WILBERFORCE UNIVERSITY
CATALOG

2017 - 2018 Bulletin

Wilberforce University

CATALOG

2017-2018 Bulletin

Wilberforce, Ohio

UNIVERSITY CATALOG FOR 2017-2018

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.

ACCREDITATION

Wilberforce University is 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.

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

Note: The 2017-2018 Catalog was prepared by the Office of the Provost and Division of Academic Affairs.
Dr. Elfred Anthony Pinkard, Executive Vice President and Provost
Dr. Pamela Richardson Wilks, Associate Provost, Editor

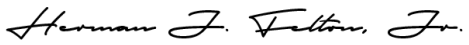
LETTER FROM THE PRESIDENT

I am extremely proud and honored to work with such an amazing community as the 21st President of Wilberforce University. I am committed to leading Wilberforce through an intensified focus that facilitates a more purposeful, strategic, and streamlined Wilberforce.

Many of my core professional experiences influence me for such a time as this… I am a Marine, and embody the Marine Corps core values of honor, courage and commitment which are highly important to me. As an educator and fundraising practitioner, learning, integrity, and respect are important components of my practice. Merging these philosophical frameworks together governs how I engage.

Wilberforce University is a community that strives to be exceptional and provide our students with an extraordinary learning experience. Thank you for supporting Wilberforce; together we will meet our goals. Be great at Wilberforce University!

Suo Marte,



Herman J. Felton, Jr.
President

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MISSION, CORE VALUES, AND THE WILBERFORCEAN

MISSION STATEMENT

Wilberforce University's mission is to help our students identify and prepare for their respective purposes in life as global citizens by imparting knowledge, instilling discipline and inspiring lifelong learning through critical inquiry, personal and spiritual development and practical application.

ACADEMIC PROGRAMMING AND 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:* We are an African Methodist Episcopal Church University that believes in the Living God; we embrace Christian principles as our foundation.
- *Christian Principles:* Ethics, integrity, kindness and honesty, as exhibited in the Christ of Scripture, are an essential part of our spiritual growth and permit us to develop our relationships with God and one another.
- *Quality Education:* We will provide an academically rigorous, living-learning environment with a challenging curriculum, excellent teaching and student research.
- *Social and Community Responsibility:* We are devoted to serving our community through personal and institutional outreach and social good 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.

STUDENT CODE OF CONDUCT

"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 illegal or risky behavior, including but not limited to, use or sale of illegal substances, 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."

Students found in violation of the Student Code of Conduct or those who have breached the Honor Code will be subject to disciplinary action which may result in a fine, probation, suspension or ultimately dismissal from the university. The Student Code of Conduct and supporting statements can be found in the Student Handbook.

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.

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 behaviors which define the Wilberforce University academic experience for every student enrolled and every individual associated with the University. The *WU Way* distinguishes the Wilberforce University community from every other college or university and identifies its students, graduates, and members of its workforce as individuals of noteworthy distinction. While the hallmark values of excellence, innovation, and kindness form the foundation of the *WU Way*, embracing and living the *WU Way* involves a broader and deeper commitment to personal and intellectual development and transformation.

While Wilberforce University is an academic community, it 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* respects diversity and appreciates the differences among human beings and values exposure to different ideas, world-views, perspectives, attitudes, backgrounds, appearances, cultures, and religions.
3. The *WU Way* values civility and kindness and the importance of living and behaving harmoniously in community with others.
4. The *WU Way* embraces the excitement of intellectual curiosity, innovation and excellence, disciplined methods of inquiry, critical thinking and problem solving as valuable habits of the mind worthy of development and life-long cultivation.
5. 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.
6. The *WU Way* provides a guiding foundation for operational efficiency, institutional effectiveness, constituent satisfaction, uncompromising professionalism, and civility in the Wilberforce University workplace.

HISTORY OF THE UNIVERSITY

THE HISTORY OF AMERICA'S FIRST PRIVATE, COEDUCATIONAL UNIVERSITY FOR WOMEN AND MEN OF AFRICAN DESCENT

Wilberforce University can trace its origin to some of the most agonizing history that our country has endured.

During the pre-Civil War years, abolitionists were locked in a moral conflict with pro-slavery elements. A result of the struggle was the creation of the famous Ohio Underground Railroad to help those who would be free. On that pathway to freedom, Wilberforce's first students, slaves and freed blacks, found freedom of mind. Ignorance was slavery's first rule. The university was formed to bring light to the minds of men and women.

Founded in the State of Ohio in 1856, Wilberforce University is among the first universities established to educate people of African descent in America and was named to honor the great 18th century abolitionist, William Wilberforce. Early that year, members of the Methodist Episcopal Church purchased property for the new institution at Tawawa Springs near Xenia, Ohio. The school progressed until the Civil War when enrollment dwindled and financial support declined; the original Wilberforce closed in 1862.

In March of the following year, Bishop Daniel A. Payne of the A.M.E. Church, a member of the original 1856 corporation, negotiated to purchase the University's facilities. He secured the cooperation of John G. Mitchell, principal of the Eastern District Public School of Cincinnati, and James A. Shorter, pastor of the A.M.E. Church in Zanesville, Ohio. Soon afterwards, the property was formally turned over to them as agents of the church, and the University was newly incorporated on July 10, 1863. On the same night that President Abraham Lincoln was assassinated in Washington DC, the University's original building burned to the ground. It was soon rebuilt through the dedication of many friends and supporters of the church and its new University. By then, a highly-trained faculty

was employed, and instruction on the University level was begun under the administration of President Payne, the first black University president in America.

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

Richard S. Rust, 1858-1863
Daniel A. Payne, 1863-1876
Benjamin F. Lee, 1876-1884
Samuel T. Mitchell, 1884-1900
Joshua H. Jones, 1900-1908
William S. Scarborough, 1908-1920
John A. Gregg, 1920-1924
Gilbert H. Jones, 1924-1932
Richard R. Wright, Jr., 1932-1936
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 - Current

LOCATION AND ASSETS

LOCATION

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 the Provost and Academic Affairs, 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 and the Center for Entrepreneurship, Social Good and Transformational Leadership and Publications.

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 about 100 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, Library on-line 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 reference collections of books, archival documents, microforms, and periodicals. Librarians provide class tours, instruction in the use of library resources, and consultations about research problems.

Walker Center
The faculty offices, and a faculty lounge are housed in this modern two-story complex. The Cooperative Education annex is a part of this structure.

RESIDENTIAL FACILITIES

Walker-Valentine Halls
Built in 1970 and renovated in 2017, houses 280 Male students

Askew-Jackson Halls
Built in 1970 and renovated in 2017, houses 280 female students

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, contains fitness facilities including an aerobics room and a weight room. The University Health Clinic is also housed in the center. Also in the center are locker and shower rooms, and 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 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.

STUDENT RESOURCES

ACADEMIC RESOURCES

THE CENTER FOR ACADEMIC SUPPORT AND STUDENT SUCCESS (CASSS)

The academic and student engagement programs at Wilberforce University are strategically and carefully developed to assure the success of every student enrolled at the University. Success is broadly defined as persistence to graduation and the attainment of the Wilberforce University degree facilitated and supported by a rigorous academic and rich student engagement experience. The academic and student engagement experience is also informed by the recognition that students arrive at Wilberforce with varying degrees of academic preparation, aptitude, and motivation. As such, the University bears an important obligation to develop and provide opportunities for students to be fully supported in their academic ambitions through conceptually and programmatically sound and thoughtful interventions and strategies.

The occasion of a new administration and the declaration of the Wilberforce Renaissance as the path forward to institutional renewal and prominence has required a reimagining of the academic support and student success model at the University. The academic and psycho-social and emotional needs of our student population must be met with innovative and effective approaches to realize student development and success.

Charge:

The Center for Academic Support and Student Success has been re-imagined as the unit within the Division of Academic Affairs at Wilberforce University which provides targeted services and programs designed to identify and remediate the academic and psycho/social/emotional challenges

faced by Wilberforce University students, to assist faculty develop effective teaching strategies and to codify student success and achievement. The Center is a collaboration between the Division of Academic Affairs and the Division of Student Engagement and Student Success and will be reside organizationally in the College of General and Foundational Studies. The work in the Center will be informed by the following assumptions:

1. Every Wilberforce University student will be treated with kindness and respect and confidentially will be honored, without exception.
2. Every Wilberforce University student is capable of learning and reaching his/her full potential.
3. Intrusive advising is a time-honored and effective strategy for engaging Wilberforce University students.
4. The success and effectiveness of the services and programs in the Center will be directly related to faculty engagement and support.
5. The personnel in the Center are fully committed to the success of every Wilberforce University student served by the Center.

Services and Programs:

The Center for Academic Support and Student Success will provide the following services and programs for Wilberforce University students.

1. Academic advising for all new, first-year and transfer students.
2. Academic advising for athletes.
3. Supplemental instruction
4. Early Alert System
5. Learning Skills Laboratories
    a. Writing
    b. Reading
    c. Math
    d. Remedial instruction
6. Teaching and Learning laboratory
    a. Faculty development
        i. Canvas training
        ii. Effective pedagogy development
        iii. Training for student success
7. Disability Access and Support Services
8. Class Advocate Program
9. Success Strategies Teams
10. Tutoring and mentorship program
11. Career pathways planning, exploration, and preparation

Peer Tutorial Program
This program provides a much-needed service for our students. Our peer tutors assist students who need help in any of their classes. This is a free service to Wilberforce University students.

College Strategies Course/The First Year Seminar
Freshman Seminar Courses (FRS) provides an intensive orientation to university life. Emphasis is on study skills, attitudes and value clarification and student rights and responsibilities. It is required of all new students including transfer students with less than 30 accepted transfer hours.

Disability Services
Wilberforce is dedicated to empowering student with disabilities through the delivery of reasonable accommodations and support. Students with disabilities who need academic or other specialized 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 Disability Access. 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.

OFFICE OF COOPERATIVE EDUCATION AND CAREER SERVICES

Cooperative Education
The Cooperative Education Program engages students in a variety of learning environments beyond the classroom, is grounded in experiential learning and requires both active engagement with what is being studied and critical reflection upon the entire experience. Wilberforce expresses this form of experiential learning in a three-tiered model (Exploration, Investigation, and Immersion) which incorporates a range of activities including volunteering, job shadowing, field experiences, and internships. These opportunities provide students with a situation in which they can employ knowledge, creativity, and judgment to solve real-world problems. Students are expected to link prior knowledge and academic experience to practical situations in a manner which exhibits a high degree of autonomy and responsibility. In addition, effective integration of theory and practice also requires students to utilize a variety of concepts, skills, and problem-solving techniques in an intentional and self-reflective manner. More information about the specifics of completing the Cooperative Education requirements are under the "Special Programs and Educational Opportunities" section of this catalog.

Career Planning
Career Planning helps students bridge their liberal arts education with their career journey. We offer a comprehensive range of programs, including individual advising and special group forums that assist students in understanding their skills, interests, and values while linking this knowledge with various career options. Career Planning helps students from their first year through graduation, whether that means learning about internships, seeking employment, or applying to graduate school.

The above services are complemented by a library and website of career exploration and occupational information. Students may browse through summer job listings, internship opportunities, graduate school and employment materials throughout the library. Students are encouraged to use our website to learn about various career fields, specific job search strategies, posting their resume on-line, and upcoming programs and news available through our office.

For more information, please contact the Office of Cooperative Education and Career Services at 937-708-5737.

DR. MARK AND SHELLY WILSON CENTER FOR ENTREPRENEURSHIP, SOCIAL GOOD AND TRANSFORMATIONAL LEADERSHIP

The Center, created in 2017, is comprised of three institutes that focus on engaging students and other members of the Wilberforce Community through academic courses and programs, experiential learning, and research. The Center's work situates entrepreneurship as the conduit for social change and development of transformational leaders.

INFORMATION TECHNOLOGY

Also see – IT Acceptable Use Policy section of this catalog.

Information Technology (IT) at Wilberforce facilitates access to and use of information, communication, and collaboration technologies. IT strives to provide technology resources that are appropriate in the context of the University's liberal arts tradition, its mission, and its core values. The use of information technology resources is integral to students' development. Students, faculty, and staff have access to information resources, communications and multimedia tools, software applications, and specialized computing environments. They are supported in their endeavors by a team of professional staff and a team of Student Technology Assistants.

Wilberforce's campus network provides access to campus technology and Internet resources. Pervasive wired and wireless networks make it possible for students to use their notebook computers anywhere on campus for research, study, work, communications, and entertainment. For additional information about Information Technology, please visit the Information Technology section of the University website.

DIVISION OF STUDENT ENGAGEMENT AND SUCCESS

The Division of Student Engagement and Success facilitates student development and success through intentional activities, practices, and learning opportunities. The Division of S.E.S. works to engage students through the following departments:

- Campus Life & Engagement
- Student Activities & Intramural Programs
- Residential Life & Housing
- Community Standards & Title IX
- Counseling Services
- Health Services
- Religious and Spiritual Life

Each of these departments has a specific role in ensuring your success, but 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 S.E.S. team will do everything we can to ensure your success.

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.

STUDENT CONDUCT

Students enrolled at Wilberforce University are expected to conduct themselves properly at all times. They are expected to observe standards of behavior and integrity that will reflect favorably upon themselves, their families, and the University. They are further expected to abide by the laws of the city, state, and nation, and by all rules and regulations of the University.

FOUNDATION FOR STUDENT CONDUCT POLICY AND DISCIPLINE PROCESS

Every academic community has certain standards by which the activities of students are governed. The approval of students' applications for admission and their formal registration at Wilberforce University certifies their willingness to abide by the academic and social standards, policies and regulations of the University. Wilberforce attempts to provide an environment that is conducive to academic endeavors, social growth and individual self-discipline.

The University may impose formal disciplinary actions because it has a responsibility to ensure all members of the University have the opportunity to attain their educational objectives. It also has the subsidiary responsibility to protect the rights, health and safety of persons in the University

community, to keep accurate records and to sponsor non-classroom activities, such as lectures, concerts, athletic events and social functions.

Authority to impose formal sanctions may be delegated by the President and/or Vice Presidents to student groups. Disciplinary action may be taken against students for offenses that have occurred while they are registered or pending registration.

Such disciplinary action shall, where possible, follow the formal rules and procedures outlined below, provided that nothing in the rules shall be construed to interfere with the inherent rights of the University in time of emergency to promulgate and operate according to reasonable rules and regulations for the protection and continued functioning of the University community and its members.

At all times, the President or designated Executive, Senior or Vice Presidents may, at his/her discretion, take administrative disciplinary action to include dismissal, suspension, etc. Such action may be taken in times of emergency or when there is evidence of danger to the health, welfare and moral climate of the institution. When such action is taken, a hearing may be set at a later date, within 60 calendar days.

If students show evidence of emotional and/or social problems and are referred to the Sr. Vice President of Student Engagement and Success or designated counselors and/or Health Center, and they refuse the service, the University reserves the right to suspend those students for a minimum of one semester, if it is felt that their behavior is detrimental to themselves and/or to others. These students can be readmitted to the University after providing a letter from a mental health professional stating that they have been under treatment and may, without danger to themselves or others, return to the University.

Wilberforce University endorses academic freedom - freedom to learn, freedom to think, freedom to speak, freedom to write and freedom to publish. It also endorses those amendments to the Constitution of the United States that guarantee the freedom of the press, speech, religion and to petition for redress of grievances. The right of students to criticize, dissent and protest is protected. However, academic freedom is not academic license. Therefore, in the interest of insuring the education that teachers are here to give and which students are here to receive, Wilberforce University will not condone any action that infringes upon the rights of others.

When students have been apprehended for the violation of a law in the community, the University will not request or agree to special consideration for them because of their status as students.

A University staff member may enter any room in the residence halls or any other University Housing for the purposes of maintenance or repair or in emergency situations. Entry to a room, where there is probable cause to believe that illegal activities or violations of University rules or regulations are taking place, or for purposes of search or seizure of evidence will be made only when authorized by the President, Executive, or Sr. Vice President or designee, preferably when the occupants are present. If there is cause to enter and the student is not available a Resident Director shall accompany the

person(s) wishing to enter. If a Resident Director is not available, then a Resident Assistant can witness the search.

The University shall provide all students procedural due process in all disciplinary cases that may result in dismissal or suspension, except as otherwise noted. Minimum of due process under normal conditions includes:

1. Written notice of nature of charges.
2. Opportunity to be heard before the Sr. Vice President of Student Engagement and Success, his/her designee or an impartial committee established by the Division.
3. Procedures that meet the traditional notions of fair play and decency.
4. Examination of witnesses.
5. Support of evidence in the record to assure convictions.
6. Appeal procedures that are duly established and clearly defined.

The Office of Student Engagement and Success, which includes the Sr. Vice President or Associate Vice President/Dean of Students reserves the right to immediately handle mass violations of University rules and regulations or emergency situations, should it be impossible to provide students with all necessary procedural rights and safeguards endemic to due process.

The President, by virtue of the authority delegated to him/her by the Board of Trustees, shall have final responsibility and authority for the discipline of all students enrolled in the University. This responsibility and authority may be delegated to the Executive Vice President or Sr. Vice President or another personnel officer as designated by the President. Questions regarding this policy should be directed to the Senior Vice President of Student Engagement and Success.

DRESS AND APPEARANCE POLICY

The university experience is not just a place to excel in academic areas; it is also a place where a student develops an accentuated sense of self-respect and dignity. An indication of respect for self and others is reflected in one's presentation to others in attitude, behavior, and appearance. Here at Wilberforce, we expect students to provide an appearance that is always worthy of respect and dignity. As emerging scholars, young professionals and physical examples of God's grace, your appearance and carriage are of the utmost importance. Therefore, we expect the following:

- Young men to remove hats upon entering any building on campus;
- Young men to wear their pants in a way that does not sag off the waist revealing undergarments;
- Young men not to wear wave-bandanas, doo-rags or stocking caps around the campus or in class;
- Young men and women to wear clothing that is presentable and does not inappropriately reveal the body.

In referring to around the campus the following areas are noted: to class or lab, to administrative offices, to academic offices, to the café, to the multiplex or generally outside of the residence hall.

Additionally, students are always expected to present themselves in a professional manner in both demeanor and appearance, and there are several times in the life of the university in which students are required to wear professional or business attire. Convocations, Chapel and special events

deemed as such by the President are such times. Therefore, the following Dress Code is enacted for those times:

- Business or Business casual attire.
- Men must wear shirts with collars (mock necks and turtlenecks will be accepted).
- Men's shirts must be tucked in and belts worn.
- All Shirts (men's and women's) must have sleeves. Women in sleeveless dresses or sweaters must cover the arms with a wrap, jacket or sweater.
- All students must be in slacks (men) slacks, skirts or dresses (women) and dresses and skirts must be appropriate in length.
- All students must wear appropriate shoes (no sneakers, vans, timberlands or the like), unless there is inclement weather.

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 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.

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 located in the Wolfe Administration Building on the lower level, and is staffed 24 hours a day.

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 location is 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 your 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 Disability Access. 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 Servics).
- 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.

ADMISSION, EXPENSES, AND FINANCIAL AID

ADMISSION

Admission to Wilberforce University is open to qualified students regardless of age, sex, color, race, creed, religion, national origin, disability, veteran status, sexual orientation, or political affiliation. In determining admission, due consideration is given to many different expressions of a student's qualities and abilities: scholastic achievements, performance on standardized tests, extracurricular activities, and promise to benefit from and contribute to the intellectual life of the community. The University reserves the right to grant or deny admission to any applicant on the basis of the criteria outlined below:

Application Procedure

1. *Application*: The Wilberforce University accepts the Common Application (commonapp.org) or the Wilberforce Web Application (wilberforce.edu). Applicants can submit their materials online by the appropriate deadlines.
2. *High School Transcript*: A transcript should be furnished by the secondary school at the time the student submits an application. A final transcript will be required at the end of the senior year, and an interim transcript is recommended and may be requested earlier in the senior year to monitor progress.
3. *Two Letters of Recommendation*: The teacher recommendation form should be given to a teacher who has taught the applicant in a core academic subject within the last two years. The other recommendation should come from another adult individual who is able to speak to the student's potential for success at the college level. The completed form should be returned by the recommender to Wilberforce University before the application deadline.
4. *Application Fee*: A non-refundable application fee of $25 must be sent to the Office of Admissions by the stated deadline for all applicants who submit an application by mail. Checks or money orders should be made payable to Wilberforce University. If this fee represents a financial hardship, a guidance counselor may submit a College Board fee waiver, or a letter requesting a fee waiver, on the student's behalf.
6. *Entrance Tests*: Scores from the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or scores from the American College Testing Program (ACT) are required of all applicants. It is recommended that all applicants take one of these tests no later than November of the senior year. Information about the SAT may be obtained through www.collegeboard.com. Information about the ACT may be obtained through www.act.org.
7. *Financial Aid*: Over 95% of all students at Wilberforce receive some form of financial aid. Applicants interested in learning their eligibility for need-based financial aid must file the Free Application for Federal Student Aid (FAFSA) as soon after October 1 as possible at www.fafsa.ed.gov as well.

Additional information on need-based financial aid and merit scholarships may be obtained from the Office of Admissions. Please also consult the section on Financial Aid in this Catalogue.

Students are strongly encouraged to visit the campus and to talk with an admissions representative before making a final college choice. Although not required, a visit permits the candidate to tour the campus, visit classes, speak with an admissions representative, and meet faculty and students. Visit arrangements should be made at least one week in advance of the desired date through the Office of Admissions by calling (937)708-5500 or www.admissions@ilberforce.edu.

Admission to the first-year class or to advanced standing is under the direction of the Office of Admissions. In addition to the above stated requirements, the University suggests, as a minimum, the following distribution of entrance requirements:

1. A minimum grade point average of 2.0 and graduation in the top two-thirds of their class
2. Graduation from high school, or equivalent, with a minimum of 15 units of study:
   - 4 units of English
   - 2-3 units of Mathematics (including algebra)
   - 2 units of Social Studies (including U.S. History)
   - 3-5 units of Additional Courses (including foreign language, computer science, fine arts, or laboratory science)
3. A complete typewritten essay entitled "What Goals I plan to Accomplish through a College Education" (The essay should be a minimum of five paragraphs)

Consideration is given to students who follow alternate courses of study or receive a passing grade on the General Education Development test (GED). Scores are required for admittance.

Note: Students with a GPA below 2.00 may be admitted on probation following a special review by the Admissions Committee and may be required to participate in a pre-college experiential learning opportunity.

If not completed online, all completed applications, supporting documentation, and fee should be returned to:

Office of Admissions
Wilberforce University
P.O. Box 1001
Wilberforce, OH 45384-1001

Home-Schooled Students

In addition to the standard application requirements, home-schooled students are required to interview with a Wilberforce admissions representative. Home-schooled students should also submit detailed course descriptions and/or syllabi for academic work completed through the home-schooling program and two letters of recommendation, including one from a person who has provided academic instruction to the student and at least one from someone outside the student's home.

Deferred Admission

For a variety of reasons, some students decide to delay their plans to attend Wilberforce 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 in order 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.

International Student Admission

International students are welcome and encouraged to apply for admission to Wilberforce University. International students should begin application procedures early in their senior year. They should clearly indicate their citizenship in their initial correspondence with the Office of Admissions. Applicants whose native language is not English are required to submit test results from the Test of English as a Foreign Language (TOEFL). The application, complete and official scholastic records indicating a graduation date, General Certificates, transcripts, and other relevant documents must be submitted along with the TOEFL scores. (A certified Affidavit of Sponsorship must be submitted at least 60 days prior to the beginning of the semester.) The Affidavit of Sponsorship must be certified by a bank or the American Consulate, indicating sufficient funds and commitment to the student throughout his/her studies at Wilberforce University. The statement must be notarized for authenticity and sent directly to the Office of Admissions.

Foreign Diplomas: Wilberforce University recognizes that successful completion of some foreign diplomas represents academic work beyond the level of the American high school diploma. In accordance with the placement recommendations approved by the NAFSA: Association of International Educators and the American Association of Collegiate Registrars and Admissions Officers (AACRAO), students presenting these diplomas may receive up to one year of college credit. The exact number and nature of course credits granted will be determined through conferences with the Registrar and appropriate academic departments after matriculation.

International Advanced Placement Credit: Students who successfully pass Advanced-Level examinations with marks of A or B will automatically receive credit for one elective for subjects that are included in the Wilberforce curriculum. The credits will be recorded on the transcript and included as part of the elective credit required for a Wilberforce degree. If the student requests that the credit apply toward major, minor, or distribution requirements, a meeting must be scheduled with appropriate department chairpersons for the purpose of determining placement and competency levels. Placement tests may be used to determine levels of competency.

Departments and/or the Office of the Provost and Division of Academic Affairs (OPAA): will determine Wilberforce equivalent courses for credits that are granted for acceptable proficiency scores. Courses that are granted for proficiency scores, if repeated, count only once toward the minimum course credits required for graduation. When necessary, college dean and/or the OPAA will determine which courses in the Wilberforce curriculum will be entered on the transcript as applicable toward major, minor, or distribution credits.

Students who successfully pass the International Baccalaureate Higher-Level Examinations with grades of 4 or higher will receive one course credit toward graduation in the subjects included in the Wilberforce curriculum. Students submitting the International Baccalaureate examination results are subject to the same procedures that govern granting of credit for A-Level results.

International Student Transfer Procedures: Students must submit official transfer documents before they arrive on campus. The process of evaluating documents for transfer credit begins with the Division of Enrollment Management/ Office of Admissions. Where there is doubt about the accreditation status of an institution granting a particular credential, the Director of Admissions will consult with the Registrar for assistance with completing the evaluation.

Financial Aid: Financial assistance for American students living overseas is determined just as it is for American students living in the United States. Wilberforce has limited funds for international students and may able to offer students only partial financial assistance. International candidates should be able to contribute to their annual expenses, including travel, while studying at Wilberforce University. The University offers a few scholarships and awards them based upon academic achievement and financial need. Students applying for an F-1 student visa must submit a Certificate of Finances form, whether or not they are applying for financial aid.

English Language Proficiency: All foreign candidates must prove competency in the English language. Students may prove their proficiency in English by taking either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Students must score a minimum of 550 on the paper-based TOEFL, or an 80 on the internet-based TOEFL (IBT) with no sub-score below 15 to be considered for admission. The minimum score on the IELTS is a 6.5 band. Students participating in the English Engagement Seminar prior to the beginning of the academic term may be admitted with a TOEFL (IBT) score above 75, or equivalent. The Office of Admissions may waive these requirements for students who are native English speakers or have done their schooling at an English medium school for the past four years. Applicants must contact the Admission Office to ask for such a waiver. No application will be processed or evaluated without official TOEFL or IELTS results, or a waiver for the tests.

International Students and the Foreign Language Requirement: International students whose primary language is not English may satisfy the University's foreign language requirement by achieving an appropriate TOEFL score (80 on the internet based test) or by meeting the University requirement in Writing by placement examination or course work.

International students whose primary language is English but who are proficient in a second language must demonstrate that proficiency either by taking the University's language placement exam (in the case of languages taught at Wilberforce) or providing evidence by examination or other manner to the Dean for Curriculum and Academic Engagement. The same conditions apply for American students who have studied or lived in a non-English speaking environment for an extended period.

Transfer Student Admission

Transfer students are welcome to apply for transfer admission at any time before the end of their sophomore year. Students who wish to apply as a transfer student should submit the Common Application (commonapp.org), high school transcript, transcript from each college or university attended, ACT and/or SAT scores, and the Transfer College Report. If a student was previously admitted to Wilberforce, but attended another institution as a full-time student, they must reapply as a transfer student.

Applicants are required to have test scores and official transcripts of record from each institution at which they have studied sent to the Office of Admissions. Courses completed at another accredited institution will be accepted if the grade is C or better, if the cumulative GPA is a 2.00 or better, and if the courses are equivalent to those offered at Wilberforce. See Transfer Credit Policy (below) for additional information on types of transfer credit and evaluation criteria.

Two Year College Dual Admission/Transfer Programs
Students who have earned an associate degree will be granted junior standing, contingent upon meeting the relevant general education requirements and transition into a program of similar progress. Courses will be evaluated to determine if general studies and major field of study requirements have been met. Wilberforce University has several articulation and transfer agreements with two-year colleges and universities throughout the country.

Transient Students
Students who attend Wilberforce University primarily for credits to be transferred to another college or university are classified as transient students. Those students are required to complete a regular admission application and present a statement from the college or university in which they are currently enrolled. Students must be in satisfactory academic standing and conduct. Wilberforce University students may transfer in credits from other accredited institutions by obtaining prior written approval from their advisor and college dean.

Transfer Credit Policy
The University will accept up to a maximum of 72 Wilberforce course credit equivalents completed elsewhere and transfer students must complete at least 48 course credits at Wilberforce to graduate, including course credits for general education requirements, and course credits in the major, including Senior seminar. Because of the emphasis on writing at Wilberforce, the writing-intensive requirement must be completed in the student's program of study. Exceptions will be approved by the dean of the college in which the student's major resides for both the writing requirement and any other program requirements. The History of Wilberforce course is a requirement for graduation for any transfer student. Quarter hours will be adjusted to semester hours, and no remedial courses will be accepted for transfer credit towards graduation.

Wilberforce recognizes the value of transfer work, advanced placement, and proficiency tests, and will grant a maximum of 72 course credits for first-year students who have satisfactorily completed acceptable transfer credits. Students who transfer to Wilberforce after studying full-time at another institution are classified as transfer students.

Upon receipt of the official transcript or credit document, the Registrar will determine, with the assistance of appropriate departments, how the credit will be awarded. Transfer credit appears on the student's academic record as credit without letter grade, and it is not used in the determination of academic grade point average. Transfer work that has no established Wilberforce equivalent must be approved by an appropriate chairperson before credit is granted. Transfer credit approval forms are available in the Office of the Registrar.

Credit will not be granted for transfer courses or proficiency scores that are submitted for subjects that appear to be equivalent. Credits granted for transfer work, if repeated, count only once toward the minimum 32 course credits required for graduation. All transfer course work should be submitted for earned credit within one semester of enrollment at Wilberforce. Beyond this semester, re-testing or other means of certification may be required.

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 Provost and Academic Affairs for approval toward graduation in the subjects included in the Wilberforce curriculum.

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 Provost upon the recommendation of faculty members or deans for sufficient reasons.
3. Students may be asked by the Provost 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 security deposit of $275 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
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 application fee for readmission is $25. 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 and November 15 for Spring Semester readmission.

SPECIAL PROGRAMS AND EDUCATIONAL OPPORTUNITIES

COOPERATIVE EDUCATION

The founders of the University recognized the need for developing well-educated men and women with the skills to be leaders in their professions and communities. With that mission in mind, in 1964 cooperative education was implemented at Wilberforce University and became a mandatory program in 1967. This placed Wilberforce among other forerunners in academia demanding dual excellence of its students.

According to the National Office of Research and Development for Cooperative Education, Wilberforce is one of two four- year institutions in the nation operating a mandatory program. The program has been cited for excellence in cooperative education in several major publications: National Association of Colleges and Employers, *Black Enterprise*, *Career*, and the *Black Employment & Education Journal*. Recently, Wilberforce has been awarded the National Urban League's Campus of the Year award through the Black Executive Exchange Program. Competing in several national case study competitions, Cooperative Education students have been awarded first place for developing diversity hiring practices for several Fortune 500 companies.

What is Cooperative Education?

Cooperative Education is applying theory learned in the classroom to actual paid work experiences. It is a plan of education in which the student alternates periods of academic study on campus with similar periods of paid employment in positions related to his/her academic, career, or personal interests. It gives the student the advantage of testing these interests early in his/her undergraduate program. The combination of academic study and cooperative education work experiences produces an overall learning experience that gives greater meaning to the student's academic program and clearer direction to his/her career development.

The Cooperative Education Work Experience Program is the "heartbeat" of the Wilberforce academic program; therefore, every student attending this University must participate in the Cooperative Education Work Experience Program and satisfy all work requirements before receiving a degree.

How do I get credit for completing my co-op?

In order to receive full co-op credit, your work experience must be a position that gives you a valuable learning experience.

Additionally, you are required to complete each of the forms listed below in a timely fashion. Failure to complete the forms and return them to the Co-op Center may result in you not receiving co-op credit for this work assignment. All surveys and paperwork must be completed within (1) one month after the completion of your work assignment. All work experiences must be for a duration of 8-16 hours per week, for 10-16 consecutive weeks to be considered as (1) one co-op credit.

Please read and follow the instructions in each area to ensure your paperwork is accurate, complete, and on time. Additionally, when you are registering for classes, register for your co-op experience.
CWE 101 - course title, 1st co-op (Pass/Fail) CWE 201 - course title, 2nd co-op (Pass/Fail)

1. **Cooperative Education Work Agreement:** Review with your supervisor, and place in employee file.
2. **Performance Learning Objective:** To be successful during this co-op, you and your supervisor jointly agree on four performance learning objectives.
3. **Employer's Evaluation of Student:** To receive credit, the employer must complete a series of student evaluation surveys.
4. **Student's Evaluation of Employer:** At the completion of your co-op, each student will be responsible for the completion of a survey that highlights your work experience.

How do co-ops benefit the Student?

- Helps in career decision making. You can reality test careers and make choices based on on-the-job experience in a chosen field. As a result of cooperative education, you have a clearer and more specific sense of your career objectives.
- Allows you to test classroom learning in the laboratory of the real world.
- Enables you to pay for a significant portion of your college expenses through earnings from your Cooperative Education Work experience.
- Provides a means of financial assistance that is available to all students, regardless of their family income levels or other financial aid arrangements. The opportunity to earn income while pursuing a college
- degree is often an added incentive for many first-generation college students.
- It improves post-graduation employment prospects by giving you valuable work experience.
- Teaches you valuable job search skills such as resume writing, interviewing techniques, and company research.
- Provides you with a more direct relationship between your college major and full-time permanent employment, as well as a more direct relationship between your current employment and career plans.
- Helps you in developing an understanding of human relationships and social skills required to work more effectively with others as a team player.
- Provides an opportunity to observe the social skills and attitudes of other professionals, and learn about different corporate cultures.
- Increases your marketability after graduation to receive a higher starting salary, and accelerates your upward mobility.

SERVICE LEARNING VISION STATEMENT

Service Learning is an instructional methodology that integrates community service with academic instruction, while focusing on critical reflective thinking of personal and civic responsibility.

The goal is to blend service to the community and learning so that the service reinforces, improves and strengthens the learning, and the learning reinforces, improves and strengthens the service.

Our Service Learning Program positions itself in conjunction with the vision of Wilberforce University to be exemplary among the UNCF and national liberal arts institutions, acknowledged as offering a

distinctive quality education guided by Christian principles and designed to develop the whole person – spiritually, morally, intellectually, socially, and physically.

Service Learning can provide a mirror for us to see ourselves, a microscope for us to examine our surroundings and binoculars for us to see what lies ahead.

Courses at Consortium College

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 recomputed 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.

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 Wilberforce University Office of Admissions.

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 high school.

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: FUNDING YOUR EDUCATION THROUGH FINANCIAL AFFAIRS

Expenses and Cost of Attendance
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. The typical student spends two semesters a year in campus study, but a student may choose to complete a cooperative education assignment during either semester or during the summer.

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

Tuition and Fees	$13,250
Room	$ 4,000
Meals	$ 3,000
Comprehensive Fee	$ 20,250

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 Business Office.

Books, 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 and security deposit of $275.00 is required of all incoming students by May 1.

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

CLIMB Student Summary of Expenses

Term I:	$6,324.16	16 semester hours of credit
Term II:	$5,928.90	15 semester hours of credit
Term III:	$6,324.16	16 semester hours of credit
Comprehensive Total:	$18,577.22	47 semester hours of credit

Cost is $395.26 per credit hour

Please note that all rates shown are for the academic year 2017-18. 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. Any merit scholarship awarded will automatically appear on the semester bill. Students anticipating need-based financial aid must submit all required financial aid documentation to the Financial Aid Office by June 25 in order 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 in 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 online. There is a 2.5% service fee applied to credit card 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's Office. If payment of the entire basic charge would cause a financial hardship, the university has contracted with Tuition Management Systems (TMS) to provide a deferred payment option. A fee of $70.00 is charged for a 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 TMS Tuition Payment Plan. Personal checks, money orders, certified checks and cashier's checks should be made payable to Wilberforce University and mailed to:

Bursar Office
Wilberforce University
PO Box 1001
Wilberforce, OH 45384

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. 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 College has the option to take any or all of 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 wishing to contemplate plans or 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 College, 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 aforementioned 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 College 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 and for examples of typical calculations.

Additional Tuition and Fee Charges

Official Transcript of Record (first one free) $5.00
Same Day Transcript (no express service) $8.00
Graduation/Application Fee $25.00
Application Fee Traditional Student $25.00
Re-admit Fee Traditional Student $10.00

Climb Application Fee $25.00
Climb Re-admit Fee $25.00
Climb Reactivation Fee $100.00
Graduate Program Application Fee $40.00
Senior Class Dues $200.00

Tuition Management (TMS)
Interest Free Deferred Monthly Payment Option Late Payment Fee: $40.00
Enrollment Fee Deferred Payment Plan: $70.00

Deposit
Room Deposit $75.00
Key Deposit $50.00

Replacement Charges
Replacement of lost student identification card $15.00
Failure to return key upon departure $25.00
Replacement of lost key $75.00
Replacement of key core $125.00
Replacement of mailbox key $25.00
Returned Check Fee $35.00

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, the cooperative education program, job placement, 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. Single meals at the dining hall will be charged as posted.

Keys
A $125.00 Key Deposit will be required for every student resident living in the residence halls. This deposit will be held as long as the student continues enrollment at Wilberforce University. A refund will be made only upon graduation or withdrawal and after satisfying the conditions for which the deposit was made. The conditions are:

- 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 and cannot be deducted from the Key Deposit.

Refunds will be made only if the student's account balance is zero. Key Deposit refunds will be made by check within 30 days after separation from Wilberforce University.

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
- No refund beyond the fourth week of the 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 AT WILBERFORCE UNIVERSITY

The purpose of Student Financial Aid is to provide assistance to qualified 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 University students receive some type of financial assistance in the form of grants, loans, work aid or scholarships. The Office of Student Financial Aid is part of the Division of Enrollment Management. 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 costs 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.

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). Forms are available beginning in January for the next Fall, Spring, and Summer terms. Forms are available from the Student Financial Services Office in the Wolfe Administration Building, most high school guidance counselors, or via the Web at www.fafsa.ed.gov. (students are encouraged to apply via the Web). The FAFSA application instructions should be followed very carefully. The completed FAFSA should be mailed to the processing center using the envelope provided with the application. The federal processor will not process the application until it is signed. When completing the FAFSA over the Internet, parents and students must register for a PIN before completing the application. The PIN can be used as an electronic signature. It generally takes four to six weeks for the federal processor. The Federal Processing Center will send a Student Aid Report (SAR) to the student and Wilberforce University will receive an electronic version of this

report, Institutional Student Information Report (ISIR). In order for Wilberforce to receive information from the FAFSA, students must enter the School Code 003141 in the school section of the FAFSA.

Step 2.
When the Financial Aid Office receives a complete and valid ISIR, along with any additional documents required to determine the student's eligibility, students will receive a Fall/Spring award letter stating the estimated financial aid they are eligible to receive. The award letter is based on full-time attendance and will indicate both grants and loans for which the student is eligible. After the award letter is printed, 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 Student Financial Aid Office. To receive a student loan, a valid FAFSA must be on file.

The Office of Student Financial Services may require additional information to process the FAFSA applications. Students should respond promptly with the requested information as soon as possible and keep in mind that the University's priority consideration for financial aid is April 30. Students entering the University for the first time during the Fall Semester should submit all required documents to the Office of Student Financial Services by May 15th of the award year. Students must complete a FAFSA annually to be considered for financial aid.

How Financial Need is Determined

In determining financial need or the aid for which students may be eligible to receive, the Office of Financial Services takes into consideration the cost of attendance at Wilberforce University and their ability to pay based on the information students provide 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.

Eligibility

To be considered for financial aid, students must:

1. Be U.S. citizens or nationals, permanent residents of the U.S., citizens of the Marshall Islands and the
2. Federated States of Micronesia, or eligible noncitizens as documented by the Immigration and Naturalization Service (INS).
3. Have been admitted or are enrolled in a degree program at Wilberforce University.
4. Meet satisfactory academic progress standards.

5. Demonstrate an ability to benefit in their intended course of study.
6. Have a valid Social Security Number.
7. Not be in default on a Federal loan or owe a repayment on a Federal Grant or have property subject to a judgment lien for a debt owed to the United States, register with the Selective Service, if male.
8. Not be convicted under federal or state law of sale or possession of illegal drugs.

Types of Aid

Financial assistance falls into three categories: grants and scholarships, work-aid, and loans. Grants and scholarships require no repayment and are called "gift aid". Grants are usually awarded on the 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 of the federal government's free financial aid programs. Apply for a Pell Grant as a prerequisite step toward receiving financial aid from other sources. Pell Grant awards range from $609 to $5,350.

Federal Supplemental Educational Opportunity Grant (FSEOG).

This program is administered by Wilberforce University 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 that meet the priority deadline and is awarded on a first-come, first served basis. Awards up to $3,000 may be available.

Academic Competitiveness Grant

The Academic Competitiveness Grant provides up to $750 for the first year of undergraduate study and up to $1,300 for the second year of undergraduate study. The program became available for the first time in the 2006-07 school year for first year students who graduated from high school after January 1, 2006 and for second year students who graduated from high school after January 1, 2005. The Academic Competitiveness Grant awards are in addition to the student's Pell Grant award.

The National Science and Mathematics Access to Retain Talent Grant (National SMART Grant)

The National Science and Mathematics Access to Retain Talent Grant, also known as the National Smart Grant is available during the third and fourth years of undergraduate study to full-time students who are eligible for the Federal Pell Grant and who are majoring in physical, life, or computer sciences, mathematics, technology, engineering or in a foreign language determined critical to national security. The student must also be enrolled in the courses necessary to complete the degree program and to fulfill the requirements of the intended eligible major in addition to maintaining a cumulative grade point average (GPA) of at least 3.0 in coursework required for the major. The National SMART Grant award is in addition to the student's Pell Grant award. The National SMART Grant will

provide up to $4,000 for each of the third and fourth years of undergraduate study to full-time students who are eligible for a Federal Pell Grant.

Ohio College Opportunity Grant Program (OCOG)
Ohio College Opportunity Grant Program (OCOG) provides need-based tuition assistance to Ohio students from low to moderate-income families.

Ohio Academic Scholarship
Ohio Academic Scholarships, each valued at $2,000, are awarded by the Ohio Board of Regents to high school seniors who qualify on the basis of competitive academic credentials. The scholarship is renewed annually providing the recipient maintains satisfactory academic progress. Specific information may be obtained by contacting one's high school guidance counselor.

Ohio National Guard (ONG) Tuition Grant Program
Ohio residents who enlist, reenlist, or extend their current enlistment in a valid "authorized" or "required" duty position for six years of Selective Reserve duty in The Ohio National Guard are eligible to participate in the ONG Tuition Grant Program. Grants at private institutions are based on the average public university tuition charged. Information may be obtained by contacting The Ohio National Guard, Adjutant General's Department, 2825 West Granville Road, Columbus, OH 43234.

Pennsylvania Higher Education Assistance Agency (PHEAA) Grant Program
Pennsylvania residents who attend Wilberforce University can use their state grants in the state of Ohio. Grants up to $600 may be available.

D.C. Tuition Assistance Grant (DC TAG)
District of Columbia residents attending Wilberforce University can receive from $500 to $10,000 per academic year. Applications are available on the D.C. State Education Office Financial Services' web site at www.seo.dc.gov. Information may be obtained at the D.C. State Education Office, One Judiciary Square, 441 4th Street, NW, Room 350 North, Washington, DC 20001 or by calling (202) 727-6436. Application deadline is June 30th.

D.C. Tuition Leveraging Educational Assistance Partnership (DC LEAP)
District of Columbia, residents may receive this federal need-based grant for training and education beyond the high school level. Awards are based on the review of the FAFSA information and pertinent information from their school. Applications are available on the D.C. State Education Office Financial Services' web site at www.seo.dc.gov. Information may be obtained at the D.C. State Education Office, One Judiciary Square, 441 4th Street, NW, Room 350 North, Washington, DC 20001 or by calling (202) 727- 6436. Application deadline is June 28th.

FEDERAL WORK-STUDY (FWS) PROGRAM
Subsidized employment is awarded through the Federal Work Study (FWS) Program. FWS is awarded to students based on need. To apply, students must complete the FAFSA. 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 that academic year.

LOANS

There are several types of student loans available to Wilberforce University students. To qualify for any of the federal loans, an applicant must be a U.S. citizen or an eligible non-citizen and must be enrolled at least half-time in a degree program.

Federal Perkins Loan Program

The University makes loans to students based upon need from a limited amount of federal funds collected from previous borrowers. Students must be enrolled at least half-time (six hours) in order to receive Perkins funds. Payment of both interest and principal is deferred until nine months after leaving Wilberforce University or dropping to less than half- time. The annual interest rate of 5% begins to accrue at the same time payments begin. Depending on the amount borrowed, repayment can take up to 10 years.

Federal Stafford Loan Program

Stafford Loans are available through the Federal Family Education Loan (FFEL) program. Stafford Subsidized Loans are awarded on the basis of financial need. Students will not be charged interest before they begin repayment or during authorized periods of deferment. The federal government "subsidizes or pays" the interest during these periods.

Stafford 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. If a dependent student does not qualify for the subsidy benefits to be paid by the Federal Government (Subsidized), the dependent student may borrow from this program at the same loan limits as those of the Federal Subsidized Stafford Loans. Dependent students whose parents have been denied a Parent Loan for Undergraduate Students (PLUS) Loan may borrow from both the Subsidized and Unsubsidized Stafford Loans as long as the annual and aggregate limits for both programs are not exceeded.

Federal Parents Loan for Undergraduate Students (PLUS)

Parents of dependent children who do not have adverse credit histories can borrow up to the difference of their children's cost of attendance and effective financial aid awarded. Loans made co-payable to students' school and their parents have variable interest rates not to exceed 12% and a 4% origination fee. There are no deferment options for payments.

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. Usually the decisions on who is awarded its scholarship programs, is based on their standards. The amounts of the awards vary according to the donors' guidelines. The Wilberforce University Scholarship Program was designed with dual objectives:

1. To recognize academic excellence and exceptional talent among prospective and enrolled students at the University.

2. Provide financial assistance to worthy students. (The University is inevitably guided by the wishes of its donors in the distribution of funds.)

Generally, to qualify for scholarship assistance, a student must have a grade point average (GPA) in excess of 3.0 on 4.0 scale, and must have demonstrated a financial need. However, some donors limit scholarship assistance strictly on academic merit. Not all of the scholarships listed in this publication require a 3.0 GPA nor are all of them based on demonstrated financial need. For a full listing of scholarships offered refer to the Wilberforce University Website: www.wilberforce.edu., or contact the Office of Financial Aid.

INTERNATIONAL STUDENT APPLICANTS

It should be noted that the vast majority of financial resources described herein come from the federal government and are primarily directed toward American students. The University expects that international students will be capable of financing their entire educational expenses during their undergraduate matriculation. An Affidavit of Sponsorship must be on file at the University and a deposit of the direct educational expenses (tuition, fees, room and board) for the initial year is required prior to an international student's registration.

VETERANS' BENEFITS

Contact the local Veterans' Administration Office or the Veterans' Coordinator in the Registrar's Office at Wilberforce University for eligibility information.

Satisfactory Academic Progress

Federal regulations require that all federal financial aid recipients be enrolled in a degree-seeking program and maintain satisfactory academic progress toward a degree to maintain eligibility. Wilberforce University complies with this requirement by monitoring each aid recipient's cumulative grade point average (CGPA), completion rate, and maximum time frame for completion of a degree. The following describes Wilberforce's method for monitoring each of these measures.

The Policy

To maintain eligibility for the continued receipt of financial aid, students must make satisfactory progress toward the completion of a degree as defined by the policies established by the Student Financial Services office in conjunction with Department of Education guidelines.

Financial Aid Standing – Student Academic Progress

Also see Academic Regulations – Academic Standing, Withdrawal, and Readmission

A student's need-based financial aid standing follows his or her academic standing as determined by the College's Satisfactory Academic Progress Policy. Students who are placed on academic probation by the Committee on Academic Standards will be placed on financial aid warning for the following semester but will remain eligible for federal, state and University need-based student aid. The Financial Aid Office, in coordination with the Office of the Registrar, notifies students by e-mail and/or letter that they must re-establish satisfactory academic progress by the end of the following semester in order to maintain their need-based aid awards. Students who do not re-establish satisfactory academic progress, as determined by the Committee on Academic Standards, by the end of the following semester will lose their need-based financial aid eligibility.

Satisfactory Academic Progress (SAP) for Financial Aid Recipients are used to determine individual students' eligibility for financial aid. Federal regulations require the University to establish, publish and apply standards for monitoring each students' progress toward degree completion. Students not meeting these standards are placed on academic probation, which has implications for financial aid. Wilberforce University evaluates student progress at the end of each semester.

Federal regulations require the Office of Student Financial Aid to monitor the academic progress of students. (Note: SAP is strictly a financial aid policy. Your academic advisor and/or college are monitoring your academic progress under the University's Academic Probation Policy.)

SAP standards apply to undergraduate and graduate students who wish to establish or maintain financial aid eligibility. These standards apply to a student's entire academic record at Wilberforce University (including all credit hours transferred to Wilberforce from another school), whether or not financial aid was received for prior terms of enrollment.

**Not all financial aid programs require students to meet the SAP standards outlined in this policy. For example, many scholarships have other eligibility requirements, and the student must contact the scholarship program to determine the specific eligibility requirements.*

Consistent with federal regulations, the University specifies a qualitative and a quantitative standard for determining SAP. Student must meet the minimum thresholds of both standards to meet the SAP standards and to remain eligible for financial aid.

Qualitative Standard (Grade Point Average) College and federal regulations require a qualitative standard, represented by a student's grade point average (GPA).
• GPA: A student must maintain both a semester GPA and a cumulative GPA of at least 2.0.

Quantitative Standard College and federal regulations also require a quantitative standard; the quantitative standard measures a student's pace towards the successful completion of an academic program. Students must make sufficient progress to graduate within 150% of the time required to graduate in their respective program to remain in good academic standing and eligible for financial aid. At Wilberforce, assuming consistent full-time status, most programs are designed to be completed in four years.

Therefore, a student enrolled full-time at Wilberforce must maintain sufficient progress to graduate in six years.

- Completion: A student must complete at least 67% of credits attempted. A student enrolled as a full-time degree seeking student in a 4-year program must earn credits according to the following pace: credits passed ÷ credits attempted. Students beyond 150% time to completion (six years) and less than 67% of credits attempted may lose University privileges, such as financial aid.

Definitions and Terms

- The following definitions and terms apply to the qualitative and/or quantitative standards:
- Courses graded with a letter grade: All credits for courses in which a student receives a letter grade of 'D' or better are considered earned.

- Courses graded using a two-level system: All credits for courses in which a student receives a grade of 'P' is considered earned.
- Any repeated courses in which a student receives a 'D' grade or better, or a 'P' grade is considered attempted and earned.
- Repeated courses with a letter grade of 'F' or 'NC' are considered attempted but not earned. Credit for a class will only count as earned one time (even if both grades are 'D' or better), and only the grade in the second course will count toward the cumulative GPA.
- Transfer credits from another institution that are accepted by Wilberforce are considered attempted and earned. Transfer credit is not used in the determination of the GPA.
- Incompletes are not factored into either the qualitative or quantitative SAP formulas until a grade is finalized.
- Students may withdraw from a class according to the University's established withdrawal procedures. Withdrawals that are within these procedures are not factored into either the qualitative or quantitative SAP formulas. Such courses are "dropped" from a student's course schedule. If a student withdraws from a course after the last day of an official withdrawal period (one week after mid-terms), the associated credits will be considered attempted (WF). Whether or not the credit is considered earned will depend on the finalized grade, if one is issued. Withdrawals within the specified period of time (the week following mid-term exams) for a course will not count as attempted or earned.

Satisfactory Academic Progress Standards (including Repeats, W's and F's)

Undergraduate	2.00 Cumulative GPA Required	67% Completion Rate
Graduate	2.50 Cumulative GPA Required	75% Completion Rate

- Maximum Time Frame: Recipients of federally funded financial aid must complete their program within 150% of their program's required units.
- Remedial Courses: Remedial coursework will not be included in determining the maximum allowable credit hours.
- Repeated Courses: Repeated courses are included in the hours attempted for academic progress purposes. If a student repeats a course, each subsequent repeated course is included in hours attempted.
- Withdrawal from Courses: Classes that are withdrawn from are added into attempted hours but not hours completed. Enrollment of less than 6 credit hours may affect financial aid eligibility.

All financial aid recipients will be permitted to receive a minimum of two semesters of financial aid before an evaluation of credit hours will be rendered, unless the student is suspended or dismissed following his/her first semester of study. Otherwise, a review will be made on an annual basis of his/her grade point average and the number of credit hours completed, or after every two semesters of study. If after two semesters of study a student is classified as failing to make satisfactory academic progress, he/she will be placed on probation for the next semester of study. During the financial aid probation period, the student is considered to be making satisfactory academic progress and, therefore, remains eligible for federal student financial assistance.

At the end of two semesters of study or at the end of the academic year of a probationary period, if the student has not brought up the cumulative grade point average to an acceptable level according to

the standards of the University, he/she will be terminated from the Student Financial Aid Programs at Wilberforce University. The suspension or termination of federal assistance will occur immediately following the term in which the student was deemed not making satisfactory academic progress. Once a student has been determined as not making satisfactory academic progress, the student will be immediately ineligible to receive Federal Student Financial Aid. In addition, if it is determined that it is impossible for that student to graduate within the maximum time-frame for completion of his/her academic program, the student will be ineligible to receive Federal Student Aid.

A student who has been suspended from federal financial assistance who wishes to continue to pursue a degree at Wilberforce University must pay for his/her educational charges from his/her personal resources.

Appeal Procedures
If satisfactory academic progress has not been met, a student may appeal for reinstatement of financial aid. A Financial Aid Appeal form and supporting documentation must be completed and returned to the Office of Student Financial Services for review by the Appeal Committee. All incomplete, unsubstantiated or insufficient appeals will not be considered. The decision of the Satisfactory Academic Progress Appeal Committee is final.

Reinstatement
If aid is withheld for unsatisfactory academic progress, the student must take courses at the University at the student's expense until the minimum grade point average and credit hours are achieved. Cumulative Grade Point Averages (CGPA's) can only be improved by course work at Wilberforce University. Hours-earned deficiencies may be made up by attendance at Wilberforce University or another institution. As always, course work to be done at another institution should be pre-approved by the Registrar or the Vice President of Academic Affairs. Once the student fulfills the grade point average and credit hour standards, the student should schedule an appointment with the Office of Student Financial Services to discuss reinstatement.

Full-Time Status - Drop Course Policy
Unless otherwise specified, financial aid at Wilberforce University is awarded to students based upon "full-time status". Full-time status is defined as a minimum of 12 credit hours per term. Financial aid will be adjusted for enrollment of less than full-time.

Return of Financial Aid

Students who withdraw from all classes prior to completing more than 60% of an enrollment term will have their eligibility for aid recalculated based on the percent of the term completed. For example, a student who withdraws completing only 30% of the term will have "earned" only 30% of any Title IV aid received. The school and/or the student must return the remaining 70%. The Office of Student Financial Services must be contacted to see how withdrawal will affect the financial aid. Failure to attend classes does not constitute an automatic withdrawal; students must obtain the Withdrawal Form from the Office of Registrar, complete it, and physically take the form to the appropriate offices for signatures. If the student exited the campus unofficially, he/she should contact the Registrar's Office (937.708.5735) to process the withdrawal. Perkins and Stafford Loan borrowers should contact the Bursar's Office and the Office of Student Financial Services for their mandatory exit loan counseling. Stafford Loan borrowers should go to Wilberforce University's web site:

www.wilberforce.edu and complete the exit interview. Students who remain enrolled through at least 60% of the payment period (semester) are considered to have earned 100% of the aid received and will not owe a repayment of Federal Title IV Grant funds. If Wilberforce University returns funds to the Title IV aid programs, the student could owe Wilberforce University charges that were originally paid at the time of disbursement. Students may also be required to return funds released to them for personal expenses. Monies will be returned to the Title IV aid programs and not to recipients. Monies returned to the Title IV aid programs will be applied first to loans to reduce the loan debt of the student and/or parent borrower.

Return of Title IV Policy:
This policy shall apply to all students who receive financial aid from Title IV funds and withdraw, drop out, or are expelled from Wilberforce University (WU):

- The term "Title IV Funds" refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: Unsubsidized Federal Direct Loans, Federal Subsidized Direct Loans, Federal Direct PLUS Loans, Federal Family Educational Loan (FFEL), Subsidized and Unsubsidized Loans, Federal Perkins Loans, Federal Pell grants, Federal ACG, Federal, and National SMART Grant and the Federal Supplemental Education Opportunity Grant (FSEOG).
- A student's withdrawal date is: The student's last date of attendance as determined by the Registrar or the last date of documented academically-related activity (the latest date will be used) or, if either is unattainable, the midpoint of the period for a student who leaves without notifying the University, and instructors are unable to provide a recorded last date of attendance.
- Refunds on all institutional charges, including tuition and fees, will be calculated by the Return of Title IV Federal Financial Aid.
- Title IV aid is earned in a prorated manner on a per diem basis up to and including the 60% point in the semester. Title IV aid and all other aid is viewed as 100% earned after that point in time. The percentage of Title IV aid earned shall be calculated as follows:
    - Number of days completed by the student + total number of days in semester = percent of semester completed.
- The percent of semester completed shall be the percentage of Title IV aid earned by the student.
- The total number of calendar days in a semester of enrollment shall exclude any scheduled breaks of more than five days.
- The percentage of Title IV aid unearned (i.e., to be returned to the appropriate program) shall be 100% minus the percent earned. Unearned aid shall be returned first by WU from the student's account calculated as follows:
    - Total institutional charges x percent of unearned aid = amount returned to program(s).
- Unearned Title IV aid shall be returned to the following programs in the following order:
    - Unsubsidized Direct Stafford Loan
    - Subsidized Direct Stafford Loan
    - Parent Loans to Undergraduate Students (PLUS) Grant Program
    - Federal Pell Grant
    - Federal SEOG
    - Other Title IV

Exception: No program can receive a refund if the student did not receive aid from that program. When the total amount of unearned aid is greater than the amount returned by WU from the student's account, the student is responsible for returning unearned aid to the appropriate program(s) as follows:

- Unsubsidized Direct Stafford Loan*
- Subsidized Direct Stafford Loan*
- Parent Loans to Undergraduate Students (PLUS) Grant Programs**
- Federal Pell Grant**
- Federal SEOG**
- Other Title IV

*Loan amounts are returned with the terms of a promissory note.
**Amounts returned by the student to federal grant programs receive a 50% discount.

Refunds and an adjusted bill will be sent to the student's home address following withdrawal. Students are responsible for any portion of their institutional charges that are left outstanding after Title IV funds are returned. Institutional and student responsibilities in regard to the return of Title IV funds are as follows:
Responsibilities in regard to the return of WU funds include:

- Providing each student with the information given in this policy.
- Identifying students who are affected by this policy and completing the Return of Title IV Funds calculation for those students.
- Returning any Title IV funds that are due the Title IV programs. The student's responsibilities regarding the return of Title IV funds include:
- Becoming familiar with the Return of Title IV policy and how to complete the withdrawal to affect eligibility for Title IV aid.
- Returning to the Title IV programs any funds that were disbursed directly to the student and which the student was ineligible for as determined by the Return of Title IV Funds calculation.
- Any outstanding balance owed to the University due to the return of Title IV aid.
- Any notification of a withdrawal or cancellation of classes should be in writing and addressed to the Registrar's Office.
- To see examples on how the refund policy works, contact the Office of Student Financial Services/Bursar.

Financial Aid Student Rights and Responsibilities

The Wilberforce University Office of Student Financial Services is committed to helping you make the right decision to support your endeavors, visit the Wilberforce University Office of Student Financial Services for more information.

Student's Rights

1. You have the right to know what financial aid is available to you, including all federal, state and University programs. In addition, you have the right to know the deadlines, selection criteria, terms, policies, procedures and regulations that apply to each of the programs.
2. You have the right to know how your financial need was determined and how much of it, as determined by Wilberforce University, was met. This process includes how costs for tuition

and fees, room and board, transportation, books and supplies and miscellaneous personal expenses are included in your student budget.

3. If you have a student loan, you have the right to know the terms of the loan, such as interest rate, the total amount that must be repaid, the length of time you have to repay it, when you must start repayment, cancellation provisions, deferment and forbearance possibilities and any special consolidation or refinancing options.
4. You have the right to appeal your financial aid award if you feel there are special circumstances that were not originally taken into consideration.
5. You have the right to know how Wilberforce University determines whether you are making satisfactory academic progress and what happens if you are not.
6. You have the right to know how and when your financial aid will be disbursed.
7. You have the right to know Wilberforce University's refund policies, the portion, if any, of tuition and fees that are refunded to you if you withdraw before the end of the term, and the portion, if any, of the financial aid you received that you must pay back immediately if you withdraw before the end of the term.
8. You have the right to expect that all information reported by you and/or your family will remain confidential and will not be released without your written consent according to the Family Educational Rights and Privacy Act of 1974 (FERPA).
9. By law, you have the right to examine (with a financial aid counselor) records maintained in the Office of Student Financial Services that relate to your financial aid file.
10. You have the right to expect equitable treatment under Wilberforce University's policy prohibiting discrimination on the basis of race, color, sex, religion, sexual orientation, national origin, disability or veteran's status.

Student's Responsibilities

1. You are responsible for reading, retaining and understanding all information supplied to you from the Wilberforce University Office of Student Financial Services. If you have any questions or concerns, you are welcome to contact the office at (937) 708-5727 or by e-mail at financialaid@wilberforce.edu.
2. You are responsible for promptly responding to inquiries or requests for information from the Office of Student Financial Services.
3. You are responsible for using financial aid funds only for educational expenses (tuition, fees, room, board, books, supplies and other living costs).
4. You are responsible for understanding and complying with the terms and conditions of the aid you receive. This includes deadlines, continued eligibility, application procedures, etc.
5. You are responsible for obtaining all forms required to apply (or re-apply) for the type of assistance you wish to receive. Forms are not automatically mailed to you each year.
6. If you receive any type of financial assistance from an outside agency, it is your responsibility to inform the Office of Student Financial Services. By law, when determining your financial aid eligibility, the Wilberforce University Office of Student Financial Services is required to consider all sources of funding.
7. You are responsible for notifying the Office of Student Financial Services if your enrollment or residency status changes. This will ensure that your financial aid award is based upon the correct enrollment and residency status.

8. You are responsible for supplying accurate and thorough information on all forms submitted to our office. Funds obtained on the basis of false information will have to be repaid and might subject you to penalties under the U.S. criminal code.
9. You are responsible for reporting a change of address or name to the Office of the Registrar. This will ensure the Office of Student Financial Services will have the most recent and accurate information.
10. You are responsible for maintaining good academic standing consistent with Wilberforce University's satisfactory academic progress policy.
11. If you borrow a loan, it is your responsibility to attend entrance and exit counseling.
12. If you borrow a loan, you are responsible for repaying that loan. Failure to meet this obligation will adversely affect your credit rating and make you ineligible for future educational loans.
13. If you borrow a loan, you are responsible for notifying your lender or loan servicer of any changes in name or address while you are attending school and after you leave school.

Appeal

Students who have lost their need-based financial aid eligibility by failing to maintain satisfactory academic progress may appeal, in writing, to the Committee on Academic Standards through the Office of the Registrar. The appeal must explain the special circumstances why the student failed to meet satisfactory academic progress standards—illness or injury, for instance, or the death of an immediate relative—and provide an academic plan showing how the student will reestablish satisfactory academic progress by a pre-determined specific point in time. If the Committee on Academic Standards accepts the student's appeal, the student is placed on financial aid probation and remains eligible for federal, state, and University need-based financial aid during that semester and subsequent semesters if the student meets the requirements specified in the academic plan. The decision of the committee, composed of members from Academic Affairs, SES, and Enrollment Management; however, the Office of Financial Aid, will have the final say in determining student appeal according to U.S. Department of Education eligibility guidelines and policies.

Re-Establishing Student Aid Eligibility

Students will be considered in good standing regarding need-based financial aid and non-need based merit award eligibility when they again meet the minimum satisfactory academic progress and good academic standing standards as described in this policy statement, or upon acceptance of their appeal by the Committee on Academic Standards. In order to re-establish eligibility, students who are allowed to remain at the University without student aid must raise the GPA to the minimum 2.0 standard to further appeal and be eligible for financial aid. Students who have been dismissed from the University due to SAP may attend another University, and show at least six credit hours of work with a 2.0 or higher to be allowed to re-admit to Wilberforce, as well as appeal for financial aid eligibility. Withdrawal or hiatus from the University for any period will not affect a student's satisfactory academic progress standing – meaning a student cannot take off time from the institution as a measure of eligibility. Students who apply for re-admission are required to submit an appeal to determine financial-aid eligibility.

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 in the Tuesday and Thursday, 11:00p.m. to 1:00p.m., time slot during the regular academic year. This time is reserved for departmental 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 College reserves the right to withdraw courses for insufficient registration or to meet changing conditions.

There will be at least fifteen weeks in each semester with at least fourteen weeks of classes, 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 adviser 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 on return to campus each semester.
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.

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 by the scheduled times. Student who fail to complete registration within the stated time, two days after classes start will be assessed flat fee of $100.00 (cash payment only). This fee is due at the time of registration.

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.

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.

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.

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 112 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 112 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.

Majors

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.

Minor

A student may declare a minor in Entrepreneurship at Wilberforce, consisting of five courses in addition to the requirements of the major (unless 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 by March 1 of the junior year. Some major and minor combinations are not permitted or allow less overlap. Please consult the college dean of the program you wish to minor.

Change of Major

To qualify for a change of major, a student must be in academic good standing (2.00 cumulative GPA). This requirement does not apply to students in their first semester at Wilberforce without a GPA. All students must meet any other requirements specific to the new 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.

The veteran shall take this statement to the veterans' affairs counselor at least one month before the effective date of the change. No change of major shall be made by veterans until VA approval has been assured.

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 cocurricular 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 session:

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 (passing, except in major courses)
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 yet submitted.
W: Withdrew before course drop deadline.
WP: Student withdraws from the University. Withdrew passing after course drop deadline (1 weeks 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 & N 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. 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.

Course	Credits		Grade (point)		Quality Points (Credit x Grade Point)
English 111	3	x	B (3.0)	=	9
Math 113	3	x	A (4.0)	=	12
PSY 120	3	x	C (2.0)	=	6
FRS 111	1	x	A (4.0)	=	4
Total Credits	10		Total Quality Points		31

GPA Total Calculation: 31 ÷ 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 and may be the one adopted 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 or Office of the Provost and Academic Affairs will establish and announce the dates for the window within which midterm grades may be posted by faculty members and read by students and advisors. 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. 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, which so far as covered, is of passing grade but is incomplete because of personal illness or other unavoidable reason. 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, the Office of the Provost and Academic Affairs for signature.

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.

Final Grade Reports and FERPA
Grade reports are released online at the end of each term to students and to academic advisors.

1. FERPA: The Family Educational Rights and Privacy Act (FERPA) provides for student control over release of confidential academic information, including grades. Requests for grade information from sources other than the student must comply with FERPA guidelines for disclosure and release of academic record information. It is the student's responsibility to share grade information. In the event that a parent requests academic information, it must first be established that the student is a dependent as defined by IRS standards.
2. Student waiver of FERPA rights and parental verification of dependency is documented by completing the FERPA Release form posted on the web page of the Dean of Students. Prior to processing requests for grades by outside sources, including parents, the Registrar will verify authorized consent to receive confidential information and student consent to waive FERPA rights of protection.

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. Students on Co-op or study abroad who discover errors in computation or recording of grades should communicate with the instructor in writing. 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.

Course Repeat Policy

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

1. Repeatable courses: 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 the Registrar's Office.

    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.

WILBERFORCE STUDENT 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 performance. 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:
        - o Resubmission of project or assignment
        - o Rewriting of test or examination
        - o Remarking of assignment, test or examination
        - o Repeating the course
        - o Removing a grade from your transcript
        - o 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 compete 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) on the student transcript (see below for official definition of withdrawal designations).

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 Senior Vice President (SVP) 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 SVP ***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 SVP.

The goal of the SVP 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 SVP (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 SVP (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 SVP (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 SVP 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 SVP 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 SVP 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 SVP 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 Senior Vice President (SVP) 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 SVP 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 SVP will oversee the re-enrollment of the student. The SVP has the option of convening a team of specialists or university officials to assist in this oversight.

3. The SVP (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 SVP 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 SVP 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 STANDARDS POLICY

SATISFACTORY ACADEMIC PROGRESS

A. Purpose: The university establishes minimum standards for cumulative grade point average (CGPA) to encourage academic accomplishment and timely progress toward graduation. This policy applies to all undergraduate and graduate students, including CLIMB.

B. Terminology

1. *Academic Good Standing*: Students maintaining a CGPA of at least 2.00 are in Academic Good standing.
2. *Probation*: Students whose CGPA falls below the 2.00 standard are on Probation during the next semester for which they are registered.
3. *Extended Probation*: Students who have been authorized to continue, even though they have not achieved a 2.00 CGPA after one semester of probation, are on Extended Probation during the next semester for which they are registered.
4. *Suspension*: Students who are discharged from the University for at least one semester, requires readmission to the University.
5. *Dismissal*: Students who are discharged from the University for at least one year, requires readmission to the University.
6. *Academic Recovery Plan*: Students whose CGPA falls below the 2.00 standard must develop an Academic Recovery Plan for achieving Academic Good Standing.
7. *Academic Recovery Hold*: An Academic Recovery Hold is placed on the records of students who fail to submit an Academic Recovery Plan, preventing them from processing any registration transaction, including the dropping of classes.

C. Administrative Review and Enforcement of Standards

1. The Office of the Provost and Academic Affairs will designate an Academic Standards officer who will be responsible for academic review and enforcement of standards.
2. An academic review is conducted at the end of each semester.
    a. Students earning a 1.00 CGPA at the end of their first semester of enrollment will be dismissed from the university. Students have the ability to appeal this decision and be placed on Extended Probation; these students must repeat course work in which grades of "D" and/or "F" occur. *Renaissance Scholars do not have the ability to appeal such first semester dismissal.*
    b. Other students falling below the 2.00 CGPA standard will be placed on probation at the end of the semester. They may continue on probation for one semester. They will be required to develop and implement an Academic Recovery Plan.
    c. Students still below the 2.00 CGPA standard after a semester of probation are subject to suspension. The Academic Standards officer may grant one semester of extended probation to those 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 or followed their approved Academic Recovery Plan and (3) have a reasonable mathematical chance of reaching a 2.00 CGPA after one additional semester. Other probation students will be dismissed.
    d. Students still below the 2.00 CGPA standard after a semester of extended probation will be suspended without ability to appeal.
    e. Students who regain Academic Good Standing but again fall below the 2.00 CGPA standard in a subsequent semester are permitted another semester of probation and, where appropriate, extended probation.
    f. Students who fail to establish an Academic Recovery Plan before the beginning of registration for the next semester will incur an Academic Recovery Hold preventing registration or the dropping of pre-scheduled courses.

g. Students admitted through the Renaissance Scholars Program remain under the direction of the OPAA for at least an academic year after initial enrollment and until reaching the 2.00 CGPA standard.
h. Students who return after one semester of suspension, but do not meet the 2.00 CGPA will be dismissed from the University and must meet the readmission requirements. *Refer below to Section E. - Readmission.*

D. Academic Recovery Plan: Students not meeting the 2.00 CGPA standard must design and implement a comprehensive plan leading to Academic Good Standing. The plan must be developed with and approved by the appropriate Academic Standards officer (or designee).

1. Analysis: Students must identify the factors contributing to their unsatisfactory achievement.

2. Planning: Plans must include a schedule of minimum grades needed to achieve Academic Good Standing.

3. Commitment: Students must commit to changes in behavior necessary to achieve academic success. This might include better time management, career exploration, and the use of such support services as academic advisors, tutoring, the Writing Center, the Counseling Center, the Department of Developmental Studies workshops on study skills and related activities, and any other opportunities deemed important by the Academic Standards officer (or designee).

4. Documentation: Each plan must include an explanation of satisfactory methods of documentation. It is the student's responsibility to provide documentation supporting compliance with the agreed upon plan, if requested.

E. Readmission

1. Students dismissed under this policy may not be readmitted for ***at least*** one semester.
2. Dismissed students may apply for readmission through the Office of the Registrar.
   a. A decision for readmission of a student in probationary or dismissed status, regardless of whether the student was dismissed by the university or the student voluntarily withdrew, is the responsibility of the Registrar. The Registrar should consult with the dean of the college the student wishes to re-enroll.
3. Those students who, in the opinion of the Registrar, are likely to achieve academic success may be readmitted.
4. Students may be readmitted only once under this policy.
5. Readmission/reinstatement does not guarantee financial aid eligibility.

Students returning from suspension who complete all course work with a semester grade point average of 2.00 or better, but who are not able to bring their cumulative grade point up to the required average will be permitted to continue on probation the next semester, if it is mathematically possible to earn the required grade point. Students who do not achieve the required cumulative grade point average during the final probationary semester following suspension will be dismissed ***indefinitely***.

Students on academic probation may not:

- Participate in extra-curricular activities that require their presence off the campus for an extended period of time,
- Represent WU in any official capacity,
- Carry an academic load over 12 semester hours,

- Participate in the cooperative education program during that semester.

POLICY ON ACADEMIC/DISCIPLINARY SUSPENSION

Students on suspension for academic or disciplinary reasons may not:

- Earn co-op credit for employment held during the semester(s) of suspension.
- Earn academic credit toward degree requirements during the semester(s) of suspension.

ACADEMIC INTEGRITY POLICY

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 fi les 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. The

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

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 <u>all</u> requirements to graduate will be <u>not</u> 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 GRADUATION

Students must file a formal application and pay the $25 fee (subject to change) for graduation with the Registrar by November 1 of the semester preceding the planned graduation date. Student's must obtain their academic advisor's signature. Applying for graduation does not guarantee eligibility to participate in graduation 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. 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 seniors planning to graduate:

1. Graduating seniors 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 seniors who receive more than one deficiency in required courses at mid-term may have their names removed from the list of graduating seniors. According to University policy, a deficiency is a grade of D or F in any course needed for graduation. 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:

Number of transfer hours	**1-9**	**10-18**	**19-27**	**28-36**	**37-45**	**46-54**	**55-63**	**64-72**
Cum Laude	3.20	3.23	3.26	3.29	3.32	3.35	3.38	3.41
Minimum 3.2 cumulative grade point average without a grade of F in any course								
Magna Cum Laude	3.60	3.62	3.64	3.66	3.68	3.70	3.72	3.74
Minimum 3.6 cumulative grade point average with no grade lower than C.								
Summa Cum Laude	3.80	3.81	3.82	3.84	3.85	3.86	3.87	3.88
Minimum 3.8 cumulative grade point average with no grade lower than B.								

Valedictorian and Salutatorian:
The following honors are awarded at graduation 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 these highest of academic distinctions.

HONORS

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 fi le 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.

TRANSFER CREDIT

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.

THE ACADEMIC PROGRAM

There are four Colleges at the institution:
The College of General and Foundational Studies
The College of Arts and Sciences
The College of Professional Studies
The College of Graduate, Adult, and Continuing Education

Wilberforce University offers three Degrees: Bachelor of Arts (B.A.), Bachelor of Science (B.S.), and Master of Science (M.S.). For more information on the Master of Science in 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.

DEGREE REQUIREMENTS

UNDERGRADUATE DEGREE REQUIREMENTS

(Please note, CLIMB Students must also meet Undergraduate Degree Requirements)

The College of General and Foundational Studies

The College of General and Foundational Studies serves all undergraduate students at Wilberforce through the General Education program which it coordinates on behalf of and with the support of all of the academic colleges that make up the campus community. This curriculum reflects this university's commitment to the principles of a liberal arts education, with an entrepreneurial intent to address student preparedness in the workforce.

In addition, The College of General and Foundational Studies houses all undergraduate students who are exploring their options before choosing a major, particularly through the Center for Academic Support and Student Success. This specific responsibility is, however, just one example of the more general role that the College plays as an advocate seeking to expand the opportunities and improve the quality of students' experiences during their first two years on campus.

The General Studies Program

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.

The following three areas are requirements for the general studies curriculum:

I. GEC Category Requirements (37-38 total credit hours required)

Freshman Studies - GFS (3 c.h.)
FRS 110: Orientation to College Readiness (1 c.h.)
FRS 111: Orientation to Career Readiness and Cooperative Education (1 c.h.)
FRS 112: The Reimagined Self (1 c.h.)
Humanities and Global Perspectives (9 c.h.)
One course in Literature — GLT (3 c.h.)
One course in Humanities — GHM (3 c.h.)
One course in Philosophical/Religious/ Ethical Perspectives— GPR (3 c.h.)
Historical Perspectives—GHP
One course in Historical Perspectives (3 c.h.)
Natural Sciences—GNS (3-4 c.h.)
One course in Natural Science (depending on major, may require a lab)
Mathematics—GMT
One course in Mathematics, not Statistics (3 c.h.)
Reasoning and Discourse—GRD (9 c.h.)
ENG 111: Composition I (3 c.h.)
ENG 112: Literary Studies and Writing for Research (3 c.h.)
COM 245: Public Speaking (3 c.h.)
Social and Behavioral Science—GSB (6 c.h.)
Two courses in Social and Behavioral Sciences
• One course must be in Entrepreneurship (3 c.h.)
Health and Physical Education (1 c.h.)

Courses will be noted in the course catalog by their designation in the course description area as well as the General Education Core Curricular Map. This will allow departments to develop curricula in support areas relative to the needs and trajectory of best practices in the workplace and support of the major. For example, Engineering can map the mathematics track students should take in order to meet the demands of that major, versus an English major that may sequence students more on the literary and writing courses. The sequence is now more geared and intentional to meet student needs in preparation for major course work and curriculum mapping.

II. General Education Marker Requirements
In addition to the credit hour/course requirements, students must fulfill the following requirements:

- Two writing intensive courses (indicated in the online Schedule of Courses by marker WI) in any discipline: One in the general studies curriculum, one in the major.
- Two speaking intensive course (indicated in the online Schedule of Courses by marker SI) in any discipline: One in the general studies curriculum, one in the major.
- One course with an African American Studies (AFS) marker.

Waivers of Marker Courses for Incoming Students Transferring 60 or More Hours
Students who initially enroll with 60 or more transfer hours are required to take just one SI course and one WI course, both in the major. However, they must meet the AFS requirement and are required to complete IDS 185: History of Wilberforce.

III. Work toward Student Learning Goals outside the General Education Core
The General Education Core provides a foundation for progress toward the Wilberforce Student Learning Goals. These goals are then reinforced in the major and minor programs that students complete before graduation. In addition to the GEC and marker requirements described above, all bachelor's degree programs require:

- Proficiency level in technology as required for the major
- Proficiency level in information skills/research as required for the major

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. This course has a department number of 490.

Colleges and Program Offerings
COLLEGE OF GRADUATE, ADULT, AND CONTINUING EDUCATION
Master of Science in Rehabilitation Counseling (MS)

COLLEGE OF ARTS AND SCIENCE
Humanities
English
Mass Media Communication
Music

Social Sciences
Political Science
Psychology
Rehabilitation Services
Sociology
Social Work

COLLEGE OF PROFESSIONAL STUDIES

Natural Sciences
Biology
Health Services Administration

Business and Economics
Accounting
Criminal Justice Administration
Health and Human Services
Management
Marketing

Engineering and Computer Science
Computer Science
Computer Engineering
Electrical Engineering
Nuclear Engineering
Advanced Technical Intelligence/Remote Sensing

Information Systems and Organizational Management
Computer Information Systems
Organizational Management

DEGREE AND TYPE AWARDED BY WILBERFORCE UNIVERSITY

Accounting (B.S.)
Biology (B.S.)
Computer Information Systems (B.S.)
Computer Science (B.S.)
Computer Engineering (B.S)
Criminal Justice Administration (B.S.)
Electrical Engineering (B.S)
Advanced Technical Intelligence (B.S.)
Health and Human Services (B.S.)
Health Services Administration (B.S.)
English (B.A.)
Management (B.S.)
Marketing (B.S.)
Mass Media Communications (B.A.)
Mechanical Engineering (B.S.)
Music (Voice-Piano-Theory-Composition) (B.A.)
Nuclear Engineering (B.S.)
Organizational Management (B.S.)
Political Science (B.A.)
Psychology (B.A., B.S.)
Rehabilitation Counseling (M.S.)
Rehabilitation Services (B.A.)
Sociology (B.A.)

Social Work (B.A.)

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

PROGRAMS OF STUDY

The following is information on the programs offered at the institution by and the related major and degree awarded at the completion of program requirements. The programs are listed under the appropriate College in alphabetical order. For more information, please contact the College Dean of the respective program in which you are interested and/or the Office of the Provost and Academic Affairs.

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.

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 graduates 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)

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

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

Major Requirements (12 Cr Hrs)

No.	Course Title
ENGL 213	History and Nature of the English Language
ENGL 333	Advanced Composition
ENGL 335	Literary Criticism
ENGL 499	Senior Seminar

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

No.	Course Title
ENGL 340	Major British Writers
ENGL 342	Major American Writers
ENGL 344	Major European Writers

General Electives Emphasis (15 additional Cr Hrs)

Literature

No.	Course Title
ENGL 345	Major Non-Western Writers
ENGL 365	Major African American Writers
ENGL 371	Major Women Writers
ENGL 480	Special Topics (May be taken twice with two different topics for credit)

Any course from one of the other emphasis sections

Creative Writing

No.	Course Title
ENGL 345	Major Non-Western Writers
ENGL 365	Major African American Writers
ENGL 371	Major Women Writers
ENGL 480	Special Topics
COM 170	Introduction to Theater History
COM 232	Introduction to Journalism
COM 435	Magazine Article Writing

Pre-Law

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

Language and Digital Technology

No.	Course Title
COM 201	Communication Graphics
COM 232	Introduction to Journalism
COM 360	Public Relations
COM 435	Magazine Article Writing
CPS 141	Programming I
CPS 142	Programming II
CPS 365	Internet Applications Development

CPS 445 Computer Simulation
CPS 450 Computer Graphics
IT 301 Introduction to Computer Programming

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)

No.	Course Title
COM 122	Voice & Diction
COM 180	Intro to Mass Communications
COM 260	Business & Technical Writing
COM 234	Broadcast Journalism
COM 245	Fundamentals of Public Speaking
COM 220	Audio Production Techniques
COM 233	Advanced Journalism
COM 435	Magazine Article Writing
COM 499	Senior Seminar

COM 399 Practicum: 10 Hours total (1 Hour Freshman Year; 3 Hours Sophomore, Junior, and Senior years each)

Major Electives (31 Credit Hours)

COM 260	Business & Technical Writing
COM 125	Photography 1
COM 201	Communications Graphics
COM 362	Discussion and Group Methods
COM 340	Intro Television Production
COM 420	Radio Workshop
COM 420	Mirror News Lab
COM 435	Magazine Article Writing*
COM 480	Special Topics*
COM 490	Supervised Individual Study
ENG 333	Advanced Composition

*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.

MUSIC

Program Mission:
The Music Program at Wilberforce provides students with comprehensive training in performance, composition, and music theory. The successful Wilberforce Music major will graduate with greatly enhanced musicality and technique, a deeper understanding of musical structure and style, and thorough preparation for a lifetime of musicianship. As a result, the Music major will be well prepared to seek a career as a professional musician and/or to continue study at the graduate level.

Program Goals:
By the completion of their studies, Wilberforce music graduates should be able:

- To grow significantly as performers, through intensive study of technical craft, expressive musicianship, musical structure, and the stylistic practices of diverse historical periods and genres, with the end goal of creating performances of artistic beauty and mature musicality;
- To practice and learn music effectively independent of a teacher;
- To become valuable, significant participants in music ensembles of various sizes and musical styles;
- To speak and write effectively about music, perform quality research, and develop the skills of musical scholarship;
- To broaden understanding of the intricacies of musical structure—harmony, melody, rhythm, texture, form, counterpoint, dynamics, articulation, and timbre—and how they interact to generate musical experience;
- To learn about and research the historical context and stylistic evolution of music of various cultures throughout history and around the world, and to become better and more broadly acquainted with significant musical works;
- To gain a working knowledge of electronic music technology applications and the principles that underlie them

For more information, please see the *Department of Music Handbook* which has more detailed information on entrance, recital, and other programmatic requirements.

Core Major Requirement

No.	Course Title
MUS 121	Theory 1
MUS 122	Theory 2
MUS 150	Band (Ensemble)
MUS 180	Choir (Ensemble)
MUS 221	Theory 3
MUS 255	Piano Class
MUS 326	Ear Training and Sight Singing
MUS 327	Music History
MUS 399	Practicum
MUS 499	Senior Seminar (Recital)
SPA 111	Elementary Spanish 1
FRE 111	Elementary French 1

Major Requirements -Emphasis in Voice (12 Cr Hrs)

No.	Course Title
MUS 261	Voice -Applied
MUS 271	Spanish and French Diction
MUS 361	Voice-Applied
MUS 348	Vocal Literature

Major Requirements -Emphasis in Piano (15 Cr Hrs)

No.	Course Title
MUS 145	Vocal Class
MUS 231	Piano-Applied
MUS 324	Keyboard Literature
MUS 325	Keyboard Pedagogy
MUS 332	Piano -Applied

Major Requirements- Emphasis in Composition (15 Hrs)

No.	Course Title
MUS 291	Composition Applied
MUS 331	Orchestration
MUS 392	Composition-Applied
MUS 423	Advanced Music Theory
MUS 492	Composition Applied

Required Core Electives Courses (Select a minimum of (9) Additional Credit Hrs)

No.	Course Title
COM 122	Voice and Diction
COM 171	Introduction to Theater Production
COM 220	Audio Production Techniques
MUS 420	Form and Analysis

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)

No.	Course Title
POS 130	American National Government

POS 175	Law and You
POS 232	State and Local Government
POS 262	Public Administration
POS 270	African American Politics
POS 273	Legal Research and Methods
POS 300	International Relations
POS 368	Political Philosophy
POS 392	Comparative Politics
POS 373	Civil Rights and Civil Liberties
POS 470	Urban Politics and Administration

POS Internship and Practicum (Total of 6 hours)

Required Core Elective Courses (30 Credit Hours)

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

General Electives Emphasis (15 Credit Hours)

No.	Course Title
COM 260	Business and Technical Writing
COM 380	Public Relations
HST 225	Afro-American History (since 1619-1900)
SOC 451	Criminology
SW 383	Juvenile Delinquency

PSYCHOLOGY

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)

No.	Course Title
PSY 124	Human Growth and Dev
PSY 220	Introduction to Statistics
PSY 120	General Psychology
PSY 251	Child Psychology
PSY 325	Intermediate Statistic
PSY 342	Social Psychology
PSY 350	Psychological Tests and Measurement
PSY 351	Abnormal Psychology
PSY 352	Human Motivation and Learning
PSY 353	Principals of Counseling
PSY 355	Psychology of Exceptional Children
PSY 452	Behavior Modification
PSY 462	Theories of Personality
PSY 475	Physiological Psychology
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

No.	Course Title
MAT 111	Fundamentals of Algebra (Can be substituted for MAT 113 or higher)
PSY 220	Introduction to Statistics

P&R 211	Introduction to Logic
REH 153	Introduction to Human Relations
PSY 445	Methods and Techniques of Social Research
IDS 120	Introduction to the Social Sciences
IDS 220	Global Geography

*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)

No.	Course Title
PSY 210	Psychology of Aging and the Aged
PSY 253	African American Psychology
PSY 352	Human Motivation and Learning (WI)
PSY 353	Principles of Counseling
PSY 461	Sensation and Perception
PSY 463	History of Psychology

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

B.S. in Psychology

Core Major Requirements (54 Credit Hours)

No.	Course Title
PSY 124	Human Growth and Dev
PSY 220	Introduction to Statistics
PSY 120	General Psychology
PSY 251	Child Psychology
PSY 325	Intermediate Statistic
PSY 342	Social Psychology
PSY 350	Psychological Tests and Measurement
PSY 351	Abnormal Psychology
PSY 352	Human Motivation and Learning
PSY 353	Principles of Counseling
PSY 452	Behavior Modification
PSY 462	Theories of Personality
PSY 475	Physiological Psychology
PSY 485	Experimental Psychology
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

No.	Course Title
MAT 111	Fundamentals of Algebra (Can be substituted for MAT 113 or higher)
PSY 220	Introduction to Statistics

P&R 211	Introduction to Logic
REH 153	Introduction to Human Relations
PSY 445	Methods and Techniques of Social Research
IDS 120	Introduction to the Social Sciences
IDS 220	Global Geography

*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)

No.	Course Title
PSY 210	Psychology of Aging and the Aged
PSY 253	African American Psychology
PSY 355	Psychology of Exceptional Children
PSY 461	Sensation and Perception
PSY 463	History of Psychology

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)

No.	Course Title
COM 260	Business and Technical Writing
PSY 120	General Psychology
PSY 350	Psychological Tests and Measurements
PSY 351	Abnormal Psychology
REH 110	Introduction to Rehabilitation
REH 120	Substance Abuse and Chemical Dependency

REH 130	Mental Retardation and Dev. Disabilities
REH 270	Medical Aspects of the Severely Disabled
REH 280	Job Development and Placement
REH 390	Rehabilitation Resources
REH 410	Psych-Social Aspects of Disability
REH 415	Facilitative Case Management
REH 495	Rehab Practicum and Cooperative Education (12 Hours)

Foreign Language (6 Hours in Single Language)

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

No.	Course Title
PSY 210	Psychology of Aging and Aged
SOC 310	Social Problems
PSY 352	Human Motivation and Learning
PSY 353	Principles of Counseling

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

No.	Course Title
POS 262	Introduction to Public Administration
REH 185	Foundation for Experimental Learning I
REH 285	Foundation for Experimental Learning II

General Electives Emphasis (15 Credit Hours)

No.	Course Title
PSY 124	Human Growth & Development
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

SOCIOLOGY

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)

No.	Course Title
PSY 124	Human Growth and Development
PSY 351	Abnormal Psychology
SW 300	Social Welfare and Institutions
REH 110	Introduction to Rehabilitation

One Course in Foreign Language (3 Credit Hours)

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

No.	Course Title
SOC 305	Human Sexuality
SW 322	Minority Groups
SOC 455	Social Change
SOC 480	Special Topics (Topic Varies)
SOC 490	Supervised Individual Study

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)

No.	Course Title
SW 120	Introduction to Social Work
PSY 120	General Psychology
SW 200	Human Behavior in the Social Environment
SW 202	Social Work Theory

SW 300	Social Work Institutions
SW 310	Social Work Methods
SW 322	Minority Groups
SW 400	Social Work Case Management
PSY 353	Principles of Counseling
PSY 445	Methods and Techniques of Social Research
SW 480	Special Topics in Social Work
SW 404	Social Work Policy

SW 490 Social Work Practicum (12 Hours)

Major Requirements (12 Credit Hours)

No.	Course Title
SOC 310	Social Problems
SOC 455	Social Change
and	
SPA 111	Elementary Spanish I
SPA 112	Elementary Spanish II
or	
FRE 111	Elementary French I
FRE 112	Elementary French II

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)

No.	Course Title
REH 120	Substance Abuse and Chemical Dependency
SW 124	Group Dynamics
SW 265	The Criminal Justice System
SW 355	Prison Management & Administration
SW 383	Juvenile Delinquency (WI)
SOC 353	Urban Sociology
SOC 362	The Family (WI)

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

No.	Course Title
PSY 124	Human Growth and Development
PSY 210	Psychology of Aging and the Aged
PSY 342	Social Psychology
ECO 221	Principles of Economics I
POS 232	State and Local Government

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)

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 & 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

ADVANCED TECHNICAL INTELLIGENCE

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. Candidate 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

No.		Course Title
EGR	120	Introduction to Engineering
EGR	230	Circuit Theory
EGR	261	Digital Electronics 1
EGR	342	Linear Systems 1
EGR	351	Linear Systems 2
EGR	362	Analog Electronics 1
ATI	101	Introduction to Intelligence Community
ATI	210	Collecting Imagery Intelligence
ATI	211	Processing Intelligence Images
ATI	301	Remote Sensing Fundamentals (SI)
ATI	310	Spectral Sensing
ATI	320	Radar Sensing (WI)
ATI	330	Surveillance and Reconnaissance
ATI	340	Selected MASINT Technique
ATI	400	Technical Intelligence Capstone Project
PS	251	General Physics 1
PS	252	General Physics 2
MAT	121	Calculus 2
MAT	221	Calculus 3
MAT	210	Discrete Mathematics
CPS	141	Programming 1

CPS 142 Programming 2
POS 130 American National Government

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.

BIOLOGY

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)

No.	Course Title
BIO 105	Freshmen Seminar
BIO 120	General Biology I*
BIO 122	General Biology II
BIO 230	Genetics
BIO 321	Cell and Molecular Biology

BIO 321L	Genetics and Molecular Biology Lab
BIO 341	Microbiology (WI)
BIO 421	Human Anatomy and Physiology 1
BIO 421L	Human Anatomy and Physiology 1 Lab
BIO 422	Human Anatomy and Physiology 2
BIO 499	Senior Seminar (WI, SI)

Related Science and Mathematics Courses (39 credit hours)

No.	Course Title
MAT 113	College Algebra*
MAT 115	Pre-Calculus
MAT 120	Analytic Geometry and Calculus I
PS 241	General Physics I
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)

No.		Course Title
MAT	120	Analytical Geometry and Calculus 1
MAT	121	Calculus 2
MAT	210	Discrete Mathematics
MAT	221	Calculus 3
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)

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

Additional Requirements from Computer Science (14 Credit Hours)

No.		Course Title
CPS	141	Programming 1
CPS	142	Programming 2
CPS	253	Operating Systems
CPS	350	Data Structures

Other Tech/Science Requirements (12 Credit Hours)

No.		Course Title
CHE	131	General Chemistry
PS	251	General Physics 1
PS	252	General Physics 2

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

No.		Course Title
CPS	391	Software Engineering
CPS	410	Numerical Analysis
EGR	351	Linear Systems 2
EGR	441	Digital Electronics 2
EGR	442	Analog Electronics 2
EGR	455	Engineering Statistics

(or STAT 231 can be replaced for EGR 455)

EGR	457	Advanced Engineering Mathematics
EGR	461	Digital Control Systems 2
EGR	462	Automatic Control
EGR	474	Robotics

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)

No.		Course Title
CPS	141	Programming 1
CPS	142	Programming 2
CPS	253	Operating Systems
CPS	348	Object Oriented Programming
CPS	350	Data Structures
CPS	360	Systems Programming
CPS	370	Algorithms
CPS	391	Software Engineering (WI)
CPS	441	Comparative Languages (SI)
CPS	480	Social Implications of Computing
CPS	499	Seminar in Computer Science
EGR	120	Introduction to Engineering
EGR	261	Digital Electronics 1
EGR	345	Assembly Language
EGR	370	Computer Architecture
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.

No.		Course Title
CPS	365	Internet Applications Development
CPS	410	Numerical Analysis
CPS	445	Computer Simulation
CPS	450	Computer Graphics

CPS	451	Artificial Intelligence
CPS	460	Network/Data Communications
CPS	455	Databases
CPS	465	Window Applications Development
CPS	480	Social Implications of Computing
CPS	485	Formal Languages
EGR	474	Robotics

ELECTRICAL ENGINEERING

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)

No.		Course Title
MAT	120	Analytical Geometry and Calculus 1
MAT	121	Calculus 2
MAT	210	Discrete Mathematics
MAT	221	Calculus 3
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 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)

No.		Course Title
EGR	120	Introduction to Engineering
EGR	130	Engineering Graphics
EGR	222	Statics and Dynamics
EGR	230	Circuit Theory
EGR	261	Digital Electronics 1
EGR	333	Electromagnetics 1
EGR	342	Linear Systems 1
EGR	351	Linear Systems 2
EGR	362	Analog Electronics 1
EGR	452	Power System

EGR	462	Automatic Control
EGR	463	Communication Theory
EGR	482	Integrated Circuit Design
EGR	491	CE/EE Senior Design Project 1
EGR	492	CE/EE Senior Design Project 2

Other Tech/Science Requirements (16 Credit Hours)

No.		Course Title
CHE	131	General Chemistry
CPS	141	Programming 1
PS	251	General Physics 1
PS	252	General Physics 2

Electrical Engineering Technical Elective Courses (Minimum two courses from the below listed courses, not taken as Electrical Engineering Electives in Core Requirements)

No.		Course Title
CPS	410	Numerical Analysis
EGR	433	Electromagnetics 2
EGR	441	Digital Electronics 2
EGR	442	Analog Electronics 2
EGR	451	Energy Conversion
EGR	455	Engineering Statistics

(or STAT 231 can be replaced for EGR 455.)

EGR	456	Stochastic Systems
EGR	457	Advanced Engineering Mathematics
EGR	461	Digital Control Systems 2
EGR	474	Robotics
EGR	481	Microprocessor

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)

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

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

BIO 121	Introduction to Biology I (NO lab Required)
BIO 122	Introduction to Biology II (NO lab Required)
BIO 222	Introduction to Nutrition
BIO 270	Human Anat. & Physiology
CHE 110	Chemistry for Health Services
MAT 113	College Algebra

Foreign Language (6 Credit Hours in Single Foreign Language)

*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)

No.	Course Title
MGT 110	Intro to Business & Society
ACC 221	Accounting I
ACC 222	Accounting II
ECO 221	Economics I
CIS 351A	Business Modeling and Data Analysis
STAT 231	Statistics I

MGT 240 Management & Organization Principles
MKT 250 Principles of Marketing
MGT 340 Personnel Administration

Information Systems and Operational Management (ISOM)

The B.S. in Information Systems and Operational Management (ISOM) degree program provides students with a broad background in business areas as well as develops analytical skills in computer languages, systems analysis and design, and computer systems operations and operational management. Students are prepared both for more specialized careers in information processing and systems and operational management, and for a variety of applications in finance, marketing, and operations. There are two emphasized fields in the B.S. degree program of Information Systems and Operational Management, which are Computer Information Systems and Operational Management. The students must select one of the emphasized fields as early as possible, but no later before the junior year.

Program Mission:
The Information Systems and Operational Management (ISOM) program is about how information technology can be used to enhance business processes to provide quality undergraduate education in Computer Information Systems (CIS) and Operational Management (OM) to produce Computer Information System professionals who are capable of effectively using the scientific and technical knowledge developed as undergraduates and to direct its teaching, research and service activities toward developing and enhancing the ability of students and practitioners to identify, assemble, and coordinate the skills and resources needed to create economic wealth within ethical and societal boundaries

Program Goals:
Our goals are focused on the concepts and principles of Information Systems and Operational Management and skills that are needed to be competent in many areas of computer science and business.

- (Concept) To prepare students for a successful and productive careers in CIS and OM, with emphasis on technical competency, and with attention to teamwork and effective communication.
- (Skill) To prepare students for the successful pursuit of graduate studies and for lifelong learning in computer information systems and related fields
- (Principles) 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.
- (Skill) To ingrain in students the desire to better serve society's needs, to search for better ways to solve the problems utilizing the technical/business skill sets of CIS and OM, and to give them the tools to raise the standards of information management worldwide

Requirements for the Bachelor of Science Degree in Information Systems and Organizational Management

Information Systems and Organization Management Core Requirements (*53 credit hours)*

No.		Course Title
CPS	141	Programming 1
CPS	142	Programming 2
CPS	348	Object Oriented Programming
CPS	350	Data Structures
CPS	391	Software Engineering (WI)
CPS	441	Comparative Languages (SI)
CPS	455	Databases
CPS	460	Network/Data Communications
CPS	480	Social Implications of Computing
ECO	221	Principles of Economics 1
ECO	222	Principles of Economics 2
ISOM	320	Management and Information Systems
ISOM	460	Information Systems Analysis
ISOM	461	Information Systems Design
ISOM	499	Seminar in ISOM
MGT	110	Introduction to Business
STAT	231	Statistics I

Requirements of Information Systems and Organization Management with Emphasis in Computer Information Systems (CIS) (15 credit hours)

No.		Course Title
CPS	253	Operating Systems
CPS	360	Systems Programming
CPS	365	Internet Applications Development
CPS	370	Algorithms
EGR	370	Computer Architecture

Requirements of Information Systems and Organization Management with Emphasis in Operational Management (OM) (15 credit hours)

No.		Course Title
ACC	221	Principles of Accounting 1
ACC	222	Principles of Accounting 2
FIN	360	Principles of Finance
MGT	240	Management and Org, Principles
QBA	336	Quantitative Business Methods

ISOM Technical Electives (minimum 15 credit hours in six different courses)

No.		Course Title	Program
ACC	221	Principles of Accounting 1	CIS only
ACC	222	Principles of Accounting 2	CIS only
CPS	253	Operating Systems	OM only
CPS	360	Systems Programming	OM only

CPS	365	Internet Applications Development	OM only
CPS	370	Algorithms	OM only
CPS	445	Computer Simulation	CIS/OM
CPS	450	Computer Graphics	CIS/OM
CPS	451	Artificial Intelligence	CIS/OM
CPS	465	Window Applications Development	CIS/OM
EGR	261	Digital Electronics 1	CIS/OM
EGR	370	Computer Architecture	OM only
FIN	360	Principles of Finance	CIS only
ISOM	480	Special Topics in ISOM	CIS/OM
ISOM	490	Directed Studies in ISOM	CIS/OM
MGT	240	Management and Org, Principles	CIS only
MGT	320	Business Law	CIS/OM
MGT	450	Business Policy	CIS/OM
MKT	250	Principles of Marketing	CIS/OM
QBA	336	Quantitative Business Methods	CIS only

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 Mgt 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

MARKETING

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)

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 (12 Credit Hours)

No.	Course Title
MKT 351	Marketing Research
MKT 354	Logistics Management (Cross-listed as MGT 354)
MKT 356	Consumer Behavior
MKT 430	Marketing Management

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

No.	Course Title
ENTR 201	Foundations of Entrepreneurship and Innovation
ENTR 260	New Venture Creation and Management
MKT 352	Retail Management
MKT 353	Sales Management (Cross-listed as MGT 353)
MGT 420	Small Business Management
MKT 480	Special Topics in Marketing
COM 480	Principles in Advertising
MKT 490	Supervised Individual Study
MKT 499	Senior Seminar

MECHANICAL/NUCLEAR ENGINEERING

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)

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

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)

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

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)

No.		Course Title
CPS	410	Numerical Analysis
EGR	240	Intro to Nuclear Engineering
EGR	250	Nuclear Safety (SI)
EGR	330	Health Physics
EGR	355	Core Neutronics
EGR	420	Nuclear Power Instrumentation (WI)
EGR	440	Power Plants Operations
EGR	460	Fuel Cycle
EGR	470	Thermal Hydraulics
EGR	485	NE Engineering Design Project

COLLEGE OF GRADUATE, ADULT AND CONTINUING EDUCATION

The College of Graduate, Adult and Continuing Education consists of CLIMB and the Master's Program in 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

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

Course ID	**Course Name**	**Credit Hours**
PLA 415	Prior Learning/CLIMB Orientation	1
OM 310	Group & Organizational Dynamics	3
MGT 472	Organizational Behavior	3
OM 330	Effective Personal & Organizational Communication	3
MGT 240	Management Principles	3
ACC 221	Principles of Accounting	3
	Total	16

Term II

Course ID	**Course Name**	**Credit Hours**
MKT 250	Principles of Marketing	3

ACC 345	Managerial Accounting		3
ECO 360	Money, Credit and Banking		3
OM 455	Personal Values & Organizational Ethics		3
OM 435	Human Resource Management		3
		Total	15

Term III

Course ID	**Course Name**	**Credit Hours**
QBA 336	Quantitative Business Methods	3
MGT 380	International Business	3
MGT 320	Business Law	3
OM 445	Analysis and Application of Management Theories	3
MAN 390	Management Research Project	4
	Total	16

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

Term I

Course ID	**Course Name**	**Credit Hours**
PLA 415	Prior Learning/CLIMB Orientation	1
HSA 110	Introduction to Health Services Administration	3
MGT 472	Organizational Behavior	3
HSA 120	Medical Terminology	3
MGT 240	Management Principles	3
ACC 221	Principles of Accounting	3
	Total	16

Term II

Course ID	**Course Name**	**Credit Hours**
MKT 250	Principles of Marketing	3
HSA 410	Financial Aspects of H.S.A	3
HSA 225	Economics and Fiscal Management	3
HSA 320	Environmental Health	3
OM 435	Human Resource Management	3
	Total	15

Term III

Course ID	**Course Name**	**Credit Hours**
QBA 336	Quantitative Business Methods	3

HSA 350	Methods in Health Planning		3
HSA 310	Legal Aspects H.S.A		3
HSA 355	Management in Long Term Care		3
MAN 390	Management Research Project		4
		Total	16

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

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

Term II

Course ID	**Course Name**	**Credit Hours**
CIS 460	Information Systems Analysis	3
ACC 345	Managerial Accounting	3
ECO 360	Money, Credit and Banking	3
CPS 142	Programming II (8-week course)	4
CPS 348	Object Oriented Programming	3
	Total	16

Term III

Course ID	**Course Name**	**Credit Hours**
QBA 336	Quantitative Business Methods	3
CPS 350	Data Structures	3
CIS 362	Database Systems	3
CIS 481	Networking/ Data Communications	3
MAN 390	Management Research Project	4
	Total	16

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

Course ID	Course Name	Credit Hours
PLA 415	Prior Learning/CLIMB Orientation	1
POS 175	The Law and You	3
POS 262	Public Administration	3
CJA 320	Introduction to Criminal Justice Systems	3
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
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

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.)

SUBJECT AREA	CREDIT HOURS
Communication English Composition I, English Composition II, Fundamentals of Speech, Communications, Language	**9**
Humanities Literature, Fine Arts, Journalism, Biblical Studies, Literature, Mass Communications, Philosophy, Religion	**6**
Social / Behavioral Science History, Geography, Anthropology, Economics, General Psychology, Political Science, Sociology, Criminal Justice	**15**
Mathematics College Algebra, Elementary Statistics, Finite Math, Trigonometry, Geometry, etc.	**3**
Natural (Life or Physical) Science Biology, Chemistry, Earth Science, Health Science, Geology, Physics, Astronomy	**3-4**
Computer Technology (may be waived in some cases)	**3**
Total Credit Requirements	**39-40**

COURSE 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
Continuation of Accounting 221. Preparation of statement of cash flows. Introduction to Partnership and Corporation Accounting. Financial Statement Analysis.
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
Continuation of ACC 333. Covers Accounting
Theory, Practice and Financial Reporting of Property
Plant and Equipment and the depreciation theory including current liabilities, contingencies, warrants premiums and taxes. Statement of cash flows.
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
A study of applications of Advanced Technical Intelligence collections to world-wide scenarios. Discussions on how to consolidate imagery, signature, and metric data into unified GEOINT products. Fundamentals of geographic information systems (GIS).
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 majors only)
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 - 4 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 lectures and a one-hour recitation 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 provides an introduction to the chemical laboratory and basic techniques. Students learn the use of balances, measuring glassware, centrifuges, desiccators and calorimeters.
Further the students learn data collection and analysis and the entire ethics 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, nuclear chemistry and transition metal chemistry. Class consists of three lectures and a one-hour recitation 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 schooling in laboratory techniques including colligative property experiments, titrations, an introduction to chromatography, use of pH meters, and use of spectrophotometers.
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 metabolism concepts, and sugar metabolism and its link to energy production in the mitochondria.
Prerequisite: CHE 232

262. Biochemistry II
Spring - 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
Spring – 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
Discusses the theory of instrumentation and its uses in the laboratory and provides the student with actual experience in using instrumentation to solve chemical problems.

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.
Prerequisites: CHE 132 and CHE 321

323. Environmental Analysis Lab
Spring - 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.

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 hand-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
UPON REQUEST – 3 hrs
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 MELCORMACCS.
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)
Review of Vector Calculus. Coulomb's and Gauss's laws. Electrostatic potential. Boundary Value Problems including Poisson's and Laplace's equations. Steady Electric Current including Conductors, Dielectrics, and Interface conditions, Magnetostatics, Magnetic Materials, Magnetic flux, Inductance, Magnetic Circuits, Faraday's Law and Induction, Transformer, Electromagnetic Waves, Transmission Lines, Waveguides, Antenna, Introduction to Radar Systems.
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
Concepts, definitions, and laws of thermodynamics. Properties of pure substances, introduction to use of thermodynamic property tables and equations of state. Applications of the laws of thermodynamics to processes, heat engines, and control volumes.
Prerequisite: EGR 221

351. Linear Systems 2
Spring - 3 hrs
Discrete systems, Fourier series and Fourier Transform of Discrete Signals, Z-Transform and Discrete Systems, State- Space and Discrete System, Modeling and Representation of Discrete Linear System.
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)
Basic Principles of Complex Power with Phase Analysis, Transmission-Line Parameters with Flux Linkages and Line Parameters, Transmission-Line Modeling with wave, Complex Power Transmission, and Lumped Circuit Equivalent, Transformer Modeling and Per Unit System with Phase Transformer and Autotransformers, Generating Modeling with Machine and Circuit Viewpoints, Voltage Control System, Network Matrices, Power Flow Analysis
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

345. 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 entrepreneurships. 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, Gina 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 111and 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 materials handling. Policy, organization and administration with an emphasis on cost effectiveness, product quality, security and efficiency. Cross- listed with MKT 354.
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 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

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.
Prerequisites: ENGL 112

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. 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.
Prerequisites: ENGL 112

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 aides 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 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.

611. Medical and Psychological Aspects of Disability I
Fall – 3 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.

621. Medical and Psychological Aspects of Disability II
Spring – 3 hrs
This second course expands on Medical and Psychological Aspects of Disability I for a more in-depth understanding of the application of the concepts learned previously. 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
Spring – 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.

613. Assessment and Evaluation
Spring – 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.

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.

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.

622. Career Development and the World of Work
Spring – 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.

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.

630. Practicum
Spring – 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).

631. Case Management
Spring – 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.

640. Ethics in Rehabilitation Counseling
Fall – 3 hrs
This course will explore and investigate the CRCC code of ethics for rehabilitation counselors. A major focus will be on application of ethical standards as they apply to a variety of real life work settings.

641. Assistive Technology
Fall – 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.

642. Group Counseling
Fall – 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.

650. Internship I and
660. Internship II
Fall/Spring – 6 hrs
Internship I and II consists of a total of 600 clock hours of supervised field experience in a setting related to rehabilitation services. Students will be at the same site for Internship I and II. The internship 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 Internship I and 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 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).

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 = 48 hours
**Please note: RC 651 and RC 652 are not part of the required CORE curriculum.

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

REGISTRIES

WILBERFORCE UNIVERSITY TRUSTEES OF THE BOARD

Chancellor
Bishop McKinley Young – Elected 2012
Presiding Prelate and Senior Bishop of the Third Episcopal District of the African Methodist Episcopal Church

Chairman
Dr. Mark A. Wilson '09 – Elected 2013
President and CEO, Chime Solutions

Vice Chairman
Mr. John C. Miller – Elected May 2014
CEO, Denny's Inc.

University President
Dr. Herman J. Felton Jr. – Elected July 2016

Board Secretary
Attorney Cynthia W. Roseberry – Elected December 2016
Manager, Clemency Project 2014
Task Force Member: Colson Task Force on Federal Corrections

Members:

Mr. John Tolbert III '70 (Alumni Representative) – Elected May 2014 Ex-Officio
Director of Community, Primary One Health Center & Professor of Health Care, Franklin University

Dr. Richard Allen Lewis – Elected May 2013
[Ret.] Colonel, U.S. Army

Reverend Attorney Paul P. Martin – Elected November 2014
Pastor, Mount Carmel African Methodist Episcopal (A.M.E.) Church
Principal, Law Office of Paul P. Martin

Ms. Adrienne Trimble – Elected November 2014
General Manager, Diversity and Inclusion for Toyota

Mr. Joe Turner – Elected May 2014
GSA IT Contractor, Universal Electronics Inc.

Ms. Mary Boosalis (proxy: Ms. Barbara Johnson) – Elected December 2016
President, Premier Health Partners, Inc.

Attorney Angela T. Rye – Elected December 2016
Principal and CEO of IMPACT Strategies
CNN Political Commentator and NPR political Analyst

Attorney Frank E. Emory, Jr. – Elected December 2016
Partner, Hunton & Williams LLC

Mr. Reginald Bean – Elected December 2016
Vice President for Culture and Stewardship, Coca-Cola Bottling Company Consolidated
Reverend Dr. John Allen Newman – Elected January 2017
Pastor, The Sanctuary at Mount Calvary, Jacksonville, Florida

Attorney Claudel Pressa – Elected May 2017
Founding Member and Vice President, Red Mill Capital LLC

Trustee Emerita
Dr. Jamye Coleman-Williams '38 – Re-Elected May 2014
[Ret.] Professor Emeriti, Tennessee State University (TN)

Trustee Emeriti
Reverend Dr. Floyd Alexander – Elected August 2015
[Ret.] United Pastors and Missions Coordinator of Cleveland
Senior Administrator of the Third District of A.M.E. Church, Cleveland (OH)

Col. Dr. William R. Lee – Elected May 2013
Treasurer, International African Methodist Episcopal (A.M.E.) Church

Reverend. Dr. Nelson Rivers III – Elected August 2015
Vice President, Religious Affairs and External Relation, National Action Network
Pastor, Charity Missionary Baptist Church, Charleston (SC)

Faculty Trustee
Dr. Deok Nam, Assistant Professor of Engineering

Student Trustee
Mr. Ronald Diggs, President of the Wilberforce Student Government Association

FACULTY

Mohamed W. Abas
B.S., Somali National University, Somalia, East Africa
M.S., Wright State University
Area of Study: Associate Professor, Mathematics

Patrick Anyalewechi
B.A., Th.B., College of God's Bible School
M.Ed., Ed.D., University of Cincinnati
Area of Study: Psychology

Delbert R. Buffinger
B.S., M.S., Wright State University
Ph.D., The Ohio State University
Area of Study: Chemistry

Daniel Church
A.A.S., Miami Jacobs Career College
B.A., M.A., The Ohio State University
Area of Study: Social Science

Richard J. Deering
B.S., Carroll College;
M.S., University of Illinois
Area of Study: Economics

Cheryl Durgans
B.A., Spelman College
M.L.A., University of Pennsylvania
M.F.A., Moore College of Art & Design
Area of Study: Humanities/Art

Pamela Ellis
B.A., Stanford University
M.B.A., Dartmouth College
Ph.D., Stanford University
Area of Study: Business and Entrepreneurship

Shail Gowda
B.A. (HONS), A.A., and Ph.D., Banaras Hindu University, Varanasi, India
Area of Study: History

Clayton D. Grisby
B.A., Central State University
M.Ed., Xavier University
Ed.D., University of Cincinnati
Area of Study: Psychology

Bryan Scott Head
B.A., Wilberforce University
M.Ed., Alabama A&M University
Area of Study: English

Daniel A. Iselaiye
B.Th. (ETSI Nigeria): B.A., M.A., Wheaton College
Postgraduate Dip. Ed., University of Ilorin, Nigeria
M.A. Ed., Union-PSCE Richmond;
M.Div., Payne Theological Seminary;
D.Min., United Theological Seminary
Area of Study: Philosophy and Religion

Jacques K. Kahindo
B.S., M.S., Wright State University
Area of Study: Political Science

Vicki Lockwood-Gorman
B.S., M.S., Indiana Wesleyan University
Area of Study: Accounting

John N. Matuke
B.S., State University of New York at Cortland
B.S., with Certificates, University of Alabama
M.S., Central Michigan University
M.B.A., American Intercontinental University
Area of Study: Health Services Administration

James McCluskey
B.G.S., M.A., University of Michigan
Ph.D., Kansas State University
Area of Study: Communications

Tiffany McGuire-Edwards
B.S., Wilberforce University
M.S., Wilberforce University
Area of Study: Rehabilitation Counseling

Tanya M. Morah
B.A., M.A., The Ohio State University
Ph.D., Ohio University
Area of Study: Communications

Francis Mozu
B.S., M.S., Kwame Nkrumah University of Science and Technology
Area of Study: Management
Maha Nagarajan
B.Sc., M.Sc., Hindu College
Ph.D., The Ohio State University
Area of Study: Biology

Deok Hee Nam
B.S., M.S., Ohio University,
M.S., Ph.D., Wayne State University
Area of Study: Engineering and Computer Science

Mary O'Basuyi
B.S., B.A., Central State University
M.S., Central Michigan University
Area of Study: Business Administration

Tamico Pulliam
B.S., Wilberforce University
M.S., Wilberforce University
Area of Study: Rehabilitation Counseling

Kenneth Reeves
A.A.S., Sinclair Community College
B.S., Wilberforce University
M.B.A., University of Phoenix
Area of Study: Mathematics

Marvin L. Reid, Jr.
B.S., Wilberforce University
MBA, Indiana Wesleyan University
M.S.I.T., Florida Institute of Technology
D.B.A., Walden University
Area of Study: Information Systems

Herbert Stewart
B.S. Wilberforce University, Oklahoma State University
M.S., Air Force Institute of Technology
Area of Study: Computer Science

John Tooson
B.S., Central State University;
M.A., Central Michigan University;
Ph.D., The Ohio State University
Area of Study: Rehabilitation Counseling

Helen Wilcox-Evwaraye
B.S., University of Ibadan, Nigeria;
M.S., University of Edinburgh, Scotland;
Ph.D., University Reading, England
Area of Study: Biology

Christopher R. Wilks
B.S., Fayetteville State University
M.S., University of Saint Francis
M.B.A., University of Saint Francis
Area of Study: Business Management

Jennifer N. Williams
B.S., Wilberforce University
M.S., Wright State University
Ph.D., Cleveland State University
Area of Study: Chemistry

PRESIDENT EMERITI

**Rembert E.Stokes (* 1956), B.S., Wilberforce University; B.D., Th.D., Boston University, Elected A.M.E. Bishop in June, 1976

John L. Henderson (*1988, B.S, Hampton Institute; M.Ed., Ed.D, University of Cincinnati, Professor, Educations

**Yvonne Walker-Taylor(*1955),B.S, Wilberforce University; M.A., Boston University; Ed.S University; D.Lit., Morris Brown College

PROFESSOR EMERITI

**Jane L. Ball(*1968), M.A., Wesleyan University; M.A., Howard University; further graduate study, The Ohio State University; Washington University, Professor Emeritus , English

You-Chien Chiang (*1968), M.A, Wesleyan University; Ph.D., Rensselaer Polytechnic Institute, Professor, Physics

EMERITI FACULTY
**Clifford W.P . Hansen (*1967), B.A., Pacific Union College; Ph.D., Dropsie College for Hebrew and Cognate Learning; Professor Emeritus , Philosophy and Religion

** Kurt Keppler (*1952), J.D., University of Heidelberg; Professor Emeritus , History

*Year in which member joined faculty
** Deceased

ADMINISTRATION AND STAFF

Office of the President

President Herman J. Felton, Jr.	21st President and Chief Executive Officer
Ms. Genevieve Hall	Chief of Staff
Ms. Danita Pearl	Executive Administrative Assistant to the President

Academic Affairs and Office of the Provost ***(Including Institutional Effectiveness)***

Dr. Elfred Anthony Pinkard	Executive Vice President/Provost
Dr. Pamela Richardson-Wilks	Associate Provost
Dr. Michael Robinson	Assistant Provost
Ms. Desiree Davis	Administrative Assistant

Adult and Continuing Education (CLIMB)

Mr. Javan Reed	CLIMB Director
Ms. Virginia Davenport	CLIMB Associate Director
Ms. Connie Carr	CLIMB Administrative Assistant

Center for Academic Support and Student Success (CASSS)

Mr. William Isaac, III.	Advising Coordinator/Academic Success Coach
Mr. Kenneth Reeves	Academic Success Coach

Cooperative Education

Mr. Victor Jones	Director of Cooperative Education and Career Services

Information Commons and Library

Vacant	Director of Information Commons and Library Sciences

Advancement

Mr. Gregory Deas	Director of Development and Special Programs
Ms. Jocelyn Neely	Director of Alumni Affairs
Ms. NaAisha Simon	Director of Public Relations and Marketing
Ms. Carla Cope	Executive Administrative Assistant

Athletics

Ms. Dorianne Johnson	Athletic Director
Mr. Kevin Waters	Associate Athletic Director, Head Men's Basketball Coach
Mr. Derek Williams	Head Women's Basketball Coach

Bursar's Office

Ms. Debra Oliver	Assistant Bursar

Business and Finance

Mr. William Woodson	Senior Vice President for Business and Finance
Mr. Harold Hayes	Director of Business and Finance
Ms. Megan Moraine	Payroll Processing
Mr. Joseph Simons	Accounts Payable Specialist

Campus Police

Mr. Lawrence Mack	Interim Director of Public Safety
Mr. Gent Jones	Sergeant
Mr. Marcus Johnson	Sergeant

Enrollment Management

Ms. Teri Little-Berry	Vice President for Enrollment Management

Office of Admissions

Ms. Katrina Jarrett	Director of Admissions
Ms. Shari Hill	Associate Director of Admissions
Ms. Krystal Toney	Recruiter
Mr. DeVontae Berry	Recruiter

Office of Financial Aid

Mrs. Andrea Sanders	Director of Financial Aid
Mr. Ibrahim Bah	Associate Director of Student Financial Services
Mr. Mattew Dec	Financial Aid Counselor
Ms. Marye Oliver	Federal Work Study Coordinator

Office of the Registrar

Ms. Rudell Moore	University Registrar
Ms. Carol Richardson	Secretary III

Facilities

Mr. Kevin Frye	Director of Plant Logistics
Mr. Montel Hurst	Logistics Technician
Mr. Kenneth Nooks	Logistics Technician

Human Resources and Administration

Mrs. Anita Jefferson-Gomez.	Vice President of Human Resources and Administration
Mr. Ashley Edwards	Risk Management Coordinator
Ms. Linda Honore'	Executive Administrative Assistant for Human Resources

Information Services

Mr. Todd Collins	IT Manager
Mr. Malcolm Haraway	Lead Engineer

Publications

Ms. Michelle Smith	Manager of Publications and Mail

Student Engagement and Success

Dr. Tashia Bradley	Senior Vice President of Student Engagement and Success
Mr. Mike Davis	Associate Vice President of Student Engagement and Success/Dean of Students
Mr. Devore McIntosh	Associate Dean of Campus Life /Director of Student Activities
Mr. Lionel Garrett	Residence Life Director
Ms. Fela Louis-Pierre	Residence Life Director
Ms. Carmen Storm	Nurse/Heath Services
Rev. Dr. John E. Freeman	Dean of Religious Life, Community Outreach and Chaplain
Mr. Vernon Blue	Director of Campus Choir
Mr. Toby Lachey	Coordinator/Driver

WILBERFORCE UNIVERSITY ALUMNI ASSOCIATION AND LOCAL CHAPTERS

Wilberforce University Alumni Assoc. Exec. Team

Mr. Marvin Morrison	President
Mr. James Stafford III	Vice President
Ms. Latoya McFarland	Secretary
Ms. Sheri Neale	Asst. Secretary
Mrs. Lynette Mayberry-Mays	Treasurer
Ms. Gwen Brown	Asst. Treasurer
Rev. Dr. Floyd Alexander	Chaplin

Wilberforce University Alumni Assoc. Board Members

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Ms. Gwen Beckwith
Mr. Fon Holloway
Rev. Kenneth Bibb
Rev. Dr. Charmaine Johnson
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Mr. Milton Wiggins
Dr. Neil Harding
Ms. Nicole Bohanan
Mr. Herman Jones
Dr. Charlene Mallory
Mr. John Tolbert III
Ms. Dauphine Woods

Wilberforce University Alumni Assoc. Local Chapters

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Birmingham	Rayford Bourn
Buffalo	Virginia Douglass
Cincinnati	Darius Essex
Cleveland	Tanya Everette-Brown
Columbus	Sheri Neale
Dayton	Latoya McFarland
Detroit	Charlene Mallory
Greater Baltimore	Falema Graham
Greater Charlotte	Janice Powell Walker
Greater Chicago	Mario Steward
Greater Milwaukee	Betty Nicholas-Braxton
Greater New York	Ron Laws
Greater North Carolina	Earline Middleton
Green County	Jacqueline Brown
Indianapolis	Jerre Quinn
Jacksonville	Quintin Jones
Las Vegas	Jolene Wallace
Lorain County	Mariam Ham
Memphis	James Stafford
Metro Illinois-Missouri	Curtis Paradise
Philadelphia	Perry Thomas
Pittsburgh	Diane Daniels
Washington D.C.	Iris Roseboro
South Carolina (Charleston)	Larry Whaley
Southern California	Shannon Shank

ACADEMIC CALENDAR

Summer 2017	
May 15	Graduate School Summer Session Begins
June 23	Registration for New and Transfer Students
June 26	Last day of Graduate School Summer Session
June 27-29	Final Exams for Graduate Summer Session
June 30	Final Grades Due for Graduate Summer Session
July 14	Registration for New and Transfer Students
Fall 2017	
August 2017	
July 24-27	Renaissance Scholars Institute
July 26	Fall University Institute (Faculty and Staff) – Aerobics Room
July 27	Faculty Fall Institute - Aerobics Room
July 28	New Student On-Campus Arrival/Freshmen Orientation Begins
July 31	Continuing Students Return
August 2	**Classes Begin** Add/Drop Period Begins Census Date 1
August 11	**Last Day to Add Classes** Census Date 2
August 8	**Senior Class Meeting, 7pm in the LRC - Lower Lecture Hall**
September 2017	
September 4	**Labor Day**
September 5– 28	**Senior Exit Interviews**
September 8	Last Day to Submit Health and Immunization Records
September 12	**Senior Class Meeting, 7pm in the LRC - Lower Lecture Hall**
September 14	Annual Golf Tournament - Beavercreek Golf Course
September 14	Opening Convocation (11:00am) Executive Board of Trustees Meeting
September 15	Board of Trustees Meeting
September 16	Board of Trustees Meeting
September 26 – 29	**Midterm Exams**
October 2017	
October 2	Midterm Grades Due by 5:00pm **HLC Campus Focus Visit - October 2-3, 2017**
October 6	**Last Day to Withdraw from Class and College w/o Penalty "W"** **Last Day to Remove "I" Grade from Spring 2015-2017**
October 10	Fall Career Fair (10:00am to 2:00pm) – Alumni Multiplex **Senior Class Meeting, 7pm in the LRC - Lower Lecture Hall**

October 16	Spring 2018 Pre-Registration Begins
November 2017	
November 4	**Homecoming**
November 5	Daylight Saving Time ends
November 6	Student Evaluation of Faculty Begins
November 7	*Election Day **Senior Class Meeting, 7pm in the LRC - Lower Lecture Hall**
November 10	**Senior Dues and Graduation Applications Due for Spring Commencement**
November 11	**Veterans Day**
November 14	**Last Day of Classes**
November 15 – 21	Final Exams Week
November 22	Dorms Close at 5:00pm
November 23	**Thanksgiving Day**
November 27	Offices Open Last Day to Withdraw from Class and College w/Penalty "WP" or "WF"
November 28	Final Grades Due by Close of Business (COB)
November 29- December 1	Post-Semester Conferences Faculty Development Institute
December 2017	
December 8	Fall Graduation Date (No Ceremony/Transcript Finalization)
December 22	***WINTER BREAK (University Closed) Friday, December 22, 2017 (Christmas Eve Observed) Monday, December 25, 2017 (Christmas Day Observed)**
December 24	**Christmas Eve**
December 25	**Christmas Day**
December 26 – January 1, 2018	***Kwanzaa**
December 31	**New Year's Eve**
Spring 2018	
January 2018	
January 1	**New Year's Day**
January 2	*Faculty & Staff Report for Duty New Faculty Orientation
January 4	Continuing Students Return New Student Orientation Welcome Back Program Add/Drop Period Begins
January 8	First Day of Classes for Spring 2018

January 9	**Senior Class Meeting, 7pm, LRC - Lower Lecture Hall**
January 12	Census Date 1
January 16	**Dr. Martin Luther King (MLK) Holiday**
January 18	Last Day to Add Classes Census Date 2
February 2018	
February 1-28	**Black History Month**
February 15	**Event: Founders' Day Convocation (Alumni Multiplex, 11:00 am)** Board of Trustees Meeting (February 15-17)
February 26- March 2	Midterm Exams
February 26	Senior Graduation Fair
March 2018	
March 5-8	Spring Break – No Classes
March 11	Daylight Saving Time starts
March 13	Spring Career Fair (10am - 2:00pm) Alumni Multiplex
March 16	**Last Day to Drop Classes – W appears on transcript**
March 30- April 2	Dawn Dance Week*Bulldog 1000 Athletics Booster Club (tba)
March 30	**Good Friday**
April 2018	
April 1	Easter Sunday
April 2	Easter Monday – University is Open; Class as Scheduled
April 10	Honors Convocation – Alumni Multiplex (11:00am)
April 20	Senior Pictures and Exit Counseling 'Senior Day' (sign-up sheet)
April 23-27	Graduating Seniors Exams
April 27	Last Day of Classes
April 30	Final Grades Due for Graduating Seniors by Close of Business
April 30-May 4	Final Exams Week
May 2018	
May 3	Executive Board Meeting
May 4	Full Board of Trustees Meeting Senior Luncheon/Dinner National Alumni Association Mixer (Tentative) **Event: Baccalaureate Exercises - (Alumni Multiplex, 5:00 pm)**
May 5	**Event: Commencement Exercises (Alumni Multiplex, 9:00 am)**
May 8	Final Grades Due by 5:00 pm
May 9-11	Faculty/Staff Post Semester Institutes
Proposed Summer School and Schedule	

May 21	First Day of Summer Session I (5 Week Session)
May 28	**Memorial Day**
June 2018	
June 4-5	Midterm Exams
June 22	Last Day of Classes for Summer School
June 25-26	Final Exams
June 29	Final Grades due for Summer by Close of Business

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1. Mary Wolfe Building
2. DeOrmade Walker Building
3. King Science Building
4. Louis Stokes Building
5. John L. Henderson Hall
6. Music Building
7. Richard R. Wright Hall
8. Valentine Hall
9. Allen Commons Student Union
10. Isabelle Askew Hall
11. Geraldine Jackson Hall
12. Living and Learning Center Hall
13. Physical Plant Building
14. Gaston F. Lewis Alumni Multiplex
15. Louis Stokes Health and Wellness

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Wilberforce, Ohio 45384