averaging of grades, a weighted value in points is assigned to each grade as follows:

For each semester hour of grade A  4 points
For each semester hour of grade B  3 points
For each semester hour of grade C  2 points
For each semester hour of grade D  1 point
For each semester hour of grade F  0 points
For each semester hour of grade N  0 points
For each semester hour of grade Z  0 points
For each semester hour of grade I  0 points
For each semester hour of grade N  0 points
For each semester hour of grade CR  0 points
For each semester hour of grade NC  0 points
I grades: The coursework must be completed during the next semester by the time final grades are submitted. If the coursework is not completed within that time frame, the Incomplete or N grade will be administratively changed to failure (F). The student will need to re-enroll in the course.

**Determining GPA**

Cumulative grade point average (CGPA) is determined by multiplying the credits for a course by the quality points received for that course. Then, the total number of semester quality points for all courses is divided by the total number of credits attempted.

### i.e.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade (point)</th>
<th>Quality Points (Credit x Grade Point)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 111</td>
<td>3</td>
<td>B (3.0)</td>
<td>= 9</td>
</tr>
<tr>
<td>Math 113</td>
<td>3</td>
<td>A (4.0)</td>
<td>= 12</td>
</tr>
<tr>
<td>PSY 120</td>
<td>3</td>
<td>C (2.0)</td>
<td>= 6</td>
</tr>
<tr>
<td>FRS 111</td>
<td>1</td>
<td>A (4.0)</td>
<td>= 4</td>
</tr>
</tbody>
</table>

| Total Credits | 10 | Total Quality Points | 31 |

GPA Total Calculation: $31 \div 10 = 3.1$ GPA

Quality points are not calculated for credits from other schools (i.e., a student transferring from another school earns quality points only on work taken at this university or a consortium institution in which the grade and the credit transfer).

**Grade Scale**

The following grading scale expressed in percentages is traditionally used by Wilberforce University instructors for class assignments and evaluation purposes. This scale may be adjusted per the needs of the instructors and students and in the facilitation of the course.

- 90% and above       A
- 80% to 89%          B
- 70% to 79%          C
- 60% to 69%          D
- Less than 60%       F

**Midterm Grade Report Policy**

Faculty are to provide midterm-grades for all students, regardless of performance (A-F) to allow students the opportunity to know their level of success or failure in the course. To help undergraduate students monitor their academic performance, students will be provided a warning of unsatisfactory performance at midterm. Each semester, the Registrar will establish and announce the dates for the window within which midterm grades will be submitted and entered on the student record. Faculty members who assign a midterm grade of “D” (danger or potential failure) or “F” (failure) must ensure these grades are input during the midterm window. When an F grade is assigned as a midterm grade, the faculty member must also submit the last date of attendance for the student. The midterm grade is an advisory grade and is not a permanent part of a student’s academic history. It is not used to determine enrollment status, dismissal, or eligibility for financial aid, housing, or athletics.
**Incomplete (I) Policy**

The designation of “I” is used to record work that still needs to be completed in a course the student is passing, but due to personal illness or other unavoidable reason is unable to complete the course. Changes of grade to convert designations of “I” must be received in the Office of the Registrar no later than the final day of classes in the next regular (fall/spring) semester after the designation was assigned. If the faculty member does not change the “I” designation using a Change of Grade Form, it will be converted to an F.

In rare circumstances, the student and/or faculty member may ask for an extension of the deadline. In this event, the dean of the college in which the course is taught may approve the extension, providing the faculty member concurs. To monitor designations, the Registrar shall submit to college Deans routine semester reports of outstanding “I” designations.

**Procedure**

A faculty member assigning the “I” designation must complete an Incomplete Grade form with the dean’s office indicating the work to be completed, deadlines for completion (it is not necessary to permit the maximum allowable time), and guidelines to establish a final grade. Copies of the completed form will be sent to the dean of the college in which the course was taught, and the Office of the Provost and Academic Affairs for signatures. Once all signatures are obtained, the completed form with signatures must be submitted to the Office of the Registrar for processing and placement of the “I” indicator on the student record.

Upon completion of the course work, or notification by the student that the course work will not be completed, the faculty member must submit a Change of Grade form to indicate the final course grade.

Receiving an “I” designation in a course means that the course does not satisfy prerequisites.

**Course Repeat Policy**

A student may not normally repeat an academic course. Exceptions to this policy are:

1. Repeatable courses: Certain courses are eligible for repeat for credit and grade. These courses are advanced special topics courses, only if the topic is different, and other specifically designated courses.

2. D and F grades:
   a. Repeat with replacement: Undergraduate students are permitted to replace the grades and quality points in the GPA calculation for courses in which they receive a D or F grade by repeating that course at Wilberforce. A single course can be repeated a maximum of one time for grade replacement. The first grade will be excluded (E) from the grade point average. The second grade (regardless of whether it is higher or lower) will be the grade used in the GPA recalculation. However, the transcript continues to document all academic work, and repeated courses are not deleted from the visual record.

   *If a course is repeated more than once, all successive repeats together with the prior grade and credit hours will be used to calculate the GPA. A written request to substitute another course for a course which a student has failed must be secured from the dean of the college in which the student is enrolled. Such requests are granted only in rare circumstances (i.e., course no longer offered or removed from course listing; student returns after readmission under new program review) and must be approved by the Office of the Provost and Academic Affairs and recorded in
b. **Course transfers:** Students seeking to replace or average D and F grades must repeat these courses at Wilberforce. If a Wilberforce course in which a student received an F is repeated at another institution, the credit will transfer to Wilberforce if the course grade is C or better, but the original F will continue to count toward the Wilberforce GPA. If a Wilberforce course in which a student received a D is repeated at another university, neither the grade nor the credit will transfer.

3. Other grades: Courses in which students earned a grade of “A,” “B,” “C,” or “P,” may not be repeated or assigned, and additional credit will not be awarded.

**Grade Change Policy**

Once earned grades have been recorded, they may be changed only in the case of clerical and/or calculation error or in the event of a successful grade appeal. It is not appropriate to change a grade based on options, such as supplemental assignments, that are not equally available to all students. The deadline for faculty-based corrections of clerical and/or calculation errors is 15 days after the grade has been awarded (these are corrections that are found by the faculty member, not the student).

Under circumstances where a faculty member has made an error in computation, and beyond the 15-day grace, the grade can be changed with the special written approval of the college dean and the Vice President for Academic Affairs. Typically, these are cases in which students initiate a question on the grade, resulting in a faculty member’s need to take corrective action. The student must initiate the grade change with the instructor of the course. The instructor must fill out a Change of Grade Form, available in the Registrar’s Office, sign it and personally submit it to the appropriate college dean, who after signing the form, will submit it to the Vice President for Academic Affairs for final approval. Grade changes are not automatic and the deadline for such corrections of clerical and/or calculation errors is the end of the next regular (fall/spring) semester after the grade has been awarded. Under exceptional circumstances, the Office of the Provost and Vice President for Academic Affairs may waive this stipulation. Completed Change of Grade forms must be submitted to the Office of the Registrar for processing and updating the student record.

**Grade Appeal Policy**

**Purpose**

Grade Review and Grade Appeal are designed as means to resolve differences between students and faculty members related to grading.

**Grade Review**

A student may disagree with the instructor’s professional evaluation of his or her work, but have no grounds for making an appeal based on a claim of discrimination, capriciousness, and/or error as defined below. In these cases, the student should discuss the matter directly with the instructor and, if unsatisfied, with the dean of the college in which the course was offered and, if still unsatisfied, with the Office of the Provost and Academic Affairs. If resolution does not occur during grade review, the decision of the instructor shall be final. If there is basis for claiming discrimination, capriciousness, and/or error, the student may proceed with a grade appeal.

Appeals of grades must be made within 60 days of the release of the grade or within 30 days if the student has petitioned to graduate. Consult the academic calendar to determine the date when final
course grades are officially released.

Students can appeal a final course or seminar grade. However, if an assignment/test grade affects the final grade in dispute, this may be part of the appeal of the final course grade once it is posted. Students should contact the instructor with questions about individual assignment/test grades immediately as they cannot be disputed through the grade appeal process.

**Grade Appeal**

If a student believes that an improper grade has been assigned, an appeal may be filed only on the following grounds:

1. **Discrimination:** On the basis of race, ethnicity, color, religion, national origin, sex, age, ancestry, disability, gender identity, sexual orientation, veteran status, or political affiliation.
2. **Capricious Evaluation:** Significant and unwarranted deviation from grading procedures and course outlines set at the beginning of the course (ordinarily in a written statement during the first week of the course) or grade assigned arbitrarily on the basis of whim or impulse. Disagreement with the instructor’s professional evaluation is not sufficient by itself for a claim of capriciousness.
3. **Error:** Demonstrable, objective determination that a mathematical or clerical error resulted in the entry of an incorrect grade.

*A student MAY NOT appeal a grade if it is determined that the nature and standard of evaluation were too onerous (i.e. your teacher is marking too hard).*

**Procedures of Appeal**

**Level I: Informal Resolution**

Every effort should be made to resolve the disagreement at Level I. Once a student has determined the proper grounds for appeal, he or she must first seek a resolution to the disagreement with the instructor in writing, as well as a scheduled meeting in person. A Grade Appeal form is not required at this stage. If an agreement is reached to change the grade, it is the student’s responsibility to follow-up with an e-mail or note to the instructor confirming the grade change. However, if the student is not satisfied with the results, the student must then speak with the dean of the college that offers the course. The student may request accompaniment and advise from the CASSS advisor and/or Office of Student Engagement and Success during the Level I procedures.

Only after all attempts for resolution at Level I have been exhausted may the student initiate Level II.

**Level II: Formal Appeal - Dean**

If a satisfactory resolution has not been obtained, the instructor must provide, in writing, a response to the student’s letter within one month of receipt, likewise copied to the college dean. The student and instructor will then meet with the dean. To initiate a Level II appeal, the student will complete the Grade Appeal form, which can be obtained by the dean of the college in which the course is offered. This form must also have an accompanying letter of appeal.

**Procedure**

1. Read the Grade Appeals policy carefully.
2. You must submit the following in advance of a meeting with the college dean:
   - Completed Grade Appeal form
   - Written reasons why you feel your grade does not fairly reflect your academic
Your letter provides the reasons for appealing your grade, and must be related to the grounds for appeal outlined in the Grade Appeals policy. Your appeal letter must also specify the outcome that you are seeking from the appeal. Outcomes may include:

- Resubmission of project or assignment
- Rewriting of test or examination
- Remarketing of assignment, test or examination
- Repeating the course
- Removing a grade from your transcript
- Changing your grade

- A copy of your course outline and any other documents that specifically relate to your appeal, such as tests, exams, assignments, reports and papers.
- The names of any witnesses and their contact information who may be relevant in supporting your appeal.

3. Ensure your appeal letter is signed and dated.
4. Confirm with the dean a date, time and location for your meeting.
5. Your documents will be shared with the evaluating instructor and their documents will be shared with you.
6. The dean will have 10 days to respond to the student appeal of approval or denial.
7. If a satisfactory resolution is obtained, the dean will complete the necessary information on the Grade Appeal form and a copy will be retained in the student’s permanent record in the Office of the Registrar.
8. If a satisfactory resolution is not obtained, the dean will complete the necessary information on the Grade Appeal form and retain for five (5) days to allow for student to initiate Level III. The dean must submit in writing, to the student, the reason for denial of grade appeal.
9. Only after all attempts for resolution at Level II have been exhausted may the student initiate Level III. Once the student initiates Level III, the Grade Appeal form will be forwarded to the Office of the Provost and Academic Affairs (OPAA) for final appeal consideration.

**Level III: Final Appeal – OPAA**

If a satisfactory resolution has not been obtained in Level II, the student may initiate the final Level III appeal to the Office of the Provost and Academic Affairs (OPAA). To initiate a Level III appeal, the student will contact the dean within five (5) days of denial. At this time, the student will have to submit a formal letter to the OPAA regarding the new appeal related to basis of the Level II decision as it relates to the grade appeals policy. The Office of the Provost and Academic Affairs, who in consultation with the dean and the instructor, will resolve the issue within ten (10) business days. The disposition of the OPAA is final and as follows:

1. If a satisfactory resolution is obtained, the OPAA will complete the necessary information on the secondary page of the Grade Appeal form and a copy will be retained in the student’s permanent record in the Office of the Registrar.
2. If a satisfactory resolution is not obtained, the original grade of the instructor will stand and is final.

*Training/Support: Upon request, the Office of the Provost will offer information sessions/workshops to assist deans, chairs, and any member of the university (faculty, staff, and students) in identifying issues and to provide guidance for the resolution of grade appeals.*
The student will have to provide the burden of proof in instances of grade appeals.

**Withdrawal Policies**

*See Expenses – Withdrawal. Also see Admission – Implications of Admission and Registration.*

**Individual Course Withdrawal Policy**

The Individual Course Withdrawal Policy provides students who are unable to complete a course with the option of withdrawing from that course. This option should be taken only after other options have been discussed with the instructor and/or the student’s advisor.

Individual Course Withdrawals may be processed by signing in to SSB between the day after the conclusion of the drop/add period and one week after midterms. *(Note: This could result in students being enrolled for less than twelve (12) credit hours. Courses would be removed (DW) from SSB. Course withdrawal should be done through the Registrar’s office.)* After this point of a course, students may no longer process Individual Course Withdrawals.

A student needing to withdraw from a course after the deadline must process a request through the office of the dean of his or her college and submit to the Office of the Provost and Academic Affairs for signature. Approval of the late withdrawal is contingent on documentation of catastrophic circumstances preventing the student from completing the course. If approved, the college office will arrange for recording the “W” designation.

Since instructors inform students of their unsatisfactory performance in class before the withdrawal deadline (Midterm Grade Report Policy), students will be able to discuss course withdrawals with instructors and/or academic advisors to assess alternatives. Students should be aware of the potential impact of course withdrawal on activities that require full-time status, such as financial aid eligibility (percent of completion and eligibility to move to the next class level), athletic eligibility, and health insurance. Students are also cautioned to consider the detrimental impact of “Ws” in a transcript review by a prospective employer or graduate school.

**Total University Withdrawal Policy**

The Total University Withdrawal Policy provides students who are unable to complete a term with the option of withdrawing from all classes, and thus from the university, for that term. During the fall and spring semesters, Total University Withdrawals may be processed between the first day of classes and the end week after midterm. During summer and winter terms, the deadline is the two-thirds point of each course for which the student is registered. Questions about academic impact of withdrawal should be directed to the Center for Academic Support and Student Success or the academic advisor (see “Process” below). Questions about the financial impact of withdrawal should be addressed to the Office of the Bursar and/or the Office of Financial Aid.

*Late Withdrawal:* Any undergraduate student who needs to withdraw from the university after the deadline must process a waiver through the office of the dean of his or her college, who will then submit to the Office of the Provost and Academic Affairs for signature. Approval of the waiver is contingent on documentation of catastrophic circumstances preventing the student from completing the term. Approved waivers must be submitted to Office of the Registrar and attached to the Total University Withdrawal form for processing as below. If the waiver is approved, the instructor will evaluate the student’s progress at the date of withdrawal. If the student has a grade of A-D, the grade will be processed as a “WP” (Withdraw Passing)
Involuntary Withdrawal: Any undergraduate student involuntarily withdrawing from the university as a result of suspension or expulsion unrelated to violations of the Academic Integrity Policy will automatically have the designation of “W” or “WF” assigned to each registered course as a result of such judicial action. Refer to Involuntary Withdrawal Process for more information.

Process:
Undergraduate students voluntarily withdrawing from the university should first review information on withdrawals and check the financial impact of withdrawal. Then, they must process a Total University Withdrawal through the Office of the Registrar. Once the Total University Withdrawal has been processed, a withdrawal designation (“W”) will be assigned to all registered courses from which the student is withdrawing. There are no financial leniencies for withdrawals caused by medical situations. Wilberforce’s percentage of forfeiture rates follow state and federal dictates, which do not address medical situations.

Withdrawal/Grading Designations
The following procedures will apply to all students withdrawing from the University. Grades will be given in regard to the student’s academic progress at the time of withdrawal. Contact the Registrar’s Office for forms and assistance.

- **W** (official withdrawal initiated by the student): To be given when a student withdraws between the first day of class/registration and the last day to drop courses, which is one week after mid-term exams.
- **AW** (unofficial withdrawal – administrative withdrawal not initiated by the student): The student does not inform anyone that he/she is leaving campus (the student walks-out). The university may also administratively withdraw a student for disciplinary reasons, academic, legal, anytime during the semester.
- **MD** (official medical withdrawal): The student initiates the intent to withdraw for medical reasons; or, an unofficial medical withdrawal – student does not initiate the intent to withdraw for medical reasons (emergency admittance to a medical facility).
- **WP** (withdraw passing): To be given when a student withdraws from the university after the last day to drop courses (second week after mid-term exams) and the instructor evaluates the student’s progress to be A, B, C, or D at the date withdrawing. WP has no effect upon a student’s academic record since it is not computed into the grade point average. WP will appear on the academic transcript. Requires special approval per withdrawal policy and guidelines.
- **WF** (withdraw failing): To be given when a student withdraws from the university after the last day to drop courses (second week after mid-term exams) and the instructor evaluates the student’s progress to be failing. A grade of “WF” will be treated the same as a grade of “F” and will be computed against the student’s cumulative grade point average. WF will appear on the academic transcript. Requires special approval per withdrawal policy and guidelines.
- **NS** (No Show): A student fails to return to school after pre-registering for classes. The effective date of withdrawal will be the end of the semester the student was last enrolled.
- On returning to the University, the student must apply for readmission.

Note: *Students returning from an academic or disciplinary suspension must also apply for readmission.*
Readmission after Withdrawal:
Students should refer to the Readmission Policy in the Admissions section of this catalog for further information about returning to Wilberforce.

Involuntary Withdrawal Policy
Purpose: The purpose of this policy is to provide a procedure for determining whether an identified student’s behavior poses a direct threat (as defined herein) and for responding to such behavior. Rarely does student behavior pose a direct threat. However, involuntary withdrawal may be appropriate when:

- the student displays behavior that is not prohibited by and/or could not be adjudicated by the Student Behavior Regulations or the Academic Integrity Policy, but that nonetheless poses a direct threat; and
- the student demonstrates a risk of repeated display of such behavior.

Note: Suspension or Dismissal from the institution is not considered Involuntary Withdrawal Policy and carries a punitive withdrawal designation, especially after the official withdrawal deadline.

Policy:
In the absence of other reasonable means or university procedures available for addressing a student’s behavior that poses a direct threat, the university will conduct an individualized assessment of the student behavior and circumstances related to the observed behavior of concern and, if appropriate, implement the involuntary, total withdrawal of the identified student from the university.

The student may appeal an involuntary withdrawal decision or may seek re-enrollment to the university at a later time, in accordance with the guidelines and procedures articulated below. The decision regarding an appeal or re-enrollment request will be considered on the basis of whether the student continues to pose a direct threat.

The policy will be applied in a nondiscriminatory manner, and decisions will be based on consideration of the student’s conduct, actions, and statements, not on knowledge or belief that the student has a disability.

Definitions:

Direct Threat: behavior that poses
- significant risk to the health or safety of self and/or others, or
- significant risk of damage to university property, or
- substantial disruption to the activities or education of other students

Significant Risk: behavior that has a high probability (not just a slightly increased, speculative, or remote risk) of substantial harm to the university community, given information concerning the behavior that is available at the time of consideration

Substantial Disruption: behavior that continually and considerably interferes with other students’
participation in academic, work, extra-curricular, housing/residence life, or other university-related activities

**Procedures:**

**A. Review Process**

1. When made aware of an identified student whose behavior could warrant involuntary withdrawal, the Vice President (VP) for Student Engagement and Success (or designee) will oversee an individualized assessment of the student behavior and circumstances related to the observed behavior of concern and advise him/her whether a direct threat exists. The VP may convene a team to assist with such assessments of students, such as a representative from the Health Service, the Counseling Center, Disability Support Services, and the student’s academic dean (or designee). Depending on the nature of a particular case, and in accordance with FERPA and other relevant laws, other individuals who can assist in evaluating the potential risk posed by the student’s behavior, including professionals qualified to interpret the information available for consideration, may be identified to advise the VP.

   The goal of the VP and any review team will be to ascertain whether the student’s behavior poses a direct threat. Factors to consider may include
   - the nature, duration, and severity of the risk of harm;
   - the likelihood that the potential harm will occur;
   - if the student asserts to have a legally protected disability entitled to reasonable accommodation, whether reasonable modification of university policies, practices, and procedures would sufficiently mitigate the risk.

2. The VP (and, if necessary, review team) may request to review educational records and/or to consult with various university community members or others who may be knowledgeable of the student and/or the behavior of concern.

3. The VP (and, if necessary, review team) may request that the student take part in a medical/psychological evaluation. In such a case, the vice president and review team will identify a qualified and licensed health professional who is independent from the university to conduct the evaluation. The university will be responsible for the fees associated with this evaluation.

4. The VP (and, if necessary, review team) will request a personal meeting(s) with the student. Although it is highly desirable that the student choose to attend such a meeting(s), the review process may proceed if he/she does not attend. Furthermore, the direct threat review process will proceed regardless of the student’s ongoing university status. At the meeting(s), the VP will present and discuss the information that is available for consideration. The student may choose to have an advocate accompany and take part with him/her in the meeting(s).

5. Based on the assessment, including consultation with professionals qualified to interpret the information available for consideration, the VP may conclude that a direct threat exists and, if so, will determine an appropriate next step, which may entail involuntary, total withdrawal of the student from the university but would not preclude other actions depending on the particular situation.

6. The review decision will be communicated by the VP to the student and will provide the primary information that led to the decision. Any conditions for later re-enrollment will also be communicated at that time. The decision and related information will be communicated in writing to the student and may be additionally communicated in other forms if the situation permits.
7. At any time before conclusion of the review process, the student may withdraw voluntarily.

**B. Appeal Process**
1. The decision of the vice president may be appealed in writing by the student to the Wilberforce President.
2. An appeal must be filed within 30 calendar days after the decision of the VP is communicated in writing to the student.
3. The president's decision on the appeal will be final and conclusive.
4. During the appeal process, the student will remain totally withdrawn from the university.

**C. Re-enrollment Process**
1. A student for whom the Vice President (VP) for Student Engagement and Success concluded a direct threat exists may later request re-enrollment to the university. A request must be made to the VP for Student Engagement and Success. In his/her request, the student should provide evidence that he/she would no longer pose a direct threat and that any conditions for re-enrollment have been met. Such student is responsible for any fees associated with treatment, activities, and/or evaluations that he/she has taken part in or obtained in an attempt to demonstrate appropriateness for re-enrollment.
2. The VP will oversee the re-enrollment of the student. The VP has the option of convening a team of specialists or university officials to assist in this oversight.
3. The VP (and if necessary, review team) may request an updated, independent, university-obtained medical/psychological evaluation and/or request to meet with the student. The university will be responsible for the fees associated with this evaluation.
4. The decision of the VP will be based on a determination of whether the student can return safely to the university community and no longer pose a direct threat.

**D. Emergency Situation**
At any time before the initiation or conclusion of the review process, the VP may implement an interim involuntary withdrawal of the student from the university, should immediate action appear warranted. A review process, as outlined above, will occur as soon as reasonably possible to consider the interim decision.

Rescission: This policy will not be rescinded or modified except by action of the Wilberforce President, following consultation with the President’s Cabinet and the University Policy Committee.

Publications Statement: The Wilberforce University Office of Student Engagement and Success will publicize and transmit this policy to all members of the university community in conjunction with the Office of the Provost and the Office of Enrollment Management.

**Withdrawal from Wilberforce and Its Impact on Student Financial Aid**
Students taking a total university withdrawal from all of their courses at Wilberforce may find their financial aid for that particular semester affected. The 1998 Reauthorization of the Higher Education Act requires educational institutions to calculate a Return of Federal Student Aid Funds (Title IV aid) for students who withdraw from all classes on or before the 60 percent attendance point in the semester. A pro-rata schedule is used to determine the percentage of the semester attended; that percentage determines the amount of federal funds earned. The Office of the Bursar applies the federal guidelines and returns the unearned portion to the federal programs in the following order: (1) Unsubsidized Federal Direct Loan, (2) Subsidized Federal Direct Loan, (3) Federal Perkins Loan, (4) Federal Direct PLUS Loan, (5) Federal Pell Grant, and 6) Federal Supplemental Educational
Opportunity Grant.

Example: If a student withdrew on the 32nd calendar day of a semester that encompassed 106 calendar days (not including breaks of five or more days), the student would have attended 30 percent of the semester. Therefore, the student would have earned 30 percent of his or her federal aid.

In addition to affecting current eligibility, a total withdrawal can affect future eligibility for financial aid. Please refer to the section regarding satisfactory academic progress in the Financial Aid Section of the catalog.

ACADEMIC INTEGRITY POLICY

Wilberforce is committed to the fundamental values of academic integrity. Academic integrity means honesty and responsibility in scholarly endeavors and behaviors; it means that all academic work should be the result of an individual's own effort. Academic assignments help students learn and allow them to exhibit this learning. Grades are an assessment of the extent to which learning has been demonstrated in assignments. Therefore, academic work and grades should be the result of a student's own understanding and effort. All members of the Wilberforce community—including students, faculty, and staff—are responsible for maintaining academic integrity, which includes knowing what the Wilberforce University academic integrity policies are and being able to identify academic misconduct.

Academic misconduct includes any action which improperly impacts the assessment or representation of a student's academic achievement. Academic misconduct may result in disciplinary action, including expulsion from the University.

Types of Violations

Academic integrity violations can take many forms. Violations of Wilberforce University’s standards of academic integrity include, but are not limited to, the following broadly defined categories:

1. **Plagiarism**: Plagiarism is a type of fraud that involves stealing someone else’s work and lying about it. Using someone else’s words, ideas, or data as if it were one’s own work is plagiarism. Plagiarism applies to any type of source, whether published or unpublished, and to any type of assignment, whether written, verbal, or otherwise. Plagiarism can be avoided simply by acknowledging that certain material is the work of another, and then providing a citation that gives a reader the information necessary to find the source of the work. Any assignment submitted by a student that includes the words, ideas, or data of another must include complete, accurate, and specific references. Any verbatim statements must also include quotation marks. More information about what constitutes plagiarism and how to avoid contact the Office of the Provost.

2. **Fabrication**: Fabrication means making something up to deceive or mislead someone. This includes, but is not limited to, the use of fictitious data, research, citations, or any other kind of information. Fabrication also includes making false claims to influence testing or grading, or to gain academic credit. More information about what constitutes fabrication and how to avoid it can be found by contacting the Office of the Provost.

3. **Cheating**: Cheating is an attempt to misrepresent one’s mastery of information or skills being assessed. Cheating takes many forms; it includes, but is not limited to, using (or attempting to use) unauthorized materials, assistance, information, devices or study aids in any academic
exercise. Cheating also includes, among other things, using the same paper or work more than once without authorization of the faculty member to whom the work is being submitted. More information about what constitutes cheating and how to avoid it can be found contacting the Office of the Provost.

4. **Technological Misconduct:** Computer dishonesty, as addressed by university computing policies, includes, but is not limited to, using or attempting to use computing accounts or other information for which the student is not authorized; providing false or misleading information to obtain a computing account or access to other information resources; attempting to obtain information resource access codes (usernames, passwords, PINs, etc.) for another user’s computing accounts; sharing information resource access codes (usernames, passwords, PINs, etc.) with other individuals; attempting to disguise the identity of a computing account or other information resource; using or attempting to use university network resources to gain or attempt to gain unauthorized access to remote computers including, but not limited to, port scanning; violating the terms of intellectual property rights, in particular software license agreements and copyright laws; using information resources to monitor another user’s data communications or to read, copy, change, or delete another user’s files or software without permission of the owner; and using or installing or attempting to use or install software not properly licensed. More information about what constitutes technological misconduct and how to avoid it can be found by contacting the Office of the Provost or Information Technology.

5. **Academic Dishonesty:** Academic dishonesty consists of any deceitful or unfair conduct relevant to a student’s participation in a course or any other academic exercise or function. Academic dishonesty includes, but is not limited to: tampering with grades, any action that unfairly impacts the assessment of one’s academic work, disrupting or interfering with the learning environment or the ability of others to complete academic assignments, intentionally evading Wilberforce academic policies and procedures, or failure to comply with previously imposed sanctions for academic violations. Academic dishonesty also includes violations of student conduct policies, as related to the academic environment. A comprehensive discussion of Wilberforce’s policies and student behavior expectations has been compiled in, “The Wilberforce Student Handbook,” and can be found by contacting both the Office of the Provost and Division of Student Engagement and Success.

6. **Facilitating Academic Integrity Violations:** Facilitating academic integrity violations includes attempting to help another engage in an academic integrity violation.

7. **Classroom Misconduct:** Conduct that significantly disrupts the learning process or is a threat to others.

The university reserves the right to discipline any student for the above policy violations and any other action that an ordinary, reasonable, college student knows, or should know, might lead to the issuance of discipline. *This means the university maintains the right to issue discipline for reasonable cause.*

Charges of academic integrity violations may be brought by a faculty member or administrator. Students who observe or become aware of a violation of academic integrity by another student are strongly encouraged to report it to a university official. A faculty member/administrator who believes that a student has violated an academic policy should resolve the matter by a Documented Agreement (written documentation) or by Formal Adjudication. Sanction(s) may not be imposed on a student believed to have violated an academic policy without following one of these procedures.
If charges are brought, the accused student shall have a fair and reasonable opportunity to answer, explain, and defend himself or herself against the charges.  
*The university shall have the burden of proof in all cases.*

**Options for Resolution**

Once an academic integrity violation has been established a faculty member or administrator must use one of the following options to resolve the alleged violation.

1. **Resolution by a Documented Agreement**
   
   The faculty member/administrator will schedule a formal conference with the student in an attempt to reach a mutually agreeable resolution. This conference must be scheduled/requested within ten (10) calendar days of the observation or discovery of the alleged violation absent unusual circumstances. If an agreement is reached, the faculty member/administrator must complete a Documented Agreement in the form of a statement, on University letterhead, outlining the agreement and have it acknowledged by both parties: faculty member/administrator and student. If the violation pertains to work such as a thesis or comprehensive examination being judged or that has been judged by a committee, the conference must involve a majority of the committee, and the Documented Agreement must be agreed to by a majority of the committee and the student. Electronic copies of the form are distributed to the student, the faculty member/administrator filing the agreement, the dean, the Office of the Provost, and the Office of Student Conduct. The form must be filed within 10 days of the conference.

   By signing the Documented Agreement, the student waives any right to appeal the sanctions agreed upon and set forth in the Documented Agreement. If the student fails to fulfill the Documented Agreement, the faculty member/administrator may file an academic integrity referral against the student for noncompliance. If a documented agreement is not reached, the faculty member/administrator shall initiate the formal adjudication process by filing an Academic Integrity Referral form with the dean within 10 calendar days of the conference with the student.

   If a previous academic integrity violation for the student is on record, the matter will be referred to an Academic Integrity Board.

2. **Resolution by Formal Adjudication**
   
   A faculty member/administrator should pursue formal adjudication:
   
   a) if he/she cannot reach, or chooses not to attempt, a Resolution by Documented Agreement with the student regarding the case or sanctions to be imposed; or
   
   b) if the faculty member/administrator believes that the violation is so severe that it warrants sanctions such as: awarding a failing grade on a project or exam when resubmitting the project or retaking the exam is not possible; involuntary withdrawal from part of Wilberforce’s academic or other programs; suspension; expulsion; or rescission of a conferred degree.

   The faculty member/administrator should file a Documented Agreement with the dean within 10 calendar days of the observation or discovery of the violation or within 10 calendar days of the failure to reach a resolution through Resolution by Documented Agreement. If the violation pertains to work being judged by a committee, the agreement must be approved by a majority of the committee.
documentation will contain a description of the alleged violation, including the time, date, and place of occurrence, and the recommended sanction if the student is found to have violated this policy.

**ACADEMIC INTEGRITY BOARD (AIB)**
The AIB may be asked to hear cases filed at the Resolution by Formal Adjudication level. In addition, the AIB will hear all cases in which appeals to the chair’s decision are accepted by the provost/designee. The AIB will also review sanctions in cases of multiple violations.

For undergraduate hearings and reviews, the AIB will be made up of four (4) faculty members, one of whom will chair the board, and two (2) undergraduate students. For graduate-level hearings and reviews, the AIB will be made up of four (4) faculty members, one of whom will chair the board, and two (2) graduate students. A quorum requires the presence of four (4) people, at least one of whom must be an undergraduate student (for cases at the undergraduate level) or a graduate student (for cases at the graduate level). All members, including the chair, are voting members.

Questions about the procedures for constituting an Academic Integrity Board can be found by contacting the Office of the Provost.

**These appeal procedures apply to cases resolved through formal adjudication:**
Cases of academic integrity that are resolved through Documented Agreement cannot be appealed. If, after receiving the department chair’s report on the outcome of the hearing, the faculty member/administrator or the student disagrees with the decision, the sanction, or both, he/she may appeal to the provost/designee in writing within ten (10) calendar days of receiving the report, for any of the following reasons, detailing the reason(s):
  a. Denial of a fair and reasonable hearing
  b. New evidence (applies when there is an acceptable reason why the information was not presented at the original hearing)
  c. Excessively harsh sanctions
The provost/designee may deny the appeal or direct the appeal to be heard by an AIB within ten (10) calendar days. All appeals involving sanctions of involuntary withdrawal from part of Wilberforce’s academic or other programs, suspension, expulsion, or rescission of a degree will be heard by an AIB. Unless the recommended sanction is suspension, expulsion, or rescission of a degree, the decision of the AIB is final and will be implemented by the provost/designee. Suspension, expulsion, or rescission of a degree may be recommended by the AIB but can only be implemented by the President/designee.

**Multiple Violations**
Information about prior violations is not relevant to determining whether a student violated the policy in the current case. The AIB may request information on prior violations only after determining that a violation has occurred. Information on prior violations may be used in determining the appropriate sanction.

If a student is found in violation of academic integrity two or more times, all materials within the student’s past and present academic integrity files shall be used in determining appropriate sanctions. Students with multiple academic integrity violations of record may be subject to additional sanctions, including possible suspension or expulsion from the university.
For cases previously resolved by Documented Agreement or through formal adjudication at the department chair’s level, an AIB hearing will be scheduled. This hearing will review all information pertinent to the determination of an appropriate sanction but will not reconsider the issue of whether the policy violation occurred. After considering the severity of the current and prior violations, the AIB may determine whether a more severe sanction is appropriate.

The AIB must submit a written report of the decision within ten (10) calendar days of its decision to the provost/designee, absent unusual circumstances, who will forward the decision to the involved parties. The student may appeal any new sanction to the provost/designee under the appeal guidelines. The provost/designee may direct the appeal to be heard by a second AIB.

Sanctions
The following sanctions may be agreed upon by the student and faculty member/administrator through Documented Agreement. All grade reductions require the approval of the instructor of record. If the work is graded by a committee, a grade reduction requires the approval of the majority of the committee.

a. Single Grade Reduction: Reduction of grade or failure on project, examination, quiz, or other academic exercise on which the student is alleged to have cheated.

b. Course Grade Reduction: Reduction of course grade or failure in the course. If the violation involves a project spanning multiple courses (such as a dissertation or multiple semester internship), the grade reduction may apply to all courses involved.

c. Constructive or Educational Task: A task that requires the student to examine his/her dishonest behavior and that may benefit the student, campus, or community.

d. Other: Sanctions deemed appropriate and tailored to a specific violation as determined by the faculty member/administrator. Any reasonable sanction or combination of sanctions for a given violation may be agreed upon by the student and faculty member/administrator.

In addition to the above, the following sanctions may be imposed through Formal Adjudication and or AIB.

a. Letter of Warning: A warning letter may be issued indicating that the student has been found in violation of an academic policy and that failure to comply with policies in the future may result in further disciplinary action to be handled as a subsequent offense. The letter of warning will remain in effect for a period of time as specified by the individual or board hearing the case.

b. Disciplinary Probation: Disciplinary probation, which is for a period of time specified by the individual or board hearing the case, is an indication that a student’s status at the university is seriously jeopardized. If the student is found in violation of another Wilberforce policy during the probationary period, a more serious sanction will be levied, including possible involuntary withdrawal from part of Wilberforce’s academic or other programs, suspension, or expulsion from the university.

c. Involuntary withdrawal from part of Wilberforce’s academic or other programs: A student may be denied the right to participate in some Wilberforce program(s). Such involuntary withdrawal might be imposed on either a temporary or permanent basis.

d. Suspension: A student may be suspended from the university for a specified period of time, not to be less than the remainder of the current semester. Suspension requires
that a student remove himself/herself from university premises, not attend classes or social activities, and not be present on university property during the period of suspension.

e. Expulsion: Expulsion may be considered under any of the following circumstances: when there is a very serious violation of the Academic Integrity Policy, when a student is proven to have violated the Academic Integrity Policy on more than one occasion, or when a student appears before the board after already having been suspended. Expulsion from the institution is permanent. Appeals to the sanction of expulsion must be submitted to the Office of the President. Suspension, expulsion, and rescission of a degree can be recommended by a faculty member/administrator, dean, and AIB but can be imposed only by the president/designee.

f. Rescission of a degree: A student may have his/her degree rescinded if found to have plagiarized or not to have conducted his/her own research on his/her thesis.

Questions concerning the Academic Integrity Policy and Procedures can be directed to the Office of the Provost.

Research Integrity Policy (IRB)
Wilberforce is committed to the highest ethical standards with regard to scholarship conducted by all members of the university community, including faculty, managers, administrators, staff, and students (both undergraduate and graduate).

Therefore, it is imperative that all those engaged in research—including undergraduate students—be aware of and adhere strictly to established policies and procedures designed to respond to any allegations or apparent instances of fraud or misconduct related to research activities. Wilberforce University will deal forthrightly with allegations of misconduct associated with research. The university will conduct an inquiry and, if warranted, an investigation of any possible misconduct by Wilberforce faculty, managers, administrators, staff, and students conducting research. If misconduct is determined to have taken place, appropriate disciplinary action will be taken. Additional policies are in place to protect research involving human subjects or animals and to ensure compliance with state and federal law.

Students engaged in research can find more information about Wilberforce's research policies, procedures, training, and other resources by contacting the Office of Institutional Research, Effectiveness, and Planning, as well as the Office of the Provost.

CLASS DISRUPTIONS
Students and faculty alike should strive to create a class environment that reflects mutual respect and the importance of learning. If a student’s behavior disrupts that environment, the faculty member has a responsibility to seek resolution of the problem. A faculty member is empowered to request that a student leave during a particular class period if, in the measured opinion of that faculty member, the student (1) significantly disrupts the learning process, or (2) is a threat to others.

If the student refuses to leave or if the faculty member deems it appropriate, law enforcement officers may be called to remove the student. If the behavior is especially egregious or potentially harmful, or if the student refuses to modify the behavior, the faculty member may, with the consent of his/her
academic dean and in consultation with the Office of the Provost, keep the student from returning to class until the case can be adjudicated under the Academic Integrity Policy or Judicial Affairs. When appropriate, criminal charges should also be filed.

If deemed appropriate, the adjudicators may render a decision that removes the offending student from the class or the university. If so, the university will assign, in lieu of a grade, a designation that indicates a withdrawal. If grades are due before a final decision has been reached, the instructor should assign a temporary designation of “I” (Incomplete). If the student is allowed to return, the student will have the option of reentering another open section of the course if feasible. When appropriate, the student should be allowed a reasonable opportunity to make up any work missed during the forced absence.

If a student’s grade is adversely affected by a capricious forced absence, the student may file a grade appeal.

FINAL EXAMINATION POLICIES
The final examination week is part of the regular academic program and must be incorporated into each instructor’s course plan for the semester. Final examinations are not the only legitimate type of terminating activity, and therefore, the instructor may choose an appropriate activity that conforms to course objectives.

The terminating activity shall take place only at the time and location assigned by the Office of the Registrar. Unless granted an excused absence, the faculty member responsible for the course must be present to direct the terminating activity. Faculty members may require student participation in the terminating activity.

Faculty members who do not schedule or do not attend the terminating activity for a course may be subject to disciplinary action commensurate with unexcused absences. Once the final examination has been set by the Office of the Registrar, changes and absences must be approved by the instructor’s dean.

COMMENCEMENT AND GRADUATION
To graduate from Wilberforce University, a student must meet all University requirements, including the following:

- The student has completed all requirements in the major.
- The student has a minimum of 120 course credits.
- The student has a cumulative GPA of 2.000 or higher.
- The student has a major GPA of 2.000 or higher (as required per major).
- The student is in good standing under the Codes of Academic Integrity and Social Responsibility as administered through the judicial system of the University.
- If the student is a transfer, at least 30 credits or more must be earned at Wilberforce.

Students who have failed to meet all requirements to graduate will be not permitted to participate in the Commencement Ceremony (“walk at Commencement”).
Students who finish degree requirements mid-year or in absentia must confirm their status for graduation and intentions for the May Commencement in writing with the Registrar by November 1 of the fall semester before anticipated graduation. Grade point averages at the time of graduation will be recorded on the permanent transcript. All coursework must be completed by all students, including CLIMB and Graduate students, before May Commencement. Students that complete coursework after the May Commencement date (Summer/Fall) will have a December conferral date on their transcript and degree.

PROCEDURE FOR APPLYING FOR GRADUATION
Students must file a formal application for graduation and pay the $40.00 fee (subject to change) for graduation with the Office of the Registrar by November 1 for May graduation and by May 1 for December graduation. Students must meet with the University Registrar to obtain an application for graduation and then meet with their advisor to review their degree audit and confirm an anticipated date/term of degree completion. An academic advisor’s signature must be on the application for graduation and the completed form must be submitted to the Office of the Registrar for processing by the established due date. Applying for graduation does not guarantee eligibility to participate in commencement ceremonies. All University requirements must be satisfied in order to participate. Enrolled students must be registered for all coursework the semester in which they applied for graduation. Students not graduating on the expected date must re-apply for graduation, including the submission of the application fee. Students not currently enrolled at the University must follow the same procedure. It is the responsibility of the student to complete degree requirements as outlined in the university catalog.

The following policies and procedures apply to all graduating students planning to graduate:
1. Graduating students are required to attend classes and are responsible for all course material presented through and including the last week of regularly scheduled classes of the Spring semester.
2. Prospective graduating students who receive more than one deficiency in required courses at mid-term may have their names removed from the list of graduating students. According to University policy, a deficiency is a grade of D or F in any course needed to graduate. The minimum grade required is a C.
3. Substitutions for graduation course requirements in major and degree programs may be made only with the written concurrence of the College Dean and Vice President for Academic Affairs.

GRADUATION HONORS AND DISTINCTIONS

Graduation Honors
Traditional Latin honors are awarded at graduation to first bachelor's degree candidates with appropriate academic records. Calculation is based on all undergraduate credits and quality points earned at Wilberforce. Graduation honors are not granted for second (subsequent) degrees. The distinctions are:

- *Cum Laude*: Students who have maintained a cumulative grade point average of 3.2 without a grade of F in any course.
- *Magna Cum Laude*: Students who have maintained a cumulative grade point average of 3.6 with no grade lower than C
- *Summa Cum Laude*: Students who have maintained a cumulative grade point average of 3.8 with no grade lower than B.
These honors are awarded at graduation to students who have maintained high scholarship and who have earned at least 48 semester hours of their total credit at Wilberforce University. No grades of failure can appear on the transcript even if changed to grade C or better (repeated courses – grade replacement). *Students in the College of Graduate, Adult Degree, and Continuing Education programs are not eligible for university honors but may receive special recognition of work within their areas of study.* Transfer students must earn at least 48 semester hours at Wilberforce University in order to graduate with honors.

**Transferred Hours and GPA required for different categories of Honors awarded at Graduation:**

<table>
<thead>
<tr>
<th>Number of transfer hours</th>
<th>1-9</th>
<th>10-18</th>
<th>19-27</th>
<th>28-36</th>
<th>37-45</th>
<th>46-54</th>
<th>55-63</th>
<th>64-72</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cum Laude</td>
<td>3.20</td>
<td>3.23</td>
<td>3.26</td>
<td>3.29</td>
<td>3.32</td>
<td>3.35</td>
<td>3.38</td>
<td>3.41</td>
</tr>
</tbody>
</table>

*Minimum 3.2 cumulative grade point average without a grade of F in any course*

<table>
<thead>
<tr>
<th></th>
<th>1-9</th>
<th>10-18</th>
<th>19-27</th>
<th>28-36</th>
<th>37-45</th>
<th>46-54</th>
<th>55-63</th>
<th>64-72</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magna Cum Laude</td>
<td>3.60</td>
<td>3.62</td>
<td>3.64</td>
<td>3.66</td>
<td>3.68</td>
<td>3.70</td>
<td>3.72</td>
<td>3.74</td>
</tr>
</tbody>
</table>

*Minimum 3.6 cumulative grade point average with no grade lower than C.*

<table>
<thead>
<tr>
<th></th>
<th>1-9</th>
<th>10-18</th>
<th>19-27</th>
<th>28-36</th>
<th>37-45</th>
<th>46-54</th>
<th>55-63</th>
<th>64-72</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>3.80</td>
<td>3.81</td>
<td>3.82</td>
<td>3.84</td>
<td>3.85</td>
<td>3.86</td>
<td>3.87</td>
<td>3.88</td>
</tr>
</tbody>
</table>

*Minimum 3.8 cumulative grade point average with no grade lower than B.*

**Valedictorian and Salutatorian:**

The following honors are awarded at commencement to students who have maintained high scholarship and who have earned at least 100 semester hours of their total credit at Wilberforce University. No grades of failure can appear on the transcript even if retaken for grade C or better. Students must not have any incompletes (I) on the transcript. *Students in the College of Graduate, Adult, and Continuing Education programs are not eligible for valedictorian or salutatorian.*

**The process for the selection of valedictorian and salutatorian is:**

Submission of names of students with the highest GPA of the graduating class to the Committee for Honors and Distinctions. Students must not only have the highest GPA, but also provide documentation of the following:

- Service/volunteer hours
- Leadership at the University
- Other substantial contributions, such as other academic honors, academic memberships, publications, or participation in program

The committee will review all materials presented on candidates and vote on the person(s) to receive the highest of academic distinctions.

**ACADEMIC HONORS**

The *President’s List* includes students meeting the following criteria during a semester:

1. Enrollment in at least twelve credit hours in letter-graded courses
2. Semester GPA of 3.6 or higher
3. No final grade of I (Incomplete) or NC (No Credit).

The *Dean’s List* includes students meeting the following criteria during a semester:

1. Enrollment for at least twelve credits in letter-graded courses
2. Semester GPA of 3.0 or higher
3. No final grade of I (Incomplete) or NC (No Credit).
IT ACCEPTABLE USE POLICY

Purpose: This policy addresses the use of information technology resources (IT resources) at Wilberforce University. IT resources are intended to support the university’s instructional, research, and administrative operations.

Scope: This policy applies to all users of IT resources owned or operated by Wilberforce University. Users include students, faculty, staff, contractors, and guest users of computer network resources, equipment, or connecting resources.

Objective: The objective of this policy is to create a framework to ensure that IT resources are used in an appropriate fashion and support the university’s mission and institutional goals.

Policy: Use of the university's IT resources is a privilege and signifies agreement to comply with this policy. Users are expected to act responsibly and follow the university’s policies and any applicable laws related to the use of IT resources. This policy provides regulations to ensure IT resources are allocated effectively.

While the university recognizes the role of privacy in an institution of higher learning and will endeavor to honor that ideal, there should be no expectation of privacy of information stored on or sent through university owned IT resources, except as required by law. For example, the university may be required to provide information stored in IT resources to someone other than the user as a result of court order or investigatory process. Information stored by the university may also be viewed by technical staff working to resolve technical issues.

Definitions: Information technology (IT) resources include, but are not limited to, all university-owned or operated hardware, software, computing equipment, systems, networks, programs, personal data assistants, cellular phones, fax machines, telephones, storage devices, cable television, input/output, connecting devices via either a physical or wireless connection regardless of the ownership of the device connected to the network, and any electronic devices issued by the university. IT resources include all electronic media, voice, video conferencing and video networks, electronic mail, and related mediums such as blogs, wikis, websites, and electronic records stored on servers and systems.

RESPONSIBILITIES OF USERS OF IT RESOURCES:
• Respect the intellectual property of authors, contributors, and publishers in all media.
• Protect user identification, password information, and the system from unauthorized use.
• Adhere to the terms of software licenses and other contracts. Persons loading software on any university computer must adhere to all licensing requirements for the software. Except where allowed by university site licenses, the copying of university-licensed software for personal use is a violation of this policy.
• Comply with federal, state, and local laws, relevant university personal conduct regulations, and the terms and conditions of applicable collective bargaining agreements. Applicable laws include, but are not limited to, those regulating copyright infringement, copyright fair use, libel, slander, and harassment.
• Become acquainted with laws, licensing, contracts, and university policies and regulations applicable to the appropriate use of IT resources. Users are expected to use good judgment and exercise civility
at all times when utilizing IT resources and respect the large, diverse community utilizing these resources in a shared manner.

- Understand the appropriate use of assigned IT resources, including the computer, network address or port, software, and hardware.
- Comply with the university’s Use of E-mail as an Official Means of Communication Policy. Electronic mail should never be considered an appropriate tool for confidential communication. Messages can be forwarded or printed, and some users permit others to review their e-mail accounts. Message content can be revealed as part of legal proceedings. Finally, messages are sometimes not successfully delivered due to a technical issue requiring authorized IT personnel to review message content as part of the troubleshooting process.

**Prohibited Uses of IT Resources:**

- Providing false or misleading information to obtain or use a university computing account or other IT resources
- Unauthorized use of another user’s account and attempting to capture or guess passwords of another user
- Attempting to gain or gaining unauthorized access to IT resources or to the files of another user. Attempting to access restricted portions of the network, an operating system, security software, or other administrative applications without authorization by the system owner or administrator
- Interfering with the normal operation, proper functioning, security mechanisms, or integrity of IT resources
- Use of IT resources to transmit abusive, threatening, or harassing material or other communications prohibited by law
- Copyright infringement, including illegal sharing of video, audio, software, or data
- Excessive use that overburdens or degrades the performance of IT resources to the exclusion of other users. This includes activities which unfairly deprive other users of access to IT resources or which impose a burden on the university. Users must be considerate when utilizing IT resources. The university reserves the right to set limits on a user through quotas, time limits, and/or other mechanisms.
- Intentionally or knowingly installing, executing, or providing to another a program or file on any of the IT resources that could result in damage to any file, system, or network. This includes, but is not limited to, computer viruses, trojan horses, worms, spyware, or other malicious programs or files.

**Procedures:** Violations of this policy will be reported to appropriate levels of administrative oversight, depending on the statutes and policies violated. Suspected violations of federal and state statutes and local ordinances shall be reported to the director of Public Safety (chief of campus police) for official action.

Non-statutory violations of the Acceptable Use Policy, such as “excessive use,” may be reported to the information technology, the vice president for Human Resources, the Office of Student Conduct, and/or the director of Public Safety (chief of campus police).

A university employee or student who violates this policy risks a range of sanctions imposed by relevant university disciplinary processes, including denial of access to any or all IT resources. He or she also risks referral for prosecution under applicable local, state, or federal laws.
Use of Wilberforce E-mail as an Official Means of Communications

Purpose: The purpose of this policy is to define Wilberforce e-mail as an official method of communication for the university.

Scope: This policy applies to all students and employees except those employees who do not normally have access to e-mail.

Objective: The objective of this policy is to define the use of Wilberforce e-mail as an official method of communication and the responsibility of e-mail users to monitor, read, and use their Wilberforce e-mail accounts. As the Wilberforce e-mail system provides a recognized method to authenticate the user, it is suitable to use for official communications.

Policy: Wilberforce University provides e-mail services to all students and employees as an official method of communication. Students and employees (except those employees who do not normally have access to e-mail) have a responsibility to read their Wilberforce e-mail accounts and, if responding to or sending e-mail about University business, use their Wilberforce e-mail accounts to do so.

Definitions: E-mail user is defined as any student or employee who has been issued a Wilberforce e-mail account. E-mail account is an active Wilberforce e-mail (@Wilberforce.edu). E-mail spoofing is the creation of e-mail messages with a forged sender address.

Responsibilities: Users are expected to check their e-mail accounts regularly and to use their University e-mail accounts when responding to or sending e-mail to Wilberforce employees and students about Wilberforce academic and administrative matters.

Procedures: The rationale for this policy is that for faculty members who wish to use Wilberforce e-mail for communication to and from students, there is a policy that states that this is approved. Faculty members can put this policy in their syllabi and other documents. Communicating via the University e-mail system facilitates determining the identity of the sender. Users are therefore not permitted to impersonate other users by modifying e-mail header information for the purpose of deception. All forms of e-mail spoofing are prohibited.

Where applicable, academic and administrative offices should publish e-mail addresses that can be used to receive such e-mail. Faculty members should make students aware of their e-mail address by including it on their syllabi or by other means.
THE ACADEMIC PROGRAMS

There are three Colleges at Wilberforce University:

1. The College of Arts and Sciences
2. The College of Professional Studies
3. The College of Graduate, Adult, and Continuing Education
   a. CLIMB
   b. Graduate Program (Master of Science in Clinical Rehabilitation Counseling)

Wilberforce University offers three Degrees:

1. Bachelor of Arts (B.A.)
2. Bachelor of Science (B.S.)
3. Master of Science (M.S.) For more information on the Master of Science in Clinical Rehabilitation Counseling, please see the Graduate Studies Handbook - Rehabilitation Counseling.

Although each student has a faculty advisor, the student is responsible for understanding the requirements for the degree and for meeting these requirements. Students should review their progress toward meeting graduation requirements with their faculty advisor each semester.
MAJOR AREAS OF STUDY

MAJOR AREAS OF STUDY BY COLLEGE

COLLEGE OF ARTS & SCIENCES

Humanities:
- Mass Media Communications
- Literature/English
- Music

Social Sciences:
- Political Science
- Psychology
- Rehabilitation Services
- Sociology
- Social Work

COLLEGE OF PROFESSIONAL STUDIES

Natural Sciences:
- Biology
- Health Services Administration

Business & Economics
- Accounting
- Entrepreneurship (minor)
- Management
- Marketing

Engineering and Computer Science
- Advanced Technical Intelligence
- Computer Information Systems
- Computer Science
- Computer Engineering
- Electrical Engineering
- Nuclear Mechanical Engineering

COLLEGE OF GRADUATE, ADULT & CONTINUING EDUCATION

CLIMB Program
- Criminal Justice Administration
- Global Management and Communications
- Health and Human Services
- Information Systems Management
- Organizational Management

Graduate Program:
- Clinical Rehabilitation Counseling
MAJOR AREAS OF STUDY BY DEGREE

Accounting (B.S.)
Biology (B.S.)
Clinical Rehabilitation Counseling (M.S.)
Computer Information Systems (B.S.)
Computer Science (B.S.)
Computer Engineering (B.S.)
Criminal Justice Administration (B.S.)
Electrical Engineering (B.S.)
Global Management and Communications (B.S.)
Health and Human Services (B.S.)
Health Services Administration (B.S.)
Information Technology (B.S.)
Literature/English (B.A.)
Management (B.S.)
Marketing (B.S.)
Mass Media Communications (B.A.)
Music (B.A.)
Nuclear Engineering (B.S.)
Organizational Management (B.S.)
Political Science (B.A.)
Psychology (B.A., B.S.)
Rehabilitation Services (B.A.)
Sociology (B.A.)
Social Work (B.A.)

Note: Programs may change due to educational or financial necessity.
GENERAL STUDIES REQUIREMENTS

As part of their regular course work for a bachelor’s degree, all Wilberforce students are required to complete General Studies core requirements and distribution requirements. When students graduate from the University, regardless of their major, they will have exposure to the content and methods of the liberal arts subject fields.

Academic advisors will assist students in selecting appropriate courses for their level and sequence of study, but each student is individually responsible for insuring that he/she has met at least sixty-per-cent (60%) of all General Studies requirements prior to the date for declaring a major, and that all General Studies requirements be completed prior to the First Semester of the Senior Year.

GEC Category Requirements (40-42 total credit hours required)

<table>
<thead>
<tr>
<th>Freshman Studies - GFS (5 cr.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRS 110: Orientation to College Readiness (1 cr.)</td>
</tr>
<tr>
<td>FRS 111: Orientation to Career Readiness and Cooperative Education (1 cr.)</td>
</tr>
<tr>
<td>FRS 112: The Reimagined Self (1 cr.)</td>
</tr>
<tr>
<td>ISOM 111: Computer Literacy Lab (2 cr.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities and Global Perspectives (9 cr.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One course in Literature — GLT (3 cr.)</strong></td>
</tr>
<tr>
<td>ENGL 240, 241: Survey of British Literature I, II (3 cr.)</td>
</tr>
<tr>
<td>ENGL 242, 243: Survey of American Literature I, II (3 cr.)</td>
</tr>
<tr>
<td>ENGL 244, 245: Survey of World Literature I, II (3 cr.)</td>
</tr>
<tr>
<td>ENGL 345: Major Non-Western Writers (3 cr.)</td>
</tr>
<tr>
<td>ENGL 264, 265: Literature of African Americans I, II (3 cr.)</td>
</tr>
<tr>
<td>ENGL 266: Contemporary African Writers (3 cr.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>One course in Humanities — GHM (3 cr.)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;H 115: Introduction to Humanities (3 cr.)</td>
</tr>
<tr>
<td>A&amp;H 120: Survey of Art History (3 cr.)</td>
</tr>
<tr>
<td>A&amp;H 215: Art Appreciation (3 cr.)</td>
</tr>
<tr>
<td>A&amp;H 216: African American Art History I (3 cr.)</td>
</tr>
<tr>
<td>A&amp;H 310: Non-Western Civilization (3 cr.)</td>
</tr>
<tr>
<td>A&amp;H 320: Studies in Art History (3 cr.)</td>
</tr>
<tr>
<td>HST 124, 125: Western Civilization (3 cr.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>One course in Philosophical/Religious/Ethical Perspectives — GPR (3 cr.)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM/IDS 220: Global Geography (3 cr.)</td>
</tr>
<tr>
<td>HUM/IDS 221: Globalization &amp; Economic Issues (3 cr.)</td>
</tr>
<tr>
<td>HUM/IDS 222: Diversity in the Modern World (3 cr.)</td>
</tr>
<tr>
<td>HUM/IDS 223: Global Climate Studies (3 cr.)</td>
</tr>
<tr>
<td>P&amp;R 218: Survey of Western Philosophy I (3 cr.)</td>
</tr>
<tr>
<td>P&amp;R 230: The African American Church (3 cr.)</td>
</tr>
<tr>
<td>P&amp;R 246: Ethics (3 cr.)</td>
</tr>
<tr>
<td>P&amp;R 261: Old Testament Studies (3 cr.)</td>
</tr>
<tr>
<td>P&amp;R 262: New Testament Studies (3 cr.)</td>
</tr>
<tr>
<td>P&amp;R 320: Eastern Philosophy &amp; Religion (3 cr.)</td>
</tr>
<tr>
<td>P&amp;R 321: Survey of African Philosophy &amp; Religion (3 cr.)</td>
</tr>
<tr>
<td>Course ID</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>P&amp;R 440</td>
</tr>
<tr>
<td>P&amp;R 460</td>
</tr>
</tbody>
</table>

**Historical Perspectives—GHP (4 cr.)**
- IDS 185: History of Wilberforce (1 cr.)

**One course in Historical Perspectives (3 cr.)**
- HST 225: African American History 1619-1900 (3 cr.)
- HST 250: Survey History of Black Africa (3 cr.)

**Natural Sciences—GNS (3-4 cr.)**

- **Non-science majors may take one course listed below:**
  - BIO 111: Life Science (3 cr.)
  - PS 118: Physical Science (3 cr.)

- **Science and Engineering Majors may take one course listed below:**
  - BIO 120: General Biology + Lab (4 cr.)
  - CHE 131: General Chemistry I + Lab (4 cr.)
  - PS 241: General Physics (4 cr.)

**Mathematics—GMT (3-5 cr.)**

- **One course in Mathematics, not Statistics – Appropriate to Major Requirement (3-5 cr.)**
  - MAT 111: Fundamentals of Algebra (3 cr.)
  - MAT 113: College Algebra (3 cr.)
  - MAT 115: Pre-Calculus (4 cr.)
  - MAT 120: Analytical Geometry & Calculus I (5 cr.)

**Reasoning and Discourse—GRD (9 cr.)**

- ENG 111: Composition I (3 cr.)
- ENG 112: Literary Studies and Writing for Research (3 cr.)
- COM 245: Public Speaking (3 cr.)

**Social and Behavioral Science—GSB (6 cr.)**

- ENTR 111: Intro to Entrepreneurship (3 cr.)

- **One course from social sciences (3 cr.)**
  - ECON 120: Survey of Economics (non-business majors) (3 cr.)
  - FIN 115: Introduction to Personal Finance (3 cr.)
  - IDS 120: Introduction to Social Science (3 cr.)
  - POS 130: American National Government (3 cr.)
  - POS 368: Political Philosophy (3 cr.)
  - PSY 120: General Psychology (3 cr.)
  - REH 110: Introduction to Rehabilitation (3 cr.)
  - SOC 135: Introduction to Sociology (3 cr.)

**Health and Physical Education (1 cr.)**
PROGRAMS OF STUDY:
COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences houses many of the liberal studies majors at Wilberforce University. With the value proposition of the institution being that of a liberal arts focus with an entrepreneurial intent, the College of Arts and Sciences is valuable to the holistic educational approach of all students, regardless of major. Many of the students who major in the College of Arts and Sciences move beyond the undergraduate experience into the field of Graduate Studies at competitive institutions nationwide.

LITERATURE/ENGLISH

Program Mission:
Students who want to major in English may be awarded a Bachelor of Arts degree. The English degree requires a total of 68 credit hours in major courses, approximately 37 hours in General Studies courses (some of which may also satisfy literature major requirements), 6 hours of a foreign language: French or Spanish, and 15 credit hours in one of the following areas of emphasis:

• Creative Writing
• Language and Digital Technology (Including Tech. Writing)
• Literature
• Pre-Law

Students majoring in English who know the career options they hope to pursue may wish to take advantage of certain courses offered both in the Humanities and other departments. Of the several General Studies courses, English students will find the following especially useful: PSY 120, ECO 221, HST 124/125, SOC 135, and POS 130. Students interested in advertising might also consider PSY 371, MAT 111, MGT 110, MKT 250, MKT 430, MKT 351, and A&H 201.

Program Goal:
The goal of the program is that our graduates' most valuable skill is the ability to understand and analyze complexity and ambiguity. Having developed such an aptitude to devise innovative solutions to challenging problems, our undergraduates have pursued advanced degrees in literature, law, medicine, teaching, and administration. As a result, our students will have an awareness of and respect for diverse ideas and viewpoints, as well the ability to collaborate on complex research and writing tasks. In addition, students have the potential to generate careers for themselves in any number of fields including business, banking, advertising, public relations, and technical/professional writing.

English graduates, upon graduation will have the following:

• Excellent written and verbal communication skills
• The ability to analyze and understand complex ideas and texts
• Experience in inventing drafting, editing, and publishing both printed and electronic texts
• A knowledge of the history of spoken language, written literature, rhetoric, and communication technology
Major in English requirements consist of the following:

**Core Curriculum (47 Cr Hrs)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 122</td>
<td>Voice and Diction</td>
</tr>
<tr>
<td>IDS 250</td>
<td>Argumentation, Forensics, and Debate</td>
</tr>
<tr>
<td>COM 260</td>
<td>Business and Technical Writing</td>
</tr>
<tr>
<td>ENGL 240</td>
<td>Survey of British ENGL I</td>
</tr>
<tr>
<td>ENGL 241</td>
<td>Survey of British ENGL II</td>
</tr>
<tr>
<td>ENGL 242</td>
<td>Survey of American ENGL I</td>
</tr>
<tr>
<td>ENGL 243</td>
<td>Survey of American ENGL II</td>
</tr>
<tr>
<td>ENGL 244</td>
<td>Survey of World ENGL I</td>
</tr>
<tr>
<td>ENGL 264</td>
<td>Literature of African Americans I</td>
</tr>
<tr>
<td>ENGL 265</td>
<td>Literature of African Americans II</td>
</tr>
<tr>
<td>ENGL 471</td>
<td>Literature as Art (Novel)</td>
</tr>
<tr>
<td>ENGL 471</td>
<td>Literature as Art (Poetry)</td>
</tr>
<tr>
<td>ENGL 399</td>
<td>Practicum</td>
</tr>
<tr>
<td>ENGL 481</td>
<td>Shakespeare Studies</td>
</tr>
</tbody>
</table>

Foreign Language: Six credit hours in one language (i.e. Spanish or French)

**Major Requirements (12 Cr Hrs)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 213</td>
<td>History and Nature of the English Language</td>
</tr>
<tr>
<td>ENGL 333</td>
<td>Advanced Composition</td>
</tr>
<tr>
<td>ENGL 335</td>
<td>Literary Criticism</td>
</tr>
<tr>
<td>ENGL 499</td>
<td>Senior Seminar</td>
</tr>
</tbody>
</table>

Required Core Elective Courses (Select a minimum of 9 additional Cr Hrs)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 340</td>
<td>Major British Writers</td>
</tr>
<tr>
<td>ENGL 342</td>
<td>Major American Writers</td>
</tr>
<tr>
<td>ENGL 344</td>
<td>Major European Writers</td>
</tr>
</tbody>
</table>

**General Electives Emphasis (15 additional Cr Hrs)**

*Literature*

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 345</td>
<td>Major Non-Western Writers</td>
</tr>
<tr>
<td>ENGL 365</td>
<td>Major African American Writers</td>
</tr>
<tr>
<td>ENGL 371</td>
<td>Major Women Writers</td>
</tr>
<tr>
<td>ENGL 480</td>
<td>Special Topics (May be taken twice with two different topics for credit)</td>
</tr>
</tbody>
</table>

Any course from one of the other emphasis sections

*Creative Writing*

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 345</td>
<td>Major Non-Western Writers</td>
</tr>
<tr>
<td>ENGL 365</td>
<td>Major African American Writers</td>
</tr>
<tr>
<td>ENGL 371</td>
<td>Major Women Writers</td>
</tr>
<tr>
<td>No.</td>
<td>Course Title</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>ENGL 480</td>
<td>Special Topics</td>
</tr>
<tr>
<td>COM 170</td>
<td>Introduction to Theater History</td>
</tr>
<tr>
<td>COM 232</td>
<td>Introduction to Journalism</td>
</tr>
<tr>
<td>COM 435</td>
<td>Magazine Article Writing</td>
</tr>
</tbody>
</table>

**Pre-Law**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 320</td>
<td>Business Law</td>
</tr>
<tr>
<td>POS 130</td>
<td>Introduction to American National Government</td>
</tr>
<tr>
<td>POS 232</td>
<td>State and Local Government</td>
</tr>
<tr>
<td>POS 175</td>
<td>The Law and You</td>
</tr>
<tr>
<td>POS 262</td>
<td>Public Administration</td>
</tr>
<tr>
<td>POS 273</td>
<td>Legal Research and Methods</td>
</tr>
<tr>
<td>POS 373</td>
<td>Civil Rights and Civil Liberties</td>
</tr>
<tr>
<td>SOC 451</td>
<td>Criminology</td>
</tr>
<tr>
<td>SW 265</td>
<td>Criminal Justice System</td>
</tr>
<tr>
<td>COM 250</td>
<td>Public Speaking II</td>
</tr>
</tbody>
</table>

**Language and Digital Technology**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 201</td>
<td>Communication Graphics</td>
</tr>
<tr>
<td>COM 232</td>
<td>Introduction to Journalism</td>
</tr>
<tr>
<td>COM 360</td>
<td>Public Relations</td>
</tr>
<tr>
<td>COM 435</td>
<td>Magazine Article Writing</td>
</tr>
<tr>
<td>CPS 141</td>
<td>Programming I</td>
</tr>
<tr>
<td>CPS 142</td>
<td>Programming II</td>
</tr>
<tr>
<td>CPS 365</td>
<td>Internet Applications Development</td>
</tr>
<tr>
<td>CPS 445</td>
<td>Computer Simulation</td>
</tr>
<tr>
<td>CPS 450</td>
<td>Computer Graphics</td>
</tr>
<tr>
<td>IT 301</td>
<td>Introduction to Computer Programming</td>
</tr>
</tbody>
</table>
MASS MEDIA COMMUNICATION

Program Mission:
The Mass Media Communications program seeks to prepare majors for careers in newspapers, magazines, radio-television, public relations, advertising, and publishing; and for advanced study in graduate and professional programs. Graduates in the major will receive a Bachelor of Arts in Mass Media Communications.

Program Goal:
The program’s goal is to provide strong liberal arts education, practical work experience, and a comprehensive curriculum that allows the student to gather, analyze, organize, synthesize and communicate information to audiences in formats appropriate to particular mass media organizations.

Mass media majors receive practical and professional experience to supplement their academic training through a supervised internship course; through internships at local and regional newspapers, radio, and television stations; and through supervised work on campus publications, broadcast and media technology facilities, and communication-related offices and departments. They also must complete two Cooperative Education work experiences to round out their practical training.

The program operates The Mirror, the campus newspaper; WURS, the campus radio station; and a television studio and production facilities, all providing students with hands-on practical training in their area of concentration.

Majors participate in the Wilberforce University Communications Society, a professional organization for communication majors; and the Wilberforce University Forensic Team, which engages in speech and dramatic competitions with major colleges and universities.

Core Requirements/Elective Hours for Majors
The program curriculum is designed to provide its majors with the benefits of both a strong liberal arts education, practical work experience, and a comprehensive curriculum that prepares students to gather, analyze, organize, synthesize, and communicate information to audiences in formats appropriate to particular mass media organizations.

Mass media communications majors must complete all university general studies requirements and 68 hours of mass media communications requirements: 39 hours of core requirements courses, 9 hours of core electives, and 15 hours of electives in an emphasis. The total hours required to receive a degree in mass media communications is 120 credit hours.
Requirements for a major in mass media communications are as follows:

**Core Curriculum (37 Credit Hours)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 122</td>
<td>Voice &amp; Diction</td>
</tr>
<tr>
<td>COM 180</td>
<td>Intro to Mass Communications</td>
</tr>
<tr>
<td>COM 260</td>
<td>Business &amp; Technical Writing</td>
</tr>
<tr>
<td>COM 234</td>
<td>Broadcast Journalism</td>
</tr>
<tr>
<td>COM 245</td>
<td>Fundamentals of Public Speaking</td>
</tr>
<tr>
<td>COM 220</td>
<td>Audio Production Techniques</td>
</tr>
<tr>
<td>COM 233</td>
<td>Advanced Journalism</td>
</tr>
<tr>
<td>COM 435</td>
<td>Magazine Article Writing</td>
</tr>
<tr>
<td>COM 499</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>COM 399</td>
<td>Practicum: 10 Hours total (1 Hour Freshman Year; 3 Hours Sophomore, Junior, and Senior years each)</td>
</tr>
</tbody>
</table>

**Major Electives (31 Credit Hours)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 260</td>
<td>Business &amp; Technical Writing</td>
</tr>
<tr>
<td>COM 125</td>
<td>Photography 1</td>
</tr>
<tr>
<td>COM 201</td>
<td>Communications Graphics</td>
</tr>
<tr>
<td>COM 362</td>
<td>Discussion and Group Methods</td>
</tr>
<tr>
<td>COM 340</td>
<td>Intro Television Production</td>
</tr>
<tr>
<td>COM 420</td>
<td>Radio Workshop</td>
</tr>
<tr>
<td>COM 420</td>
<td>Mirror News Lab</td>
</tr>
<tr>
<td>COM 435</td>
<td>Magazine Article Writing*</td>
</tr>
<tr>
<td>COM 480</td>
<td>Special Topics*</td>
</tr>
<tr>
<td>COM 490</td>
<td>Supervised Individual Study</td>
</tr>
<tr>
<td>ENG 333</td>
<td>Advanced Composition</td>
</tr>
</tbody>
</table>

*Note: This course is two (2) credit hours

Required Emphasis Electives: 15 credit hours in course work of the student’s choice with guidance and advisor approval.
APPLIED MUSIC
Courses in Applied Music are offered each semester. Courses are taught by various members of the music department. Students should have no less than 15 lessons per semester for all Applied Music Courses.

ALL MUSIC EXAMINATION REQUIREMENTS
All students concentrating in piano or voice will enroll in either eight semesters of piano or eight semesters of voice. Beginning with the third semester of private lessons students must pass a performance examination before the entire music faculty (plus any guest musicians also invited to join the jury for examination). The performance examination will be scheduled during final examination week. One part of the examination will be an independent preparation. For the independent preparation, students will be given a new composition and they will have two hours to prepare their performance. The Wilberforce University music faculty plus other invited musicians will critique the examination performance and recommend whether or not each student is ready to advance to the next level. Students not gaining approval will repeat the level until proficiency, is achieved. The student’s individual instructor, in light of colleagues’ critique recommendations and his/her own good judgment, will assign the grade for the course.

APPLIED/LAB
131 – 132 Various technical exercises that promote proper performance.
231 – 232 Various technical exercises continued at a more difficult level.
321 – 322 Various technical exercises continued at a more difficult level.
431 – 432 Various technical exercises that prepare for graduate study and performance.
Along with these requirements, students must attend the weekly departmental recital at 1:00 pm on Thursdays.

MUSIC PROGRAM CURRICULUM

MUSIC (All Music Majors are required to take the following courses) Each major area must meet the total amount of required ensemble credits.

MUSIC GENERAL STUDIES COURSES for All Students

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 111</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Music and Culture</td>
<td>3</td>
</tr>
<tr>
<td>MUS 118</td>
<td>Brass &amp; Wind Techniques</td>
<td>2</td>
</tr>
<tr>
<td>MUS 140</td>
<td>Marching Band</td>
<td>2</td>
</tr>
<tr>
<td>MUS 145</td>
<td>Color Guard Techniques</td>
<td>2</td>
</tr>
<tr>
<td>MUS 150</td>
<td>WU Singers</td>
<td>2</td>
</tr>
<tr>
<td>MUS 160</td>
<td>WU Jazz Band</td>
<td>2</td>
</tr>
<tr>
<td>MUS 165</td>
<td>Jazz Lab Band</td>
<td>2</td>
</tr>
<tr>
<td>MUS 170</td>
<td>Percussion Ensemble</td>
<td>2</td>
</tr>
<tr>
<td>MUS 175</td>
<td>Indoor Drumline</td>
<td>2</td>
</tr>
<tr>
<td>MUS 180</td>
<td>WU Pep Band</td>
<td>2</td>
</tr>
<tr>
<td>MUS 190</td>
<td>Intro to Music Production</td>
<td>2</td>
</tr>
</tbody>
</table>
**CORE CURRICULUM for Music Majors**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 112</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 113</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 114</td>
<td>Aural Skills I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 115</td>
<td>Aural Skills II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 212</td>
<td>Music Theory III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 213</td>
<td>Music Theory IV</td>
<td>3</td>
</tr>
<tr>
<td>MUS 214</td>
<td>Aural Skills III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 215</td>
<td>Aural Skills IV</td>
<td>3</td>
</tr>
<tr>
<td>MUS 240</td>
<td>Fundamentals of Conducting</td>
<td>3</td>
</tr>
<tr>
<td>MUS 241</td>
<td>Keyboard Competency I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 242</td>
<td>Keyboard Competency II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 245</td>
<td>Fundamentals of Arranging</td>
<td>3</td>
</tr>
<tr>
<td>MUS 300</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 301</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 499</td>
<td>Senior Seminar (Recital)</td>
<td>2</td>
</tr>
</tbody>
</table>

**CURRICULUM for Music Majors**

*Piano majors are not required to take Piano Class I or II in the core music curriculum. Instrumental majors are required for all other core music classes and the following:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 145</td>
<td>Vocal Class *</td>
<td>2</td>
</tr>
<tr>
<td>MUS 121</td>
<td>Instrumental Music Methods</td>
<td>2</td>
</tr>
<tr>
<td>MUS 122</td>
<td>Band and Orchestra Lit.</td>
<td>2</td>
</tr>
<tr>
<td>MUS 131</td>
<td>Instrumental-Applied</td>
<td>2</td>
</tr>
<tr>
<td>MUS 132</td>
<td>Instrumental-Applied</td>
<td>2</td>
</tr>
<tr>
<td>MUS 231</td>
<td>Instrumental-Applied</td>
<td>2</td>
</tr>
<tr>
<td>MUS 232</td>
<td>Instrumental-Applied</td>
<td>2</td>
</tr>
<tr>
<td>MUS 331</td>
<td>Instrumental-Applied</td>
<td>2</td>
</tr>
<tr>
<td>MUS 332</td>
<td>Instrumental-Applied</td>
<td>2</td>
</tr>
<tr>
<td>MUS 431</td>
<td>Instrumental-Applied</td>
<td>2</td>
</tr>
<tr>
<td>MUS 432</td>
<td>Instrumental-Applied</td>
<td>2</td>
</tr>
</tbody>
</table>

Majors are required to take 10 ensemble credits and 6 MUS Electives.
POLITICAL SCIENCE

Program Mission:
The Political Science program mission is to help students understand the government’s role in modern society. Students study the processes by which individuals acquire power, how they use it, and the consequences of its use. The Wilberforce program focuses on various political philosophies and ideologies as well as governmental systems, the functioning of governments, the political process, parties, voting behavior, and interest groups.

Program Goal:
Students who graduate in the program will be informed citizens, prepared for careers related to the political system and for further professional training either in law school or graduate school.

Core Major Requirements (39 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 130</td>
<td>American National Government</td>
</tr>
<tr>
<td>POS 175</td>
<td>Law and You</td>
</tr>
<tr>
<td>POS 232</td>
<td>State and Local Government</td>
</tr>
<tr>
<td>POS 262</td>
<td>Public Administration</td>
</tr>
<tr>
<td>POS 270</td>
<td>African American Politics</td>
</tr>
<tr>
<td>POS 273</td>
<td>Legal Research and Methods</td>
</tr>
<tr>
<td>POS 300</td>
<td>International Relations</td>
</tr>
<tr>
<td>POS 368</td>
<td>Political Philosophy</td>
</tr>
<tr>
<td>POS 392</td>
<td>Comparative Politics</td>
</tr>
<tr>
<td>POS 373</td>
<td>Civil Rights and Civil Liberties</td>
</tr>
<tr>
<td>POS 470</td>
<td>Urban Politics and Administration</td>
</tr>
<tr>
<td>POS</td>
<td>Internship and Practicum (Total of 6 hours)</td>
</tr>
</tbody>
</table>

Required Core Elective Courses (30 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST 121</td>
<td>American History to 1865</td>
</tr>
<tr>
<td>HST 496</td>
<td>African Protest Movements in the 20th Century</td>
</tr>
<tr>
<td>PSY 120</td>
<td>General Psychology</td>
</tr>
<tr>
<td>PYS 220</td>
<td>Statistics</td>
</tr>
<tr>
<td>PSY 342</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PSY 445</td>
<td>Methods and Tech of Social Research</td>
</tr>
<tr>
<td>REH 153</td>
<td>Introduction to Human Relations</td>
</tr>
<tr>
<td>SOC 135</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SOC 310</td>
<td>Social Problems</td>
</tr>
<tr>
<td>SOC 353</td>
<td>Urban Sociology</td>
</tr>
</tbody>
</table>

General Electives Emphasis (15 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 260</td>
<td>Business and Technical Writing</td>
</tr>
<tr>
<td>COM 380</td>
<td>Public Relations</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>HST 225</td>
<td>Afro-American History (since 1619-1900)</td>
</tr>
<tr>
<td>SOC 451</td>
<td>Criminology</td>
</tr>
<tr>
<td>SW 383</td>
<td>Juvenile Delinquency</td>
</tr>
</tbody>
</table>
**Program Mission:**
The Psychology program at Wilberforce is a broadly-based on the liberal arts education as a foundation. The Psychology major incorporates the educational goals of the profession as recognized by the American Psychological Association. Achievement of these goals prepares the undergraduate student for graduate study or successful entry into a wide variety of occupations at the Bachelor's Degree level.

**Program Goal:**
The goal of the Psychology program is to provide students with learning experiences both in and out of the classroom. The program is designed to increase their critical thinking skills and facilitate the acquisition of the body of knowledge inherent in the study of human behavior and mental processes. It also gives a foundation for further professional services, equips students with research methodology that prepares students for employment and/or for various graduate programs.

The graduating Psychology major at Wilberforce is expected to:

- Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Students will be able to communicate effectively in a variety of formats.
- Students will demonstrate information competence and the ability to use computers and other technology for many purposes.
- Students will pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings that meet personal goals and societal needs.

**B.A. in Psychology**
Core Major Requirements (51 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 124</td>
<td>Human Growth and Dev</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>PSY 120</td>
<td>General Psychology</td>
</tr>
<tr>
<td>PSY 251</td>
<td>Child Psychology</td>
</tr>
<tr>
<td>PSY 325</td>
<td>Intermediate Statistic</td>
</tr>
<tr>
<td>PSY 342</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PSY 350</td>
<td>Psychological Tests and Measurement</td>
</tr>
<tr>
<td>PSY 351</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY 352</td>
<td>Human Motivation and Learning</td>
</tr>
<tr>
<td>PSY 353</td>
<td>Principals of Counseling</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Psychology of Exceptional Children</td>
</tr>
<tr>
<td>PSY 452</td>
<td>Behavior Modification</td>
</tr>
<tr>
<td>PSY 462</td>
<td>Theories of Personality</td>
</tr>
<tr>
<td>PSY 475</td>
<td>Physiological Psychology</td>
</tr>
</tbody>
</table>
PSY 490  Senior Thesis
Foreign Language (French or Spanish)
Social Science Division Core Requirements* (23 Credit Hours)
*Courses must be repeated if grades D or F are earned

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 111</td>
<td>Fundamentals of Algebra (Can be substituted for MAT 113 or higher)</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>P&amp;R 211</td>
<td>Introduction to Logic</td>
</tr>
<tr>
<td>REH 153</td>
<td>Introduction to Human Relations</td>
</tr>
<tr>
<td>PSY 445</td>
<td>Methods and Techniques of Social Research</td>
</tr>
<tr>
<td>IDS 120</td>
<td>Introduction to the Social Sciences</td>
</tr>
<tr>
<td>IDS 220</td>
<td>Global Geography</td>
</tr>
</tbody>
</table>

*Note: Some courses may meet requirements for General Education Curriculum or Core Major Requirements. If so, students must take additional coursework to meet the 120 credit hour requirements for graduation. Those courses may be taken in major coursework or other emphasis.

Complete additional 9 hours of course work from the following list (9 hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 210</td>
<td>Psychology of Aging and the Aged</td>
</tr>
<tr>
<td>PSY 253</td>
<td>African American Psychology</td>
</tr>
<tr>
<td>PSY 352</td>
<td>Human Motivation and Learning (WI)</td>
</tr>
<tr>
<td>PSY 353</td>
<td>Principles of Counseling</td>
</tr>
<tr>
<td>PSY 461</td>
<td>Sensation and Perception</td>
</tr>
<tr>
<td>PSY 463</td>
<td>History of Psychology</td>
</tr>
</tbody>
</table>

Students are responsible for fulfilling all requirements for graduation (including cooperative education assignments).

**B.S. in Psychology – Hibernated Fall 2020**
Core Major Requirements (54 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 124</td>
<td>Human Growth and Dev</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Introduction to Statistics</td>
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<tr>
<td>PSY 120</td>
<td>General Psychology</td>
</tr>
<tr>
<td>PSY 251</td>
<td>Child Psychology</td>
</tr>
<tr>
<td>PSY 325</td>
<td>Intermediate Statistic</td>
</tr>
<tr>
<td>PSY 342</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PSY 350</td>
<td>Psychological Tests and Measurement</td>
</tr>
<tr>
<td>PSY 351</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY 352</td>
<td>Human Motivation and Learning</td>
</tr>
<tr>
<td>PSY 353</td>
<td>Principles of Counseling</td>
</tr>
<tr>
<td>PSY 452</td>
<td>Behavior Modification</td>
</tr>
<tr>
<td>PSY 462</td>
<td>Theories of Personality</td>
</tr>
<tr>
<td>PSY 475</td>
<td>Physiological Psychology</td>
</tr>
</tbody>
</table>
Foreign Language (French or Spanish)

Social Science Division Core Requirements* (23 Credit Hours)

*Courses must be repeated if grades $D$ or $F$ are earned*

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 111</td>
<td>Fundamentals of Algebra (Can be substituted for MAT 113 or higher)</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>P&amp;R 211</td>
<td>Introduction to Logic</td>
</tr>
<tr>
<td>REH 153</td>
<td>Introduction to Human Relations</td>
</tr>
<tr>
<td>PSY 445</td>
<td>Methods and Techniques of Social Research</td>
</tr>
<tr>
<td>IDS 120</td>
<td>Introduction to the Social Sciences</td>
</tr>
<tr>
<td>IDS 220</td>
<td>Global Geography</td>
</tr>
</tbody>
</table>

*Note: Some courses may meet requirements for General Education Curriculum or Core Major Requirements. If so, students must take additional coursework to meet the 120 credit hour requirements for graduation. Those courses may be taken in major coursework or other emphasis.*

Complete additional 6 hours of course work from the following list (6 hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 210</td>
<td>Psychology of Aging and the Aged</td>
</tr>
<tr>
<td>PSY 253</td>
<td>African American Psychology</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Psychology of Exceptional Children</td>
</tr>
<tr>
<td>PSY 461</td>
<td>Sensation and Perception</td>
</tr>
<tr>
<td>PSY 463</td>
<td>History of Psychology</td>
</tr>
</tbody>
</table>

Students are responsible for fulfilling all requirements for graduation (including cooperative education assignments).
REHABILITATION SERVICES

Program Mission:
The Rehabilitative Services Program is an integral part of the Rehabilitative Services and Counseling programmatic structure and aligns its mission with the Wilberforce University. The Program is committed to providing high quality undergraduate education to Rehabilitative Services students on a variety of subjects and issues related to people with disabilities, homeless, drug addiction, and a variety of other despairing circumstances.

Program Goal:
The program’s goal is a focus on the integration of theory and practice with and ongoing emphasis on experiential learning, which prepare students to secure and excel in employment and growth in their communities.

Core Major Requirements (54 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 260</td>
<td>Business and Technical Writing</td>
</tr>
<tr>
<td>PSY 120</td>
<td>General Psychology</td>
</tr>
<tr>
<td>PSY 350</td>
<td>Psychological Tests and Measurements</td>
</tr>
<tr>
<td>PSY 351</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>REH 110</td>
<td>Introduction to Rehabilitation</td>
</tr>
<tr>
<td>REH 120</td>
<td>Substance Abuse and Chemical Dependency</td>
</tr>
<tr>
<td>REH 130</td>
<td>Mental Retardation and Dev. Disabilities</td>
</tr>
<tr>
<td>REH 270</td>
<td>Medical Aspects of the Severely Disabled</td>
</tr>
<tr>
<td>REH 280</td>
<td>Job Development and Placement</td>
</tr>
<tr>
<td>REH 390</td>
<td>Rehabilitation Resources</td>
</tr>
<tr>
<td>REH 410</td>
<td>Psych-Social Aspects of Disability</td>
</tr>
<tr>
<td>REH 415</td>
<td>Facilitative Case Management</td>
</tr>
<tr>
<td>REH 495</td>
<td>Rehab Practicum and Cooperative Education (12 Hours)</td>
</tr>
</tbody>
</table>

Foreign Language (6 Hours in Single Language)

Major Requirements: Complete 9 hours of course work from the following list

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 210</td>
<td>Psychology of Aging and Aged</td>
</tr>
<tr>
<td>SOC 310</td>
<td>Social Problems</td>
</tr>
<tr>
<td>PSY 352</td>
<td>Human Motivation and Learning</td>
</tr>
<tr>
<td>PSY 353</td>
<td>Principles of Counseling</td>
</tr>
</tbody>
</table>

Required Core Elective Courses: Select a minimum of 6 hours of course work from the following list

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 262</td>
<td>Introduction to Public Administration</td>
</tr>
<tr>
<td>REH 185</td>
<td>Foundation for Experimental Learning I</td>
</tr>
<tr>
<td>REH 285</td>
<td>Foundation for Experimental Learning II</td>
</tr>
</tbody>
</table>

General Electives Emphasis (15 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 124</td>
<td>Human Growth &amp; Development</td>
</tr>
</tbody>
</table>
PSY 452  Behavioral Modification
PSY 462  Theories of Personality
REH 153  Introduction to Human Relations
REH 480  Seminar in Rehabilitation
REH 400  Rehabilitation Psychology
REH 445  Method and Techniques of Social Research
SOC 135  Introduction to Sociology
SOC 285  Medical Sociology
SOCIAL WORK

Program Mission:
The undergraduate program in Social Work at Wilberforce provides a liberal arts base for the development, knowledge, skills, and attitudes needed in professional practice. Included in the course of study is a required educationally directed field experience that gives students the opportunity to integrate knowledge and develop skills in a variety of social work practice settings. The student who successfully completes the undergraduate curriculum in social work will be eligible to apply for licensure as a “Licensed Social Worker” in the State of Ohio.

Program Goals:
The Social Work Program equips students to help individuals, groups, or communities to enhance or restore their capacity for social functioning and to create favorable societal conditions.

- Students should demonstrate that they support people to meet the basic human needs, and empower those who are vulnerable, oppressed, and living in poverty.
- Examine the history of social welfare and profession of social work.
- Assess the core values which reflect what is unique to the social work profession throughout the profession’s history such as serving, social justice, dignity, respect, importance of human relationships, integrity, and competence.
- Validate of the theoretical framework which interact among individuals and social systems (i.e. families, groups, organizations, and communities).
- Determine the impact of social policies on client systems, workers, and agencies, including engaging in interventions strategies that facilitate socially just policies and practices within human service systems and larger community.
- Evaluate organizational and program effectiveness in order to advocate for improvements in order to enhance service delivery and client functioning.

Core Major Requirements (48 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 120</td>
<td>Introduction to Social Work</td>
</tr>
<tr>
<td>PSY 120</td>
<td>General Psychology</td>
</tr>
<tr>
<td>SW 200</td>
<td>Human Behavior in the Social Environment</td>
</tr>
<tr>
<td>SW 202</td>
<td>Social Work Theory</td>
</tr>
<tr>
<td>SW 300</td>
<td>Social Work Institutions</td>
</tr>
<tr>
<td>SW 310</td>
<td>Social Work Methods</td>
</tr>
<tr>
<td>SW 322</td>
<td>Minority Groups</td>
</tr>
<tr>
<td>SW 400</td>
<td>Social Work Case Management</td>
</tr>
<tr>
<td>PSY 353</td>
<td>Principles of Counseling</td>
</tr>
<tr>
<td>PSY 445</td>
<td>Methods and Techniques of Social Research</td>
</tr>
<tr>
<td>SW 480</td>
<td>Special Topics in Social Work</td>
</tr>
<tr>
<td>SW 404</td>
<td>Social Work Policy</td>
</tr>
<tr>
<td>SW 490</td>
<td>Social Work Practicum (12 Hours)</td>
</tr>
</tbody>
</table>
Major Requirements (12 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 310</td>
<td>Social Problems</td>
</tr>
<tr>
<td>SOC 455</td>
<td>Social Change</td>
</tr>
<tr>
<td>SPA 111</td>
<td>Elementary Spanish I</td>
</tr>
<tr>
<td>SPA 112</td>
<td>Elementary Spanish II</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>FRE 111</td>
<td>Elementary French I</td>
</tr>
<tr>
<td>FRE 112</td>
<td>Elementary French II</td>
</tr>
</tbody>
</table>

Required Core Elective Courses: Must meet a minimum of 24 Credit Hours for both areas

*Area I: Minimum of Four Courses Required (12 Credit Hours)*

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REH 120</td>
<td>Substance Abuse and Chemical Dependency</td>
</tr>
<tr>
<td>SW 124</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td>SW 265</td>
<td>The Criminal Justice System</td>
</tr>
<tr>
<td>SW 355</td>
<td>Prison Management &amp; Administration</td>
</tr>
<tr>
<td>SW 383</td>
<td>Juvenile Delinquency (WI)</td>
</tr>
<tr>
<td>SOC 353</td>
<td>Urban Sociology</td>
</tr>
<tr>
<td>SOC 362</td>
<td>The Family (WI)</td>
</tr>
</tbody>
</table>

*Area II: Minimum of Four Courses Required (12 Credit Hours)*

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 124</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Psychology of Aging and the Aged</td>
</tr>
<tr>
<td>PSY 342</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>ECO 221</td>
<td>Principles of Economics I</td>
</tr>
<tr>
<td>POS 232</td>
<td>State and Local Government</td>
</tr>
</tbody>
</table>
Program Mission:
The mission of the Sociology program is to examine how societal groups are formed, how they work, how they compete, and how they change. Most important is the study of how these groups influences patterns of social interaction and the behavior of those who live within and among these societies.

Program Goal:
The goal of the program is that our graduates' most valuable skill is the ability to understand and analyze complexity and ambiguity. Having developed such an aptitude to devise innovative solutions to challenging problems, our undergraduates have pursued and assisted solving problems and instilling solutions in their personal lives. As a result, our students will have an awareness of and respect for diverse ideas and viewpoints, as well the ability to collaborate on complex research social situations. In addition, students have the potential to generate careers for themselves in any number of fields including, public relations, social organizations, social research, counseling, planning and development organizations for societies betterment.

Core Major Requirements* (60 Credit Hours)
No. Course Title
IDS 120 Introduction to Social Sciences
IDS 220 Global Geography
MAT 111 Fundamentals of Algebra (Can be substituted for MAT 113 or higher)
P&R 211 Introduction to Logic
SOC 135 Introduction to Sociology
SOC 136 Introduction to Sociology II
SOC 238 Introduction to Cultural Anthropology
SOC 240 Principles of Sociology
SOC 250 Religion and Society
SOC 285 Medical Sociology
SOC 310 Social Problems
SOC 362 Family Sociology
SOC 423 Social Theory
SOC 451 Criminology
SW 265 Criminal Justice System
SW 355 Prison Management and Administration
PSY 210 Psychology of Aging
PSY 220 Introduction to Statistics
PSY 445 Methods and Techniques of Social Research
REH 153 Introduction to Human Relations

*Note: Some courses may meet requirements for General Education Curriculum or Core Major Requirements. If so, students must take additional coursework to meet the 120 credit hour requirements for graduation. Those courses may be taken in major coursework or other emphasis.
Major Requirements (15 Cr Hrs)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 124</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>PSY 351</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>SW 300</td>
<td>Social Welfare and Institutions</td>
</tr>
<tr>
<td>REH 110</td>
<td>Introduction to Rehabilitation</td>
</tr>
</tbody>
</table>

One Course in Foreign Language (3 Credit Hours)

Required Core Elective Courses (Select a minimum of 9 additional Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 305</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>SW 322</td>
<td>Minority Groups</td>
</tr>
<tr>
<td>SOC 455</td>
<td>Social Change</td>
</tr>
<tr>
<td>SOC 480</td>
<td>Special Topics (Topic Varies)</td>
</tr>
<tr>
<td>SOC 490</td>
<td>Supervised Individual Study</td>
</tr>
</tbody>
</table>
PROGRAMS OF STUDY:
COLLEGE OF PROFESSIONAL STUDIES

The College of Professional Studies houses majors related to Business, Science, Technology, Engineering, and Mathematics. The degrees offered to students in this area allow students the flexibility to go directly into the workforce as competent and competitive managers, business owners, engineers, government official, or into graduate studies related to medicine, law, and field-focused areas. As the university has a value proposition of a liberal arts focus with an entrepreneurial intent, all students will find the ability to translate themselves and their own personal branding and to creative and strategic methods of career preparedness through coursework offered in the College of Professional Studies.

ACCOUNTING

Program Mission:
The mission of the B.S. in Accounting is to prepare students for professional careers in private industry accounting, public accounting, governmental accounting and not-for-profit sectors of the society. Clubs and Organizations include Sigma Beta Delta International Honor Society and National Association of Black Accounts (NABA), which helps to create an environment that supports success and the pursuit of excellence.

Program Goals:
- To help prepare students for graduate studies, certification programs and professional accounting careers or accounting related careers by providing relevant educational experiences in business and accounting.
- To enable students to improve their analytical skills, oral and written communication skills and technological skills by requiring class presentations and case studies in accounting and other business related subjects.
- To encourage a collegial and supportive culture within the department, a respect and tolerance for people and their ideas, an awareness of the global environment in which businesses operate and integrate it into our educational process.
- To build mutually beneficial relationships with the business, government and alumni communities to increase our value to our constituents and improve opportunities for graduates.

Core Major Requirements (57 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 113</td>
<td>College Algebra</td>
</tr>
<tr>
<td>MGT 110</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>ACC 221</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>ACC 222</td>
<td>Principles of Accounting II</td>
</tr>
<tr>
<td>ECO 221</td>
<td>Principles of Economics I</td>
</tr>
<tr>
<td>ECO 222</td>
<td>Principles of Economics II</td>
</tr>
<tr>
<td>STAT 231</td>
<td>Statistics I</td>
</tr>
</tbody>
</table>
MGT 240  Management & Org. Principles
MKT 250  Principles of Marketing
COM 260  Business & Technical Writing
MGT 320  Business Law
STAT 332  Statistics II
QBA 336  Quantitative Business Methods
CIS 351A  Business Modeling & Data Analysis
FIN 360  Principles of Finance
ECO 360  Money and Banking
MGT 380  International Business
MGT 385  Business Ethics
MGT 450  Business Policy

Major Requirements (21 Credit Hours)
ACC 333  Intermediate Accounting I
ACC 334  Intermediate Accounting II
ACC 345  Managerial Accounting
ACC 355  Income Tax Accounting
ACC 360  Accounting Information Systems
ACC 435  Advanced Accounting
ACC 436  Auditing (WI, SI)

Recommended Elective Courses (Minimum of 6 Credit Hours)
ACC 340  Cost Accounting
ACC 356  Income Tax Accounting II
ACC 437  CPA Programs
ACC 440  Seminar in Accounting Theory
ACC 480  Special Topics in Accounting
ACC 490  Supervised Individual Study
ACC 499  Seminar in Accounting
Wilberforce University and Riverside Research teamed up in 2011 to develop the community’s first Bachelor of Science degree program in Advanced Technical Intelligence (ATI) and Remote Sensing. All curriculum and instruction for ATI courses is provided by Riverside Research at the company’s Dayton Research Center in Beavercreek, with looking forward to a long-term working relationship with them in the future. ATI is a career field that is ‘wide open,’ offering tremendous possibilities for future growth and development and a fantastic opportunity for WU students to be introduced to, and excel in, a career field where far too few have gone before. The scholarships are reserved for undergraduate students pursuing degrees in science, technology, engineering, and math (STEM) disciplines on the ATI program in Engineering degree program. Candidates for Wilberforce STEM scholars to the ATI program must be US citizens at their junior level with a history of community involvement and a minimum 3.0 GPA maintained throughout the scholarship. (But the earlier participation at the freshman level will be strongly recommended if the candidates are willing to complete ATI program in Engineering within 4 years.)

**Program Mission:**
The Advanced Technical Intelligence at Wilberforce University has been designed for working professionals wishing to extend their knowledge of the intelligence field or those desiring to change career paths within industry and government. The graduates who are both technically competent and sufficiently well-grounded in theory, including the development of the knowledge, skills, and creative analytical ability required for productive careers in Advanced Technical Intelligence (ATI) and Remote Sensing fields, so that they can contribute to fundamental research in the professional areas as well as the graduate work in Advanced Technical Intelligence (ATI) and Remote Sensing.

**Program Goals:**
Our goals are focused on the concepts and principles of Advanced Technical Intelligence (ATI) and Remote Sensing and skills that are needed to be competent in many areas of advanced technical Intelligence and Remote Sensing.

- (Concepts) To teach students the fundamental topics in advanced technical intelligence and remote sensing and improve their evaluation and comprehension capabilities to solve problems
- (Principles) To apply communication and Operational skills in the context of ethical issues affecting the discipline or society
- (Skills) To think critically and creatively to solve local or global problems
- (Skills) To apply knowledge and skills to solve problems effectively that contributes to the technical advancement of advanced technical intelligence and remote sensing

**Requirements for the Bachelor of Science Degree in Advanced Technical Intelligence**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGR 120</td>
<td>Introduction to Engineering</td>
</tr>
<tr>
<td>EGR 230</td>
<td>Circuit Theory</td>
</tr>
<tr>
<td>EGR 261</td>
<td>Digital Electronics 1</td>
</tr>
<tr>
<td>EGR 342</td>
<td>Linear Systems 1</td>
</tr>
<tr>
<td>EGR 351</td>
<td>Linear Systems 2</td>
</tr>
<tr>
<td>EGR 362</td>
<td>Analog Electronics 1</td>
</tr>
<tr>
<td>ATI 101</td>
<td>Introduction to Intelligence Community</td>
</tr>
</tbody>
</table>
In addition, 43 credit hours of General Education Requirements are required.

*Note: Some courses may meet requirements for General Education Curriculum or Core Major Requirements. If so, students must take additional coursework to meet the 125 minimum credit hour requirements for graduation. Those courses may be taken in major coursework or other emphasis.
Program Mission:
The mission of the biology program is to provide a solid foundation in the fundamental areas of biology necessary for careers in modern biological science, including the background for admission to graduate and professional schools.

Program Goals:
To achieve the mission, the biology program has set the following goals:

- To prepare students for graduate and other professional schools or technical positions in government and industry by providing relevant educational experiences in biology and the related fields of mathematics and science.
- To assist biology majors in developing the analytical and technical skills necessary to evaluate and solve scientific problems.
- To enhance a student’s ability to communicate scientific and technical information in both oral and written form.

The minimum number of credit hours for graduation is 120 hrs for the Bachelor of Science (B.S.) degree in biology.

Requirements for the Bachelor of Science Degree in Biology

Any student in good standing is permitted to major in biology. Students are required to complete all the courses in the biology core as well as those in the related science and mathematics disciplines. In addition, students must complete three science elective courses, eight hours of a foreign language, and Introduction to Psychology (PSY120).

Required Core Biology Courses (30 credit hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>Freshmen Seminar</td>
</tr>
<tr>
<td>BIO 120</td>
<td>General Biology I*</td>
</tr>
<tr>
<td>BIO 122</td>
<td>General Biology II</td>
</tr>
<tr>
<td>BIO 230</td>
<td>Genetics</td>
</tr>
<tr>
<td>BIO 321</td>
<td>Cell and Molecular Biology</td>
</tr>
<tr>
<td>BIO 321L</td>
<td>Genetics and Molecular Biology Lab</td>
</tr>
<tr>
<td>BIO 341</td>
<td>Microbiology (WI)</td>
</tr>
<tr>
<td>BIO 421</td>
<td>Human Anatomy and Physiology 1</td>
</tr>
<tr>
<td>BIO 421L</td>
<td>Human Anatomy and Physiology 1 Lab</td>
</tr>
<tr>
<td>BIO 422</td>
<td>Human Anatomy and Physiology 2</td>
</tr>
<tr>
<td>BIO 499</td>
<td>Senior Seminar (WI, SI)</td>
</tr>
</tbody>
</table>

Related Science and Mathematics Courses (39 credit hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 113</td>
<td>College Algebra*</td>
</tr>
<tr>
<td>MAT 115</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>MAT 120</td>
<td>Analytic Geometry and Calculus I</td>
</tr>
<tr>
<td>PS 241</td>
<td>General Physics I</td>
</tr>
</tbody>
</table>
PS 242  General Physics II
CHE 131  General Chemistry I
CHE 131L General Chemistry I Laboratory
CHE 132  General Chemistry II
CHE 132L General Chemistry II Laboratory
CHE 231  Organic Chemistry I
CHE 231L Organic Chemistry I Laboratory (WI)
CHE 232  Organic Chemistry II
CHE 232L Organic Chemistry II Laboratory (WI)
CHE 261  Biochemistry I (SI)

Three Biology Elective Courses (9 – 13 credit hours)
No.  Course Title
BIO 221  Comparative Anatomy
BIO 222  Nutrition
BIO 331  Environmental Biology
BIO 480  Special Problems (Research)
CHE 262  Biochemistry 2
CHE 331  Introduction to Pharmacology
CHE 323  Environmental Analysis
MAT 121  Calculus 2
STAT 231  Statistics 1

Other Required Courses (11 credit hours)
Two Courses in Foreign Language
PSY 120  Introduction to Psychology*

Other Requirements:
All students seeking a Bachelor of Science (B.S.) degree in biology must complete a research project and present the results of that project to the faculty and students in a formal seminar setting. Students may either complete the project over two semesters with one of the science/math faculty as their mentor or they may complete the project as one of the cooperative education internships.

This provides a total of 89 - 93 credit hours of the 120 credit hours required to graduate. There are 31 required credit hours in the General Studies requirements to fulfill the remaining credit hours necessary for graduation.

*Note: Some courses may meet requirements for General Education Curriculum or Core Major Requirements. If so, students must take additional coursework to meet the 120 credit hour requirements for graduation. Those courses may be taken in major coursework or other emphasis.
COMPUTER ENGINEERING

The Computer Engineering focuses on the theoretical and applied research by which next generation, high-performance computing and communications systems are designed, developed, and exploited with providing a student a strong background in the fundamentals of mathematics, physics, and computer engineering and science and use these fundamentals to analyze and evaluate computer systems, both hardware and software.

Program Mission:
The Computer Engineering program is to prepare students to become successful professionals with a productive career by providing them with an outstanding program that focuses on the design, analysis, and the applications of computer engineering. Wilberforce University CE department will encourage and support scholarships, provide and outstanding student services and offer innovative research in the theory and applications of Engineering and Computing.

Program Goals:
Our goals are focused on the concepts and principles of Computer Engineering and skills that are needed to be competent in many areas of Computer Engineering.
• (Concepts) To teach students the fundamental topics in computer engineering and improve their evaluation and comprehension capabilities to solve problems
• (Principles) To apply the theoretical and applied research of Computer Engineering in the context of ethical issues affecting the discipline or society
• (Skills) To prepare students for a successful and productive engineering careers, with emphasis on technical competency, and with attention to teamwork and effective communication.
• (Skills) To endow the students with a sense of professionalism, with emphasis on professional ethics, and encouragement of professional licensing and active participation in the affairs of the profession.
• (Principles) To ingrain in our students the desire to better serve society's needs, to search for better ways to solve the world's problems, and to give them the tools to raise the standards of computer engineering worldwide
• To prepare students for the successful pursuit of graduate studies and for lifelong learning in computer engineering and related fields.

Requirements for the Bachelor of Science Degree in Computer Engineering

The mathematics requirements including Discrete Mathematics and the Engineering program requirements satisfy the requirements of the ABET Accreditation Program. The minimum credit hours for graduation with a degree in Computer Engineering are 126 Credit Hours.

Major Mathematics Requirements* (21 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 120</td>
<td>Analytical Geometry and Calculus 1</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Calculus 2</td>
</tr>
<tr>
<td>MAT 210</td>
<td>Discrete Mathematics</td>
</tr>
<tr>
<td>MAT 221</td>
<td>Calculus 3</td>
</tr>
</tbody>
</table>
MAT 231  Differential Equations

*Note: Some courses may meet requirements for General Education Curriculum or Core Major Requirements. If so, students must take additional coursework to meet the 126-127 credit hour requirements for graduation. Those courses may be taken in major coursework or other emphasis.

The engineering requirements for computer engineering will prepare the professional engineering exam and satisfy the requirements of ABET program. The new courses for the requirements include the following: Computer systems, including numeric formats and computer architecture; hardware, including digital devices, digital electronics, digital circuits; and hardware description languages, software, and networks.

The computer engineering program requires courses from engineering fields and computer science fields. Through the senior design courses, the students can perform the hands-on experience to prepare for real world professional work. In addition, during the senior year, the student can select various courses from the technical electives courses.

Computer Engineering Requirements (42 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGR 120</td>
<td>Introduction to Engineering</td>
</tr>
<tr>
<td>EGR 130</td>
<td>Engineering Graphics</td>
</tr>
<tr>
<td>EGR 222</td>
<td>Statics and Dynamics</td>
</tr>
<tr>
<td>EGR 230</td>
<td>Circuit Theory</td>
</tr>
<tr>
<td>EGR 261</td>
<td>Digital Electronics 1</td>
</tr>
<tr>
<td>EGR 342</td>
<td>Linear Systems 1</td>
</tr>
<tr>
<td>EGR 345</td>
<td>Assembly Language</td>
</tr>
<tr>
<td>EGR 362</td>
<td>Analog Electronics</td>
</tr>
<tr>
<td>EGR 370</td>
<td>Computer Architecture</td>
</tr>
<tr>
<td>EGR 481</td>
<td>Microprocessor</td>
</tr>
<tr>
<td>EGR 482</td>
<td>Integrated Circuit Design</td>
</tr>
<tr>
<td>EGR 491</td>
<td>CE/EE Senior Design Project 1</td>
</tr>
<tr>
<td>EGR 492</td>
<td>CE/EE Senior Design Project 2</td>
</tr>
</tbody>
</table>

Additional Requirements from Computer Science (14 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS 141</td>
<td>Programming 1</td>
</tr>
<tr>
<td>CPS 142</td>
<td>Programming 2</td>
</tr>
<tr>
<td>CPS 253</td>
<td>Operating Systems</td>
</tr>
<tr>
<td>CPS 350</td>
<td>Data Structures</td>
</tr>
</tbody>
</table>

Other Tech/Science Requirements (12 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 131</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>PS 251</td>
<td>General Physics 1</td>
</tr>
<tr>
<td>PS 252</td>
<td>General Physics 2</td>
</tr>
</tbody>
</table>

Computer Engineering Technical Electives (Minimum one course from the below listed courses)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS 391</td>
<td>Software Engineering</td>
</tr>
<tr>
<td>Course</td>
<td>Code</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>CPS</td>
<td>410</td>
</tr>
<tr>
<td>EGR</td>
<td>351</td>
</tr>
<tr>
<td>EGR</td>
<td>441</td>
</tr>
<tr>
<td>EGR</td>
<td>442</td>
</tr>
<tr>
<td>EGR</td>
<td>455</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>EGR</td>
<td>457</td>
</tr>
<tr>
<td>EGR</td>
<td>461</td>
</tr>
<tr>
<td>EGR</td>
<td>462</td>
</tr>
<tr>
<td>EGR</td>
<td>474</td>
</tr>
</tbody>
</table>
COMPUTER SCIENCE

The growth in the use of computers has increased the demand for professionals in computer science. Typical computer science careers include programming and application in such areas as accounting, engineering, mathematics, the sciences and internet commerce. Other positions include research in computer science, computer design, internet development, and teaching.

Program Mission:
The Computer Science program at Wilberforce University has been designed to produce Computer Science graduates who are both technically competent and sufficiently well-grounded in theory, including the development of the knowledge, skills, and creative analytical ability required for productive careers in computer-related fields, so that they can contribute to fundamental research in the professional areas as well as the graduate work in computer science.

Program Goals:
Our goals are focused on the concepts and principles of Computer Science and skills that are needed to be competent in many areas of computer science.

- (Concepts) To teach students the fundamental topics in computer science and improve their evaluation and comprehension capabilities to solve problems
- (Principles) To apply communication and Operational skills in the context of ethical issues affecting the discipline or society
- (Skills) To think critically and creatively to solve local or global problems
- (Skills) To apply knowledge and skills to solve problems effectively that contributes to the technical advancement of computer science

Requirements for Bachelor of Science Degree in Computer Science

The student’s four-year program of study at Wilberforce University for the Bachelor of Science Degree in Computer Science will include the following courses:

Computer Science Core Major Requirements (68 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS 141</td>
<td>Programming 1</td>
</tr>
<tr>
<td>CPS 142</td>
<td>Programming 2</td>
</tr>
<tr>
<td>CPS 253</td>
<td>Operating Systems</td>
</tr>
<tr>
<td>CPS 348</td>
<td>Object Oriented Programming</td>
</tr>
<tr>
<td>CPS 350</td>
<td>Data Structures</td>
</tr>
<tr>
<td>CPS 360</td>
<td>Systems Programming</td>
</tr>
<tr>
<td>CPS 370</td>
<td>Algorithms</td>
</tr>
<tr>
<td>CPS 391</td>
<td>Software Engineering (WI)</td>
</tr>
<tr>
<td>CPS 441</td>
<td>Comparative Languages (SI)</td>
</tr>
<tr>
<td>CPS 480</td>
<td>Social Implications of Computing</td>
</tr>
<tr>
<td>CPS 499</td>
<td>Seminar in Computer Science</td>
</tr>
<tr>
<td>EGR 120</td>
<td>Introduction to Engineering</td>
</tr>
<tr>
<td>EGR 261</td>
<td>Digital Electronics 1</td>
</tr>
<tr>
<td>EGR 345</td>
<td>Assembly Language</td>
</tr>
<tr>
<td>EGR 370</td>
<td>Computer Architecture</td>
</tr>
</tbody>
</table>
MAT 121  Calculus 2
MAT 210  Discrete Mathematics
MAT 221  Calculus 3
MAT 231  Differential Equations
PS  251  General Physics 1
STAT 231  Statistics 1
(or EGR 455 can be replaced.)

CS Technical Electives (15 Credit Hours)
Student should consult advisor on appropriate courses related to the technical electives.

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS</td>
<td>Internet Applications Development</td>
</tr>
<tr>
<td>CPS</td>
<td>Numerical Analysis</td>
</tr>
<tr>
<td>CPS</td>
<td>Computer Simulation</td>
</tr>
<tr>
<td>CPS</td>
<td>Computer Graphics</td>
</tr>
<tr>
<td>CPS</td>
<td>Artificial Intelligence</td>
</tr>
<tr>
<td>CPS</td>
<td>Network/Data Communications</td>
</tr>
<tr>
<td>CPS</td>
<td>Databases</td>
</tr>
<tr>
<td>CPS</td>
<td>Window Applications Development</td>
</tr>
<tr>
<td>CPS</td>
<td>Social Implications of Computing</td>
</tr>
<tr>
<td>CPS</td>
<td>Formal Languages</td>
</tr>
<tr>
<td>EGR</td>
<td>Robotics</td>
</tr>
</tbody>
</table>

118
Electrical engineering is a field of engineering that generally deals with the study and electronic technologies of electricity, electronics, electromagnetism, and other applications. Electrical Engineering also employs mathematics and the physical sciences to advance these technologies and to develop the relevant fields of pure science and mathematics with applying applications of human creativity to practical problems.

Program Mission:
The Electrical Engineering Program is to provide to our students an undergraduate education of the highest quality with becoming critical, original, and independent thinkers, and to prepare a practicing engineer for a lifetime of creative work and ongoing technical learning with acquiring a basic knowledge of mathematics, physics, and chemistry. In addition, throughout the undergraduate experience enriched in the humanities and social sciences, the program will be able to produce young men and women who are technically proficient, articulate, reflective, and conversant with the fundamental questions faced by humankind.

Program Goals:
Our goals are focused on the concepts and principles of Electrical Engineering and skills that are needed to be competent in many areas of Electrical Engineering.

• (Concepts) To teach students the fundamental topics in Electrical Engineering and improve their evaluation and comprehension capabilities to solve problems
• (Principles) To apply communication and Operational skills in the context of ethical issues affecting the discipline or society
• (Skills) To think critically and creatively to solve local or global problems and become lifelong learners and contributor to society
• (Skills) To apply knowledge and skills to solve problems effectively that contributes to the technical advancement of Electrical Engineering

Requirements for Bachelor of Science Degree in Electrical Engineering

The engineering requirements for electrical engineering will prepare the professional engineering exam and satisfy the requirements of ABET program. The new courses for the requirements are including the following fields such as general electrical engineering knowledge including circuit analysis, measurement and instrumentation, safety and design limits, and signal processing, digital Systems, electric and magnetic field theory and applications, electronics, control system, and communications. Through the senior design courses, the students can perform the hands-on experience to prepare for real world professional work. In addition, during the senior year, the student can select various courses from the technical electives courses.

The mathematics requirements including Discrete Mathematics and the Engineering program requirements satisfy the requirements of the ABET Accreditation Program. The minimum credit hours for graduation with a degree in Computer Engineering is 125 Credit Hours.
Requirements for Electrical Engineering Program for Bachelor's Degree

Major Mathematics Requirements* (21 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 120</td>
<td>Analytical Geometry and Calculus 1</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Calculus 2</td>
</tr>
<tr>
<td>MAT 210</td>
<td>Discrete Mathematics</td>
</tr>
<tr>
<td>MAT 221</td>
<td>Calculus 3</td>
</tr>
<tr>
<td>MAT 231</td>
<td>Differential Equations</td>
</tr>
</tbody>
</table>

*Note: Some courses may meet requirements for General Education Curriculum or Core Major Requirements. If so, students must take additional coursework to meet the 125-127 credit hour requirements for graduation. Those courses may be taken in major coursework or other emphasis.

The new engineering requirements for electrical engineering will prepare the professional engineering exam and satisfy the requirements of ABET program. The new courses for the requirements are including the following fields such as general electrical engineering knowledge including circuit analysis, measurement and instrumentation, safety and design limits, and signal processing, digital Systems, electric and magnetic field theory and applications, electronics, control system, and communications.

Electrical Engineering Core Requirements (Minimum of 48 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGR 120</td>
<td>Introduction to Engineering</td>
</tr>
<tr>
<td>EGR 130</td>
<td>Engineering Graphics</td>
</tr>
<tr>
<td>EGR 222</td>
<td>Statics and Dynamics</td>
</tr>
<tr>
<td>EGR 230</td>
<td>Circuit Theory</td>
</tr>
<tr>
<td>EGR 261</td>
<td>Digital Electronics 1</td>
</tr>
<tr>
<td>EGR 333</td>
<td>Electromagnetics 1</td>
</tr>
<tr>
<td>EGR 342</td>
<td>Linear Systems 1</td>
</tr>
<tr>
<td>EGR 351</td>
<td>Linear Systems 2</td>
</tr>
<tr>
<td>EGR 362</td>
<td>Analog Electronics 1</td>
</tr>
<tr>
<td>EGR 452</td>
<td>Power System</td>
</tr>
<tr>
<td>EGR 462</td>
<td>Automatic Control</td>
</tr>
<tr>
<td>EGR 463</td>
<td>Communication Theory</td>
</tr>
<tr>
<td>EGR 482</td>
<td>Integrated Circuit Design</td>
</tr>
<tr>
<td>EGR 491</td>
<td>CE/EE Senior Design Project 1</td>
</tr>
<tr>
<td>EGR 492</td>
<td>CE/EE Senior Design Project 2</td>
</tr>
</tbody>
</table>

Other Tech/Science Requirements (16 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 131</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>CPS 141</td>
<td>Programming 1</td>
</tr>
<tr>
<td>PS 251</td>
<td>General Physics 1</td>
</tr>
<tr>
<td>PS 252</td>
<td>General Physics 2</td>
</tr>
</tbody>
</table>

Electrical Engineering Technical Elective Courses (Minimum two courses from the below listed courses, not taken as Electrical Engineering Electives in Core Requirements)
<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS</td>
<td>Numerical Analysis</td>
</tr>
<tr>
<td>EGR</td>
<td>Electromagnetics 2</td>
</tr>
<tr>
<td>EGR</td>
<td>Digital Electronics 2</td>
</tr>
<tr>
<td>EGR</td>
<td>Analog Electronics 2</td>
</tr>
<tr>
<td>EGR</td>
<td>Energy Conversion</td>
</tr>
<tr>
<td>EGR</td>
<td>Engineering Statistics</td>
</tr>
<tr>
<td></td>
<td>(or STAT 231 can be replaced for EGR 455.)</td>
</tr>
<tr>
<td>EGR</td>
<td>Stochastic Systems</td>
</tr>
<tr>
<td>EGR</td>
<td>Advanced Engineering Mathematics</td>
</tr>
<tr>
<td>EGR</td>
<td>Digital Control Systems 2</td>
</tr>
<tr>
<td>EGR</td>
<td>Robotics</td>
</tr>
<tr>
<td>EGR</td>
<td>Microprocessor</td>
</tr>
</tbody>
</table>
HEALTH SERVICES ADMINISTRATION

Program Mission:
The mission of the health services administration program is to provide a solid foundation in the fundamental areas of health services management and the administrative skills necessary for careers in modern healthcare and health-related facilities, including the background for admission to graduate and professional schools.

Program Goals:
The health services administration program is a joint program sponsored by the Natural Science and Business departments. The general goals of the program are:

- To afford students a solid foundation in the principles of organizational behavior, planning, accounting and financial management, legal issues, and economic and operational analysis.
- To prepare students for graduate and other professional schools or technical positions in hospitals and the health services industry by providing relevant educational experiences in biology, management, accounting, statistics, and marketing.
- To assist health services administration majors in developing the analytical and technical skills necessary to evaluate and solve health related problems.
- To enhance a student’s ability to perform in professional health related settings while using scientific and technical information in both oral and written form.

Requirements for the Bachelor of Science Degree in Health Services Administration
Core Major Requirements (30 credit hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 110</td>
<td>Introduction to Health Services Administration</td>
</tr>
<tr>
<td>HSA 120</td>
<td>Medical Terminology</td>
</tr>
<tr>
<td>HSA 225</td>
<td>Economics and Fiscal Management</td>
</tr>
<tr>
<td>HSA 310</td>
<td>Legal Aspects H.S.A.</td>
</tr>
<tr>
<td>HSA 320</td>
<td>Environmental Health</td>
</tr>
<tr>
<td>HSA 350</td>
<td>Methods in Health Planning</td>
</tr>
<tr>
<td>HSA 355</td>
<td>Management in Long Term Care</td>
</tr>
<tr>
<td>HSA 410</td>
<td>Financial Aspects of H.S.A.</td>
</tr>
<tr>
<td>HSA 480</td>
<td>Special Problems in H.S.A.</td>
</tr>
<tr>
<td>HSA 499</td>
<td>Senior Seminar</td>
</tr>
</tbody>
</table>

Required Related Science and Mathematics Courses* (25 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 121</td>
<td>Introduction to Biology I (NO lab Required)</td>
</tr>
<tr>
<td>BIO 122</td>
<td>Introduction to Biology II (NO lab Required)</td>
</tr>
<tr>
<td>BIO 222</td>
<td>Introduction to Nutrition</td>
</tr>
<tr>
<td>BIO 270</td>
<td>Human Anat. &amp; Physiology</td>
</tr>
<tr>
<td>CHE 110</td>
<td>Chemistry for Health Services</td>
</tr>
<tr>
<td>MAT 113</td>
<td>College Algebra</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>6 Credit Hours in Single Foreign Language</td>
</tr>
</tbody>
</table>

*Note: Some courses may meet requirements for General Education Curriculum or Core Major
Requirements. If so, students must take additional course work to meet the 120 credit hour requirements for graduation. Those courses may be taken in major course work or other emphasis.

Business Courses (27 Credit Hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 110</td>
<td>Intro to Business &amp; Society</td>
</tr>
<tr>
<td>ACC 221</td>
<td>Accounting I</td>
</tr>
<tr>
<td>ACC 222</td>
<td>Accounting II</td>
</tr>
<tr>
<td>ECO 221</td>
<td>Economics I</td>
</tr>
<tr>
<td>CIS 351A</td>
<td>Business Modeling and Data Analysis</td>
</tr>
<tr>
<td>STAT 231</td>
<td>Statistics I</td>
</tr>
<tr>
<td>MGT 240</td>
<td>Management &amp; Organization Principles</td>
</tr>
<tr>
<td>MKT 250</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>MGT 340</td>
<td>Personnel Administration</td>
</tr>
</tbody>
</table>
MANAGEMENT

Program Mission:
The mission of the B.S. in Management degree program is to provide students with a solid foundation in the fundamental areas of management required for entry level positions and/or graduate studies in the field of business management. The management program covers the key functional and operating areas of business management including personnel management, compensation management, operations management and supply chain management.

Program Goals:
In combination with other functional areas of business such as marketing, accounting, finance, business ethics, statistics and quantitative analysis, economics, international business, information systems and business law, the goals of the management program are:

• To help prepare management students for entry into the workforce and/or graduate school through structured, meaningful and relevant educational knowledge in the field of management
• To inculcate in management majors the analytical and critical thinking skills required for problem solving in the context of business management
• To help develop effective communication skills, both oral and written, required for success as an aspirational manager of an organizational unit
• To foster the students' ability to locate and synthesize information across management and related business areas such as marketing, accounting, finance, economics, business law, management information systems and quantitative business methods

The minimum total hours required for graduation with a Management degree are 120 credit hours, with the breakdown as specified below:

Requirements for the Bachelor of Science Degree in Management
Core Major Requirements (60 Credit Hours)

No.   Course Title
MAT 113  College Algebra
MGT 110  Introduction to Business
ACC 221  Principles of Accounting I
ACC 222  Principles of Accounting II
ECO 221  Principles of Economics I
ECO 222  Principles of Economics II
STAT 231  Statistics I
MGT 240  Management & Organization Principles
MKT 250  Principles of Marketing
COM 260  Business & Technical Writing
MGT 320  Business Law
STAT 332  Statistics II
QBA 336  Quantitative Business Methods
CIS 351A  Business Modeling & Data Analysis
ECO 360  Money and Banking
FIN 360  Principles of Finance
MGT 380  International Business
MGT 385  Business Ethics  
MGT 440  Production Management  
MGT 450  Business Policy  

Major Requirements (9 Credit Hours)  
No.  Course Title  
MGT 340  Human Resources Management  
MGT 354  Logistical Management  
MGT 442  Organization Behavior  

Recommended Elective Courses (Select a minimum of 14 Credit Hours)  
No.  Course Title  
ENTR 201  Foundations of Entrepreneurship and Innovation  
ENTR 260  New Venture Creation and Management  
MGT 341  Labor Management Relations  
MGT 342  Compensation Administration  
MGT 345  Purchasing Management  
MGT 352  Retail Management (Cross-listed as MKT 352)  
MGT 353  Sales Management (Cross-listed as MKT 353)  
ECO 376  Government & Business  
MGT 340  Personnel Administration  
MGT 420  Small Business Management  
ECO 450  Managerial Economics  
CIS 460  Information Systems Analysis  
MGT 476  Professional Development Seminar  
MGT 480  Special Topics in Management  
MGT 490  Supervised Individual Study
**Program Mission:**
The mission of the B.S. in Marketing degree program is to provide students with a solid foundation in the fundamental areas of marketing required for entry level positions and/or graduate studies in the field of business marketing. The program covers the key functional areas of marketing including retail, sales, consumer behavior, marketing research, branding and promotion, international marketing and marketing management.

**Program Goals:**
In combination with other functional areas of business such as management, accounting, finance, business ethics, statistics and quantitative analysis, economics, international business, information systems and business law, the goals of the marketing program are:

- To help prepare marketing students for entry into the workforce and/or graduate school through structured, meaningful and relevant educational knowledge in the field of marketing
- To inculcate in marketing majors the analytical and critical thinking skills required for problem solving in the context of the marketing function (and related areas) within business
- To help develop effective communication skills, both oral and written, required for success as a marketing manager
- To foster students' abilities to locate and synthesize information across marketing and related business areas such as management, accounting, finance, economics, business law, management information systems and quantitative business methods.

The minimum total hours required for graduation with a Marketing degree are 120 credit hours, with the breakdown as specified below:

**Requirements for the Bachelor of Science Degree in Marketing**  
Core Major Requirements (60 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 113</td>
<td>College Algebra</td>
</tr>
<tr>
<td>MGT 110</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>ACC 221</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>ACC 222</td>
<td>Principles of Accounting II</td>
</tr>
<tr>
<td>ECO 221</td>
<td>Principles of Economics</td>
</tr>
<tr>
<td>IECO 222</td>
<td>Principles of Economics II</td>
</tr>
<tr>
<td>STAT 231</td>
<td>Statistics I</td>
</tr>
<tr>
<td>MGT 240</td>
<td>Management &amp; Organization Principles</td>
</tr>
<tr>
<td>MKT 250</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>COM 260</td>
<td>Business Technical Writing MGT 320</td>
</tr>
<tr>
<td>STAT 332</td>
<td>Statistics II</td>
</tr>
<tr>
<td>QBA 336</td>
<td>Quantitative Business Methods</td>
</tr>
<tr>
<td>CIS 351A</td>
<td>Business Modeling &amp; Data Analysis</td>
</tr>
<tr>
<td>ECO 360</td>
<td>Money and Banking</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>FIN 360</td>
<td>Principles of Finance</td>
</tr>
<tr>
<td>MGT 380</td>
<td>International Business</td>
</tr>
<tr>
<td>MGT 385</td>
<td>Business Ethics</td>
</tr>
<tr>
<td>MGT 440</td>
<td>Production Management</td>
</tr>
<tr>
<td>MGT 450</td>
<td>Business Policy</td>
</tr>
</tbody>
</table>

**Major Requirements (12 Credit Hours)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 351</td>
<td>MKT 354</td>
<td>Marketing Research</td>
</tr>
<tr>
<td>MKT 356</td>
<td>MKT 430</td>
<td>Consumer Behavior</td>
</tr>
</tbody>
</table>

**Recommended Elective Courses (Select a minimum of 12 Credit Hours)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTR 201</td>
<td>ENTR 260</td>
<td>Foundations of Entrepreneurship and Innovation</td>
</tr>
<tr>
<td>MKT 352</td>
<td>MKT 353</td>
<td>Retail Management</td>
</tr>
<tr>
<td>MGT 420</td>
<td>MKT 480</td>
<td>Small Business Management</td>
</tr>
<tr>
<td>COM 480</td>
<td>MKT 490</td>
<td>Principles in Advertising</td>
</tr>
<tr>
<td>MKT 499</td>
<td>MKT 499</td>
<td>Senior Seminar</td>
</tr>
</tbody>
</table>
The Mechanical/Nuclear Engineering program requires 53 credit hours as program core requirements. Additional major requirements for Mechanical/Nuclear Engineering are 30 credit hours and the total graduation requirements are 126 credit hours in both Mechanical / Nuclear Engineering majors.

Mechanical/Nuclear Engineering Core Requirements (53 credit hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGR 120</td>
<td>Introduction to Engineering</td>
</tr>
<tr>
<td>EGR 130</td>
<td>Engineering Graphics</td>
</tr>
<tr>
<td>EGR 222</td>
<td>Statics and Dynamics</td>
</tr>
<tr>
<td>EGR 230</td>
<td>Circuit Theory</td>
</tr>
<tr>
<td>EGR 350</td>
<td>Thermodynamics</td>
</tr>
<tr>
<td>EGR 371</td>
<td>Properties Engineering Materials</td>
</tr>
<tr>
<td>EGR 375</td>
<td>Fluid Dynamics</td>
</tr>
<tr>
<td>EGR 410</td>
<td>Heat Transfer</td>
</tr>
<tr>
<td>EGR 451</td>
<td>Energy Conversion</td>
</tr>
<tr>
<td>CPS 141</td>
<td>Programming 1</td>
</tr>
<tr>
<td>PS 251</td>
<td>General Physics 1</td>
</tr>
<tr>
<td>PS 252</td>
<td>General Physics 2</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Calculus 2</td>
</tr>
<tr>
<td>MAT 221</td>
<td>Calculus 3</td>
</tr>
<tr>
<td>MAT 231</td>
<td>Differential Equations</td>
</tr>
</tbody>
</table>

Mechanical Engineering Program

The Mechanical engineering program is a study to design and manufactural parts and devices from microscale sensors or inkjet printer nozzles to large systems such as spacecraft and machine tools with a broad range of skills and prepares students for research and employment in engineering and industry fields. The graduates from the mechanical engineering program are currently employed at NASA Research Center, Boeing Corporation, Nuclear Regulatory Commission, U.S. Department of Energy, Wright Patterson Air Force Base and more.

Program Mission:
The Mechanical Engineering program at Wilberforce University has been designed to produce Mechanical engineers who are both technically competent and sufficiently well-grounded in theory, including the development of the knowledge, skills, and creative analytical ability required for productive careers in manufacture related fields, so that they can contribute to fundamental research in the professional areas as well as the graduate work in Mechanical Engineering.
Program Goals:
Our goals are focused on the concepts and principles of Mechanical Engineering and skills that are needed to be competent in many areas of mechanical and manufactural engineering.
- (Concepts) To teach students the fundamental topics in mechanical and manufactural engineering and improve their evaluation and comprehension capabilities to solve problems
- (Principles) To apply communication and Operational skills in the context of ethical issues affecting the discipline or society
- (Skills) To think critically and creatively to solve local or global problems
- (Skills) To apply knowledge and skills to solve problems effectively that contributes to the technical advancement of mechanical and manufactural engineering

Requirements for the Bachelor of Science Degree in Mechanical Engineering Focus (To Include Mechanical/Nuclear Core Requirements)

Mechanical Engineering Major Requirements (30 credit hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGR 325</td>
<td>Theory of Machines</td>
</tr>
<tr>
<td>EGR 342</td>
<td>Linear Systems 1</td>
</tr>
<tr>
<td>EGR 351</td>
<td>Linear Systems 2</td>
</tr>
<tr>
<td>EGR 411</td>
<td>Engineering Experimentation (SI)</td>
</tr>
<tr>
<td>EGR 412</td>
<td>Manufacturing Processes</td>
</tr>
<tr>
<td>EGR 425</td>
<td>Finite Element Analysis</td>
</tr>
<tr>
<td>EGR 432</td>
<td>Preliminary Design Project (WI)</td>
</tr>
<tr>
<td>EGR 462</td>
<td>Automatic Control</td>
</tr>
<tr>
<td>EGR 474</td>
<td>Robotics</td>
</tr>
<tr>
<td>EGR 483</td>
<td>Mechanical Design</td>
</tr>
</tbody>
</table>

Nuclear Engineering Program

The Nuclear Engineering program of study prepares students for research and employment in engineering and nuclear industry. The use of nuclear science is increasing in medicine, food preservation, and industrial application. The program provides excellent foundation in engineering sciences, laboratory experimentation and industrial experience through field trips and experimentation at the Nuclear Reactor necessary for career in engineering and nuclear fields. Graduates from our Mechanical/Nuclear Engineering programs are currently employed at NASA Research Center, Boeing Corporation, Nuclear Regulatory Commission, U.S. Department of Energy and Wright Patterson Air Force Base.

Program Mission:
The Nuclear Engineering program at Wilberforce University has been designed to produce Nuclear Engineering graduates who are both technically competent and sufficiently well-grounded in theory, including the development of the knowledge, skills, and creative analytical ability required for productive careers in nuclear engineering fields, so that they can contribute to fundamental research in the professional areas as well as the graduate work in Nuclear Engineering.
Program Goals:
Our goals are focused on the concepts and principles of nuclear engineering and skills that are needed to be competent in many areas of nuclear engineering with applying nuclear science.

- (Concepts) To teach students the fundamental topics in nuclear engineering and improve their evaluation and comprehension capabilities to solve problems
- (Principles) To apply communication and Operational skills in the context of ethical issues affecting the discipline or society
- (Skills) To think critically and creatively to solve local or global problems
- (Skills) To apply knowledge and skills to solve problems effectively that contributes to the technical advancement of nuclear engineering with applying nuclear science.

Requirements for the Bachelor of Science Degree in Nuclear Engineering Focus (To Include Mechanical/Nuclear Core Requirements)

Nuclear Engineering Major Requirements (30 credit hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS 410</td>
<td>Numerical Analysis</td>
</tr>
<tr>
<td>EGR 240</td>
<td>Intro to Nuclear Engineering</td>
</tr>
<tr>
<td>EGR 250</td>
<td>Nuclear Safety (SI)</td>
</tr>
<tr>
<td>EGR 330</td>
<td>Health Physics</td>
</tr>
<tr>
<td>EGR 355</td>
<td>Core Neutronics</td>
</tr>
<tr>
<td>EGR 420</td>
<td>Nuclear Power Instrumentation (WI)</td>
</tr>
<tr>
<td>EGR 440</td>
<td>Power Plants Operations</td>
</tr>
<tr>
<td>EGR 460</td>
<td>Fuel Cycle</td>
</tr>
<tr>
<td>EGR 470</td>
<td>Thermal Hydraulics</td>
</tr>
<tr>
<td>EGR 485</td>
<td>NE Engineering Design Project</td>
</tr>
</tbody>
</table>
PROGRAMS OF STUDY:
COLLEGE OF GRADUATE, ADULT & CONTINUING EDUCATION

The College of Graduate, Adult and Continuing Education consists of CLIMB (Credentials for Leadership in Management and Business) and the Master’s Program in Clinical Rehabilitation Counseling. The College of Graduate, Adult and Continuing Education offers a unique course load for graduate and non-traditional adult students. Courses within this college are flexible and designed for students to obtain their degrees while also being a part of the workforce. This college aims to augment a student’s ability in the job market by providing the credentials necessary to excel to higher levels of employment.

For more specific information on degree requirements for programs in the College of Graduate, Adult, and Continuing Studies, please see the handbooks and reference guides for Graduate Studies and CLIMB, respectively.

CLIMB

CLIMB is a unique alternative to traditional method of earning an undergraduate degree from Wilberforce University. CLIMB serves the needs of adult learners by offering flexible one-night a week courses over a term of 18 months. CLIMB endeavors to offer a superior learning experience for non-traditional students; thus, bolstering and fostering career mobility while improving understanding of how organizations function.

CLIMB is designed for those students who have already completed a minimum of 45 semester hours of college with a cumulative 2.0 GPA or better who aspire to complete their bachelor's degree in the following areas:

Experiential credit
Credit of a technical and professional nature may be awarded to CLIMB students for non-collegiate training, employment, and life-learning experiences through a Portfolio Curriculum. Students Identify their experiences in a mandatory essay format, as well as documenting all appropriate credentials in a portfolio for evaluation. Must enroll for PLA 415 when offered

Degree Outcomes
Upon successful completion of the CLIMB curriculum students will be able to demonstrate the following skills as they relate to business administration and how individual contributions align to the company and department:

· Critical Thinking Skills
· Operational Skills
· Decision Making Skills
· Written and Oral Communications
· Strategic Planning
· Corporate Leadership

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Degree Requirements

To earn the Bachelor of Science (B.S) degree, each student must achieve the following:

- Complete all CLIMB coursework.
- Pay all fees and tuition charges.
- Accumulate 120 semester hours of credit officially accepted by WU.
- Have a cumulative grade point average of 2.0 (4.0 scale) or above in the 120 credits comprising the complete degree.
- Meet all general education and mission specific requirements which consist of completing the courses listed on the Tentative Degree Plan approved by the Registrar.

Earned Bachelor’s Degree

If you already have an earned bachelor’s degree from a regionally accredited college or university, the CLIMB curriculum may be your gateway into a second degree by completing the entire 47 core semester hours of credit and transferring in your existing degree. Contact the CLIMB office for details.

Credentials for Leadership In Management and Business
Bachelor of Science Degree in Organizational Management

Term I

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLA 415</td>
<td>Prior Learning/CLIMB Orientation</td>
<td>1</td>
</tr>
<tr>
<td>OM 310</td>
<td>Group &amp; Organizational Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 472</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>OM 330</td>
<td>Effective Personal &amp; Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGT 240</td>
<td>Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>ACC 221</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Term II

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 250</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ACC 345</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECO 360</td>
<td>Money, Credit and Banking</td>
<td>3</td>
</tr>
<tr>
<td>OM 455</td>
<td>Personal Values &amp; Organizational Ethics</td>
<td>3</td>
</tr>
<tr>
<td>OM 435</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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</tbody>
</table>

Term III

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>QBA 336</td>
<td>Quantitative Business Methods</td>
<td>3</td>
</tr>
<tr>
<td>MGT 380</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>MGT 320</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>OM 445</td>
<td>Analysis and Application of Management Theories</td>
<td>3</td>
</tr>
<tr>
<td>MAN 390</td>
<td>Management Research Project</td>
<td>4</td>
</tr>
</tbody>
</table>

132
General Education Requirements 39-40 Credit Hours
General Elective Requirements 34 Credit Hours
*Students can earn 18 elective credits via portfolio process
Core Curriculum Requirements 47 Credit Hours
Total Degree Requirements 120 Credit Hours

Credentials for Leadership In Management and Business
Bachelor of Science Degree in Health Service Administration

<table>
<thead>
<tr>
<th>Term I</th>
<th>Course ID</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PLA 415</td>
<td>Prior Learning/CLIMB Orientation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>HSA 110</td>
<td>Introduction to Health Services Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGT 472</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HSA 120</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGT 240</td>
<td>Management Principles</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACC 221</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term II</th>
<th>Course ID</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MKT 250</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HSA 410</td>
<td>Financial Aspects of H.S.A</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HSA 225</td>
<td>Economics and Fiscal Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HSA 320</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>OM 435</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term III</th>
<th>Course ID</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>QBA 336</td>
<td>Quantitative Business Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HSA 350</td>
<td>Methods in Health Planning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HSA 310</td>
<td>Legal Aspects H.S.A</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HSA 355</td>
<td>Management in Long Term Care</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MAN 390</td>
<td>Management Research Project</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

General Education Requirements 39-40 Credit Hours
General Elective Requirements 34 Credit Hours
*Students can earn 18 elective credits via portfolio process
Core Curriculum Requirements 47 Credit Hours
Total Degree Requirements 120 Credit Hours
**Credentials for Leadership In Management and Business**  
Bachelor of Science Degree in Information Systems Management (ISM)

**Term I**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLA 415</td>
<td>Prior Learning/CLIMB Orientation</td>
<td>1</td>
</tr>
<tr>
<td>CIS 320</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MGT 472</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CPS 141</td>
<td>Programming I (8-week course)</td>
<td>4</td>
</tr>
<tr>
<td>MGT 240</td>
<td>Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>ACC 221</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
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</table>

**Term II**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 460</td>
<td>Information Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ACC 345</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECO 360</td>
<td>Money, Credit and Banking</td>
<td>3</td>
</tr>
<tr>
<td>CPS 142</td>
<td>Programming II (8-week course)</td>
<td>4</td>
</tr>
<tr>
<td>CPS 348</td>
<td>Object Oriented Programming</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
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</table>

**Term III**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>QBA 336</td>
<td>Quantitative Business Methods</td>
<td>3</td>
</tr>
<tr>
<td>CPS 350</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CIS 362</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS 481</td>
<td>Networking/ Data Communications</td>
<td>3</td>
</tr>
<tr>
<td>MAN 390</td>
<td>Management Research Project</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

General Education Requirements 39-40 Credit Hours  
General Elective Requirements 34 Credit Hours  
*Students can earn 18 elective credits via portfolio process*  
Core Curriculum Requirements 49 Credit Hours  
Total Degree Requirements 122 Credit Hours

**Credentials for Leadership In Management and Business**  
Bachelor of Science Degree in Criminal Justice Administration (CJA)

**Term I**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLA 415</td>
<td>Prior Learning/CLIMB Orientation</td>
<td>1</td>
</tr>
<tr>
<td>POS 175</td>
<td>The Law and You</td>
<td>3</td>
</tr>
<tr>
<td>POS 262</td>
<td>Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>CJA 320</td>
<td>Introduction to Criminal Justice Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

134
MGT 240  Management Principles  3
ACC 221  Principles of Accounting  3

Total  16

Term II
Course ID  Course Name  Credit Hours
CJA 340  Correctional Theory  3
ACC 345  Managerial Accounting  3
ECO 360  Money, Credit and Banking  3
CJA 440  Ethics and the Administration of Justice  3
SOC 451  Criminology  3

Total  15

Term III
Course ID  Course Name  Credit Hours
QBA 336  Quantitative Business Methods  3
CJA 350  Key Issues in Juvenile Delinquency and Justice  3
CJA 420  Principles of Forensic Science: Crim Evidence and Invest.  3
CJA 430  Terrorism and Homeland Security  3
MAN 390  Management Research Project  4

Total  16

General Education Requirements 39-40 Credit Hours
Elective Requirements 34 Credit Hours
*Students can earn 18 elective credits via portfolio process
Core Curriculum Requirements 47 Credit Hours
Total Degree Requirements 120 Credit Hours

The General Studies Program and CLIMB
The Wilberforce University General Education Curriculum is the general studies program of the University. The general studies program ensures that all students meet the minimum standards of measurement for optimal outcomes as aligned with the University Mission and Core Values. Students must complete a minimum of 120 credit hours to be eligible for commencement. Be advised, depending on the requirements for each major, the minimum credit hours to graduate may extend beyond 120 credit hours; however, all students are required at to complete no less than 120.

The general studies curriculum is based on a series of global markers to allow students the opportunity for more flexible course scheduling as well as programs the opportunity to address core competencies as needed to be the foundation for course work in the major. In addition, students transferring into the institution will find their courses more effectively able to meet requirements, allowing them to concentrate on major coursework for those with larger credit articulation.

CLIMB Curriculum Components Prerequisites:
Minimum 45 transferable semester hours of credit (Grade “C” or better) Maximum 72 transferable semester hours of credit (Grade “C” or better)
Degree Requirements:

39-40 General Education semester hours of credit
Within the maximum allowable 72 transferable semester hours of credit needed for completion of the CLIMB curriculum and graduation; you must complete the University general education comprised of the following:

33-34 General Elective semester hours of credit (WU requirement)
47 CLIMB Core Curriculum semester hours of credit – You must complete ALL CLIMB courses at Wilberforce University
(Note: CLEP testing, Portfolio (up to 18 credits) and prior learning credits are available options to meet the General Elective credit requirement.)

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>9</td>
</tr>
<tr>
<td>English Composition I, English Composition II, Fundamentals of Speech, Communications, Language</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Literature, Fine Arts, Journalism, Biblical Studies, Literature, Mass Communications, Philosophy, Religion</td>
<td></td>
</tr>
<tr>
<td>Social / Behavioral Science</td>
<td>15</td>
</tr>
<tr>
<td>History, Geography, Anthropology, Economics, General Psychology, Political Science, Sociology, Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra, Elementary Statistics, Finite Math, Trigonometry, Geometry, etc.</td>
<td></td>
</tr>
<tr>
<td>Natural (Life or Physical) Science</td>
<td>3-4</td>
</tr>
<tr>
<td>Biology, Chemistry, Earth Science, Health Science, Geology, Physics, Astronomy</td>
<td></td>
</tr>
<tr>
<td>Computer Technology (may be waived in some cases)</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Requirements</td>
<td>39-40</td>
</tr>
</tbody>
</table>
The Master of Science in Clinical Rehabilitation Counseling Program (CRCP) is a graduate degree offered through the Division of Arts and Science.

The Clinical Rehabilitation Counseling Program (CRCP) started in August, 2004. The Program is designed to meet the growing demand for qualified, professionally trained clinical rehabilitation counselors who want to work in public and private rehabilitation agencies and institutions.

The program will improve the rehabilitation delivery system by increasing the number of master's level minority professionals qualified to advance professionally.

Program Mission
Graduates are prepared to meet the psychosocial and vocational needs of persons with:

- developmental disabilities
- psychiatric disabilities
- traumatic brain injury
- spinal cord injury
- alcohol and substance abuse behaviors
- acquired disabling conditions

Graduates are professionally trained for careers in vocational clinical rehabilitation in:

- government agencies
- not-for-profit and for-profit community clinical rehabilitation programs
- educational institutions
- private for-profit and not-for-profit community rehabilitation programs
- residential programs
- case management
- bureau of worker's compensation
- mental health services

Graduates use knowledge and competency to understand the physical, social, psychological, economic, and political implications of disabilities and promote self-sufficiency and independence. Likewise, graduates learn to understand how gender, sexual orientation, race, ethnicity, and culture impact one's disability experience. Graduates are trained to engage in ethical practice, implement research initiatives, and practice ongoing professional development.

The program recruits' candidates from typically underrepresented populations such as minority students and students with disabilities from the entire Region V area. Wilberforce's Master of Science Degree in Clinical Rehabilitation Counseling is the only Historically Black Colleges and University (HBCU) program in the Midwest. (Region V includes Ohio, Illinois, Indiana, Michigan, Minnesota, and Wisconsin.)
The program builds our local capacity to provide culturally competent mental health services for minority clients and improve their chances of successful rehabilitation.

**Program Objectives**
The Master of Science degree in Clinical Rehabilitation Counseling Program Objectives:

- To recruit capable and culturally diverse students.
- To provide a relevant curriculum that intertwines theory, research, and practice.
- To assist students in developing a professional identity as a counselor who addresses their clients’ physical and mental health disabilities.
- To encourage students to engage in the study and exploration of current societal issues such as:
  - Opioid epidemic
  - Stress / Anxiety
  - PTSD
  - Trauma
- To promote and encourage students to participate in research, scholarly endeavors, and professional development activities.
- To stress collaboration with community mental health and clinical rehabilitation professionals to discover new professional and curricula opportunities.

**Program Outcomes**
Masters of Rehabilitation Counseling Student Outcomes

Last year, there were 9 (May 2017) 7 (May 2018) graduates of Wilberforce University’s Rehabilitation Counseling Graduate Program. The pass rate for the Comprehensive Exam in 2017-2018 is 100% and 96% pass rate for the national certification (CRC). Of the admitted students, 96% graduate from the program in the expected time period and 96% of those program graduates were already employed in the field. The other 4% established employment or pursued doctoral degrees.

- Academic Year: 2017-2018 Number of Graduates: 16
- Completion Rate: 96%* 2017-2018
- Comprehensive Exam: 100% Placement: 96%

**Program of Study**

**Fall, Semester 1**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RC 610</td>
<td>Foundations of Clinical Rehabilitation Counseling</td>
<td>3</td>
</tr>
<tr>
<td>RC 615</td>
<td>Medical Aspects of Disability Psychological Aspects of Disability</td>
<td>3</td>
</tr>
<tr>
<td>RC 612</td>
<td>Theory &amp; Practice of Rehabilitation Counseling</td>
<td>3</td>
</tr>
<tr>
<td>RC 614</td>
<td>Counseling Skills and Techniques</td>
<td>3</td>
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**Spring, Semester 2**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>RC 636</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>RC 632</td>
<td>Case Formulation, Clinical Intervention &amp; Supervision</td>
<td>3</td>
</tr>
<tr>
<td>RC 640</td>
<td>Ethics in Clinical Rehabilitation Counseling</td>
<td>3</td>
</tr>
<tr>
<td>No.</td>
<td>Course Title</td>
<td>Credit Hours</td>
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<tr>
<td>RC 642</td>
<td>Group Counseling</td>
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**Summer, Semester 3**

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<tr>
<th>No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>RC 631</td>
<td>Case Management</td>
<td>3</td>
</tr>
<tr>
<td>RC 645</td>
<td>Diagnosis &amp; Clinical Counseling Practice</td>
<td>3</td>
</tr>
<tr>
<td>RC 630</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>RC 646</td>
<td>Clinical Assessment and Practice</td>
<td>3</td>
</tr>
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</table>

**Fall, Semester 4**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>RC 613</td>
<td>Assessment &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>RC 647</td>
<td>Advanced Personality Theory &amp; Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>RC 622</td>
<td>Career Development &amp; The World of Work</td>
<td>3</td>
</tr>
<tr>
<td>RC 650</td>
<td>Internship I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring, Semester 5**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RC 620</td>
<td>Research Methods and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>RC 641</td>
<td>Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>RC 623</td>
<td>Human Growth &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>RC 660</td>
<td>Internship II</td>
<td>3</td>
</tr>
</tbody>
</table>
COURSES DESCRIPTIONS

COURSES OF INSTRUCTION
The anticipated semester when a course will be offered is indicated as follows:

- Fall
- Spring
- UPON REQUEST
- Alternate Years

The University attempts to offer courses in the sequence listed in this catalog. Listings are provided as a guideline and do not guarantee that courses will be offered as designated. Also, all courses are subject to minimum enrollment requirements and may be canceled without notice. Students are encouraged to consult with their advisors frequently about their academic programs.

*Note: A “WI” or “SI” following a course title indicates a writing-intensive and/or speaking intensive course.*

Courses that meet the General Education Curriculum requirements will be noted with the appropriate Global Marker that it satisfies, i.e. “GEC: GLT” meets the Literature requirement for the general studies program and graduation requirements.

ACCOUNTING (ACC)

221. Principles of Accounting I  
Fall/Spring - 3 hrs  
Introductory concepts in accounting. Financial statement preparations, importance of accounting to management. Study of assets, equities, and income determination. Accounting for assets including cash receivables, inventories and fixed assets.  
Prerequisites: MGT 110, MAT 113 and ENGL 112

222. Principles of Accounting II  
Fall/Spring - 3 hrs  
Prerequisite: ACC 221.

333. Intermediate Accounting I  
Fall - 3 hrs  
Worksheets. Financial Statements, Corporate Structure Accounting, Valuation principles, investment intangibles, assets, liabilities, capital stock, and reserves.  
Prerequisite: ACC 222.
334. Intermediate Accounting II  
Spring - 3 hrs  
Prerequisite: ACC 333.

340. Cost Accounting  
Fall - 3 hrs  
Basic cost concepts and behavior and cost volume profit analysis, development of sales forecasts and budget and their relationship to cost development and control. Job order, process costing, joint and by-products.  
Prerequisite: ACC 222.

345. Managerial Accounting  
Spring - 3 hrs  
Introduction to control through standard costing system, and design. Planning and flexible budgeting and control of overhead costs. A study of managerial applications of accounting data.  
Prerequisite: ACC 340.

355. Income Tax Accounting I  
Spring - 3 hrs  
A survey of Federal personal income tax law, regulations and procedures applied in preparation of individual income tax return.  
Prerequisite: ACC 222

356. Income Tax Accounting II  
UPON REQUEST - 3 hrs  
A survey of Federal Partnership, corporation gifts and estate tax.  
Prerequisite: ACC 222.

360. Accounting Information Systems  
Fall - 3 hrs  
A study of accounting as a comprehensive information system. Use of computerized general ledger, accounts payable, payroll system; will include lecture and lab.  
Prerequisites: ACC 222

435. Advanced Accounting  
Fall - 3 hrs  
Consolidation statements and business combinations. Handling of mergers, consolidations and other forms of business combinations.  
Prerequisites: ACC 334 and consent of instructor.
436. Auditing  
Spring - 3 hrs  
(W) Writing Intensive  
Principles, standards and procedures involved in the conduct of an audit. Internal control, statistical sampling, objectives and report presentation.  
Prerequisites: ACC 334 and consent of instructor.

437. CPA Problems  
Fall - 3 hrs  
Review of topics required to prepare for the Practice and Theory, Auditing, and Business Law section of the Uniform CPA exam, including a solutions approach to problem solving and examination strategies.  
Prerequisites: MGT 320, ACC 334, and consent of instructor.

440. Seminar in Accounting Theory  
UPON REQUEST – 3 hrs  
An understanding of the theories and concepts implicit in many discussions of accounting theory. A study and thorough review of the original pronouncements and many promulgated and non-promulgated accounting principles in use today. References are made to Accounting Research Bulletins, Accounting Principles, Board Opinions, the Financial Accounting Standards Board Statements and Interpretations; and such other pronouncements made by the AICPA Committee on Accounting Practices.  
Prerequisites: ACC 334 and consent of instructor.

480. Special Topics in Accounting  
UPON REQUEST – 1-3 hrs  
Topics of special interest to students and instructors are offered under this number and will vary according to demand.  
Prerequisites: Advanced standing and consent of instructor.

490. Supervised Individual Study  
UPON REQUEST – 1-3 hrs  
Independent reading and research on a topic of particular interest to the student, guided and evaluated by a faculty member. The course may be repeated for credit.  
Prerequisite: Consent of department dean and instructor.

499. Seminar in Accounting  
UPON REQUEST – 1-3 hrs  
This course is designed to provide in-depth analysis of a major problem in accounting. It will typically require library and journal research and reports.  
Prerequisites: Senior standing and consent of instructor.
ADVANCED TECHNICAL INTELLIGENCE (ATI)

101. Introduction to the Intelligence Community
Fall – 3 hrs
The organization, structure, and function of the US National Intelligence Community (IC) in the context of the Federal government. Covers who they are, where they are located, what are their missions, and how they interconnect with other government agencies. Prerequisite: POS 130

201. Introduction to Intelligence Operations
Spring – 3 hrs
Explains why, when, and how decisions are made to collect intelligence. How Essential Elements of Information (EEIs) are derived, and how the requirements, validation, tasking, collection, processing, and dissemination (TCPED) management system works. Prerequisite: ATI 101 and MGT 240

210. Collecting Imagery Intelligence
Fall – 3 hrs
This course is about how a camera works: focal length, aperture stop, shutter speed, sensitivity, white balance, etc. Discusses exposure, depth of field, color temperature, and more. Students should own or have access to a DSLR camera. FIELD WORK Prerequisite: ATI 101

211. Processing Intelligence Images
Spring – 2 hrs
Methods for doing photogrammetry for metric data extraction from images, and elementary digital imagery manipulation using popular commercial tools (Photoshop®) and freeware. Students should own or have access to a PC. LABORATORY Prerequisite: ATI 210

301. Remote Sensing Fundamentals
Fall – 3 hrs
The sciences of sources – targets and backgrounds – radiometric propagation, atmospheric transmission, optical collection, and photoelectric image capture. Discussions of spectral, temporal, and spatial signatures and metrics. LABORATORY Prerequisite: MAT 221 and PS 252

310. Spectral Sensing
Spring – 4 hrs
Methods for extracting and identifying spectral signatures from advanced technical collections using commercial (ENVI®) and government (COSMEC) software. Elements of thermal and polarimetric data collection and interpretation. LABORATORY Prerequisite: ATI 301
320. Radar Sensing  
Spring – 4 hrs  
Fundamentals of monostatic and multistatic, radars, Line-of-sight data interpretation, Origins and applications of the radar cross-section. Collecting, processing, displaying, and interpreting Synthetic Aperture Radar (SAR) images and products. LABORATORY  
Prerequisite: ATI 301

330. Surveillance & Reconnaissance  
Fall – 4 hrs  
Visualizing orbits and collection geometry parameters using commercial software (STK®). Discussion of the missions and methods for conducting reconnaissance and surveillance of large areas. Data processing, analysis, and exploitation.  
LABORATORY  
Prerequisite: ATI 301

340. Selected MASINT Technique  
UPON REQUEST - 3 credits  
The course is about studying the selected Measurement and Signature Intelligence (MASINT) techniques, which are a technical branch of intelligence gathering, which serves to detect, track, identify or describe the signatures (distinctive characteristics) of fixed or dynamic target sources including radar intelligence, acoustic intelligence, nuclear intelligence, and chemical and biological intelligence. MASINT is defined as scientific and technical intelligence derived from the analysis of data obtained from sensing instruments for the purpose of identifying any distinctive features associated with the source, emitter or sender, to facilitate the latter’s measurement and identification  
Prerequisites: Senior or Graduating Senior Level ONLY

400. Technical Intelligence Capstone Projects  
Spring – 3 hrs  
Prerequisite: ATI 310, ATI 320, ATI 330, ATI 340

**ART (A&H)**

101. Careers in the Humanities  
Fall - 1 hr  
A course introducing freshmen to the humanities majors and the career options available to them. All freshmen humanities majors are required to take this course, which cannot be dropped.

115. Introduction to the Humanities  
Fall - 3 hrs  
Meets GEC: GHM  
A survey course of humanistic studies, including brief overviews of mainly Western philosophy, painting, sculpture, music, and literature, to show the interrelatedness of these studies.
120. Survey of Art History  
Spring - 3 hrs  
Meets GEC: GHM  
Introduces the main periods, artists, and movements in Western art.

215. Art Appreciation  
Spring - 2 hrs  
Meets GEC: GHM  
Examination of the intent of certain visual artists through study of various art theories, movements, procedures, and media. Main objective is to increase one's understanding and knowledge of fine art.

216. African American Art History I  
UPON REQUEST - 3 hrs  
Meets GEC: GHM  
A survey of the origin and development of African American art and artists. Studies of various media, processes and techniques used by the artists from 1860 through the Harlem Renaissance. Attention is given to the subject matter and content in the work of the artists from a social, cultural, and educational viewpoint.

217. African Art History II  
UPON REQUEST - 3 hrs  
Meets GEC: GHM  
A survey of the origin and development of African art and artists. The structure and function of traditional African arts, with focus on specific styles of art reflecting the people and continent of Africa. Interrelatedness of various art forms (music, dance, and drama) with the visual arts.

310. Non-Western Civilization  
UPON REQUEST - 4 hrs  
Meets GEC: GHM  
A study of the cultures of Africa, the Middle East, Asia, and the Caribbean with the purpose to develop an understanding of and an appreciation for non-Western cultures.

311. African American Art History II  
UPON REQUEST - 3 hrs  
Meets GEC: GHM, AFS  
A survey of African American art and artists from World War II to the present, with an in-depth emphasis on techniques, processes, and subject matter reflected in art. The cultural, social and educational context of the art and artists will be explored and discussed.

320. Studies in Art History (WI)  
Meets GEC: GHM  
UPON REQUEST - 3 hrs  
In-depth study of the art of one particular period, movement, artist, or country. Some research will be required. WRITING INTENSIVE  
Prerequisite: Junior rank. Course may be repeated when a different topic is taught.
**BIOLOGY (BIO)**

105. Freshmen Science Seminar  
Fall – 0 hrs  
This course introduces freshmen to possible career paths in the biological field by having invited speaker’s present career and research topics. The course meets every other week for 50 minutes.

111. Life Science  
Fall/Spring - 3 hrs  
Meets GEC: GNS  
This course is the study of living things, teaching the principles of biology using the human body as the focal point. The structure and function of living organisms, genetics, ecology, evolution, health issues, and the ethics of science will be studied.

120. General Biology I  
Fall - 4 hrs  
Meets GEC: GNS  
Basic concepts of natural sciences; application of the scientific method; characterization of living organisms and cell structure, function and reproduction will be investigated. The simplest of the five kingdoms of organisms (bacteria and viruses) will be studied. Students will gain experience in performing experiments, examining organisms, and the use of laboratory equipment in the lab portion of this course.

122. General Biology II  
Spring - 4 hrs  
A continuation of BIO 120 with the study of the Protista (protozoa and algae), Fungi, Plants and Invertebrate animals. The relationship between the structure and function of tissue and organ systems within these species will be emphasized along with presumed evolutionary relationships. An overview of the relationship between organisms and physical environment will be discussed. The laboratory portion will continue the student's training in the examination of organisms. Prerequisite: BIO 120

221. Comparative Anatomy  
UPON REQUEST - 4 hrs  
The study of the vertebrate animals to show patterns of anatomical development and modifications with respect to body systems, especially as seen when one studies the anatomy of the shark, the cat, and the human. Includes a three-hour lab per week. Prerequisites: BIO 120 and BIO 122.

222. Introduction to Food Science & Human Nutrition  
Fall - 3 hrs  
A study of the fundamental principles of nutrition in man, food elements, quality, processing and safety; functions of the major classes (proteins, carbohydrates, fats, vitamins, minerals, and water) of nutrients in growth, maintenance, reproduction and diseases in humans will be examined. Required for H S A majors; elective for others. Prerequisite: BIO 111 or BIO 120.
230. Genetics
Spring - 3 hrs
This course deals with the fundamentals of heredity from Mendel to the present. The chemical nature and behavior of genes, their identification, modification, and role in cell metabolism will be studied. In this course, the students will study in-depth gene expression in prokaryotes primarily in E. coli. The students will also study Drosophila genetics and developmental genes in the fruit fly.
Prerequisite: BIO 122.

251. Developmental Biology
UPON REQUEST – 3 hrs
A study of the basic embryological stages of development of organisms, with special emphasis on human development. Prerequisite: BIO 122.

270. Human Anatomy and Physiology (HSA majorsonly)
Spring – 3 hrs
Study of the general principles of human physiology.
Prerequisites: BIO 120 and CHE 110 or CHE 131.

299. Sophomore Seminar
UPON REQUEST - 1 hr
An introduction to research involving the latest advances in the biological arena, the writing of research papers and the presentation of scientific materials to an audience.
Prerequisite: Sophomore standing.

321. Cell and Molecular Biology
Fall - 4 hrs
A study of the structure and function at the organelle and molecular level of cells. This course covers the fundamentals of molecular biology previously introduced in genetics with its application to recombinant DNA.
Prerequisites: BIO 122, BIO 230 and CHE 232.

321L. Cell and Molecular Biology Lab
Fall - 2 hrs
In the laboratory class, the students will study the fundamental of molecular biology and will learn basic microbiology and molecular biology techniques. This would include cloning, restriction analysis, gel electrophoresis, computer simulated labs to understand southern, northern and western blotting. It also will involve basic Drosophila genetic studies. The students will be using computer simulations to solve common inherited problems such as Sickle Cell Anemia, Breast Cancer. The students will also see how molecular biology techniques impact Forensic Science.
Prerequisites: BIO 122, BIO 230 and CHE 232.
331. Environmental Biology
Fall - 3 hrs
The interaction between the living creatures and the environment is absolutely important for the survival of that individual. Environmental Science is a mixture of science, chemistry, social and political science. All these disciplines play a role in defining where and how we live. In this class, we will have many chances to discuss burning issues that face us as a society and a global citizen. No longer can we lie in isolation and everything that we do affects all of us on this planet. This class exposes the student to issues that they hear and may have to decide upon. The decisions we make today affect our future generations. The class is interactive and deals with current environmental crisis and issues so that students become more aware of how our actions affect us and the rest of humanity/environment and to gain respect for the environment.
Prerequisite: BIO 122.

341. Microbiology (WI)
Spring - 4 hrs
Fundamentals of microbiology with the study of the morphology, classification and cultivation of yeast, fungi, bacteria, and viruses. Includes a three-hour lab per week.
Prerequisites: BIO 120 and CHE 132 (Biology majors); BIO 120 and CHE 110 (HSA majors).

421. Human Anatomy and Physiology I
Fall - 3 hrs
Human anatomy and physiology is the science of the mechanical, physical and biochemical functions of the Human body. This class will help students understand the role of structure and function at the macro and molecular level. Not only will students learn the anatomy of the human body but also the physiological processes associated with it. The students will also study the various diseases associated with the various organs and organ systems. This class is the first in the series and the student will cover basic cell structure and function, musculoskeletal system, nervous system, cardiovascular system endocrine system and lymphatic system.
Prerequisites: BIO 122 and CHE 232.

421L. Human Anatomy and Physiology I Lab
Fall - 1 hr
This laboratory course will cover the fundamentals in animal / human physiology and will complement the two semester Human Anatomy and Physiology courses. Students enrolled in this course will study specimens and models, conduct dissections, analyze samples using microscopy and conduct experimentation of physiological processes. This lab meets once a week for three hours.
Prerequisites: BIO 122 and CHE 232.
Co-requisite: BIO 421
422. Human Anatomy and Physiology II
Spring - 3 hrs
Human anatomy and physiology is the science of the mechanical, physical and biochemical functions of the Human body. This class will help students understand the role of structure and function at the macro and molecular level. Not only will students learn the anatomy of the human body but also the physiological processes associated with it. The students will also study the various diseases associated with the various organs and organ systems. This class is the second in the series and the student will cover the digestive system, nutrition and metabolism, respiratory system, excretory system, reproductive system and pregnancy, growth and development.
Prerequisites: BIO 122, BIO 421, BIO 421L and CHE 232.

451. Experimental Biology
UPON REQUEST – 3 hrs
A study of common laboratory techniques, fundamentals of histological preparations and instrumentation. Highly recommended for students seeking employment in a laboratory setting.
Prerequisite: BIO 122.

480. Special Problems
Fall/Spring - 1-3 hrs
Experimental research and written reports on a specific problem of special interest. Offered each term by special arrangement with instructor.
Prerequisite: Advanced standing and demonstrated research competence.

499 Senior Seminar (WI, SI)
Fall - 2 hrs
This is a capstone course for biology majors. Students will attend presentations from various academic, industrial, and government leaders in the biological field. Students will also choose topics, write a term paper on the topic and present an oral report to the class using PowerPoint. Further, a two-hour assessment examination covering the student’s four-year progress in biology will be administered as a means of student learning assessment.
Prerequisite Junior or Senior standing and BIO 299.

CHEMISTRY (CHE)

110. Introduction to Chemistry (HSA majors only)
Spring - 3 hrs
A survey of chemistry for Health Services Administration and non-science majors. Atomic theory, periodic law, chemical bonding, nomenclature, basic chemical calculations, states of matter, solutions, acids and bases and nuclear chemistry will be covered with emphasis on health and environment.
Co- requisite: MAT 113
131. General Chemistry I  
Fall - 3 hrs  
The fundamental principles of chemistry will be examined which include the structure and behavior of atoms and molecules, periodic law, bonding theories, nomenclature, states of matter, gas properties, thermochemistry, general aqueous reactions, stoichiometry and chemical calculations. Class consists of three 50-minute lectures per week.  
Co-requisite: MAT 113 and CHE 131L

131L. General Chemistry I Lab  
Fall - 1 hr  
This lab must be taken concurrently with CHE 131 and introduces basic chemical laboratory techniques. Students learn the use of balances, graduated glassware, centrifuges, desiccators, calorimeters, and various sensor probes including temperature and gas pressure. Further the students learn data collection and analysis and the ethical treatment of data manipulation.  
Co- requisite: MAT 113 and CHE 131

132. General Chemistry II  
Spring - 3 hrs  
A continuation of CHE 131 with the study of solution chemistry, chemical equilibria, especially that of weak acids and bases, kinetics, thermodynamics, electrochemistry, and transition metal chemistry. Class consists of three 50-minute lectures per week.  
Prerequisite: CHE 131 and CHE 131L  
Co-requisite: MAT 113 and CHE 132L

132L. General Chemistry II Lab  
Spring - 1 hr  
This lab must be taken concurrently with CHE 132 and continues the student's education in laboratory techniques including colligative property experiments, kinetics experiments, titrations, chromatography, use of pH meters, and use of spectrometers. This lab meets once per week for 2 hours and 50 minutes.  
Pre-requisite: CHE 131 and CHE 131L  
Co-requisite: MAT 113 and CHE 132

231. Organic Chemistry  
Fall - 3 hrs  
An introduction to carbon chemistry with the study of physical and chemical properties including mechanisms of alkanes, alkenes, alkynes and alkyl halides. IUPAC nomenclature, isomerism, stereochemistry, and UV spectroscopy will also be examined. The class meets three times per week.  
Prerequisite: CHE 132 and CHE 132L  
Co-requisite: CHE 231L

231L. Organic Chemistry I Lab (WI)  
Fall - 1 hr  
This lab must be taken concurrently with CHE 231 and covers the topics of melting point, boiling point, distillation, extraction, recrystallization, thin layer and column chromatography, an introduction to green chemistry practices and basic organic reaction techniques using microscale equipment.  
Co-requisite: CHE 231L
232. Organic Chemistry II  
Spring - 3 hrs  
A continuation of Organic Chemistry I with the emphasis on the chemical and physical properties of the major organic families containing oxygen and nitrogen. The use of spectroscopic methods (NMR, IR, and Mass Spec) for structural determination are also introduced.  
Prerequisite: CHE 231 and CHE 231L Co-requisite: CHE 232L

232L. Organic Chemistry II Lab (WI)  
Spring - 1 hr  
This lab must be taken with CHE 232 and continues the student’s instruction in organic synthesis and the use of characterization techniques including infrared spectroscopy and derivatives to determine the identity of unknown compounds.  
Co-requisite: CHE 232L

261. Biochemistry I (SI)  
Fall - 3 hrs  
An introduction to the chemical compounds and processes in living organisms, including the major biochemical families (proteins, carbohydrates, lipids, and nucleic acids), protein structure, enzyme kinetics and control, enzyme mechanisms, transport proteins such as hemoglobin, basic metabolic concepts with emphasis on sugar metabolism and its link to energy production in the mitochondria.  
Prerequisite: CHE 232

262. Biochemistry II  
UPON REQUEST – 3 hrs  
A continuation of course CHE 261 with emphasis on photosynthesis, lipid metabolism, amino acid metabolism, nucleic acid metabolism, DNA and RNA chemistry, and protein synthesis.  
Prerequisite: CHE 261

265. Introduction to Pharmacology  
UPON REQUEST-3 hrs  
An introduction to the general principles of pharmacology, drug classification, mechanisms of drug interactions and the concepts of drug receptors and specific binding sites will be examined. In addition, pharmacokinetics (drug delivery, drug metabolism and elimination pathways) will be discussed.  
Prerequisite: CHE 231 and CHE 232

301. Instrumental Analysis Lab  
UPON REQUEST – 1 hr  
The theory of instrumentation and its uses in the laboratory will provide student with practical experiences in using instrumentation to solve chemical problems.  
Co-requisite: CHE 322

321. Analytical Chemistry  
UPON REQUEST – 4 hrs  
The study of the theory underlying classical methods of analysis including gravimetric, titration, complexiometric, redox volumetric, electroanalytical, and spectrophotometric analysis. Includes a three-hour lab per week.  
Prerequisite: CHE 132
322. Instrumental Analysis (WI)
UPON REQUEST – 4 hrs
The study of theory and practical applications of modern methods of analysis using instrumentation.
WRITING INTENSIVE.
Co-requisite: CHE 301
Prerequisites: CHE 132 and CHE 321

323. Environmental Analysis Lab
UPON REQUEST - 3 hrs
This course surveys the way the natural environment functions and the way the human race in bringing about environmental changes. The student will perform observations and quantitative measurements. The measurements will include dissolved oxygen and nutrients in streams and lakes; and metal concentrations and trace organic compounds in soil and water. The course will also cover the general properties of analytical measurements, their limitations, validity and interpretation. The class meets twice per week in three-hour blocks.
Prerequisite: CHE 132 and MAT 113.

**CLINICAL REHABILITATION COUNSELING (RC)**

610. Foundations in Rehabilitation Counseling
Fall – 3 hrs
The purpose of this course is to provide both a broad foundation for students beginning their journey into the profession of rehabilitation and a broad based reference for current practitioners. The contents provide a conceptual overview of the professional, historical, theoretical, research, and applied foundations of the rehabilitation profession as they relate to the services for individuals with disabilities. A major focus is on understanding the economic, social, and political forces underlying rehabilitation legislature and service delivery.

615. Medical Aspects of Disability/Psychological Aspects of Disability
Fall – 6 hrs
This course is designed to provide students with information and a basic understanding necessary for the appraisal of the medical, psychological aspects of disability and chronic illness, including their nature, causes, functional aspects, and treatments. It includes a review of medical terminology, functional limitations, medical treatments and vocational implications as they apply to specific medical conditions and chronic illness. The second part expands on Medical and Psychological Aspects of Disability. Managing the medical aspects and functional assessment of frequently occurring medical impairments and disorders of older adolescents and adults are stressed. Topics include the medical aspects and functional assessment of neurological, cognitive, and/or neuromuscular disorders, psychiatric and developmental disabilities, sensory impairments, and various acute and chronic physical diseases and disorders. Case management activities and a process for determining the educational, psychological, and vocational implications of the impairing effects of each disability will be presented.

612. Theory and Practice of Rehabilitation Counseling
Fall – 3 hrs
This course investigates the major theoretical foundations of counseling practice with an emphasis on application. Through exploration and basic counseling skill development this course facilitates
the development of a personal theory of counseling. Also, highlights the legal and ethical responsibilities of counselors.

614. Counseling Skills  
Fall – 3 hrs  
This course is workshop centered, practice oriented, and a safe place to build and explore new counseling skills. The emphasis will be on developing and building micro counseling skills. A major focus will be an analysis of students’ counseling styles and performance via feedback from practice sessions. The course has two primary goals: (1) to help students develop knowledge of counseling skills that are used by counselors in a range of settings, and (2) to provide opportunities for supervised practice of these skills.

636. Multicultural Counseling  
Spring – 3 hrs  
This course is designed to assist students to develop an understanding of the implication of cultural and individual diversity including race/ethnicity, gender disability, age, class, spirituality, and religion, geographic region and sexual orientation. This course will provide an overview of social justice, culturally diverse counseling techniques, and identify how cultural value, belief, attitudes, public policies and “ism” influences consumers and service providers.

632. Course Formulation, Clinical Intervention & Supervision  
Spring – 3 hrs  
This course refers to the collective set of actions used to plan and deliver interventions and supports. Practice takes place in collaboration with the person(s) served and the social and service-related networks and supports available to help meet the person's individualized and/or family needs and is guided by self-determination and individual choice. The purpose of practice is to help a person or family to achieve an adequate level of: • Well-being (e.g., safety, stability, permanency for dependent children, physical and emotional health), • Daily functioning (e.g., basic tasks involved in daily living, as appropriate to a person's life stage and ability), • Basic supports for daily living (e.g., housing, food, income, health care, child care), and • Fulfillment of key life roles (e.g., a child being a successful student or an adult being a successful parent or employee).

640. Ethics in Rehabilitation Counseling  
Spring – 3 hrs  
This course is designed to help equip students with an increased conscious awareness of ethical issues in counseling and the skills and competencies needed to effectively practice ethical decision making in their professional practice. Throughout the course students will engage in activities and discussion to raise conscious awareness of personal values and biases and how these can affect ethical decision making in a professional context. Students will specifically explore ethical codes from the Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors and other professional codes such as that of the American Counseling Association. Likewise, the course will assist students in knowing what constitutes unethical behavior, understanding of the major ethical issues faced by counselors, and the ability to apply an ethical decision making model to a dilemma.
642. Group Counseling
Spring – 3 hrs
This course outlines the basic issues and key concepts of group process and shows how group leaders can apply these concepts in working with a variety of groups. The course will include several presentation modalities to facilitate learning. The first half of each class will involve lecture and discussion to review course material. The second half of each class will involve an experiential component. The class will participate and ‘practice’ leading groups for the second half of class each week.

631. Case Management
Summer – 3 hrs
Case management in rehabilitation is a skill that rehabilitation professionals must possess in order to successfully guide clients through the rehabilitation process from referral to case closure. This course provides guidelines that will enable rehabilitation professionals to collect information from the intake interview, physicians, psychologists, vocational evaluation etc. in an effort to develop appropriate rehabilitation plans with consumers. Guidelines for case recording will be reviewed. Case management models within various rehabilitation settings such as, the state rehabilitation agency, independent living centers, community mental health agencies, private rehabilitation firms, and disability management programs will be the focus.

645. Diagnosis & Clinical Counseling Practice
Summer – 3 hrs
This course will address broad spectrum of psychological disorders that are encountered by rehabilitation clinical mental health counselors, and other health professionals in various treatment settings. Specific attention is given to the etiology, prevalence, symptoms and treatment of disorders. Students will develop an understanding of DSM and the international Classification of Diseases.

630. Practicum
Summer – 3 hrs
The practicum is a 100 clock hour supervised field experience in a setting related to rehabilitation services. The practicum facilitates the application of theory to the practice of rehabilitation counseling under supervision of a trained and certified rehabilitation professional. The experience is designed to enable the student to engage in multiple counselor tasks and functions. It is expected that during the semester students will successfully demonstrate adequate entry mastery of several of the rehabilitation counselor’s core functions. The student is required to spend a minimum of 40 clock hours with direct contact with persons with disabilities at his/her site. If a site requires additional hours, students are expected to comply with site expectations. Any concerns regarding clock hours needs to be discussed with the program coordinator. It is expected that students will be afforded the opportunity to engage in several core tasks and functions. Students must be supervised by an individual with the minimum of a master’s degree in rehabilitation and/or a CRC. Ideally, the site supervisor will fulfill these requirements. However, in extenuating circumstances, an academic faculty member meeting the aforementioned requirements, may serve as the clinical supervisor. If you are interested in seeking licensure as a counselor in the state of Ohio a supervisor must also be a PCC (professional clinical counselor).
646. Clinical Assessment and Practice  
Summer – 3 hrs  
This course includes an assessment of addictions and substance related issues, methods and techniques used to determine and enhance the potential of persons with disabilities. Also exploring assessment and evaluation, test development, validity, reliability, and psychometrics.

613. Assessment and Evaluation  
Fall – 3 hrs  
Students will learn how to conduct and perform evaluations, interpret and assess objective findings, and utilize resources in the vocational assessment of clients with disabilities.

647. Advanced Personality Theory & Psychopathology  
Fall – 3 hrs  
This course will focus on an overview of theory and techniques of rehabilitation and mental health counseling to acquire knowledge about clinical mental health theoretical orientation and to integrate theory with practice. Advanced Personality theory and psychopathology is an overview of psychopathology of children, adolescents, and adults encompassing etiological theories, epidemiology, and treatment approaches used with all major psychological and personality disorders. The emphasis will be on helping students clarify concepts of mental health counseling, personal and professional ethics and values, and personal style and connecting concepts with various theories and identifying commonalities.

622. Career Development and the World of Work  
Fall – 3 hrs  
The purpose of this course is to provide students with theories and techniques for empowering persons with disabilities to: (a) explore their aptitudes, interests, abilities, and other vocational evaluation areas that will assist them in career decision making; (b) begin an appropriate job search with selected approaches in job development, finding, and placement; and (c) maintain and promote productivity and employment outcomes.

620. Research Methods and Statistics  
Spring – 3 hrs  
Application of scientific approaches, methodology to problem solving: includes research design, data analysis techniques, and their relation to action research

641. Assistive Technology  
Spring – 3 hrs  
Assistive technology encompasses all technologies used to aid people with disabilities in performing daily living skills and vocational skills. This course investigates and explores available resources for all types of limitations and disabilities. Students will become familiar and be able to utilize resources to more effectively develop vocational goals for consumers.
623. Human Growth and Development
Spring – 3 hrs
This course offers a broad overview of perspectives, principles, theories, and research findings associated with the field of human life span development. The goal of the course is to assist rehabilitation professionals with understanding human behavior in the life span context to promote practical skills in working with persons with disabilities.

650. Internship I/660 Internship II
Fall – 6 hrs
The internship I & II courses are a distinctly defined, supervised clinical experience in which the student refines and enhances basic counseling and student development of knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives. The internship I is performed under the supervision of an on-site clinical site supervisor approved by the college or university with an average of 1 hour per week of individualized and/or triadic supervision throughout the internship.
Internship I & II consists of a total of 600 clock hours of supervised field experience in a clinical setting related to rehabilitation services. Students will be at the same site for Internship I and II. The internships facilitate the application of theory to the practice of clinical rehabilitation counseling under supervision of a trained and certified rehabilitation professional. The experience is designed to enable the student to engage in multiple counselor tasks and functions. It is expected that during Internship I & II that students will successfully demonstrate adequate entry mastery of all the core functions of a professional rehabilitation counselor while demonstrating successful implementation of the rehabilitation process pertinent to internship site roles. The student is required to spend a minimum of 240 clock hours in direct contact with persons with disabilities at his/her site. If a site requires additional hours, students are expected to comply with site expectations. Any concerns regarding clock hours need to be discussed with program coordinator. It is expected that students will be afforded the opportunity to engage in several core tasks and functions.
Students must be supervised by an individual with the designation LPCC-S (Licensed Professional Clinical Counselor – Supervisor). Ideally, the site supervisor will fulfill these requirements. However, in extenuating circumstances, an academic faculty member meeting the aforementioned requirements, may serve as the clinical supervisor. This supervisor designation will fulfill the requirements for taking the state National Counselor Examination (NCE) an exam for state counselor licensure.

651. Hearing Impairment/Deaf Culture
UPON REQUEST – 3 hrs
In recent years there has developed opposing views of persons with deafness. Most importantly, it is imperative to understand that depending on one's perspective, each view leads to different ways of dealing and treating the Deaf Community. This course seeks to review and explore the Deaf Culture and varying views of the Deaf Culture to facilitate improved rehabilitation outcomes for persons with deafness.

652. Comprehensive Examination
UPON REQUEST – 3 hrs
A series of organized study groups and pre-CRC exams will be offered to assist students in preparing to sit for the CRC examination.
Total Number of Hours Required for M.S. Degree = 60 hours

**Please note: RC 651 and RC 652 are not part of the required CORE curriculum.
COMMUNICATIONS (COM)

101. Careers in Communications and Theatre  
Fall – 1 hr  
A course introducing freshman students to Communications and Theater majors and the career options available to them. All Communications and Theater majors are required to take this course, which cannot be dropped.

122. Voice and Diction  
Fall/Spring – 3 hrs  
Introductory study of the principles of voice and diction. Designed especially for the student concerned with the development of effective speech skills, proper vocal production, articulation, pronunciation and intonation.  
Prerequisites: ENGL 111.

125. Photography I  
Fall - 3 hrs  
Fundamentals of B/W still photography: camera function, exposure, film processing, and printing. Emphasis on gaining sound technical and creative control of the medium. 35 mm camera (SLR preferred), minimum 25 sheets of 8” x 10” photographic paper, and minimum of 5 rolls of 36 exposure B/W film required; class size limited.

170. Introduction to Theater History  
Fall - 2 hrs  
A historical study of drama from its beginnings in religious ritual through the Renaissance. The development of theaters, acting, and play production as well as famous playwrights and dramas will be studied.

171. Introduction to Theater Production  
Fall - 2 hrs  
The study of modern dramatic methods including staging, acting, and play production as a whole. Class will produce and present a play.  
Prerequisites: ENGL 111.

180. Introduction to Mass Media  
Fall - 3 hrs  
Core course in the Mass Media Communications curriculum. Designed to acquaint communications majors with the concept, role and impact of America’s mass media systems: newspapers, magazines, radio, television, films, books, sound recordings, etc.

201. Communication Graphics  
Spring - 3 hrs  
Application of design principles, composition, use of pictures and typography in page makeup and publication design and desktop publishing.

220. Audio Production Techniques  
Spring - 3 hrs  
Introduction to basic audio theory and production techniques, including console operation, editing, and mixing. Prerequisites: COM 122, COM 180, and Sophomore standing.
225. Photography II
UPON REQUEST — 3 hrs
Continuation of Photography I. Emphasis on darkroom techniques and more professional use of the camera.
Prerequisite: COM 125 or consent of instructor.

232. Introduction to Journalism
Fall - 3hrs
Introductory course in basic news writing, reporting and copy editing. Emphasis on the development of the lead and body of the news story and reviewing techniques.
Prerequisites: ENGL 111, ENGL 112, and COM 180.

233. Advanced Journalism
Spring - 3 hrs
Continuation of COM 232. Advanced instruction in the development of general, special and complex story types, speeches, and editorials. Instruction is offered in the principles of advanced copy editing and interviewing.
Prerequisite: COM 232

245. Fundamentals of Public Speaking
Fall/Spring – 3 hrs
Basic principles of effective public speaking, stressing organization and development of speech content, components of effective delivery, and use of voice, body, and language.
Prerequisite: ENGL 112.

250. Public Speaking II
UPON REQUEST – 3 hrs
Meets GEC: GRD
Continuation of fundamentals with emphasis on audience analysis, research, and composition.
Prerequisite: COM 245.

260. Business and Technical Writing
Fall/Spring - 3 hrs
Introduces fundamentals of business and technical writing as practiced today in business, industry and the professions. Teaches the various types of letters, reports, memos, and the resume, with heavy emphasis on practical applications. Prerequisites: ENGL 112 and Sophomore standing.

270. Freedom Theater
Spring - 2 hrs
A theater participation course with emphasis on acting, rehearsing, and presenting a production for the public. Rehearsal attendance required; students are expected to work toward performance improvement. Course may be repeated for additional credit.
Prerequisite: COM 170 or COM 171.

334. Broadcast Journalism
Spring - 3 hrs
Training in the preparation and delivery of radio and television newscasts. Emphasis on writing, reporting, audio and aesthetic techniques for the broadcast media.
Prerequisites: COM 122 and COM 180.

340. Introduction to Television
Production UPON REQUEST – 3 hrs
Introduces students to fundamentals of television production in a commercial studio setting. Various production techniques are discussed, such as lighting, directing, graphics, audio techniques, camera maneuvers, and remote telecasting methods.
Prerequisites: COM 180, 232, 233, 334, and 245.

355. Special Topics (Advertising)
Cross-listed with MKT 355.

362. Discussion and Group Methods
UPON REQUEST – 2 hrs
Training in organization of and participation in various kinds of group presentations, some before an audience, such as panel discussions, debates, etc. Designed to improve public speaking and audience interaction skills.
Prerequisite: COM 245 or consent of instructor.

380. Public Relations
Spring - 3 hrs
Examines the development, importance and practice of public relations in business, industry, non-profit organizations and education. Open to all majors with special appeal to those in business and communications.
Prerequisites: ENGL 111, 112, and COM 260.

399. Practicum
Fall/Spring – 1-3 hrs
A supervised internship course for junior and senior mass media communication majors, offering practical experience in tutoring, communications and audio-visual materials and equipment, etc. Communication skills are reinforced. The course MUST be repeated to 10 hours of credit. Freshmen are required to take 1 credit hour. Sophomore through Senior years, the student must repeat for 3 credit hours each year.
Prerequisites: ENGL 111.

420. Radio Workshop
Fall - 3 hrs
Examines basic concepts, techniques, and applications of radio recording and production. Instructed in studio/operating facilities, audio, programming formats, radio management, radio copy writing, radio programming, FCC regulations, and station procedures. Prepares students to work in the creative and talent areas of radio broadcasting.
Prerequisites: ENGL 112, COM 180 and 220, and Junior standing.
430. Mirror News Laboratory
UPON REQUEST – 3 hrs
An advanced course in newspaper reporting, editing, preparation of copy, and layout techniques. Practical experience working on the University newspaper.
Prerequisites: COM 232, 233, 333, 399, and Junior standing.

435. Magazine Article Writing
Spring - 2 hrs
Comprehensive course instruction emphasizing writing and selling non-fiction that informs, persuades and entertains. Examines the form, style, and content of the magazine article.
Prerequisites: ENGL 112, 333, COM 180, and Senior standing.

480. Special Topics in Advertising/Copywriting, Grammar for Journalists or News Editing
UPON REQUEST – 3 hrs
Topics of special interest to students and instructors are offered under this number and will vary according to demand (E.g., advertising, grammar for journalists, copy-writing, etc.)
Prerequisites: ENGL 111 and 112.

490. Supervised Individual Study
UPON REQUEST – 1-3 hrs
Independent reading and research on a topic of particular interest to the student, guided and evaluated by a faculty member. The course may be repeated for credit.
Prerequisites: Senior standing and consent of major advisor and department dean.

499. Senior Seminar
Fall - 3 hrs
Exposure to advanced research materials and methods with the opportunity for the student to do a research project. Required of all Mass Media Communications majors.
Prerequisite: Senior standing.

COMPUTER SCIENCE (CS)

141. Programming I
Fall/Spring – 4 hrs
Problem solving, algorithm development and verification, programming in a structured language. Data manipulation, procedures, functions, arrays and file.
Prerequisite: MAT 113.

142. Programming II
Fall/Spring – 4 hrs
Structured programming with emphasis on program design and problem solving. Procedures, function, data types and pointer. Files, recursion, searching and sorting.
Prerequisite: CPS 141

249. C + Programming
Fall/Spring – 3 hrs
Structure programming and problem solving. Data manipulation, functions, arrays, structures, pointers and files.
Prerequisite: MAT 113 or knowledge of program language.
253. Operating Systems
Fall - 3 hrs
Operating hardware and software; design and manipulation, process control and scheduling,
concurrency, multiprocessing; memory and disk management; network and system security.
Prerequisite: CPS 350

348. Object Oriented Programming
Fall - 3 hrs
Values, types, constants, objects and classes, arrays, pointers, references, operators, inheritance,
heterogeneous lists, and virtual functions. Applications of these concepts in graphics, managing and
coordinating machine resources.
Prerequisite: CPS 350.

350. Data Structures
Fall - 3 hrs
Internal and external information storage and manipulation, arrays, stacks, queues, linked list, tree,
graphs, sorting and searching. Various applications.
Prerequisites: CPS 142 and MAT 113.

360. System Programming
Spring - 3 hrs
Analysis of compilers and their construction; programming techniques discussed in the current
literature; advanced computer applications in mathematical and non-numeric area.
Prerequisites: CPS 253.

365. Internet Applications Development
Spring - 3 hrs
Object oriented programming; object oriented development process, creating classes, subclasses, class
hierarchies and encapsulation. Creating hypertext document, creating World Wide Web locations in
uniform resource locator format, TCP protocol, IP protocol, transferring files and business
applications software development for the Internet.
Prerequisite: CPS 142.

370. Algorithms
Spring - 3 hrs
Introduction to the study of algorithms, emphasizing general design strategy and both theoretical and
analysis of their efficiency.
Prerequisites: CPS 350.

391. Software Engineering (WI)
Spring - 3 hrs
Technique in computer software specification, design, implementation, testing, documentation and
maintenance; development of a large scale project by students working in teams. WRITING
INTENSIVE.
Prerequisite: CPS 348.
410. Numerical Methods  
Fall/Spring - 3 hrs  
Study of the algorithms of numerical mathematics with emphasis on the solution of nonlinear equations and system of linear equations using matrix methods, numerical differentiation, numerical integration, ordinary differential equations. Prerequisites: CPS 142, MAT 121.

441. Comparative Languages (SI)  
Spring - 3 hrs  
Programming language constructs, organization, specification and analysis. Prerequisite: CPS 350 or consent of instructor.

445. Computer Simulation  
UPON REQUEST - 3 hrs  
Introduction to simulation, discrete simulation models, introduction to queuing theory and stochastic processes; study and use of special-purpose simulation languages.  
Prerequisites: CPS 350, MAT 261, or STAT 221.

450. Computer Graphics  
UPON REQUEST – 3hrs  
Basic concepts of computer graphics including incremental methods, geometric transformations, windowing and clipping, hidden line and surface algorithms, 2-D and 3-D graphics, and input and output devices.  
Prerequisite: CPS 350.

451. Artificial Intelligence  
UPON REQUEST – 3 hrs  
Concepts and techniques of artificial intelligence, heuristics search, expert systems, A.I. languages, and natural language processing.  
Prerequisite: CPS 350 or consent of instructor.

455. Data Bases  
Spring - 3 hrs  
Database design, normal forms, concurrent processing, recovery, security, relational model, structured query language, and hierarchical and network models.  
Prerequisite: CPS 350 or consent of instructor.

460. Network/Data Communication  
Spring - 3 hrs  
Principles of telecommunications, hardware and software. Analysis of communication protocol layers with respect to performance, error handling, and control functions.  
Prerequisite: CPS 350 or consent of instructor.

465. Window Applications Development  
Fall - 3 hrs  
Graphical user interface (GUI) elements, the vector class, drawing shapes, front, GUI components, layout managers, event driven programming and simulation.  
Prerequisite: CPS 142.
480. Social Implications of Computing  
UPON REQUEST - 3 hrs  
Examines the impact of computers in society. Topics include privacy, dangers introduced by computers performing critical tasks, the effects of robots on the work force, the impact of computers on education, and the new legal issues introduced by computing. Prerequisite: Junior standing

485. Formal Languages  
UPON REQUEST – 3 hrs  
Introduction to the theory of formal languages and automata, sequential machines, survey of formal languages and introduction of computability. Prerequisite: MAT 210

490. Directed Studies in Computer Science  
UPON REQUEST - 1 – 3 credits  
(Formerly CPS 490: Seminar in Computing)  
Independent reading and research on selected topics of Computer Science or its application fields and guided and evaluated by a faculty member. The course may be repeated for credit. Prerequisite: Senior Standing or Consent of Instructor

499. Seminar in Computer Sciences  
UPON REQUEST - 3 credits  
(Formerly CPS 499: Seminar in Computer Information Systems)  
The course is designed to provide in depth analysis of a major problem in Computer Science or its application fields. The students will read and present the research papers of the computer science or its application topics with writing a technical report about their developing or developed research work through the course. Prerequisite: Senior Standing or Consent of Instructor

CRIMINAL JUSTICE ADMINISTRATION (CJA)

310. Adult Development & Life Assessment  
3 hours  
Career patterns are reviewed and analyzed, and future trends are examined in relation to changing occupations and life styles. Students use exercises and activities to conduct a self-examination of skills and experiences relevant to effective job performance. Each student develops a portfolio of professional life-learning experiences and may earn up to 45 credits through the portfolio assessment process. Requisite: Must be enrolled in CLIMB

320. Introduction to Criminal Justice Systems  
3 hours  
The history and philosophy of the U.S. Criminal Justice System is surveyed, 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. The module also examines specialty areas of criminal justice such as juvenile delinquency, drug trafficking and an exploration of the future of criminal justice.
330. Criminology
3 hours
This course examines significant sociological perspectives on crime. It explores criminal law and public perceptions of crime, the concept of social deviance, types of crime, and the use of data analysis in crime prevention strategies.

340. Correctional Theory
3 hours
This module considers the social, psychological, economic and political consequences of criminal activity and punishment from a number of competing critical perspectives. These perspectives enable adult learners to better understand the causal relationship between social factors that influence the criminal justice system.

350. Research Techniques & Analysis in Criminal Justice
3 hours
This course provides adult learners with the methodological research tools needed to gather and analyze reliable data and determine the significance and validity of variable relationships that impact the operations of the criminal justice system.

410. Introduction to Criminal Justice Management
3 hours
Covers the basic management concepts and functions with an emphasis on the roles and responsibilities of managers in criminal justice agencies or organizations.

420. Criminal Investigation
3 hours
Introduces adult learners to the entire investigative process and how the evolution of community policing strategies affects this process. Through simulations and hands-on activities, adult learners will develop the basic skills and attitudes necessary to properly conduct criminal investigations.

430. Victimology
3 hours
Explores of criminal responsibility. It focuses on how procedural steps are used to enforce criminal law and, at the time, protect the constitutional rights of those accused of criminal behavior, and those who have been victimized by such behavior. It also provides adult learners with a more detailed overview of the structure and functions of the court system.

440. Ethics & the Administration of Justice
3 hours
Designed to introduce adult learners to several diverse ethical issues and provide them with the analytical tools and perspectives needed to understand and subsequently deal with each of these issues as they relate to criminal justice professionals.

450A. Action Research Project, (Part I), ARP Design
1 hour
This is the capstone component of the Criminal Justice Administration degree, which is competed in
two parts. This module begins at the outset of the adult learner's enrollment in the program. An introduction, analysis and evaluation of existing research in criminal justice, emphasizing various research modules in the chosen field of study. A topic is selected for the individualized ARP, establishment of research parameters, selection of a major project design option and an extensive Literature Review is conducted.

450B. Action Research Project (Part II)
5 hours
The final portion of the ARP entails implementation of the research strategy and options designed in Part I. This includes the formal establishment of the ARP Team, completion of the data collection techniques, analysis of the data, and crafting a final written report, with a formal oral and power point presentation of findings.

**ECONOMICS (ECO)**

120. Economics
Fall/Spring – 3 hrs
Meets GEC: GSB
A survey course introducing basic economic concepts of supply and demand, consumer issues, and market structure. Concepts will be analyzed using various economics models and applications.
Prerequisites: ENGL 111

221. Principles of Economics I
Fall/Spring – 3 hrs
Beginning with an introduction to the basic economic question of scarcity, the common problems confronting every economic system (i.e., production, distribution, and exchange), the course deals with micro-economic subjects including supply and demand analysis, consumer behavior, production economics, factor markets, varied market structures and business organization.
Prerequisites: ENGL 112 and MAT 113

222. Principles of Economics II
Fall/Spring – 3 hrs
An introduction to the economics of national income analysis, equilibrium levels of income, output and employment, the problems of unemployment, inflation, and economic fluctuations, the federal budgetary process, fiscal and monetary policies, the commercial banking system, the capital and labor markets.
Prerequisite: ECO 221.

360. Money and Banking (WI)
Fall/Spring – 3 hrs
An analysis of the commercial banking system, credit creation, the money supply, operation of the federal reserve system, monetary policy, management of the international economy and monetary relations. WRITING INTENSIVE.
Prerequisites: ACC 222 and ECO 222.

370. Black Economic Development
A discussion of the problems and characteristics of African American communities; selected policy areas such as employment, education, housing, welfare and investment; structural, institutional, and organizational changes necessary for economic progress in the black community and in the country; problems of mobilizing human, economic, and financial resources for change. Prerequisite: ECO 222.

376. Government and Business
UPON REQUEST - 3 hrs
Major issues of public policy towards business; controlling monopoly by maintaining competition, by regulation and through public enterprise controlling competition to protect consumers, investors, and to serve the interests of organized producer groups. An in-depth study of various regulatory agencies including the Federal Trade Commission and Interstate Commerce Commission. Prerequisite: ECO 222.

450. Managerial Economics
UPON REQUEST – 3 hrs
Application of modern economic theory and tools of analysis to business decision problems. Topics include cost analysis, pricing, quality control, production, purchasing and investment decisions, market studies. An introduction to linear programming. Prerequisites: ECO 222

480. Special Topics
UPON REQUEST 1-3 hrs

490. Supervised Individual Study
UPON REQUEST 1-3 hrs
Independent reading and research on a topic of particular interest to the student, guided and evaluated by a faculty Member. The course may be repeated for credit.

499. Senior Seminar
UPON REQUEST 1-3 hours
This course is designed to provide an in-depth analysis of a major problem area. Prerequisite: Senior standing and consent of instructor

ENGINEERING (EGR)

120. Introduction to Engineering
Fall/Spring – 3 hrs
Introductory-level course with emphasis on engineering problem definition methods and solution; engineering units and terminology; engineering career areas, evolution of computers, and utilization of computers in engineering. Co-requisite: MAT 113

130. Engineering Graphics
Fall - 2 hrs
Fundamentals of engineering graphics and the part graphical communication plays in engineering; training in the analysis and graphical solution of fundamental problems involving three dimensions;
and training in the use of computer software in design and analysis.  
Co-requisite: MAT 113.

131A. Computer-Aided Design
Spring or UPON REQUEST – 3 hrs
Introduction to Computer-Aided Design software; training in drawing and editing using CAD; introduction to the isometric and three-dimensional pictorial drawing capabilities; and the applications of the solutions to engineering problems.
Prerequisite: EGR 130.

144. FORTRAN for Engineers
UPON REQUEST – 3 hrs
An engineering/computer science course for engineering and computer science students emphasizing basic programming theory and application.
Co-requisite: MAT 113

220. Mechanics
Fall - 3 hrs
The principles of mechanics; force systems, free body diagrams, resultants, and equilibrium; centroids and centers of gravity; application to stresses, frames and beams friction; and moments of inertia.
Prerequisites: PS 251 and MAT 115

221. Dynamics
Spring - 3 hrs
Kinematics, including translation, rotation, plane motion, and relative motion; kinetics of particles and bodies by the methods of force-mass-acceleration, work energy, and impulse momentum.
Prerequisite: EGR 220.

222 Statics and Dynamics
Fall/Spring - 4 credits
The principles of mechanics; force systems, free body diagrams, resultants, and equilibrium; centroids and centers of gravity; application to stresses, frames and beams friction; and moments of inertia
Kinematics, including translation, rotation, plane motion, and relative motion; kinetics of particles and bodies by the methods of force-mass-acceleration, work energy, and impulse momentum.
Prerequisites: PS 251 and MAT 120

EGR 230 Circuit Theory
Fall/Spring - 4 credits
Principles of linear theory. Analysis of transient and steady state behavior of simple circuits containing resistors, inductors, and capacitors. Sinusoidal analysis: sinusoidal forcing functions, phasor concept, steady-state response, resonance, average power and RMS values, magnetically coupled circuits, poly-phase circuits, state variable analysis, Fourier methods, Laplace transforms. Prerequisite: EGR 120.
Co-requisite: MAT 121

231. Circuit Theory
Fall - 3 hr
Principles of linear theory. Analysis of transient and steady state behavior of simple circuits containing resistors, inductors, and capacitors.
Prerequisite: EGR 120. Co-requisite: MAT 121
232. Circuit Theory II
Spring - 3 hrs
Sinusoidal analysis: sinusoidal forcing functions, phaser concept, steady-state response, resonance, average power and RMS values, magnetically coupled circuits, polyphase circuits, state variable analysis, Fourier methods, Laplace transforms.
Prerequisite: EGR 231

240. Introduction to Nuclear Science and Engineering
Fall – 4 hrs
Discussion of nuclear energy and nuclear radiation; sources, methods of utilization, and projections for future engineering uses.
Prerequisite: MAT 120 or permission of instructor.

250. Reactor Safety
Spring – 3 hrs
This course provides experience with three computer codes that are widely used for safety analysis in the nuclear industry: RELAP (or TRACE), SAPHIRE, and MELCOR MACCS.
Prerequisite: EGR 240

261 Digital Electronics
4 credits
(Formerly EGR 361: Digital Electronics)
Number systems, binary codes, digital logic gates, combinational circuits and sequential circuits.
Co-requisite: MAT 113

325. Theory of Machines
Spring- 3 hrs
Applications and design of mechanisms; use of graphical and analytical techniques for the kinematic and dynamic analysis and synthesis of machines. Analysis and design of cams, gears and gear trains. Balancing of rotating masses.
Prerequisite: EGR 221

330. Health Physics
Fall - 3 hrs
Physical and biological aspects of the use of ionizing radiation in industrial and academic institutions; physical principles underlying shielding instrumentation, waste disposal; biological effects of low levels of ionizing radiation; lecture and lab.
Prerequisite: EGR 240, PS 252, and CHE 131
333 Electromagnetics 1
Fall/Spring - 4 credits
(Replaces EGR 233: Field Theory)
Prerequisite: EGR 230 and MAT 221

342. Linear Systems 1
Fall - 3hrs
Mathematical framework associated with linear systems, signal representations, convolution, Fourier analysis and Laplace transforms.
Prerequisites: EGR 221 and CPS 232
Co-requisite: MAT 231

345. Assembly Language
Fall - 3 hrs
Program structure, machine and assembly language topics like addressing, stacks, argument passing, arithmetic operations, traps, and input/output.
Prerequisite: EGR 261 and CPS 142

350. Thermodynamics
Spring - 3 hrs
Prerequisite: EGR 221

351. Linear Systems 2
Spring - 3 hrs
Prerequisites: EGR 221 and EGR 232 or 231
Co-requisite: MAT 231

355. Reactor Theory
Fall – 3 hrs
Introduction to the concepts of neutron flux, neutron current, fission chain reaction, theory, criticality of nuclear assemblies and time dependent behavior.
Prerequisite: EGR 240

362. Analog Electronics I
Fall - 4 hrs
Semiconductors, diodes, transistors, biasing, amplifiers, frequency response, and operational amplifiers. Prerequisite: EGR 231
370. Computer Architecture
Spring - 3 hrs
Overview and operation of digital computer, arithmetic unit, instruction set, addressing modes, memory, and input/output. Prerequisite: CPS 350

371. Properties Engineering Materials
UPON REQUEST - 3 credits
Fundamentals in structures, properties, fabrication, and mechanical behavior of engineering materials. Investigation of the properties of engineering materials, with emphasis on metals, sample preparation, and metallography.
Prerequisites: EGR 222

375. Fluid Dynamics
Fall - 3 hrs
An introductory course in fluid mechanics. Fundamental concepts covered include continuity, momentum, and energy relations. Control volume analysis and differential formulations. Internal and external flows in laminar and turbulent regimes. One-dimensional compressible flows.
Prerequisite: EGR 221 and MAT 221

410. Heat Transfer
Fall - 3 hrs
Fundamentals of conduction, convection, and thermal radiation energy transfer. Conduction of heat in steady and unsteady state. Principles of boundary layer theory applicable to free and forced convection heat transfer for internal and external flows. Radiation analysis with and without convection and conduction.
Prerequisite: EGR 350, EGR 375 and MAT 231

411. Engineering Experimentation
Fall - 3 hrs
Basic sensors and instrumentation, design of experiments, data acquisition and processing, and uncertainty and statistical analysis of data. Measurement of strain, motion, pressure, temperature, flow and sound. Measurement applications to engineering phenomena or systems. Course will utilize a mix of lecture, laboratory experiments, demonstrations, as well as a term project to provide design of experiment experience.
Prerequisite: EGR 220 and EGR 375

412. Manufacturing Processes
Spring - 3 hrs
Casting processes including casting defects and design of castings; metal working processes such as extrusion, forging, rolling and wire drawing; sheet metal forming; welding processes; powder metallurgy and design principles for P/M parts, metal removal processes; forming and shaping plastics and composite materials; rapid prototyping. Design principles for manufacturability. Includes laboratory.
Prerequisite: EGR 371
420. Nuclear Instrumentation  
Fall - 3 hrs  
Experiments on nuclear instrumentation, counting, data analysis. Prerequisite: EGR 231, EGR 240, PS 252 and CHE 131

425. Finite Element Analysis  
Spring - 3 hrs  
Brief history of finite element method and ANSYS; direct formulation; minimum total potential energy formulation; verification of results; trusses. One-dimensional elements. Numerical integration, Gauss Quadrature. Heat transfer problems; solid mechanics problems; two-dimensional elements. Pre-processing with ANSYS; boundary conditions; applications; heat conduction problems; torsion problems; beams and frames. Prerequisite: EGR 411 and CPS 410

432. Preliminary Design Project  
Spring - 2 hrs  
Multidisciplinary team design projects applying general mechanical engineering knowledge. Product development using product realization process (PRP) including: proposal development; design specifications, conceptualization and decision analysis. Projects normally result in a final design and prototyping in a follow-on course. Projects supplemented with an introduction to mechanical components and Computer Aided Engineering (CAE) methods. Prerequisite: EGR 130 and EGR 411, or Permission of Instructor

433. Electromagnetics II  
3 credits  
(Meets technical elective course)  
Computational Electromagnetics, Electromagnetic waves, Transmission Lines, Waveguides, Microwave network analysis, Impedance matching and tuning, Microwave Resonators, Power dividers, Directional Couplers, Filters, Mixers, Radars, Electro-Optic Devices. Prerequisite: EGR 333

440. Nuclear Power Plant Operations  
Spring - 3 hrs  
Introduction to power plants systems, regulatory requirements, and integrated plant operations. Prerequisite: EGR 240

441. Digital Electronics II  
Spring - 4 hrs  
Combinational and sequential circuits, memory and arithmetic circuits, digital system design, basic computer architecture. Prerequisite: EGR 361

442. Analog Electronics II  
Spring - 4 hrs  
Differential amplifiers, feedback circuits, power amplifiers, microwave amplifiers, amplifier systems, oscillators, and computer-aided design. Prerequisite: EGR: 362.
451. Energy Conversion
Fall - 3 hrs
Transformers, motors, generators, power distribution, power transmission, transmission lines and loads. Prerequisite: EGR 232, CPS 350.
Recommended Prerequisite: EGR 350.

EGR 452 Power System
UPON REQUEST - 3 credits
(Technical elective course)
Prerequisite: EGR 232, CPS 350.
Recommended Prerequisite: EGR 350.

455. Engineering Statistics
Fall - 3 hrs
Introduction to probability, distribution, statistical methods using calculus to derive necessary theory.
Prerequisite: MAT 121, EGR 120.

456. Stochastic Systems
Fall - 3 hrs
Introduction to the theory of probability and random processes as applied to system theory, the concept of the random variable, density, distributions, functions of random variables, correlation, spectral density functions and their use in linear system theory.
Prerequisites: EGR 342 and EGR 451 or Junior standing or consent of instructor

EGR 457 Advanced Engineering Mathematics
UPON REQUEST - 3 credits
(Technical elective course)
Special Functions, Numerical Solutions to Partial Differential Equations (PDEs), Applications of Complex Variables, Theory of probability and random processes as applied to system theory, the concept of the random variable, density, distributions, functions of random variables, correlation, spectral density functions and their use in linear system theory. Monte-Carlo Method, Predictive Modeling.
Prerequisites: EGR 342 and EGR 351

460. Nuclear Fuel Cycle
Spring - 3 hrs
Nuclear plant economics, with emphasis on the effect of the nuclear fuel cycle on reactor design. Preparation and recovery of reactor fuels, core loading management, fuel design, plutonium and thorium systems.
Prerequisite: EGR 420 and ECO 120
461. Digital Control Systems II  
Fall - 3 hrs  
Sampled data, analysis and design of digital control systems using root locus and transform techniques, discrete equivalence of continuous controllers.  
Prerequisite: EGR 351.

462. Automatic Control Systems  
Fall - 3 hrs  
Open and closed loop systems, mathematical models of control systems, performance criteria, representation of feedback control systems, stability analysis, introduction to the design of controllers in time and frequency domains using root locus and frequency techniques.  
Prerequisite: EGR 351

463. Communication Theory  
Spring - 3 hrs  
Detection and analysis of modulated signals. Power and band-width considerations  
Prerequisite: EGR 351

470. Thermal Hydraulics  
Spring - 3 hrs  
Introduction of the concepts of nuclear reactor thermal transport and associated hydraulics with applications to design and safety, Nuclear heat sources and conduction, Macroscopic balances, dimensional analysis, and flow measurement. Fluid behavior, momentum transfer, and applications to reactor systems and design.  
Prerequisite: EGR 355, EGR 410 and EGR 420

474. Robotics  
Spring - 3 hrs  
Theory and application of open loop and closed loop systems in measurement, manufacturing, and simulation. Proper selection and sequencing of manufacturing equipment and computer assisted manufacturing.  
Prerequisite: Junior standing.

481. Microprocessors  
Fall - 4 hrs  
Microprocessor architecture, memory, input/output, and interfacing.  
Prerequisite: EGR 441, EGR 370.or EGR 361 and EGR 370

482. Integrated Circuit Design  
Spring - 4 hrs  
Introduction to digital and analog integrated circuits. TTL and CMOS technologies. VLSI design principles and SPICE analysis.  
Prerequisite: Senior standing.
483. Mechanical Design
Fall - 3 hrs
Stress and deflection analysis of machine components; theories of failure; fatigue failure of metals.
Design and analysis of mechanical components such as gears, shafts, bearings and springs.
Prerequisite: EGR 221, EGR 325 and EGR 432

485. Nuclear Engineering Design Project
Spring - 3 hrs
Reactor design project, reactor hazards, and economic issues. Prerequisite: EGR 355, EGR 420, and EGR 460

490. Directed Studies in Engineering
UPON REQUEST - 1 – 3 credits
Independent reading and research on selected topics of Engineering or its application fields, and guided and evaluated by a faculty member. The course may be repeated for credit.
Prerequisite: Senior Standing or Consent of Instructor

EGR 491 CE/EE Senior Design Project I (WI)
Fall/Spring - 1 credit
Design of Experiments, Statistical Data Analysis, Fundamentals of Research in CE or EE, Complete one technical project in any of these technical areas; Antenna Design, Optical Instrument Design, Image and Signal Processing, and Control System. (Writing Intensive)
Prerequisite: Senior or Graduating Senior Level ONLY

EGR 492 CE/EE Senior Design Project II (SI)
Fall/Spring - 3 credits
Complete two technical projects in any of these technical areas; Antenna Design, Optical Instrument Design, Image and Signal Processing, and Control Systems. (Speaking Intensive)
Prerequisite: EGR 491

EGR 499 Seminar in Engineering
Fall/Spring - 3 credits
The course is designed to provide in depth analysis of a major topic in engineering or its application fields. The students will read and present the research papers of the students’ major fields in engineering or its application topics with writing a technical report about their developing or developed research work through the course.
Prerequisite: Senior Standing or Consent of Instructor

ENGLISH (ENGL)

105*. Introductory Reading
Fall/Spring – 2 hrs.
This course is a fundamental reading course that will use a thematic approach to sharpening students’ reading skills. Vocabulary, comprehension, learning strategies, and essential studies skills will be taught through a wide range of interdisciplinary readings to prepare students for the demands of college content courses. This course is a two-level development course. A grade of C or above is required to pass. Course cannot be dropped and must be repeated until the course is completed.
satisfactorily. *Although assigned credit hours, ENGL 105 is a developmental course. If the student does not test out of ENGL 105, the course is required to be completed satisfactorily. However, the credit hours do not count towards the required total hours needed in the major.
Prerequisite: Diagnostic Test Placement

111. Composition I
Fall/Spring – 3 hrs.
Meets GEC: GRD
The focus of this competency-based writing course is on writing clear, concise and well-organized compositions of varying lengths. Library research, use of standard references, use of standard grammar and writing techniques, and value of re-writing are stressed. A grade of C or above is required to pass; the course cannot be dropped. (Students with strong writing competence may test out of this course.)

112. Literary Studies and Writing for Research
Fall/Spring – 3 hrs.
Meets GEC: GRD
This course teaches the analytical, interpretive, and research skills needed for writing about stories, poetry, drama and essays. It continues the skills taught in ENGL 111, seeking to improve the writing of clear, well-organized compositions while also teaching techniques for interpreting and critically analyzing the writing of others. (The reading of a novel may be required in some ENGL 112 sections.) All students passing ENGL 111 must enroll in this course, which cannot be dropped.
Prerequisite: ENGL 111

115. College Reading
Fall/Spring – 2 hrs.
A college-level course that emphasizes textbook reading techniques, learning strategies, and vocabulary and comprehension skills needed for success in college, leading to increased growth in comprehension rate and vocabulary, and reinforcing writing skills. A grade of C or better is required to pass the course. Course cannot be dropped.
General Studies Core Requirement

122. Voice and Diction
Fall/Spring – 3 hrs.
Introductory study of the principles of voice and diction. Designed especially for the student concerned with the development of effective speech skills, proper vocal production, articulation, pronunciation and intonation.
Prerequisite: ENGL 111.

213. History and Nature of English Language
Spring - 3 hrs.
The examination of the historical development of sounds, structure, and vocabulary of English, with attention to the role of language in cultural history. The uses of language discussed in general linguistic terms.
Prerequisites: ENGL 111 and ENGL 112, or consent of instructor.
219. Composition Refresher Course
UPON REQUEST — 1 hr.
A course in fundamentals of expository writing. Detailed analysis in conference and group discussions of students' themes. Special attention to individual problems.
Prerequisites: ENGL 111, ENGL 112, and consent of department dean or writing faculty.

280. Creative Writing
Spring - 2 hrs.
Designed for the student with a special aptitude for and interest in imaginative writing. Will consider prose and poetry in alternate years.
Prerequisite: ENGL 112.

310. Vocabulary Development
Spring - 3 hrs.
Designed to increase students' vocabulary for reading, writing, speaking, and listening; to develop skills for lifelong vocabulary learning. Emphasis on Greek and Latin roots, dictionary and thesaurus use, getting to mean from context. In-class group activities and presentations improve retention of new vocabulary. Course is especially recommended for students planning to take the GRE or other tests required for graduate study.
Prerequisite: ENGL 112.

333. Advanced Composition (WI)
Spring - 3 hrs.
Further training and practice in the fundamentals of expository writing. Critical documented papers concentrating on analysis, interpretation, evaluation, with attention to grammar, syntax, and style. WRITING INTENSIVE. Prerequisite: ENGL 112, junior standing, or consent of instructor.

335. Literary Criticism
UPON REQUEST – 3 hrs.
An intensive reading, writing, and research course emphasizing classic literary criticism and principle works and theories of major critics, such as Formalism, feminist, canon debate, etc.
Prerequisite: Junior standing

399. Practicum
Fall/Spring - 1 hr.
A supervised internship course for juniors and seniors majoring in literature. An opportunity to gain practical experience related to one's skills and interests, such as tutoring, serving as teacher aides or in other university and/or community services. Repeatable for a maximum of 4 credits.
Prerequisite: Junior standing

471. Literature as Art
UPON REQUEST – 2 hrs.
The course content alternates sequentially between the short story, novel, poetry and drama and may be repeated for a total of 8 credit hours in any order but without repeating any successfully completed segment. Structure, style, purpose, creative technique, and some genre history will be included; several works will be studied.
Prerequisites: ENGL 112 and at least one literature course.
480. Special Topics – The Literature and Music of the Civil Rights Era history
UPON REQUEST – 3 hrs.
Topics of special interest to students and instructors will be offered under this number and will vary
according to demand.

481. Shakespeare Studies
UPON REQUEST – 3 hrs.
Intensive studies in Shakespeare’s tragedy, history, and comedy as dramatic art; Shakespeare’s
adaptation of both pre-Shakespearean and Classical dramatic conventions, such as the morality play
and Senecan revenge tragedy. Special attention given to Elizabethan stage conventions, the plays’
language and characterization and to the expression of universal themes.
Prerequisite: Senior standing

490. Supervised Individual Study
UPON REQUEST – 1-3 hrs.
Senior literature majors will do a research project in British, American or world literature and produce
a documented paper to be evaluated by a literature faculty committee. Research topic must be
approved.
Prerequisites: Six literature courses and consent of instructor.

499. Senior Seminar
Fall - 3 hrs.
Exposure to advanced research materials and methods. This course includes the opportunity for
students to do a research project. It is required of all Literature majors.
Prerequisite: Senior standing

*The following English Literature Courses meet the General Education Core Requirement for GLT*

(GEC: GLT)

240. Survey of British Literature I
Fall - 3 hrs.
Survey of British literary works from Beowulf to 1700. Selected readings from each period.
Prerequisite: ENGL 112

241. Survey of British Literature II
Spring - 3 hrs.
Survey of British literary works from 1700 to present.
Prerequisite: ENGL 112

242. Survey of American Literature I
Fall - 3 hrs.
Survey of American literature from colonial times to 1860.
Prerequisite: ENGL 112

243. Survey of American Literature II
Spring - 3 hrs.
Survey of American literature from 1860 to present.
Prerequisite: ENGL 112
244. Survey of World Literature I
Fall - 3 hrs.
Survey of world literature (excluding British writers) from ancient times to 1600.
Prerequisite: ENGL 112

245. Survey of World Literature II
Spring - 3 hrs.
Survey of world literature (excluding British and American writers) from 1600 to present.
Prerequisite: ENGL 112

264. Literature of African Americans I
Fall - 3 hrs.
Also meets GEC: AFS
Survey of the literature of African Americans from colonial times to 1900.
Prerequisite: ENGL 112

265. Literature of African Americans II Spring - 3 hrs.
Survey of literature of African Americans from 1900 to present.
Prerequisite: ENGL 112

266. Contemporary African Writers
UPON REQUEST – 2 hrs.
An introduction to the culture, themes, and styles reflected in the literature of contemporary black and white African writers.
Prerequisite: ENGL 112

340. Major British Writers
UPON REQUEST – 3 hrs.
Works of selected British writers such as Milton, Donne, Joyce, Shaw, or the Romantics. May be repeated as content changes.
Prerequisite: ENGL 112

342. Major American Writers
UPON REQUEST – 3 hrs.
Works of selected American writers such as Hawthorne, Dickinson, Melville, or the Transcendentalists. May be repeated as content changes.
Prerequisite: ENGL 112

344. Major European Writers
UPON REQUEST – 3 hrs.
Works of selected European writers such as Homer, Cervantes, Ibsen and Chekhov. May be repeated as content changes.
Prerequisite: ENGL 112
Major Non-Western Writers UPON REQUEST – 3 hrs.
Study of the life and selected works of significant Asian, African, South American, and Caribbean writers from Confucius to Amado. Each cultural group treated in different semesters. May be repeated as content changes.
Prerequisite: ENGL 112

365. Major African American Writers
UPON REQUEST – 3 hrs.
Works of selected African American writers such as Wright, Baldwin, Morrison, and Brooks. May be repeated as content changes.
Prerequisite: ENGL 112

371. Major Women Writers
UPON REQUEST – 3 hrs.
A course of selected poetry and prose by women designed to guide inquiries into writing and gender and into related issues such as sexuality, history, race, class identity, and power.
Prerequisite: ENGL 112

ENTREPRENEURSHIP (ENTR)

111. Introduction to Entrepreneurship
Fall/Spring – 3 hrs.
Meets GEC: GSB
This course provides an understanding of the key characteristics of an entrepreneur and an entrepreneur organization. It will also identify the processes involved in developing a new venture, purchasing an existing one and writing a business plan. Also, this course examines the issues associated with growing and sustaining an entrepreneurial venture.

201. Foundations of Entrepreneurship and Innovation
Fall – 4 hrs.
This course covers an introduction to the process of turning an idea into a successful start-up business. The course introduces the student to statistics on business ownership, pros and cons of entrepreneurship, risk analysis, the importance of business planning, product life cycles, market segmentation and the importance of a proper exit strategy. A summary of finance and basic accounting or small businesses is also covered.
Prerequisite: ENGL 112 and MAT 113

250. Principles of Entrepreneurial Marketing
Fall/Spring – 3 hrs.
A basic course examining both micro and macro level marketing with an emphasis on marketing strategy planning, including target market analysis and segmentation, and developing the marketing mix. ENTR 250 is cross-listed with MKT250 – Principles of Marketing.
Prerequisite: ENTR 201
260. New Venture Creation and Management  
Fall/Spring – 3 Hrs.  
This course will assist the aspiring entrepreneur in understanding and applying the process associated with creating a new venture and managing it in its infancy. Student will learn the necessary steps for the initial recognition and evaluation of actionable new venture opportunities and will also evaluate the human, physical and financial resources required to launch and initially manage such ventures. Through examples, exercises, readings and cases, students will be exposed to specific topics including new business idea generation, competitive and risk analysis, new venture structure and incorporation, fleshing out the business model, exploring initial sources for financing, learning basic management and HR concepts and tools, creative problem solving, etc.  
Prerequisite: ENTR 201

350. Entrepreneurial Financing  
Fall – 4 Hrs.  
This course provides a comprehensive overview of accounting and financial management as required in start-up companies and entrepreneurship. Topics include preparation of financial statements (Income Statement, Statement of Owner’s Equity, Balance Sheet and Statement of Cash Flows), financial ratio analysis, financial forecasting and planning, asset management, capital sources, capital budgeting, taxes, accounting processes and documentation.  
Prerequisite: MKT250 or ENTR 250, ENTR 260

450. Business Plan Development  
Spring – 4 Hrs.  
This is the entrepreneurship capstone course which provides students a hands-on opportunity to develop and present a comprehensive business plan for a proposed new venture of their choosing. A comprehensive business plan is necessary to evaluate the viability of a venture and to attract sources of financing. This course focuses on all facets of business plan development. Students will be provided with some initial examples of business plans across varied industries and products/services and will use relevant software to present their business plan for their proposed new venture. Students may present their plans either individually or as a team, depending on the nature and scope of the proposed venture as well as the class enrollment and composition.  
Prerequisite: ENTR 350

FINANCE (FIN)

115. Introduction to Personal Finance  
Fall/Spring - 3 hrs.  
Meets GEC: GSB  
Provides an introduction to the basics of saving and investment, including MMA’s, CD’s, stocks, bonds and mutual Funds. Introduces the concept of the time value of money, and the relationship between risk and returns. Discusses long-term savings vehicles such as IRA’s and 401K’s. Other topics include budgeting, strategic use of credit cards, maintaining a good credit score, car leasing versus buying decisions, and home renting versus buying decisions.
360. Principles of Finance (WI)
Fall/Spring – 3 hrs.
A basic course of principles and analytical techniques of financial management, including financial analysis, planning and controlling, long-term investment decision, valuation and financial structure, working capital management and long-term financing. WRITING INTENSIVE.
Prerequisites: ACC 222, STAT 231 and ECO 222.

French (FRE)

111. Elementary French I
Fall - 3 hrs.
Pronunciation, grammar, translation, and reading of simple prose. Designed as a foundation for acquiring the basic skills of reading, writing, and understanding French.

112. Elementary French II
Spring - 3 hrs.
A continuation of FRE 111 with reading of elementary texts, dictation, exercises in grammar and pronunciation.
Prerequisite: FRE 111 or consent of instructor.

480. Special Topics: Conversational French
UPON REQUEST – 3 hrs.
An intermediate level course designed to refine and expand on basic skills, emphasizing conversation.

GLOBAL MANAGEMENT AND COMMUNICATION (GMC)

310. Adult Development & Life Assessment
3 hours
Career patterns are reviewed and analyzed, and future trends are examined in relation to changing occupations and life styles. Adult Learners use exercises and activities to conduct a self-examination of skills and experiences relevant to effective job performance. Each Adult Learner develops a portfolio of professional life-learning experiences and may earn up to 450 credits through the portfolio assessment process.
Requisite: Must be enrolled in CLIMB

320. Group and Organizational Dynamics
3 hours
A study of group behavior and how groups function effectively. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals.

330. Effective Personal & Organizational Communications
3 hours
Investigates communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships is also covered through readings and exercises concerning non-verbal communications, constructive feedback, dealing with anger, and resolving conflict. Students develop a model for effective relationships.
340. Systems Approach to Management
3 hours
Students examine the formal and informal functions of organizations and analyze an agency or organization based on a systems model. Students will also analyze and solve organizational problems using a step-by-step method. This analysis will be applied to the student’s work-related thesis project.

350. Cultural & Global Issues in Organizational Communication
3 hours
Discuss the function of communication in a culturally diverse global context. Seeks to provide an understanding of how respective cultures interpret reality and the impact of this interpretation on communication systems. Explores the common causes and barriers to effective communication between members of different races, generations and gender, and useful techniques for resolving problems in this area.

350. Research Methods in Organizational Communications
3 hours
Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing, and evaluating a problem they would solve in their work or vocational environment. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data and providing statistical analysis, making statistical inferences, and constructing questionnaires.

440. Negotiation & Mediation in Organizational Communications
3 hours
A study of techniques for managing disputes both in organizations and in personal relations. Consideration of the organizational climate, issues of leadership, and the role of the mediator in dispute resolution, and the role of negotiation and mediation in enhancing team effectiveness.

430. Principles of Public Relations & Marketing
3 hours
Explores the fundamentals of the fields of public relations and marketing, including the development brochures, press releases, intra organization communication programs, public and private marketing strategies, appropriate media choices to accomplish an organizational mission, the parameters of developing an effective marketing plan.

440. Analysis & Application of Management Theories
3 hours
Students examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings and class practice, with an analysis of the effect on productivity.

450A. Independent Research Project (Part I)
1 hour
A guided independent study research project that focuses upon a socially significant or work-related topic and showcases the array of skills and knowledge the student has acquired over the course of their degree program. Students will meet on a monthly basis with an assigned research project advisor to review progress made toward completion.
450B. Independent Research Project (Part II)  
5 hours  
The project culminates with a formal written report and a formal oral presentation to a selected audience of student peers, professional colleagues, program staff and faculty.

HEALTH AND HUMAN SERVICES (HHS)

415. Adult Development & Life Assessment  
3 hours  
Career patterns are reviewed and analyzed, and future trends are examined in relation to changing occupations and life styles. Adult Learners use exercises and activities to conduct a self-examination of skills and experiences relevant to effective job performance. Each Adult Learner develops a portfolio of professional life-learning experiences and may earn up to 450 credits through the portfolio assessment process.  
Requisite: Must be enrolled in CLIMB

310. Introduction to Health and Human Services Administration  
3 hours  
The module provides an introduction to management theory in both health care and/or human services organizations. Special attention will be given to both planned and unplanned change within organizations and subsequent developmental processes.

320. Environmental Health  
3 hours  
Selected topics in major environmental health issues facing society are presented from an ecological perspective. Specific elements are related to personal and community health with an emphasis on the interrelatedness of the two. Some of the topics covered are population growth, health issues, environmental disease, pests and pesticides, air pollution, water pollution, and solid and hazardous wastes.

425. Systems Approach to Management  
3 hours  
Learners examine the formal and informal functions of organizations and analyze an agency or organization based on a systems model. Learners will also analyze and solve organizational problems using a step-by-step method. This analysis will be applied to the learner’s work-related thesis project.

450. Analysis & Application of Management Theories  
3 hours  
Students examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings and class practice, with an analysis of the effect on productivity.

335. Managerial Accounting  
3 hours  
An overview of financial tools available to the manager in decision-making. Includes a study of income statements, balance sheets, cash flow budgets, changes in financial position, and ratio analysis. Emphasis is on reading and understanding accounting documents rather than upon their preparation.
340. Methods of Health and Human Services Planning
3 hours
This module introduces an in-depth overview of planning concepts. Planning methods and techniques
for the management of health and human service organizations are considered. Methods and tools for
predicting future developments, outcomes and problems in health and human service organizations in
a changing environment are considered.

445. Methods of Funding in Health and Human Service Organizations
3 hours
The module will focus on funding in health and human service organizations. Special attention will
be given to grant writing with emphasis on developing effective strategies and work models that are
appropriate for professionals who have different growth needs and opportunities for funding. The
learners will engage budget sheets, time lines and proposal development. Some attention will also be
given to finding funding sources.

450. Human Resources Management
3 hours
Learners explore the values and perceptions of selected groups affecting social and economic life
through an analysis of policies and practices of recruitment, selection, training, development and
compensation of employees. Special attention is given to Equal Employment Opportunity and Office
of Safety and Health Administration legislation through a series of case studies and simulations.

390A. Independent Research Project - Part I
1 hour
Each student combines their research and practical implementation of theories and concepts and
develops an individual project. The project examines a problem in the learner’s occupational setting.

390B. Independent Research Project - Part II
5 hours
The student’s thesis project is written and orally presented to the instructor and the learning group.

HEALTH AND PHYSICAL EDUCATION (HPE)

150. Physical Education Practice
Fall/Spring – 1 hr.
Meets GEC: HPE
An introductory physical education course consisting of basic health and physical fitness issues and
activities. A survey and participation in a variety of sports activities.

151. Beginning Swimming - through Central State University
UPON REQUEST – 1 hr.
Meets GEC: HPE
Fundamentals of swimming for non-swimmers only.

152. Intermediate Swimming - through Central State University
UPON REQUEST – 1 hr.
Meets GEC: HPE
Swimming practice for students with knowledge of fundamentals.
Prerequisite: HPE 151
153. Advanced Swimming - through Central State University
UPON REQUEST – 1 hr.
Meets GEC: HPE
Advanced strokes and life-saving techniques.
Prerequisite: HPE 152

155. First Aid Fall/Spring – 1 hr.
Meets GEC: HPE
A survey of first-aid measures including the causes of common accidents and the immediate treatment of physical injuries. Student will receive Red Cross certificate after satisfactory completion of this course.

159. Personal and Community Health
Fall/Spring – 1 hr.
Meets GEC: HPE
Provides experiences in the use of health knowledge for the development of attitude, skills and practices pertinent to individual, community and school living and programs in health education.

160. Fitness Walking
Fall/Spring – 1 hr.
Meets GEC: HPE
Instruction in the health benefits of walking related to cardiovascular fitness, proper stretching, fitness goal setting and injury reduction. Heart rates and walking distances are documented.

161. Aerobic Conditioning
Fall/Spring – 1 hr.
Meets GEC: HPE
Instruction related to increasing cardiovascular endurance, flexibility and strength through rhythmical activities.

163. Strength Training
UPON REQUEST – 1 hr.
Meets GEC: HPE

164. Basketball
Fall/Spring – 1 hr.
Meets GEC: HPE
Instruction in history, rules, strategies and fundamental skills necessary for team play.

165. Volleyball
Fall/Spring – 1 hr.
Meets GEC: HPE
Instruction in history, rules, strategies and fundamental skills necessary for team play.

166. Badminton
Fall/Spring – 1 hr.
Meets GEC: HPE
Instruction in history, rule, strategies and fundamental skills.
167. Golf  
Spring - 1 hr.  
Meets GEC: HPE  
Instruction in basic golf skills and rules of the game.

168. Softball  
Spring - 1 hr.  
Meets GEC: HPE  
Skills, strategy, game play and rules.

169. Tennis  
Spring - 1 hr.  
Meets GEC: HPE  
Instruction in fundamental skills and knowledge of the game. Students supply own rackets.

171. Beginning Modern Dance  
UPON REQUEST – 1 hr.  
Meets GEC: HPE  
Beginning modern dance techniques and basic movement patterns are stressed.

172. Intermediate Modern Dance  
UPON REQUEST – 1 hr.  
Meets GEC: HPE  
Emphasis on advanced techniques, the use of music through choreography, and methods and procedures of presenting dance.  
Prerequisite: HPE 171 or consent of instructor.

173. Advanced Modern Dance  
UPON REQUEST – 1 hr.  
Meets GEC: HPE  
Study and performance of experimental and repertory dance works. Two or more performances a year.  
Prerequisite: HPE 172 or consent of instructor.

351. Coaching and Officiating of Team Sports I  
UPON REQUEST – 2 hrs.  
Designed for students who have backgrounds of athletic achievement or interest. A study of fundamentals, techniques, strategies, methods and rules needed to teach and coach basketball and volleyball. Varsity observation and intramural participation required.  
Prerequisites: HPE 150 and consent of instructor.

352. Coaching and Officiating of Team Sports II  
UPON REQUEST – 2  
A continuation of HPE 351. Prerequisite: HPE 351.
HEALTH SERVICES ADMINISTRATION (HSA)

110. Introduction to Health Services Administration
Fall/Spring – 3 hrs.
A survey of the U.S. health care system, with topics which include organizational structures and characteristics, private and public delivery systems, financing of health and medical care, and the applications of human and physical capital. Prerequisite: HSA 120, Co-requisite: ENGL 111

120. Medical Terminology
UPON REQUEST — 3 hrs.
This course will equip the student with a broad-based vocabulary of terminology used in medical fields. A basic exposure to human anatomy and physiology is also provided.

225. Health Economics and Fiscal Management in Health Services
Spring - 3 hrs.
This course will provide the knowledge and skills necessary to understand rudimentary economic and financial applications in the health care field. The administrative impact of private/public health insurance, health policy, regulation, health care reform, along with tools used in economic analysis are studied.
Prerequisite: HSA 130
Co-requisite: MAT 113, and ENGL 112

310. Medical Legal Aspects of Health Services Administration
Spring - 3 hrs.
Every health service administrator should know something about the law, this course presents an overview of the U.S. legal system as it relates to administrative and risk management issues in health care services delivery.
Prerequisites: HSA 130, and ENGL 112

320. Environmental Health
Fall/Spring – 3 hrs.
Selected topics in environmental health are surveyed to demonstrate the challenges facing the health care manager in addressing the problems of public and environmental health. Such topics are air and water pollution quality and control, food processing, occupational health and safety, and solid waste management.
Prerequisites: HSA 130, and ENGL 112
Co-requisite: CHE 110, and BIO 120

350. Methods in Health Planning
UPON REQUEST — 3 hrs.
An introduction to health care services and facilities planning and regulations. Concepts taught include organizational design, programming, operations research approach, forecasting and qualitative approach.
Prerequisites: HSA 225, and ENGL 112
Co-requisite: MGT 240, MKT 250
355. **Management in Long-Term Care**  
Fall — 3 hrs.  
The philosophy of administrative planning for long term care facilities and services, operational needs analysis, regulations, and alternative delivery systems for the aged and chronically ill are studied.  
Prerequisites: HSA 225, and ENGL 112  
Co-requisite: BIO 222, and MGT 240

410. **Financial Aspects of Health Services Administration**  
UPON REQUEST — 3 hrs.  
This course addresses various concepts and issues pertaining to the financial management of health care organizations. Methods of budgeting and analytical tools used to interpret financial statements to evaluate the financial “well-being” of programs/facilities are examined.  
Prerequisites: HSA 225, and ENGL 112  
Co-requisites: ACC 222 and STAT 231

480. **Special Problems in Health Services Administration**  
Fall/Spring – 1-3 hrs.  
Students are placed in a health services organization for a practical management experience in identifying and evaluating issues and problems in the field. A written report at the conclusion of the placement is required.  
Prerequisite: Junior or Senior status.  
Co-requisite: HSA 355

499. **Senior Seminar: Health Resources Management**  
Fall/Spring – 3 hrs.  
Principles of resource analysis for health care organization management. Skills for estimating and forecasting health services demand and corresponding resource requirements are presented.  
Prerequisites: Only for HSA seniors, HSA 480

**HISTORY (HST)**

121. **American History to 1865**  
Fall - 3 hrs.  
A survey of the development of the American nation from pre-colonial times to 1865, including its political, economic, social, and cultural institutions.

122. **American History Since 1865**  
Spring - 3 hrs.  
The study of the United States since Reconstruction, with special emphasis on the country’s emergence as both an industrial nation and a world power.

124. **Western Civilization I**  
Fall - 3 hrs.  
Meets GEC: GHM  
Study of the development of political, religious, economic, social and cultural institutions from the origins of humanity through the Renaissance.  
Prerequisite: ENGL 111
125. Western Civilization II
Spring - 3 hrs.
Meets GEC: GHM
The study of the development of political, religious, economic, cultural and social institutions of the Western world from the 17th century to the present.
Prerequisite: ENGL 111

225. African American History (1619-1900)
Alt Fall - 3 hrs.
Meets GEC: GHP
A study of the African American with special emphasis on the African heritage, the emergence of African American culture, slavery, Civil War, Reconstruction, and the origin and impact of discrimination.
Prerequisite: ENGL 111

250. A Survey History of Black Africa
Spring - 3 hrs.
Meets GEC: GHP
This course surveys the history of Black Africa and considers its political, economic, educational, and cultural development, the problems attending the rise of Black African states and their impact on the present century. Prerequisite: ENGL 111

257. East Asian History – China
UPON REQUEST - 3 hrs.
Traces important aspects of Chinese civilization including the Bronze Age, the major dynastic periods and the major philosophies that have influenced China to the present day. Emphasis will be on the importance of traditional society and its relationship to modern society.
Prerequisite: ENGL 111

258. East Asian History – Japan
UPON REQUEST - 3 hrs.
Explores the major elements of Japanese culture from its indigenous origins through its emergence into the world arena. Special attention will be paid to the opening of Japanese trade and the entrance of Japan into successful competition with other world powers.
Prerequisite: ENGL 111

259. Introduction to the History of the Middle East
UPON REQUEST - 3 hrs.
Explores key historical issues, different lifestyles, and development of various ways of thinking in the countries of the Middle East. It offers perspectives on how and why these countries evolved and with them the growth of Judaism, Christianity, and Islam.
Prerequisite: ENGL 111

360. History of Latin America
UPON REQUEST - 3 hrs.
The study of the Iberian background, pre-Columbian civilizations, colonial institutions, wars for independence, and the natural evolution of key Latin American countries.
Prerequisite: ENGL 111
492. The African American in the 20th Century
Fall/Spring - 3 hrs.
A study of the impact of the institution of segregation on American society in the 20th Century. An examination of the thrust of Black protest thought together with economic, political and social aspects. Prerequisite: ENGL 111

496. African Protest Movements/20th Century
Fall/Spring – 3 hrs.
The development of 20th Century Black liberation movements in sub-Saharan Africa. Emphasis will be placed on the liberation Organizations: MPLA, PAIGC, FRELIMO, etc. Prerequisites: ENGL 111.

HONORS PROGRAM (HON)

180. Modern Society and the Technological Revolution
Fall – 3 hrs.
A team-taught course covering the multi-faceted impacts of technology on major sectors of modern society. The goals are to extend the student's perceptions of the interdependence of various sectors of our civilizations and help form a context in which to view his or her future studies in the University.

Prerequisite: Admission to the Honors program based on high school achievement, performance on Placement tests, and recommendation of faculty.

383. Ethics
UPON REQUEST – 3 hrs.
A study of normative ethical thinking, its problems and possibilities, including various conceptions of the right and the good. In different years, the course may emphasize philosophical or theological ethics, and classical or contemporary writings. Prerequisites: ENGL 111 and 112

INFORMATION SYSTEMS and ORGANIZATIONAL MANAGEMENT (ISOM)

320. Management and Information Systems
Fall/Spring - 3 hrs.
The course provides an overview of current information technologies and the fundamental relationship between information technology and business organizations. It also describes methodologies for information system design and development and the introduction of trends and future developments in business information processing and management. The course provides an approach to the management of information systems and also supports hands-on skills on spreadsheet applications such as Microsoft Excel, and relational database applications such as Microsoft Access. Prerequisite: CPS 141 or ISOM 351A.

351A. Business Modeling and Data Analysis
Fall/Spring - 3 hrs.
Business problem analysis using Spreadsheet and Database tools. Alternative business scenario development and analysis methods, data manipulation, functions, arrays, file, spreadsheet and database creation and processing.
Emphasizes decision support tools/systems to utilize mathematics and statistical operations in business problem solving. Prerequisite: ACC 222, ECO 222, MAT 113, MKT 250, STAT 231

420. Numerical Analysis
UPON REQUEST – 3 hrs.
Advanced mathematical techniques including error analysis, linear and nonlinear equations, matrices, differentiation, integration and approximation are developed with an emphasis on computer applications.
Prerequisites: CIS 360, STAT 332 or Consent of Instructor

421. Modeling and Simulation
UPON REQUEST – 3hrs
A course developing a series of modeling and simulation techniques including linear programming, game theory, network analysis, queuing, inventory models, and Monte Carlo methods. Emphasis given to applications to business and economics.
Prerequisites: STAT 332, MAT 210.

460. Information Systems Analysis
Fall - 3 hrs.
This course provides a balanced coverage of concepts, tools, techniques, and their applications with regard to systems analysis, and provides examples of system analysis deliverables. The course offers students the opportunity to “practice” the application of concepts including investigation and problem definition and not just study applications of concepts. The course provides coverage of classic methods (such as structured analysis and information engineering) and emerging methods (e.g., object-oriented analysis, agile development, and rapid application development).

461. Information Systems Design
Spring - 3 hrs.
This course provides a balanced coverage of concepts, tools, techniques, and their applications with regard to systems design, and provides examples of system design deliverables. The course offers the opportunity to “practice” the application of concepts including user interface development and delivery and not just the study of applications of concepts. The course provides coverage of classic methods (such as structured analysis and information engineering) and emerging methods (e.g., object-oriented analysis, agile development, and rapid application development). The course explains the object-oriented approach and tracks both where it follows the same path as the traditional, structured approach and where the two approaches part ways. The object-oriented analysis component features coverage of activity diagrams, coverage of system sequence diagrams, and coverage of object oriented design. Persistence and system design classes are discussed as well as entity, controller, and interface design classes. The Unified Modeling Language (UML) will also be covered.
Prerequisite: ISOM 460

480. Special Topics in Computer Information Systems
UPON REQUEST – 1-3 hrs.
Topics of special interest to students and instructors are offered under this number and will vary according to demand. Prerequisites: Advanced standing and consent of instructor.
490. Directed Studies in Information systems and Organizational Management
Spring – 1-3 hrs.
Independent reading and research on selected topics of Information Systems and Organizational Management or its application fields and guided and evaluated by a faculty member. The course may be repeated for credit.
Prerequisite: Senior Standing or Consent of Instructor

499. Seminar in Computer Information Systems
UPON REQUEST – 1-3 hrs.
The course is designed to provide in depth analysis of a major problem in Information Systems and Organizational Management or its application fields. The students will read and present the research papers of Information Systems and Organizational Management or its application topics with writing a technical report about their developing or developed research work through the course.
Prerequisite: Senior Standing or Consent of Instructor

INFORMATION TECHNOLOGY (IT)

415. Adult Development & Life Assessment
3 hours
Career patterns are reviewed and analyzed, and future trends are examined in relation to changing occupations and life styles. Students use exercises and activities to conduct a self-examination of skills and experiences relevant to effective job performance. Each student develops a portfolio of professional life-learning experiences and may earn up to 45 credits through the portfolio assessment process.
Requisite: Must be a CLIMB Student

301. Introduction to Information Technology
3 hours
This module introduces students to the various aspects of information technology. Students learn systems concepts, theories, and the emerging technologies and how they enable organizations to function efficiently and effectively.

303. Computer Programming
3 hours
Competence in computer programming is essential for the graduate of this program. Through laboratory practice and hands-on experience, this module introduces students to the fundamentals of programming which includes the development of flow charts, variables, functions, statements, declarations, input and output, control functions and processes.

304. Systems Analysis and Design
3 hours
In this module, students are introduced to a core area of information technology. The focus is on systems development process, which includes the analysis, design, planning and implementation. Other topics covered include the systems integration, reengineering and strategic issues in modern systems thinking.
306. Database Management Systems
3 hours
In this module, students are exposed to topics in database management systems (DBMS). Topics covered include data management concepts, data structure, storage and retrieval, database creation and manipulation, data models and the importance of SQL. Ethical and security issues will be considered. Hands-on experience on MS ACCESS will be stressed.

302. Statistical and Quantitative Technologies
3 hours
This module presents quantitative concepts in a way that enables learners to see the value of what they must learn without being bogged down by complicated formulae. Topics include methods of linear equation, integral calculus, numerical analysis, inferential and descriptive statistical techniques, and linear programming.

303. Database Programming
3 hours
In this module learners are exposed to the rudiments of database programming in Oracle using the Oracle’s procedure language PL/SQL, which is programming language in SQL (Structured Query Language). Over time Oracle has emerged as the most proficient database platform with unique features of multi-platform portability and scalability. This module will cover the advantages of using PL/SQL programming language over other programming languages.

401. Object Oriented Programming
3 hours
The task of this module is to, through class instruction and laboratory work, ensure that the aspiring IT professional develops a working knowledge of at least one programming language. This course will introduce learners to the fundamentals of programming as it involves development of flow charts, variables, expressions, functions, subroutines, statement, declarations, input, output and processes.

404. Web Application Programming
3 hours
The task of this module is to ensure that the aspiring IT professional develops a working knowledge of web application programming. It will involve the development of screen layouts, process flow charts, object extensions, database access, data validation, authentication and security. Learners are guided through the process of writing simple programs that are later developed to become full scale programs.

402. Telecom and Networking Methods
3 hours
Topics covered include communications software, network operating protocols (Novell or Windows NT), telecommunications devices, and technical management issues in communications and networking environment. By the end of this module, students would be competent network engineers.

405A. Design Project - Part I
1 hour
Part I of the Design Project is an independent research work in which the knowledge of information technology, skills and techniques acquired during the program are expected to be put to use in real life problem solving situation. The project requires that the student identify a problem area that has to do with programming, database design, data transfer or systems design. The learner will carry out a
thorough analysis, design and implementation of the project. It must include, as part of the project, all personnel and economics-related issues.

405B. Design Project - Part II  
5 hours  
Part II will be the presentation of the design that addresses the problem and the real life implementation. All programs, designs, or skills related issues would be evaluated during the final phase of the project.

**INTERDISCIPLINARY STUDIES (IDS)**

110. Awareness Series  
UPON REQUEST – 1 hr.  
Guests are invited to perform or speak each week on a variety of subjects, attitudes, and opinions. Various types of programs will enlarge students' perspectives and awareness. The richness of the African American cultural contribution is highlighted.

111. Critical and Creative Thinking  
UPON REQUEST – 4 hrs.  
Introductory level course designed to improve skills in using rational techniques for effective thinking, to encourage the practice of imaginative problem solving, and to develop confidence in dealing with a variety of problems.

115. Strategies for College Survival  
Fall/Spring - 2 hrs.  
Required of all first-year students, course provides an intensive orientation to college life, emphasizing study skills, attitudes and value clarification, student rights and responsibilities.  
General Studies Core Requirement

120. Introduction to the Social Sciences  
Fall - 3 hrs.  
Meets GEC: GSB  
A survey of the social science disciplines: history, psychology, anthropology, political science, sociology, economics, and related sub-disciplines. Examines the scientific method as used in social science as a tool to identify, analyze, and solve social problems.

130L. Computer Literacy Lab  
Fall/Spring - 3 hrs.  
Required of all incoming students, course introduces them to computers, to computer history, function, applications, and impact on society; to BASIC programming language; and develops practical computing skills in use of word processing, spreadsheets, and database software. General Studies Core Requirement
180. Freshman Seminar
UPON REQUEST – 2 hrs.
Course intended exclusively for freshmen students investigates topics selected by seminar leaders. Topics vary each term.
General Studies Core Requirement

185. History of Wilberforce University (Meets GEC Transfer Requirement)
Fall/Spring - 2 hrs.
This course provides a study of the historical development of Wilberforce University from the Pre-Civil War era to the present and an examination of the political, economic, and social conditions, which resulted in the birth of Wilberforce University. The History of Wilberforce is designed to serve as a forum for the discussion of the implications of current socio-economic and political policies on the future of Wilberforce University.

218. Preparation for Cooperative Education
Fall/Spring – 1 hr.
Required of all students to acquaint them with the basic fundamentals of Cooperative Education, with intense. Emphasis on employer expectations, resume writing, interviewing techniques, and career decision making.
Prerequisite for the first co-op assignment.

220. Global Geography
Spring - 3 hrs.
Meets GEC: GPR
Basics of political, cultural, and physical geography, examining all continents with special attention given to cultural diversity. Individual/group projects, class presentations, term papers. Students develop and use multimedia presentation skills, including use of computers.

221. Globalization and Economic Issues
UPON REQUEST – 3 hrs.
Meets GEC: GPR
Provides a broad framework for understanding globalization and its causes and consequences. Explores the link between a country’s state of globalization and its economy. Explores the effects of increasingly open trade and capital markets on poverty and inequality within the United States and also between developed and developing countries. Exposes the student to broad macro-economic terms such as GDP, Gini coefficient, unemployment rate, and recession. Explores the role of governments, capital markets and global economic institutions and programs such as the World Bank, IMF, and UNDP in the economic development of countries.
Prerequisites: ENGL 111 and ENGL 112

222. Diversity in the Modern World
UPON REQUEST – 3 hrs.
Meets GEC: GPR
This course covers the history of the twentieth century world covering European, Latin-American, Asian, and Middle East economies, diversity of cultures, major events and issues of globalization. The course also explores the impact of globalization in the twenty-first century.
250. Argumentation, Forensics, and Debate
UPON REQUEST – 3 hrs.
Seeks to promote improved reasoning, analytic, and speaking skills through preparation for formal intercollegiate competition in debate and forensics. Research will be conducted on topics of current interest and current events, and emphasis will be on effective delivery techniques in the eight major forensics categories of intercollegiate competition.

260. Test Taking and Successful Test Achievement
UPON REQUEST – 2 hrs.
Designed to improve test-taking skills, with emphasis on preparation in specific interest areas, e.g., civil service tests, GRE, LSAT, and GMAT.

311. Population and Environment
UPON REQUEST – 4 hrs.
Examines problems related to the impact of people on their environments, chiefly population growth, economic development, pollution, and resource depletion. Reading, lectures, films and field trips.

411. Great Issues of Contemporary Society
UPON REQUEST – 4 hrs.
An interdisciplinary course in which juniors and seniors are expected to draw upon previous learning to explore the prospects of democratic social change in relationship to major issues of the 21st century. No prerequisite other than upper-class standing. Specific topics will be announced each semester the course is offered. As topics are changed, this course may be repeated for additional credit.

480. Special Topics
UPON REQUEST – 2 hrs.
Interdisciplinary topics of special interest to students and instructors offered as courses.

**MANAGEMENT (MGT)**

101. Survey of Business Careers
UPON REQUEST – 3 hrs.
A survey course which gives a comprehensive overview of business and its environment, basic technical vocabulary, various fields, careers, and opportunities in business.
Prerequisite: None

110. Introduction to Business and Society
Fall/Spring – 3 hrs.
An introductory survey of the major institutions and characteristics of the private enterprise economy and business system. The functional areas of business operation including organization, staffing, finance, production, and marketing are explored.
Prerequisites: ENGL 111

223. Personal Financial Management
UPON REQUEST – 3 hrs.
Personal money-management problems with special attention to credit, borrowing, insurance, buying and selling a home, and taxation. Analysis of investment companies and securities, estate planning, retirement, Medicare and Social Security. A general survey of financial management for all majors.
Prerequisites: MGT 110
240. Management and Organization Principles  
Fall/Spring – 3 hrs.  
(W) Writing Intensive  
A basic course which examines the universal functions of the management process, planning, organizing, directing and controlling.  
Prerequisite: MGT 110

300. Budget Planning and Analysis  
UPON REQUEST – 3 hrs.  
Budgeting as a process of planning and control. Management planning and control functions as a cycle of operating through time. Types of budgets including traditional budget, ZZB, and how to integrate ZZB and MBO. Emphasis on how to negotiate a budget.  
Prerequisite: ACC 222

320. Business Law  
Fall/Spring – 3 hrs.  
A survey course on the nature of law and legal systems, the law of contracts and agency, nature of property, sales negotiable instruments and uniform commercial code.  
Prerequisite: Junior standing

340. Personnel Administration  
Fall - 3 hrs.  
An examination of the managerial functions as they pertain to the manpower system, including staffing, development, remuneration and utilization.  
Prerequisite: MGT 240

341. Labor-Management Relations (WI)  
Spring - 3 hrs.  
A study of labor legislation, collective bargaining, mediation and arbitration.  
Prerequisite: MGT 340 or consent of instructor

342. Compensation Administration  
Spring - 3 hrs.  
A survey of the principles and methods of compensation. The rule and function of compensation administration, job analysis and design, and the procedures for compensation are examined.  
Prerequisite: MGT 240 or consent of instructor

345. Purchasing Management  
Fall - 3 hrs.  
A study of factors necessary for optimum material procurement, including EOQ, receiving, storing and value analysis.  
Prerequisites: MGT 240 and STAT 231.

354. Logistical Management  
Fall or Spring - 3 hrs.  
An analysis of logistical systems as applied to manufacturing operations and marketing distribution. Topics include transportation modes, inventory and warehouse management, storage, packaging and...

Prerequisites: MKT 250 and STAT 231

364. Administrative Office Management
UPON REQUEST – 3 hrs.
The planning, organizing and controlling of the office function. Analysis of office methods, office standards and office forms.
Prerequisite: MGT 240

380. International Business (WI)
UPON REQUEST – 3 hrs.
Writing Intensive
The functional areas of management, marketing, finance and information technology as they apply to international business operations. Analysis of differences in accounting, tax, and legal systems as well as cross-cultural differences in values and management styles as well as international financial institutions, payment mechanisms, and monetary issues. Prerequisite: Junior standing and completion of all 200-level core curriculum courses.

385. Business Ethics (WI)
Fall – 3 hrs.
Writing Intensive
An analysis of ethical issues in business including race, sex, disability, and age discrimination, occupational health and safety, product liability and consumer safety, environmental pollution, professional codes of ethics, and related issues. Prerequisite: Junior standing

410. Research Methods in Business and Economics
UPON REQUEST – 3 hrs.
Research methodologies in business and economics. Research of an individual topic of student interest with faculty guidance. Library research techniques including a computerized Boolean search are emphasized.
Prerequisite: Senior standing

420. Small Business Management
Fall – 3 hrs.
The course explores the role, knowledge, skills, and insights needed to lead and manage a small business. Simultaneously, it focuses on a much broader concern, the pursuit of entrepreneurial dreams. Entrepreneurs build businesses to fulfill dreams for themselves, their families, for the employees and for their communities. The course will provide students the opportunity to explore in-depth, all aspects of developing a Business Plan and decision areas related to organizing and sustaining an on-going operation. A variety of teaching/learning methods will be employed including lectures, cases, videos, role-play, internet research, and examinations.
Prerequisite: Junior standing

440. Production Management
Spring – 3 hrs.
Management principles and techniques relating to manufacturing decisions of location, layout, designing, routing, scheduling, and quality assurance.
Prerequisites: STAT 231 and MGT 240
442. Organizational Behavior  
Spring - 3 hrs.  
(W) Writing Intensive  
An advanced study of the principles of individual and group behavior in an organizational environment. Organizational goals, group behavior, and motivation concepts are examined. Prerequisites: MGT 340 or consent of instructor

450. Business Policy and Administration (WI)  
Fall/Spring - 3 hrs.  
Writing Intensive  
An integrative examination of strategic management and major policies in the functional area of business enterprise. Case analysis and secondary research are used intensively. Business capstone class. Prerequisites: FIN 360 and senior standing

475. GMAT Review  
UPON REQUEST – 1 hr.  
A review course which prepares students to take the Graduate Management Admissions Test for graduate school in business. Course includes topic coverage, question analysis, and practice exams. Prerequisite: Consent of instructor

476. Professional Development Seminar  
UPON REQUEST – 1-3 hrs.  
A professional development seminar which examines graduate school options, job search procedures, career choices, professional certification (CPA, CFA, CMA, etc.), networking, international business careers, and professional ethics. Prerequisite: Senior standing

MARKETING (MKT)

250. Principles of Marketing (WI)  
Fall/Spring – 3 hrs.  
Writing Intensive  
A basic course examining both micro and macro level marketing, emphasis on marketing strategy planning, including target market analysis and segmentation, and developing the marketing mix. Prerequisites: MGT 240 and ECO 221.

351. Marketing Research (WI)  
Fall - 3 hrs.  
A study of techniques and methods employed in basic and applied scientific research, including research design, questionnaire preparation, sample design, data gathering, etc. WRITING AND ANALYSIS INTENSIVE. Prerequisites: MKT 250 and STAT 231.

352. Retail Management  
Spring - 3 hrs.  
An analysis of policies and procedures in planning, merchandising and promoting goods in the retail organization. Emphasis on decision making as it relates to the retail marketing segment. Prerequisite: MKT 250.
353. Sales Management
Fall or Spring - 3 hrs
Policies, techniques and procedures pertaining to managing an outside sales force: Recruiting selecting, training, compensating, motivating and supervising.
Prerequisite: MKT 250.

354. Logistics Management
Fall or Spring - 3 hrs
An analysis of logistics systems as applied to manufacturing operations and marketing distribution. Topics include transportation modes, inventory and warehouse management, storage, packaging and materials handling; Policy, organization and administration with an emphasis on cost effectiveness of supply chain management.
Prerequisites: MKT 250 and STAT 231.

356. Consumer Behavior
UPON REQUEST – 3 hrs
(WI) Writing Intensive
Examines significant contributions of the behavioral sciences applicable to consumer buying behavior. Application of behavioral concepts to marketing management and research problems will be stressed.
Prerequisite: MKT 250.

430. Marketing Management
Spring - 3 hrs
An advanced capstone course which integrates and applies the principles of marketing management. Product development, market research, the marketing mix and brand management are examined.
Prerequisites: MKT 351 and senior standing.

480. Special Topics in Marketing
UPON REQUEST – 1-3 hrs
Topics of special interest to students and instructors are offered under this number and will vary according to demand. Prerequisites: MKT 250.

490. Supervised Individual Study
UPON REQUEST – 1-3 hrs
Independent reading and research on a topic of particular interest to the student, guided and evaluated by a faculty member. The course may be repeated for credit.
Prerequisite: Permission of department dean and instructor.

499. Senior Seminar
UPON REQUEST – 1-3 hrs
This course is designed to provide an in-depth analysis of a major problem area in marketing.
Prerequisites: Senior standing and consent of instructor.
MATHEMATICS (MAT)

100. Basic Mathematics
Fall/Spring – 3 hrs
Prime numbers, fractions, decimals, percent’s, units, signed numbers, linear equations in one unknown and Elementary algebraic manipulation. Required of all freshmen who do not satisfactorily pass the Freshman Mathematics Placement Test.

101. Introductory Algebra
Fall/Spring - 3 hrs
This covers topics of polynomials, rational expressions and radicals. Solving equations and inequalities, including linear, quadratic, absolute values and rational expressions, and their applications. This course is a prerequisite for all students who need College Algebra (MAT 113) in their majors.
Prerequisite: MAT 100 or consent of instructor.

111. Fundamentals of Algebra
Fall/Spring - 3 hrs
Meets GEC: GMT
This basic algebra course is for students who need no further mathematics beyond this one, except as electives (i.e. social science area majors). It covers topics in real numbers, basic algebra and applications.

113. College Algebra
Fall/Spring - 3 hrs
Meets GEC: GMT
This course is a continuation of MAT 101 with more emphasis on function concepts. Topics include sets, functions, graphs, simultaneous equations and inequalities, exponential and logarithmic functions, interpolation, zeros of functions, complex numbers, mathematical induction, Binomial theorem, equations.

115. Pre-Calculus
Fall/Spring- 4 hrs
Meets GEC: GMT
This course should give the student a firm foundation for the study of calculus. The topics of study are trigonometry, analytic geometry and the algebra of vectors, including algebra of functions, inverse of a function, conic sections, right triangle and analytic trigonometry, vectors with applications, translation and rotation of axes.
Prerequisite: MAT 113.

120. Analytic Geometry and Calculus I
Fall/Spring- 5 hrs
Meets GEC: GMT
Cartesian coordinate system; functions; graphing; equations of lines, circles, parabola; limits, continuity; derivatives; related rates; maxima/minima problems. Special emphasis is on the limit as the underlying principle of calculus.
Prerequisite: MAT 115.
121. Calculus II
UPON REQUEST – 5 hrs
This course is a continuation of MAT 120. Topics include Rolle’s Theorem, Mean-Value Theorem, areas under curves, definite integral as limits of sums, indefinite integration, derivatives and integrals of trigonometric functions, inverse trigonometric functions, logarithmic and exponential functions, methods and applications of integration.
Prerequisite: MAT 120.

210. Discrete Mathematics
UPON REQUEST – 3 hrs
This course explores topics of finite and discrete mathematics and their applications. Topics include algebra of sets, non-decimal numeral systems, Boolean algebra, graph theory and networks, linear programming, probability, and games and decision theory.
Prerequisite: MAT 115.

221. Calculus III
UPON REQUEST – 5 hrs
This course is a continuation of MAT 121. Topics include concepts and applications of Cartesian, spherical, and cylindrical coordinates in three dimensions; vectors in three dimensions; dot product; cross product; functions of more than one variable; partial derivatives; directional derivatives; gradient; maxima/minima in several variables; least squares; multiple integration.
Prerequisite: MAT 121.

231. Differential Equations (WI)
UPON REQUEST – 3 hrs
Ordinary differential equations, methods of separating variables, homogenous differential equations, exact differential equations, linear differential equations of order one and higher orders, various techniques of solving linear differential equations with constant coefficients and variable coefficients, solution in series, singular solutions, and applications of differential equations. WRITING INTENSIVE.
Prerequisite: MAT 121.

261. Introduction to Probability
UPON REQUEST – 3 hrs
Introduction to set theory-based mathematics with reality-based applications. Topics include algebra of sets, finite and infinite sample spaces, probability, combination techniques, random variables, discrete and continuous distributions, Bayes Theorem, applications to statistics.
Prerequisite: MAT 120.

321. Linear Algebra
UPON REQUEST – 3 hrs
An introduction to topics in vector spaces, linear equations and matrices, linear transformations, determinants, polynomials invariant subspaces and eigen values, Jordan-Normal Form, and applications.
Prerequisite: MAT 221 or consent of instructor.
NUCLEAR ENGINEERING (NE)

505. Introduction to Nuclear Science and Engineering  
Fall – 4 hrs  
Discussion of nuclear energy and nuclear radiation; sources, methods of utilization, and projections for future engineering uses.  
Prerequisite: MAT 120 or permission of instructor

704. Reactor Theory  
Fall – 3 hrs  
Introduction to the concepts of neutron flux, neutron current, fission chain reaction, theory, criticality of nuclear assemblies and time dependent behavior.  
Prerequisite: NE 505

710. Reactor Safety  
Spring – 3 hrs  
This course provides experience with three computer codes that are widely used for safety analysis in the nuclear industry: RELAP (or TRACE), SAPHIRE, and MELCORMACCS.  
Prerequisite: NE 505

735. Nuclear Power Plant Operations  
Spring – 3 hrs  
Introduction to power plants systems, regulatory requirements, and integrated plant operations.  
Prerequisite: NE 505

ORGANIZATIONAL MANAGEMENT (OM)

415. Adult Development & Life Assessment  
3 hours  
Career patterns are reviewed and analyzed, and future trends are examined in relation to changing occupations and lifestyles. Students use exercises and activities to conduct a self-examination of skills and experiences relevant to effective job performance. Each student develops a portfolio of professional life-learning experiences and may earn up to 45 credits through the portfolio assessment process.  
Requisite: Must be enrolled in CLIMB

310. Group and Organizational Dynamics  
3 hours  
This module is a study of group behavior and how groups function effectively. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals.
425. Systems Approach to Management
3 hours
Students examine the formal and informal functions of organizations and analyze an agency or organization based on a systems model. Students will also analyze and solve organizational problems using a step-by-step method. This analysis will be applied to the student’s work-related thesis project.

340. Managerial Accounting
3 hours
An overview of financial tools available to the manager in decision-making. Includes a study of income statements, balance sheets, cash flow budgets, changes in financial position, and ratio analysis. Emphasis is on reading and understanding accounting documents rather than upon their preparation.

330. Effective Personal & Organizational Communications
3 hours
This module investigates communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships is also covered through readings and exercises and concerning nonverbal communications, constructive feedback, dealing with anger, and resolving conflict. Students develop a model for effective relationships.

390A. Research Project (Part I)
1 hour
Each student combines his/her research and practical implementation of theories and concepts and develops an individual project. The project examines a problem in a student’s occupation.

390B. Independent Research Project (Part II)
5 hours
The student’s thesis project is written and orally presented to the instructor and the learning group.

320. Methods of Research and Analysis
3 hours
Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing, and evaluating a problem they would solve in their work or vocational environment. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data and providing statistical analysis, making statistical inferences, and constructing questionnaires.

435. Human Resources Management
3 hours
Learners explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Employment Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations.
435. Analysis & Application of Management Theories
3 hours
Students examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings and class practice, with an analysis of the effect on productivity.

455. Personal Values & Organizational Ethics
3 hours
A capstone course in which the student formulates a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussion.

**PHILOSOPHY & RELIGION (P&R)**

201. Introduction to Mythology
UPON REQUEST – 3 hrs
Meets GEC: GPR
An introduction to world myths and their relationship to various religions and literatures.
Prerequisites: ENGL 111, and ENGL 112

211. Introduction to Logic.
UPON REQUEST – 3 hrs
Meets GEC: GPR
A basic course designed to teach the fundamentals of deductive and inductive reasoning, developing the skills for testing the validity of syllogisms and judging the value of other arguments.

218. Survey of Western Philosophy
Fall - 3 hrs
Meets GEC: GPR
An introduction to important Western philosophies and philosophers.
Prerequisites: ENGL 112

230. The African American Church
Fall - 3 hrs
Meets GEC: GPR
The history of the Black church in the United States, with emphasis on the AME Church. Required of all students interested in theology.
Prerequisites: ENGL 112

246. Ethics
Fall/Spring – 2 hrs
Meets GEC: GPR
A study of normative ethical thinking, its problems and possibilities, including various conceptions of the right and the good. In different years, the course may emphasize philosophical or theological ethics, and classical or contemporary writings.
261. Old Testament Studies
UPON REQUEST – 3 hrs
Meets GEC: GPR
Studies in reading the Old Testament with understanding, discriminating appreciation, and a sense of relevance to modern life. Specific topics will be announced each time the course is offered; as topics change, the course may be repeated for additional credit.
Prerequisites: ENGL 112

262. New Testament Studies
UPON REQUEST – 3 hrs
Meets GEC: GPR
Studies in the New Testament canon in which cultural background, historical setting and literary analysis are emphasized for deriving religious meaning relevant to modern life. Specific topics will be announced each time the course is offered; as topics change the course may be repeated for additional credit.
Prerequisites: ENGL 112

320. Survey of Eastern Philosophy and Religion
UPON REQUEST – 3 hrs
Meets GEC: GPR
Introduction to selected Asian and Indian philosophies and religions.
Prerequisites: ENGL 112 and Junior standing

321. Survey of African Philosophy and Religion
UPON REQUEST – 3 hrs
Meets GEC: GPR
Introduction to selected African philosophies and religions.
Prerequisites: ENGL 112 and Junior standing

383. Honors Course in Ethics
UPON REQUEST – 3 hrs
(See P&R 212.)

440. Studies in Philosophy
UPON REQUEST – 3 hrs
Meets GEC: GPR
In-depth study of such varying topics as particular philosophers, issues, etc. Repeatable with different topics.
Prerequisites: ENGL 112

460. Studies in Religion
UPON REQUEST – 3 hrs
Meets GEC: GPR
In-depth study of such varying topics as primitive religions, Caribbean religions, etc. Repeatable with different topics.
PHYSICS (PS)

118. Physical Science
Fall/Spring - 3 hrs
Meets GEC: GNS
This course surveys the science of chemistry and physics. In chemistry students will be introduced to the structure of matter, the periodic properties of the elements, chemical reactions, acid and base concepts, and atomic and molecular theories. In the physics portion, students will be exposed to the relationship between matter and energy, motion, forces, waves and magnetism.

119. Natural Science
Fall/Spring - 2 hrs
This course surveys the sciences of astronomy, geology and meteorology. In astronomy students will be introduced to theories of the origin of the universe, and or present knowledge of the galaxies, stars and our own solar system. The geology segment will examine the composition and structure of the earth's crust and its dynamics. Meteorology will study the elements of air, weather and climate.

241. General Physics I
Fall - 4 hrs
Meets GEC: GNS
Topics: Motion, force, linear momentum, circular motion, torque, angular momentum, gravitation, heat, liquids, and gases. Includes a two-hour lab per week using various sensors linked to a computer for data recording and manipulation.
Prerequisite: MAT115 for Biology majors

242. General Physics II
Spring - 4 hrs
This course is a continuation of PS 241. Topics: Heat, liquids and gases, electricity, light, electrons and photons, the modern view of atoms, the structure of matter and nuclei. Includes a two-hour lab per week using various sensors linked to a computer for data recording and manipulation.
Prerequisite: PS 241 for Biology majors

251. General Physics I
Fall - 5 hrs
Meets GEC: GNS
Topics: Kinematics, circular motion, dynamics, work and energy, the conservation of energy, the conservation of linear momentum, collision, dynamics of rotational motion, dynamics of rigid bodies, harmonic motion, gravitation, wave motion, heat, liquids, gases, kinetic theory and thermodynamics. Includes a two-hour lab per week using various sensors linked to a computer for data recording and manipulation. Required for Engineering students.
Prerequisite: MAT 120
252. General Physics II  
Spring - 5 hrs  
This course is a continuation of PS 251. Topics: Geometrical optics, interference, diffraction, polarization, electrostatics, capacitance, energy in electric field, electrodynamics, magnetostatics, magneto dynamics, AC circuit theory, and electromagnetic radiation. Includes a two-hour weekly lab using various sensors linked to a computer for data recording and manipulation.  
Prerequisite: PS 251 for Engineering students

POLITICAL SCIENCE (POS)

130. Introduction to American National Government  
Fall/Spring - 3 hrs  
Meets GEC: GSB  
Following an introduction to the political process: elections, pressure groups, the class studies the institutions of U.S. Government: Congress, the Presidency, and courts. Students are expected to keep up with current political developments in the U.S. This introductory political science course is required of all social science majors, satisfies the general studies requirement in social sciences, is highly recommended for students in pre-law, pre-theology, economics and related behavior sciences, and is a basic prerequisite for upper level course work in political science.

175. Law and You  
Fall - 3 hrs  
An investigation into such areas of law as consumer credit, landlord-tenant relations, welfare rights and the criminal justice system. The course is aimed at giving students an awareness of citizens' substantive legal rights.

232. State and Local Government  
Spring - 3 hrs  
This is a basic introduction to local (municipal and county) and state government. It examines various theories about community politics, and acquaints students with organizational and structural features of these governments. It assumes a basic understanding of national government, which allows for a more thorough examination of relationships between the different levels of government. In addition, the course explores various subjects related to state and local governmental administrations (e.g., federal funding, courts and crime, prisons, education, and social welfare). An interesting course for students considering careers in the public sector. Required of all political science majors.  
Prerequisite: POS 130

262. Public Administration  
Fall - 3 hrs  
An introduction to the basic concepts, practices and occupational opportunities and skill perquisites for those interested in public service employment. Open to all majors.  
Prerequisite: POS 130
270. African American Politics  
Fall - 3 hrs  
Meets GEC: AFS  
A study of the evolution of Black power in the 20th century including the ideology and tactics designed to achieve racial equality and political power. This may be approached in a variety of ways depending on the instructor.  
Prerequisite: POS 130

273. Legal Research and Methods  
Spring - 3 hrs  
Designed to teach the student how to use a law library efficiently and effectively. Introduces students to the use of law reporters, hornbooks, study aids and guides, legal encyclopedias, legal digests, and legal periodicals. Students learn how to read cases, discern facts and issues, how and why decisions result, and how to write briefs.  
Prerequisites: HST 124 and a LIT 200 level course

300. International Relations (WI)  
Fall - 3 hrs  
The conduct of relations between states including the phenomenon of nationalism, imperialism, war and peace, diplomacy, foreign policy and its relation to domestic policy, terrorism, and the sources of long term change and transformation in the structure of the international political system.  
Prerequisites: POS 130

368. Political Philosophy  
Spring - 3 hrs  
Meets GEC: GSB  
This course will examine the major philosophical questions having to do with politics and government studied by political philosophers throughout history. Also generic modes of political analysis will be studied. Political philosophy will be related to economics, religion, history, and anthropology. Required of all political science majors, the course also satisfies the general studies requirement for political science and business.

373. Civil Rights and Civil Liberties  
Fall - 3 hrs  
An examination of first amendment freedoms: speech, press, religion, and assembly, of constitutional due-process guarantees in criminal procedures and application of the “equal protection” clause of the 14th Amendment. The Supreme Court’s changing interpretation of the Bill of Rights and current rulings on race discrimination and fundamental civil liberties are critically examined. An elective for political science majors, the course is recommended for students in pre-law or those interested in criminal justice.  
Prerequisites: POS 130, consent of instructor, or Junior standing
392. Comparative Politics
Spring - 3 hrs
An introduction to comparative political methodologies with an emphasis on systems theory, structural/functional theory, and development/modernization theory. Emphasizes the study and comparison of developed world areas with un- and under-developed areas of the world with special emphasis on Africa.
Prerequisite: POS 130

470. Urban Politics and Administration
Spring - 3 hrs
The study of politics and political power in an urban setting, how the city in the United States relates to the state and national government, and how the major problems facing urban areas are dealt with by government. Students are required to do an in-depth study of an individual city.
Prerequisite: POS 130 or POS 232

480. Special Topics UPON REQUEST - 2-4 hrs
Intensive group research, lectures, reports and discussions on subject area agreed on by Instructor and students. Recent topics have included parliamentary procedures and judicial process.
Prerequisite: Open only to juniors and seniors, or with instructor's consent

490. Supervised Individual Study
UPON REQUEST - 1-4 hrs
Independent reading and research on a topic of particular interest to the student, guided and evaluated by faculty member. The course may be repeated for credit.
Prerequisite: Consent of department dean and instructor

PSYCHOLOGY (PSY)

120. General Psychology
Fall/Spring - 3hrs
Meets GEC: GSB
An introduction to the basic concepts and research methods of contemporary psychology. Study of psychology as the science of behavior and mental processes, giving an overview of psychology, covering such topics as development, motivation, learning, perception, emotions, physiological bases of behavior and personality, and general application of psychological principles to personal and social problems.

124. Human Growth and Development
Spring - 4 hrs
A study of human growth and development from conception until death. Special emphasis on the development of children and adolescents in school and other life situations, including the study of developmental tasks and issues related to physical, lingual, intellectual, social, and personality development and to the influence of education, social relationships, marriage, family, work, leisure, on growth and development.
Prerequisite: PSY 120 or consent of instructor
210. Psychology of Aging and the Aged
Spring - 3 hrs
A study of the psychological process of aging, dying, and death. Addresses issues of intellectual and psychomotor functioning; personality and behavior disorders; emotional adjustment to the process of aging, dying, and death.
Prerequisite: PSY 120 or consent of instructor

220. Introduction to Statistics
Fall/Spring - 3 hrs
Basic statistical methods of measurement used in psychology, including data analysis, descriptive techniques, prediction, hypothesis testing, test between means, and one-way analysis variance.
Prerequisites: PSY 120 and MAT 113

250. Educational Psychology
Spring - 3 hrs
A study of the general principles of learning and development related to educational problems. Psychological theories which can be applied to effective teaching.
Prerequisite: PSY 120

251. Child Psychology
Spring - 3 hrs
Critical analysis of psychological processes from the developmental perspective. Emphasis on personality development; developmental changes in social behavior, perception, motivation, emotion, and cognition from infancy to adolescence. Prerequisites: PSY 120 and PSY 124

253. African American Psychology
UPON REQUEST - 3 hrs
Meets GEC: AFS
Critical analysis of the effect of psychology on the African American. Emphasis on the Afro centric and Eurocentric viewpoints in relation to their psychological functioning. Study of the influence of historical, social, genetic, and cultural factors on the personality development of the African American; study of various kinds of therapeutic techniques used in the treatment of psychological disorders.

291. Community Psychology
UPON REQUEST - 3 hrs
An introduction to the field of community psychology in including the roles of professionals and of government, the factors promoting change in services, the integration of voluntary and business agency skills, and the social management of conflict among community groups.

325. Intermediate Statistics
Spring - 3 hrs
Further consideration in hypotheses testing, about the difference between two independent means, linear regression, correlation, factorial analysis of variance; the two-factor design, chi-square and inference about frequencies. Required of all majors.
Prerequisites: PSY 120, PSY 220, and MAT 113
342. Social Psychology  
Fall - 3 hrs  
Study of major theoretical and experimental work in the field: emphasis on attitudes, conformity, emotions, persuasion, the social-self and group processes.

350. Psychological Tests and Measurements  
Fall/Spring - 3 hrs  
Survey of major tests of intelligence, aptitude, interest, and personality presently used in clinics, schools, and research settings. Emphasis on evaluation and comparison, rationale of construction, and ethical considerations.  
Prerequisites: PSY 120, PSY 220, and MAT 113

351. Abnormal Psychology  
Fall/Spring - 3 hrs  
A study of the nature and treatment of the seriously disorganized personality. Emphasis is on the etiology and treatment of psycho-physiologic, neurotic, psychotic, personality, and transient stress disorders, and brain syndromes.  
Prerequisite: PSY 120 and PSY 124

352. Human Motivation and Learning (WI)  
Fall/Spring - 3 hrs  
A study of the basic nature of human motivation, focusing on the principles and theories explaining both human motivation and learning and the application of the same to human situations. WRITING INTENSIVE.  
Prerequisite: PSY 120

353. Principles of Counseling  
Fall - 3 hrs  
Concepts and techniques of counseling related to rehabilitation, school, careers and personnel. Observation, interviewing, case histories, and interpreting test results are included. Laboratory work included.  
Prerequisites: PSY 120 and PSY 351

355. Psychology of Exceptional Children  
Fall/Spring - 3 hrs  
Characteristics and problems of gifted, retarded, physically and socially disabled and emotionally disturbed children.  
Prerequisites: PSY 120 and PSY 124

371. Consumer Psychology  
Fall – 3 hrs  
Basic advertising principles are reviewed including market concepts, media selection, copy writing layout, and campaign planning. Emphasis is on motivation, psychological appeals, comparison of media, advertising effectiveness, the consumer movement, and The Black person as a consumer.  
Prerequisite: PSY 120
372. Industrial Psychology
UPON REQUEST - 3 hrs
An introduction to modern efforts to improve human performance in industrial organization and society; selection and placement of employees, morale, training, and incentives.
Prerequisite: PSY 120

445. Method and Techniques of Social Research
Fall/Spring - 3 hrs
A focus on behavioral science research of recent years. Emphasis on research design and planning of social science research projects ranging from problem selection through data analysis and findings.
Prerequisites: MAT 113, PSY 220, PSY 325, and PSY 350

452. Behavior Modification
Spring - 3 hrs
Description of approaches to the modification of behavior integrating material from learning theory, abnormal behavior, and psychotherapy.
Prerequisite: PSY 351 and PSY 352

461. Sensation and Perception
Fall – 3 hrs
A study of the human sensory system and an integration of sensory processes with the principles of perception, major theoretical and experimental work in perception including visual, auditory and other sensory systems, and an understanding of illusions and the controversy of extrasensory perception.
Prerequisite: Junior or Senior standing

462. Theories of Personality
Fall/Spring - 3 hrs
A study of major theories of personality of Freud, Maslow, Jung, Skinner, Adler, Rogers, etc. The development of personality and the stability of personality characteristics over time. Current findings reviewed.
Prerequisite: Consent of instructor

463. History of Psychology
Fall/Spring - 3 hrs
The evolution of psychology from its origin in philosophy, science, clinical and applied settings. Emphasis on integrating these systems and schools of thought with modern psychology.
Prerequisite: Consent of instructor

475. Physiological Psychology
Fall - 4 hrs
Study of the structure and functions of the nervous system. Emphasis on the neurophysiologic analysis of attention, learning, sensation, perception, motivation and emotion.
Prerequisites: Psychology major, completion of all major requirements, or consent of instructor
480. Special Topics in Psychology
Spring - 3 hrs
Topics of special interest to students and faculty; intensive critical evaluation of appropriate literature.
Prerequisite: Consent of instructor

485. Experimental Psychology
Spring - 4 hrs
A study of scientific methods as applied to psychological problems. Experiments to familiarize students with application of scientific methodology to the study of human physiological processes. Required of all majors.
Prerequisites: PSY 220, PSY 325, and PSY 445

490. Senior Thesis
Fall/Spring - 4 hrs
Independent research on theoretical problems in psychology. To be presented to faculty (an assessment to measure the level of majors’ knowledge of psychology at end of senior year). Required of ALL Seniors.

QUANTITATIVE BUSINESS (QBA)

QBA. 336. Quantitative Business Methods
Fall/Spring - 3 hrs
The study of quantitative methods and model building as aids in management decision making. Topics include Linear Programming, Network models, PERT/CPM, Inventory Models, Break-Even analysis, Queuing Theory, Simulating and Forecasting.
Prerequisites: STAT 231 and MAT 113

REHABILITATION SERVICES (REH)

110. Introduction to Rehabilitation
Fall - 3 hrs
Meets GEC: GSB
Orientation to rehabilitation concepts to survey the field of rehabilitation, its history and philosophy, the legislation, and their application in public and private agencies serving the disabled and the disadvantaged. Students will become familiar with the responsibilities of rehabilitation workers and the types of services provided to clients.

120. Substance Abuse and Chemical Dependency
Spring - 3 hrs
Introduction to the legal, social, medical and psychological implications of chemical dependency and substance abuse. Discussions, field trips, and guest lecturers.

130. Mental Retardation and Developmental Disabilities
Spring - 3 hrs
Emphasis placed on services provided for the educable and trainable mentally retarded. Addressed will be the special care and treatment for the profoundly mentally retarded with developmental disabilities. Discussion, field trips, and guest lecturers.
153. Introduction to Human Relations  
Fall - 3 hrs  
This course is designed to encourage students to become aware of the human relations dynamics occurring in employment settings and how the development of technical innovation will impact employment of the disabled.

185. Foundations for Experiential Learning I  
Spring - 6 hrs  
This rehabilitation field-based experience will include research on a topic of particular interest, guided and evaluated by a rehabilitation faculty member. The project will be determined by the agency and academic advisor. The assignment will be two full days weekly in an agency for a minimum of 12 weeks. Three credit-hour increments.

270. Medical Aspects of the Severely Disabled  
Spring - 3 hrs  
An orientation to medicine and medical terminology to understand and interpret information about health and disease. The student must understand how the illness or disabling condition alters work capacity and work outlook and how it colors one's relationship to other persons and to oneself. Included in this study of disabling conditions are the related psychological and sociological factors, their incidence, appropriate treatment and imposed limitations.  
Prerequisites: BIO 110 and BIO 120

280. Job Development and Placement  
Fall - 3 hrs  
An overview of the steps involved in the implementation of successful career development, career placement, and career enhancement. Various skilled trades and professions will be examined with reference to requirements and employment projections. Special emphasis is on those individuals who have difficulty finding employment.  
Prerequisite: Consent of instructor

285. Foundations for Experiential Learning II  
UPON REQUEST - 5-6 hrs  
This unit of field experience is a continuation of REH 185 to give students a more in-depth, hands-on assignment in a different agency setting so they may compare clientele, agency functioning, etc., and make informed choices in their career goals.  
Prerequisite: REH 185

390. Rehabilitation Resources (WI)  
Spring - 3 hrs  
Surveys rehabilitation agencies, both public and private, with which rehabilitation specialists and other human services professionals should be familiar; skills in case writing, coordination of community services, and grantsmanship will be examined.

410. Psycho-Social Aspects of Disability  
Fall - 3 hrs  
The course examines the client’s psychological reaction to a disability including how the client feels
about self after the onset of disability and the attitude of others toward persons with disability (in recreational, social, and job settings). Special attention is given to society’s attitude toward selected disabilities: alcoholism, chemical substance abuse, cerebral palsy, mental retardation, the mentally and emotionally disturbed, etc.
Prerequisite: Consent of instructor

415. Facilitative Case Management
Spring - 4 hrs
A holistic examination of case management. Attention given to steps involved in initiating, tracking, and managing individual clients and groups. Various administrative and computerization skills will be examined.
Prerequisites: REH 110, REH 280, or consent of instructor

480. Special Topics
UPON REQUEST - 2-4 hrs
Topics of interest to students and instructors are offered under this number.

490. Supervised Individual Study
UPON REQUEST - 3 hrs
Independent reading and research on a topic of particular interest to the student, guided and evaluated by a faculty member. The course may be repeated for credit.
Prerequisite: Consent of department dean and instructor

495. Rehabilitation Practicum and Cooperative Education
Spring - 12 hrs
Supervised field experience in a variety of rehabilitation and other human service agencies/facilities (federal, state, public and private). The student must meet certain academic and contractual requirements before being placed in a practicum/cooperative education setting. Determination of qualifications will be made in conference with the instructor and the cooperative education counselor. All rehabilitation course requirements must be successfully completed before the student can be considered for practicum placement.

SOCIAL WORK (SW)

120. Introduction to Social Work
Fall/Spring - 3 hrs
An introduction to the profession of social work. This course provides students with a basic framework for understanding social work as a profession; the settings and services through which social workers provide services; and social welfare as an institution.

124. Group Dynamics
UPON REQUEST - 3 hrs
This course provides the student with a conception framework for viewing human behavior within a social context consistent with the focus of social work practice, e.g., to enhance the social functioning of people as individuals, family members and members of society.
Prerequisite: SW 120

200. Human Behavior in Social Environment Spring - 3 hrs
An analysis of social movements, public, crowds, organizations, government, and industry and their impact in social welfare institutions.
Prerequisites: SW 120 and SW 124

202. Social Work Theory
Spring - 3 hrs
An in-depth study of social work practice theory for the enhancement of social functioning of individuals, especially within the family context.
Prerequisite: SW 120

265. The Criminal Justice System
UPON REQUEST - 3 hrs
An examination, analysis and evaluation of the criminal justice system in the U.S. today. Various aspects of the system will be given in-depth analysis. Associate areas of interest such as rehabilitation, reintegration, etc., will be examined. Prerequisite: SOC 135

300. Social Welfare Institutions
Fall - 3 hrs
An introductory analysis of social welfare, issues, and institutions. The relationship of social welfare institutions will be examined to measure the impact on other institutions such as family, education, religion, and politics.
Prerequisites: SW 120, SW 200, and SW 202 or SOC 135

310. Methods of Intervention in Social Work Practice
Fall - 3 hrs
Emphasizes work with communities and organizations, groups, case management, and termination and evaluation of action taken.
Prerequisites: SW 120, SW 200, and SW 300

322. Minority Groups
Spring - 3 hrs
A study of the inter-relationship between groups in societies with an emphasis on ethnic, religious, racial and gender minorities. Cross-cultural mechanisms of minority group relationships and methods of problem solving will be included. Prerequisites: SW 120, or SOC 135

355. Prison Management and Administration
Fall - 3 hrs
A study of the methods of management and administrative procedures employed in light, medium and heavy security penal institutions.
Prerequisites: SOC 135, and SW 265

383. Juvenile Delinquency
Fall - 3 hrs
A study of the social causes of deviant juvenile behavior, patterns of correction and community resources in dealing with delinquency.
Prerequisite: SOC 135

400. Social Work Case Management
Spring - 4 hrs
An in-depth study of the basic steps and processes involved in case management. Emphasis is on initiating, interviewing, data collecting and recording, and managing cases of individual clients and groups.

Prerequisites: SW 120, SW 200, SW 300, SW 310, or consent of instructor

404. Social Policy and Planning (WI)
Spring - 3 hrs
This course traces the insurgence of social welfare problems in the United States and the social, economic, political and philosophic variables which affected their development. The current status of social policies and programs will be examined, as will implications for the future. WRITING INTENSIVE
Prerequisites: SW 120, SW 200, and SW 300 or junior-level social sciences major

480. Special Topics in Social Work
UPON REQUEST - 3 hrs
Focuses on particular client and service groups. Each year the course covers topics of special concern to the social work profession. These topics may include child welfare, correctional social work, mental health services, domestic violence and other topics.
Prerequisites: SW 120, SW 124, SW 126 or consent of instructor

490. Practicum in Social Work
Fall/Spring - 12 hrs
Supervised placement in selected professional agencies that provide human services. The course is designed to integrate knowledge, values, and skills that are necessary for social work practice. All major Social Work courses must be successfully completed before practicum placement.

SOCIOLOGY (SOC)

135. Introduction to Sociology I
Fall/Spring - 3 hrs
Meets GEC: GSB
An introductory course to acquaint students with the sociological perspective. Basic concepts, historical background and methodology are introduced.

136. Introduction to Sociology II
Spring - 3 hrs
Basic concepts and understanding of cross-cultural and social phenomena are introduced. Social institutions, stratification, sex roles, collective behavior and deviant behavior are also discussed.

238. Introduction to Cultural Anthropology
Fall - 3 hrs
This course surveys the major aspects of human culture. Emphasis is on cross-cultural analysis of the aspects of culture, including language, the five social institutions, art, forms of social organization, patterns of socioeconomic adaptation, magic, witchcraft, etc.
240. Principles of Sociology
Fall - 3 hrs
The emergence of 18th to 20th century social thought is examined with special emphasis on contributors to the scientific traditions.
Prerequisite: SOC 135

250. Religion and Society
Spring - 3 hrs
This course deals with interrelationships between the institution of religion, its expression and impact, and society. The role of religion in society and its functions will also be included.
Prerequisite: SOC 135

285. Medical Sociology
Fall - 3 hrs
This course is a study of the sociological and social psychological aspects of health and illness. Epidemiological and behavioral aspects of health and illness are emphasized. Other issues of health and health care are discussed.
Prerequisite: SOC 135 or junior standing

305. Human Sexuality
UPON REQUEST - 3 hrs
This course surveys the biological and social components of sexuality. Relevant concepts include reproduction, birth control, venereal disease, emotions, etc.
Prerequisites: ENG 112, SOC 135 or junior standing

310. Social Problems
Spring - 3 hrs
This course examines contemporary social problems on the local, national, and international levels. Focus is on theoretical and practical approaches to social problems.
Prerequisites: SOC 135 and ENG 112

353. Urban Sociology
Spring - 3 hrs
This course explores the urbanization of people migrating to cities. It examines the political and social patterns of minority groups living in America’s cities. It focuses on gang development and functions, power relations, suburbanization and patterns of segregation and desegregation. The split labor market, movement of industry and shopping to suburbs and the economic undermining of urban African American families and inner schools are discussed.
Prerequisites: SOC 135 and ENG 112

362. Family (WI)
Fall/Spring - 3 hrs
This course traces the origin, development and function of the family as an institution from traditional to contemporary times. Topics include gender roles, division of labor, dating patterns, traditional marriage patterns, and alternative marriage choices. Emphasis is on black families in America. WRITING INTENSIVE. Prerequisite: SOC 135 or junior standing
423. Social Theory
Spring - 3 hrs
Emphasis is on 20th century social theories and theorists in sociology and related disciplines. This course also surveys the connection between social theory and social research.
Prerequisites: SOC 135 and SOC 240

451. Criminology
Spring - 3 hrs
A study of the origins of criminal behavior, its social implications and methods and philosophies of corrections.
Prerequisites: SOC 135 and SW 265

455. Social Change
Spring - 3 hrs
This course studies and compares major theories of social change with both the causes and results of the change. The impact of technology on social structure is emphasized.
Prerequisites: SOC 135, SOC 136, and SOC 423

460. Internship in Sociology
UPON REQUEST - 3 hrs
Field experience and study in social service, public service and applied areas of sociology.
Prerequisites: SOC 135, SOC 136 and consent of instructor

480. Special Topics
Fall/Spring - 3 hrs
Topics of special interest to students and instructors are offered under this number.
Prerequisites: SOC 135, SOC 136 and consent of advisor.

490. Supervised Individual Study
Spring - 3 hrs
Independent reading and research on a topic of particular interest to the student, guided and evaluated by a faculty member.
Prerequisite: Consent of department dean and instructor

SPANISH (SPA)

111. Elementary Spanish I
Fall - 3 hrs
Pronunciation, grammar, translation, and reading of simple prose. Designed as a foundation for acquiring the basic skills of reading, writing, and understanding.

112 Elementary Spanish II
Spring – 3 hrs
A continuation of SPA 111 with reading of elementary texts, dictation, exercises in grammar and pronunciation.
Prerequisite: SPA 111 or consent of instructor.
480. Special Topics: Conversational Spanish  
UPON REQUEST - 3 hrs  
An intermediate level course designed to refine and expand on basic skills with emphasis on conversation and a cultural component focusing on the African presence in Latin America.

**STATISTICS (STAT)**

231. Statistics I  
Fall/Spring - 3 hrs  
An analysis of descriptive statistics including measures of central tendency and dispersion, basic probability concepts, probability distributions, sampling theory and estimates of parameters, hypothesis testing, quality control analysis and introduction to linear regression and correlation.  
Prerequisite: MAT 113

332. Statistics II  
Fall/Spring - 3 hrs  
An analysis of advanced statistical techniques including parametric and non-parametric hypothesis testing, the Chi-square distribution, analysis of variance, simple linear, non-linear, and multiple regression and correlation, time series and trend analysis, index numbers, and modern decision theory.  
Prerequisite: STAT 231
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National Action Network  
Pastor, Charity Missionary Baptist Church, Charleston (SC)  
Elected August 2015
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Area of Study: Criminal Justice Administration

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B.A., Th.B., College of God’s Bible School M.Ed., Ed.D., University of Cincinnati  
Area of Study: Psychology

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Area of Study: Chemistry

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Area of Study: Management in Information Systems and Technology

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M.A. Point Park University,  
Pittsburgh, PA  
Area of Study: Health Administration-Informatics

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Ph.D., The Ohio State University, MS, The Ohio State University, MS, Central Michigan University  
MS, Central Michigan University, BS, Central State University  
Area of Study: Educational Services - Rehabilitation Administration

Sonya M. Ware  
Ph.D., The Ohio State University, M.A., The Ohio State University, M.S., The Ohio State University, B.S. The Ohio State University  
Area of Study: Rehabilitation Services Specialization

Delores Wright  
B.A., Faith Baptist College  
B.S., M.S., Wilberforce University  
Area of Study: Rehabilitation Counseling

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