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WILEY UNIVERSITY

GRADUATE HANDBOOK

2024-2026

New Town Neighborhood

WILEY AVE
900

UNIVERSITY AVE
700

Wiley University Graduate Handbook Disclaimer

Welcome to the Wiley University School of Graduate and Leadership Studies! Please note that this document is designed to be your guide in terms of policies, procedures, and information regarding your life as a graduate student. This handbook may also provide information on resources and degree specific programs that will assist you from admissions to graduation.

This document presents current academic policies, procedures, and institutional information. Please note, that information is updated regularly, so please observe the following:

1. All changes are published biennially. Time is needed for update approvals; however, students must adhere to all changes.
2. Students are entitled to graduate according to their curriculum in place during their initial enrollment.
3. Wiley University reserves the right to change the provisions of this handbook at any time including, but not limited to, degree requirements, course offerings, and fees as deemed necessary.
4. It is the student's responsibility to remain informed about current rules, policies, regulations, fees and requirements. Students should communicate with their advisors regularly for more information.
5. This is a handbook, not a contract, and should not be regarded as such.
6. The university reserves the right to refuse admissions or to revoke admission to any applicant, based on contents of this handbook and any changes approved by the university.

Parris Carter



Dean of the Graduate and Leadership Studies
October 2023

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Table of Contents

SECTION I: MISSION, VISION, GOALS, AND HISTORY	7
<i>MISSION</i>	7
<i>VISION</i>	7
<i>THE HISTORY OF WILEY UNIVERSITY</i>	7
<i>ACCREDITATION</i>	15
<i>THE WILEY UNIVERSITY LEADERSHIP</i>	15
SECTION II: POLICIES	16
<i>Student Responsibility</i>	16
<i>Subject to Change Notice</i>	16
<i>Family Educational Rights and Privacy (FERPA)</i>	16
<i>Graduate School Admissions</i>	17
Admissions Requirements	17
Unconditional admission.....	18
Conditional admission.....	18
Probationary admission	18
<i>Re-Admission to Graduate School</i>	18
<i>Academic Probation/ Dismissal</i>	18
Review Process for Program Termination.....	19
<i>Plagiarism</i>	19
Standards of Satisfactory Academic Progress	20
<i>Qualitative Standards</i>	20
<i>Quantitative Standards</i>	20
Satisfactory Academic Progress Review	21
<i>Financial Aid Suspension</i>	21
<i>Appeal Procedures</i>	21
Financial Aid Probation	21
<i>Reinstatement of Financial Aid</i>	22
SECTION III: Transfer Credits.....	22
SECTION IV: OUTCOMES AND LEARNING OBJECTIVES FOR THE GRADUATE SCHOOL.....	23

SECTION IV: Master of Business Program Overview	23
<i>Program Goals</i>	24
<i>Degree Requirements</i>	24
<i>Course Descriptions</i>	24
SECTION V: Master of Arts in Criminal Justice Program Overview	26
<i>Student Learning Outcomes</i>	27
<i>Degree Requirements</i>	27
<i>Course Descriptions</i>	28
SECTION VI: Master of Science in Higher Education Program Overview.....	31
<i>Student Learning Outcomes</i>	31
<i>Degree Requirements</i>	31
<i>Course Descriptions</i>	32

SECTION I: MISSION, VISION, GOALS, AND HISTORY

MISSION

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

VISION

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

THE HISTORY OF WILEY UNIVERSITY

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

Named in honor of Bishop Isaac William Wiley, an outstanding minister, medical missionary and educator, Wiley College was founded during turbulent times for Blacks in America. Although African-American males were given the right to vote in 1870, intimidation of America's newest citizens in the form of violence increased. The U.S. Supreme Court helped pave the way for segregation with the 1896 Plessy v. Ferguson decision that approved of the "separate but equal" doctrine.

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

Wiley College opened its doors just south of Marshall with two frame buildings and an overwhelming desire to succeed in a climate fraught with racism and Jim Crow laws. So entrenched was their desire to succeed that in 1880, rather than moving Wiley College farther out of town, the founders of the College moved nearer to Marshall on 55 acres of wooded land

where the College stands today. Land was cleared and four additional buildings were constructed as student enrollment soared to 160 students with seven full-time faculty members. Wiley College had effectively become the first Black college west of the Mississippi River.

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

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

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

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

Dogan's dream was to expand for the future and indeed Wiley College expanded as building after building was erected for more specialized programs. However, 1906 also brought tragedy to Wiley College as five buildings were destroyed by fire, including the main central building. Although the buildings were in ashes, the foundations remained strong and in 1907, buildings of

greater magnitude began to take shape on the campus. Noted philanthropist, Andrew Carnegie, made possible the construction of the Carnegie Library that was erected in 1907.

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

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

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

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

At a time when Jesse Owens was thundering to an unprecedented four gold medals in the 1936 Olympic Games in Berlin, Wiley College was introducing football to Black colleges and was a leader in forming the Southwestern Athletic Conference (SWAC), still in existence today. Wiley

College won many national championships in football and basketball, having more championship athletic teams than all its opponents of the SWAC combined.

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

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

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

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

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

Wiley served the defense effort well with the establishment of the Wiley College Committee on Community Service and National Defense. The Committee coordinated its efforts with the country's national defense resources through an expansion of its summer program. Many

Wileyites seized this opportunity and trained for community health improvement with the aid of this national program.

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

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

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

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

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

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

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

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

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

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

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

There is an unyielding conviction among the faculty and administration today that learning occurs best in an environment that is academically challenging and supportive, that embraces the principles of academic freedom, and shared governance. Overall, Wiley College remains a viable force in the academic community. The institution continues to be a leader in innovation. It was the first “Thinkpad College” west of the Mississippi River. This initiative afforded all students the opportunity to use a laptop in their daily class work. This type of technologically advanced classroom allows students to become more proficient in the use of technology by obtaining class assignments, tests, and research projects via the Internet on a “24/7” basis. Each residence hall is equipped with Internet capabilities for students to perform extensive research from the comfort of their rooms.

Wiley has offered educational opportunities to the citizens of Texas, the nation and the world. The Wiley College spirit remains vibrant in the face of remarkable social change, global terrorism, economic strife and adversity. The beacon light that is Wiley College will shine forth unsullied for generations to come. The insightful vision of years past that made Wiley College a preeminent black college in the south is alive and well.

On November 3, 2024, the college announced it will be changing its name to Wiley University. The school added three master's degree programs: Masters of Business Administration; Masters of Arts in Criminal Justice; and Masters of Science in Higher Education Administration.

School of Graduate and Leadership Studies

Dr. JoAnn Scales

Vice President for Academic Affairs and Strategic Retention

Dr. Parris Carter

Dean of Graduate and Leadership Studies



ACCREDITATION

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

Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679- 4500, or at <http://www.sacscoc.org> for questions about the accreditation of Wiley University.

THE WILEY UNIVERSITY LEADERSHIP

The President's Executive Cabinet is an innovative collective of leaders passionate about Wiley University, the students that grace the campus and the community that surrounds it. The team offers support for the *Bold and Audacious Vision* and is responsible for various functions of the institution's success. Together they bring to Wiley University over 120+ years of leadership experience.

President and CEO

Herman J. Felton, Jr., J.D., Ph.D.
(903) 927-3201

Chief Operating Officer/ Vice President for Institutional Advancement

Tashia Bradley, Ph.D.
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SECTION II: POLICIES

Student Responsibility

It is the responsibility of students to learn and meet all requirements established by the degree programs, the University, the Graduate School, and Divisions or departments. It is the student's responsibility to become knowledgeable of, and to comply with, the policies, procedures and the regulations of the Graduate School.

Subject to Change Notice

The policies, regulations, procedures, and fees in the handbook are subject to change without notice, when necessary, to keep University policies in compliance with State and Federal Laws and/ or with rules and regulations of the Board of Trustees of the University.

Family Educational Rights and Privacy (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Students have the right to request that a school correct record which they believe to be inaccurate or misleading. If the school decides not to amend the record, the student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.

FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;

- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

The University Registrar is the department designated to maintain student records. The Registrar places service to students and faculty first among their priorities. As the primary information resource for students and faculty, this office actively seeks ways to effectively communicate and to inform students of their rights, responsibilities and procedures. To request information from the registrar, contact the office at (903) 927-3328.

Graduate School Admissions

Graduate students are admitted to Wiley University through a collaborative process executed by the Office of Admissions, the Graduate School, and the Office of Academic Affairs. After reviewing a student's credentials, a committee makes a recommendation to the Dean of the Graduate School. The Dean or their designee may inform the student that they have been accepted, but official notice of admission (or declination) is provided by the Office of Admissions.

Admissions Requirements

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

Transcripts of all academic work completed at the baccalaureate/undergraduate level and beyond, whether or not for credit or a degree, are required to apply for the graduate program. Transcripts can be ordered three different ways:

1. <https://www.parchment.com>.
2. The school's website.
3. The school's registrar.

Students admitted to graduate study must also be admitted to the degree program. Information about each program is maintained in the Office of the Dean of the Graduate School.

Admissions requirements for the Master of Business Administration, Master of Arts in Criminal Justice, and Master of Science in Higher Education includes the submission of:

1. Wiley University Admissions Application and School of Graduate Studies Application (non-refundable fee of \$25)

2. MBA Applicants must have at least three years of full-time employment in a business administration system related agency or have earned a 3.00 cumulative GPA in their undergraduate degree
3. Official transcript(s) sent directly from the Office of the Registrar of each college or university attended to the School of Graduate Studies via procedures detailed on the application
4. Three letters of recommendation that attest to the applicant's potential for successful graduate study written by any combination of colleagues, professors, or supervisors.
5. A statement of purpose that indicates the applicant's reasons for wanting to commence or continue graduate study in their chosen field
6. An interview with faculty and/or the Dean of Graduate School.

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

Conditional admission. Applicants whose credentials do not meet admission criteria may be considered for conditional admission. A student admitted under these conditions will be subject to stipulations until status changes from conditional to unconditional. Part of this status will be requiring the student to earn a 3.0 GPA.

Probationary admission: If the applicant does not have a minimum 3.0 GPA probationary admission will be granted. The probationary student must maintain 3.0 GPA or higher during the first 12 credit hours in the program.

Re-Admission to Graduate School

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

Academic Probation/ Dismissal

A graduate student whose cumulative GPA in the program falls below 3.0 at the end of a term will be considered not in good standing by the University and will be placed on academic probation. If a 3.0 cumulative GPA is not attained by the end of the next term of enrollment, the student will be placed on academic dismissal.

Students on dismissal will not be permitted to register for graduate study. However, at the time of dismissal, the Dean may petition the VP for Academic Affairs consideration of special circumstances that will constitute justification for an exception to this regulation. Students who are subsequently reinstated for graduate enrollment are considered to be on “Dismissal Probation” and may have one term to increase their GPA to 3.0 or above. Under no circumstances will a student be allowed more than one additional term of probation after reinstatement.

Review Process for Program Termination

Step 1: A graduate student is identified by his/her academic program/department as not making sufficient progress towards the degree, failing to complete the degree within the specified time period, or whose academic performance is substandard, regardless of GPA.

Step 2: The graduate student meets with his/her major professor and/or Dean to develop a remediation plan for the incomplete degree requirement or scholarly/behavioral objectives.

- The department will provide a written remediation plan or written academic “warning” to the student.
- The remediation plan/academic warning will be developed by the department/program for the individual student and documented accordingly.
- The academic dean, or appropriate designee, will also be notified of the situation, the deficiencies, and the remediation steps presented to the student.

Step 3: A written letter must be sent to the graduate student being dismissed which specifies the following information:

- The termination reasons,
- Benchmarks missed,
- The fact that an academic hold will be placed on registration on registration and effective date/semester,
- Dismissal from the program constitutes dismissal from the University,
- Any limitations on future enrollment in courses offered by the department/university, should the student reapply to the University in a different program.

Plagiarism

The University reserves the right to withdraw any student who fails or refuses to abide by the rules and regulations governing student life at the University. Academic dishonesty includes, but is not limited to, misconduct during testing periods and inadequate acknowledgment of source materials of term papers and other materials that show evidence of plagiarism. When an instructor has evidence that a student has been dishonest in any academic work, he/she will take one of the following actions and inform the Vice President for Academic Affairs in writing.

Sanction:

- a) Give the student a failing grade on the academic work related to the dishonesty; and/or
- b) Suspend the student from that class.

A student accused of misconduct in a class, and who received either of the penalties, may appeal the decision by following the steps outlined in the Academic Grievance Policy in the Wiley University Student Handbook. (When the student is dropped or suspended from a class for disciplinary reasons, fees paid will not be refunded).

Standards of Satisfactory Academic Progress

Federal and State regulations require all schools participating in Federal and State aid programs to have a standard for Satisfactory Academic Progress (SAP) to measure a student's progress toward a degree. The measurements shall be used to determine student eligibility for Federal Title IV financial assistance unless the terms of a particular grant or funding source State otherwise.

The Title IV 1992 Higher Education Amendments require that institutions establish a minimum standard of "Satisfactory Academic Progress" for students. A minimum standard for "Satisfactory Academic Progress" is defined as follows:

"SAP" is a measure of whether a student is progressing adequately toward completing their degree. It is determined in terms of grade point average and course completion rates. For a student to be eligible for Title IV aid during his/her attendance at Wiley University, the student must matriculate based on the established policy. Students not successfully completing courses are suspended from receiving federal student loans.

Wiley University students must make continuous satisfactory progress towards a degree by maintaining a 3.0-grade point average per semester. In addition, students cannot have more than two C's during the course of the entire program. To complete their educational program, students must maintain Satisfactory Academic Progress (SAP) by meeting both Qualitative and Quantitative standards.

Qualitative Standards

Students must meet the standards for Satisfactory Academic Progress (SAP) set by the Graduate Council. Measurable academic progress must be shown toward completion of degree requirements, and students must maintain a 3.0 cumulative GPA or above.

Quantitative Standards

Students are expected to complete degree requirements within a reasonable time frame. Graduate students pursuing a degree are allowed to attempt up to 150% of the length of their academic program. For example, the length of the program = 36 hours. The maximum time frame is $36 \times 150\% = 54$ hours. Wiley University graduate programs vary in length, therefore, the maximum time frame for each program is different. Incremental progression toward the degree must be made, and a minimum percentage of hours attempted must be completed.

Each student must complete 67% of all credit hours attempted, including transfer hours accepted. Attempted hours are credit hours that the student is enrolled in after the drop/add period and includes grades of A, B, C, D, F, I (Incomplete), or W (Withdrawal). Grades “F,” “I,” and “W” are not counted as hours completed. However, they are counted as hours attempted.

Satisfactory Academic Progress Review

Satisfactory academic progress will be reviewed at the end of the spring semester for currently enrolled and re-admitted students.

Financial Aid Suspension

Students who fail to meet the standards at the end of the academic year will be placed on Financial Aid Suspension and will become ineligible for financial aid beginning the next semester of attendance. Financial aid, once lost, cannot be reinstated retroactively for previous semesters. The student must pay expenses incurred while a student's aid is suspended until the minimum SAP standards are met again. This policy applies to all students at Wiley University receiving financial aid.

Financial Aid Suspension does not prevent a student from enrollment but prevents them from receiving aid. However, the student should be aware that the university's policies for academic eligibility and financial aid eligibility closely mirror one another. Both are measures of satisfactory academic progress intended to encourage behavior that leads to academic success.

Appeal Procedures

Students who fail to meet the SAP standard may appeal the suspension of their student financial aid funds. Letters of appeal must be based on mitigating circumstances that negatively impact the student's ability to meet the required standards. Examples of such circumstances are; (1) death/prolonged illness of an immediate family member, (2) medical illness by the student that created undue hardship, (3) natural disasters or other acts of God beyond the control of the students (i.e., hurricanes, earthquakes, etc.) or other personal or family matters/situations which may have negatively impacted the student ability to meet the required standards. If a student has been away from the institution for a year or more, they must submit a letter of appeal and an approved academic plan for review.

Financial Aid Probation

If the student's appeal is approved, the student can reestablish SAP in one semester. The student will be placed on SAP Probation (this type of probation is for financial aid purposes only and is separate from academic standing with the university). The probationary period shall commence for one term. (Example: if a student completes an appeal for the fall semester, at the end of the fall semester, the student's SAP will be evaluated to determine if he/she is meeting minimum SAP requirements or successfully completing an academic plan to receive aid for the upcoming

spring semester.) The student's progress will be evaluated again at the end of the spring semester to determine if he/she is meeting minimum SAP requirements. If not, the student shall be placed on financial aid suspension again.

Reinstatement of Financial Aid

Students who demonstrate mitigating circumstances that interfered with academic performance will have financial aid eligibility until the next SAP review period. To maintain financial aid eligibility, a student must meet the SAP policy or successfully follow an approved academic plan.

SECTION III: Transfer Credits

Requests for courses to be transferred for credit toward a graduate degree are reviewed by the graduate school upon recommendation by the student's academic program. Such work must represent graduate-level courses relevant to the degree being sought, with course content and level of instruction resulting in student competencies at least equivalent to those of currently enrolled students as determined by the academic program. Students seeking transfer credit must provide the following to their academic program:

- Published course description (according to the course catalog in which the student was under);
- Course syllabus including course requirements, assignments and grading criteria; information on the types of tools and methods that were used to engage students in learning;
- Official transcripts noting earned credit for the course. Transcripts received from other universities cannot be released to students or third parties. Students should then submit the details to the graduate school for processing. In addition, the following guidelines apply:
- Grades earned on transferred work must be equivalent to B or better (B- is not equivalent to B).
- Courses taken on a pass/fail or satisfactory/unsatisfactory basis may not be included in transfer credit.
- Credit hours earned on transferred work will not be greater than the earned credit hours reflected on the official transcript. A maximum of six (6) credit hours may be transferred and substituted for Wiley University's graduate courses, excluding a capstone course.
- Transfer of capstone credit hours are not permitted. Under no circumstances may a completed thesis project serve in lieu of these requirements as part of awarding a Wiley University degree.
- A student who wishes to take one or more courses at another institution (other than by inter-institutional registration) must first consult the academic program if asking to receive credit for such courses. Once such course credit is earned, the procedure for transferring the credits earned is the same as that described above.

- The Graduate School does not accept transfer credit for non-credit courses, including lifetime learning seminars and programs, or courses taken for Continuing Education Units.

SECTION IV: OUTCOMES AND LEARNING OBJECTIVES FOR THE GRADUATE SCHOOL

The graduate learning outcomes align with the University's mission and guide the development of more specific learning objectives. Faculty are responsible for determining the program specific learning outcomes to be achieved, the required performance measures, and benchmarks to evaluate all learning outcomes.

Additionally, all program-specific learning outcomes are assessed and evaluated using aligned courses and qualitative and quantitative assessment methods. These include senior/capstone projects, research papers, graduate exit examinations, and final research papers. All graduate learning outcomes center around the following:

- **Mastery of Knowledge:** Graduates should demonstrate advanced knowledge and expertise in their chosen field of study.
- **Critical Thinking and Problem Solving:** Graduates should be able to analyze complex problems, think critically, and develop innovative solutions.
- **Research Skills:** Graduates should be proficient in conducting research, including data collection, analysis, and interpretation.
- **Communication Skills:** Graduates should be able to effectively communicate their ideas, research findings, and recommendations through written reports, oral presentations, and other means.
- **Leadership and Collaboration:** Graduates should exhibit leadership qualities and the ability to work collaboratively with diverse teams.
- **Ethical and Professional Behavior:** Graduates should demonstrate ethical and professional behavior consistent with the standards of their field.

SECTION IV: Master of Business Program Overview

The MBA degree is designed to prepare working professionals for managerial and professional leadership responsibility in business, industry, and government. Students with a baccalaureate degree in business generally have met the undergraduate pre-requisites necessary prior to enrollment in the MBA curriculum. The MBA on-line curriculum consists of a total of 30 credit hours of graduate business courses in the areas of accounting, economics, finance, management, marketing, and statistics. The 30-hour curriculum will be delivered over 5 eight-week terms during a period of 12 calendar months. Students may complete the program in one or two years by taking either one or two courses during each eight-week term.

Students with undergraduate (and/or graduate degrees) outside of business are required to complete a 3-credit hour pre-requisite course: GB-500 Business Principles offered each fall during the first eight-week term.

Program Goals

- To develop advanced knowledge of business strategies and their application
- To apply global and ethical perspectives to business decision-making
- To build critical thinking, problem solving, and innovation skills
- To develop communication, leadership, and project management skills

Degree Requirements

MBA Core Courses (Eight Courses):

ACCT 5305 Accounting Analysis for Decision Making (3 hrs.)

BUSI 5310 Strategic Information Systems and Quantitative Approach for Decision Making (3 hrs.)

ECON 5310 Managerial Economics (3 hrs.)

FINA 5315 Financial Management (3 hrs.)

MGMT 5320 Contemporary Management and Organization Behavior (3 hrs.)

MARK 5330 Marketing Strategy (3 hrs.)

BUSI 5390 Ethics & Social Responsibility (3 hrs.)

MGMT 5395 Strategic Management (Capstone, 3 hrs.)

MBA Elective (Choose two courses from the list below)

MGMT 5326 Human Resources Management (3 hrs.)

MGMT 5330 Leadership (3 hrs.)

MGMT 5335 Global Business Environment (3 hrs.)

MGMT 5350 Innovation and Entrepreneurship Management (3 hrs.)

MGMT 5355 Operation Management (3 hrs.)

Course Descriptions

ACCT 5305: Accounting Analysis for Decision Making (3 hrs.)

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

BUSI 5310 Strategic Information Systems and Quantitative Approach for Decision Making (3 hrs.)

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

analytical processing, and data mining application tools.

BUSI 5390 Ethics & Social Responsibility (3 hr.)

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

ECON 5310: Managerial Economics (3 hrs.)

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

FINA 5315: Financial Management (3 hrs.)

The study of a financial manager's role in financial planning, acquiring, and managing funds.
Prerequisite ACCT 5305

MGMT 5320 Contemporary Management and Organization Behavior (3 hrs.)

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

MARK 5330 Marketing Strategy (3 hrs.)

This course centers on the planning and implementation of marketing policies and strategies. Marketing functions are examined through case analysis to successfully integrate all elements of the managerial process. Critical components of marketing strategy including product, price, promotion, place, people, process, and physical evidence are analyzed. The impact and importance of branding, customer demographics, value, and the use of data to create and monitor marketing strategies are also examined.

MGMT 5326 Human Resource Management Prerequisites (3 hrs.)

Develops student competencies for comprehending and performing HRM tasks that

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

MGMT 5330 Leadership in Organization (3 hrs.)

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

MGMT 5335 Global Business Environment (3 hrs.)

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

MGMT 5350 (3 hrs.) Innovation and Entrepreneurship Management (3 hrs.)

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

MGMT 5355 (3 hrs.) Operations Management (3 hrs.)

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

MGMT 5395 (3 hrs.) Strategic Management (capstone) (3 hrs.)

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

Prerequisites: Graduate standing

SECTION V: Master of Arts in Criminal Justice Program Overview

The Master of Arts in Criminal Justice is a 36-credit hour online program taught by qualified, experienced, and dedicated faculty. The program can be completed in 12 months

for students on the non-thesis track, and approximately 15 months for students on the thesis track. The program prepares graduate students intellectually for entry/supervisory level career positions in the Criminal Justice System; a solid foundation is also laid for students who plan to pursue further professional studies or a terminal degree in a Criminal Justice-related area.

Student Learning Outcomes:

1. Students will assess the value of interagency collaboration in solving crimes.
2. Students will investigate, analyze, and apply various leadership styles, theories, and/or approaches for effectively running a criminal justice agency.
3. Students will examine the strengths and weaknesses in a criminal justice organization and will develop an implementation plan for improvement.
4. Students will examine the importance and value of diversity and inclusion in criminal justice.
5. Students will evaluate data to answer a research question.

Degree Requirements

The curriculum for the Master of Arts in Criminal Justice is designed to prepare students to fit into any area of the Criminal Justice system of their choice on graduation. A student needs a total of 36 credit hours to graduate (24 credit hours of Criminal Justice core courses, and 12 credit hours of Criminal Justice elective courses) as delineated below.

Required Criminal Justice Core Courses (need 24 credit hours)

CRIJ 5360* Advanced Overview of the Criminal Justice System –3 hrs.

CRIJ 5361* Advanced Seminar in Criminology – 3 hrs.

CRIJ 5362 Advanced Seminar in Criminal Law and Procedure – 3 hrs.

CRIJ 5363 Advanced Seminar in Law Enforcement – 3 hrs.

CRIJ 5364 Advanced Seminar in Court Systems and Practices 3 hrs.

CRIJ 5365 Advanced Seminar in Corrections – 3 hrs.

CRIJ 5380 Advanced Seminar in Research Methods – 3 hrs.

CRIJ 5382 Advanced Seminar in Administration and Management of Criminal Justice Organizations.

Elective Criminal Justice Elective Courses (need 12 credit hours must consult with advisor before selection)

CRIJ 5366 Seminar in Juvenile Justice System – 3 hrs.

CRIJ 5381 Seminar in Juvenile Delinquency – 3 hrs.

CRIJ 5383 Seminar in Applied Statistical Methods and Statistical Software's – 3hrs.

CRIJ 5384 Seminar in Victimology – 3hrs.

CRIJ 5391 Seminar in Comparative Criminal Justice Systems – 3 hrs.

CRIJ 5392 Special Topics in Criminal Justice – 3 hrs.

CRIJ 5393 Seminar in Organized Crime – 3 hrs.

CRIJ 5394 Seminar in Terrorism and Homeland Security – 3 hrs.

CRIJ 5395 Criminal Justice Workshop – 3 hrs.
CRIJ 5396 Seminar in Private and Industrial security – 3 hrs.
CRIJ 5397 Seminar in Forensic Science – 3hrs.
CRIJ 5398 Seminar in Cyber Security – 3 hrs.
CRIJ 5399 Seminar in Community Corrections – 3 hrs.
CRIJ 6300 Seminar in Community Policing – 3 hrs.
CRIJ 6310 Graduate Internship - 3 hrs.
CRIJ 6320 Seminar in Public Administration – 3 hrs.
CRIJ 6325 Seminar in Restorative Justice – 3 hrs.
CRIJ 6338 Seminar in the Criminal Justice System and the people of Color – 3 hrs
CRIJ 6329 Seminar in Rehabilitation and Resocialization – 3 hrs.
CRIJ 6330 Thesis Practicum – 3 hrs.
CRIJ 6331 Thesis – 3 hrs.
*Required in the first semester

Course Descriptions

CRIJ 5360. Advanced Overview of the Criminal Justice System (3).

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

CRIJ 5361. Advanced Seminar in Criminology (3).

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

CRIJ 5362. Advanced Seminar in Criminal Law and Procedure (3).

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

CRIJ 5363. Advanced Seminar in Law Enforcement (3).

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

CRIJ 5364. Advanced Seminar in Court Systems and Practices (3).

CRIJ 5365. Advanced Seminar in Corrections (3).

A comprehensive coverage of the court systems, including, local, state, and federal courts. An in-depth coverage of corrections, including community corrections with emphasis on history, operations, best practices, and future trends.

CRIJ 5366. Seminar in Juvenile Justice System (3).

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

CRIJ 5380. Advanced Seminar in Research Methods in Criminal Justice (3).

An in-depth overview of Research Methodology to include an introduction to criminal justice inquiry; structuring criminal justice inquiry; modes of observations; and application and analysis. Theoretical problems related to correction and prevention of delinquent careers.

CRIJ 5381 Seminar in Juvenile Delinquency (3).

CRIJ 5382. Advanced Seminar in Administration and Management of Criminal Justice Organizations (3). An extensive examination and analysis of administrative and management skills applicable to criminal justice organizations, including best practices in the field.

CRIJ 5383. Seminar in Applied Statistical Methods and Statistical Software (3).

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

CRIJ 5384. Seminar in Victimology (3).

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

CRIJ 5391. Seminar in Comparative Criminal Justice Systems (3).

A comprehensive study of other Criminal Justice Systems, including the criminal justice system of the United States of America.

CRIJ 5392. Special Topics in Criminal Justice (3).

In-depth examination of contemporary issues and trends in the criminal justice field.

CRIJ 5393. Seminar in Organized Crime (3).

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

CRIJ 5394. Seminar in Terrorism and Homeland Security (3).

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

CRIJ 5395. Criminal Justice Workshop (3).

A practitioner workshop that will bring in field experts from the criminal justice. The class also includes a workshop including students from other colleges/universities and practitioners.

CRIJ 5397. Seminar in Forensic Science (3).

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

CRIJ 5398. Seminar in Cyber Security (3).

A comprehensive examination of Cyber Security Systems and practices, including historical

development and current trends.

CRIJ 5399. Seminar in Community Corrections (3).

An analysis of community corrections, including historical developments, practices, and future trends.

CRIJ 6300. Seminar in Community Policing (3).

An in-depth review of community policing, historical developments, practices, and future trends.

CRIJ 6320. Seminar in Public Administration (3).

Extensive examination and analysis of concepts, issues, and theories of Public Administration as they relate to the criminal justice system.

CRIJ 6310 Graduate Internship (3).

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

CRIJ 6325. Seminar in Restorative Justice (3)

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

CRIJ 6328. Seminar in the Criminal Justice System and the People of Color.

An in-depth examination of the criminal justice system and People of Color and reforms to achieve equal justice for all. (3)

CRIJ 6329. Seminar in Rehabilitation and Resocialization (3).

An extensive examination of the rehabilitative and desocialization practices in the criminal justice system, including its history and current trends.

CRIJ 6330. Thesis Practicum (3).

Overview of research strategies, principles of research writing, and procedures for initiating, executing, and completing a thesis; preparation and approval of a thesis prospectus.

Preliminary planning for the thesis should begin from the first semester of graduate work.

Students are advised to enroll in CJ 6630 after completing 12 credit hours of graduate work.

CRIJ 6331. Thesis (3).

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

SECTION VI: Master of Science in Higher Education Program Overview

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

Student Learning Outcomes:

- The Higher Education candidate will describe the history, philosophical frameworks, and structures of higher education.
- The Higher Education candidate will analyze the characteristics of diverse students and the different student populations in postsecondary education.
- The Higher Education candidate will explore their own leadership strengths and most effective skills and competencies required for leadership in higher education.
- The Higher Education candidate will identify the legal foundations and assess financial constraints that affect higher education administration.
- The Higher Education candidate will apply student development theory to practice.
- The Higher Education candidate will identify and critique issues and trends in higher education organization and administration.
- The Higher Education candidate will identify program assessment techniques for higher education.
- The Higher Education candidate will research and evaluate and a contemporary issue in higher education.

Degree Requirements

24 credit hours of higher education core courses

12 credit hours of higher education elective courses

*Includes 6 credit hours of an internship or research

Total Credit hours required for Graduation: 36 Credit Hours

EDHE 5130 Foundations for Student Development Admin – 3 hrs*

EDHE 5310 Student Development Programming Admin – 3 hrs *

EDHE 5320 Student Demographics – 3 hrs

EDHE 5330 Educational Statistics – 3 hrs

EDHE 5340 Cultural Pluralism in Higher Education – 3 hrs

EDHE 5350 Finance and Budgeting in Higher Education – 3 hrs

EDHE 6310 Student Risk Management in Higher Education – 3 hrs

EDHE 6320 History & Philosophy of the Community College – 3 hrs

EDHE 6330 History and Philosophy of Higher Education – 3 hrs

EDHE 6340 Organization & Administration of Higher Ed – 3 hrs

EDHE 6410 Practicum, Research, or Internship – 6 hrs

*Require during the first year

Course Descriptions

EDHE 5130 Foundations for Student Development Admin (3)

Principles and techniques of administration applied to the student development subsystem of higher education institutions. Applications to both senior and community college institutions.

EDHE 5310 Student Development Programming Admin (3)

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

EDHE 5320 Student Demographics (3)

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

EDHE 5330 Educational Statistics (3)

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

EDHE 5340 Cultural Pluralism in Higher Education (3)

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

EDHE 5350 Finance and Budgeting in Higher Education (3)

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

EDHE 6310 Student Risk Management in Higher Education (3)

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

EDHE 6400 Practicum, Field Problem or Internship (6)

Supervised professional activities in post-secondary teaching, research, or administration.

EDHE 6320 History & Philosophy of the Community College (3)

Exploration of the development and the evolution of the community college as an innovation in U.S. higher education. Factors that influenced its creation and development, the historical and philosophical roots and the mission and function of community colleges.

EDHE 6330 History and Philosophy of Higher Education (3)

Study of the development of higher education in the United States, including the forces that have shaped institutions and institutional culture and practice. Identification of the significant events and philosophies that have influenced the evolution of higher education institutions and analysis of the implications of these for practice and for the future of higher education.

EDHE 6340 Organization & Administration of Higher Ed (3)

Examination of the theoretical principles of organizational behavior, leadership and institutional culture applied to a functional examination of administrative roles in higher education.