



**Southern Wesleyan University
Undergraduate Bulletin
2015-2016**

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This bulletin is intended to represent accurately the academic programs, policies, and personal expectations of the university for the academic year. However, routine changes in programs and in financial charges may occur and will apply to the academic year. Because the university reserves the right to withdraw or add offerings and make other necessary changes after this catalog has been printed, this publication is a guide and is not an irrevocable contract between the student and the university. The university is not liable for inadvertent errors or for statements made by faculty or academic advisors contrary to published requirements.

SOUTHERN WESLEYAN UNIVERSITY

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by The Council for the Accreditation of Educator Preparation (CAEP), <http://www.caepsite.org>. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and other learning centers operated at Southern Wesleyan. The university's teacher and administrator education programs are also approved by the South Carolina Board of Education. (Documents describing accreditation are on file in the Office of the President and may be reviewed upon request.) In addition, Southern Wesleyan University is a member of the National Association of Schools of Music.

Degree program(s) of study offered at Southern Wesleyan University have been found exempt from the requirement of licensure by the University of North Carolina under provisions of North Carolina General Statutes Section (G.S.) 116-15(d) for exemption from licensure with respect to religious education. Exemption from licensure is not based upon any assessment of program quality under established licensing standards.

The university is a member of the Council for Christian Colleges and Universities (CCCU) and of the South Carolina Independent Colleges and Universities (SCICU). Its students who are residents of South Carolina are eligible to apply for South Carolina Tuition Grants.

The school is recognized and listed by the U.S. Office of Education and by the Veterans Administration. It is authorized by Federal law to enroll non-immigrant alien students.

Southern Wesleyan University has an established policy concerning the availability of student records. This policy complies with the Family Educational Rights and Privacy Act of 1974, as amended. The act, with which the university intends to comply fully, was designed to protect the privacy of educational records and to provide guidelines for the correction of inaccurate or misleading data. The university policy on the availability of students' educational records is on file in the Office of Academic Records and may be obtained upon request.

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972 and with Section 504 of the Rehabilitation Act of 1973, Southern Wesleyan University does not discriminate on the basis of race, national origin, sex, or physical handicap in any of its policies, practices, or procedures. The university reserves its right to operate as a church-related institution and to develop policies consistent with the religious tenets of its sponsoring denomination, The Wesleyan Church.

Federal legislation, Title II, Section 207, of the Higher Education Act, requires states and institutions having teacher preparation programs to submit annual reports on teacher preparation and licensing. The institutional reports include the pass rates of students on tests required for state certification, the number of students in the program, and the institution's accreditation status, among other information. The state report summarizes the institutional reports and state requirements and provides a rank ordering of the institutions based on the pass rates reported. Southern Wesleyan University provides an abbreviated report in this catalog and a full report at the following website: <http://education.swu.edu/title.htm>

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ABOUT THE UNIVERSITY

Aspirations

Since its founding by The Wesleyan Church in 1906, Southern Wesleyan University has been a Christian community of learners that recognizes God as the source of all truth and wisdom. The university seeks to create an atmosphere in which members of the community work together toward wholeness by seeking to integrate faith, learning, and daily life.

Located in Central, South Carolina, the university is a half-way point between Charlotte, North Carolina, and Atlanta, Georgia. It is thirty minutes from the foothills of the Blue Ridge Mountains and ten minutes from Clemson University, with whom it shares some cooperative programs. Southern Wesleyan welcomes persons with a wide variety of backgrounds and abilities. Younger and older, undergraduate and graduate, residential and commuting, and traditional and non-traditional students work and interact with a faculty guided by a Christian understanding of the liberal arts.

The university evolved from a small Bible institute and its first charter as Wesleyan Methodist College in 1909 into a four-year, private, liberal arts college, regionally accredited in 1973. Historically, the founders of the college understood linguistic, quantitative, and analytical skills to be the foundation of a liberal arts education. Further, they believed that the cultivation of this curriculum within the context of faith, worship, studies in religion, and service to others created a fertile soil for intellectual and spiritual growth. Thus, the college ensured that every student would be well grounded in these areas by developing a general education curriculum of liberal arts studies. That tradition is alive today. All undergraduate programs—traditional and non-traditional—contain a core curriculum in the liberal arts.

As a ministry of The Wesleyan Church and in service to the global Church, Southern Wesleyan prepares students for graduate study and leadership in such fields as religion, education, music, business, medicine, law, and a variety of civic and social service professions. Graduate programs are offered in fields in which the university has demonstrated particular strengths—education and business. Although the university serves the Southeast, the student population is a wholesome blending of cultural, ethnic and regional diversity drawn from the entire United States and the international community encouraging broader understanding and development of Christian values.

Ideal graduates of Southern Wesleyan have a healthy respect for themselves and others as bearers of God's image. Their respect encourages care for personal and social health—mentally, physically, and spiritually. They seek a biblical social awareness that cares for people and their environment. Through the completion of courses in world history, culture, and the arts (in traditional and non-traditional classes and in international settings), they are prepared to serve society with respect for the past and a vision for the future. Southern Wesleyan graduates are prepared to confront a rapidly changing world with skills in communication, information processing, analysis, synthesis, and problem-solving.

Mission and Values

University Core Values

Christ Centered: Purpose, Scholarship, Community, Transformation

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| <i>Purpose:</i> | A specific calling for a unique role in our world. |
| <i>Scholarship:</i> | Academic excellence in an innovative faith-centered environment. |
| <i>Community:</i> | Belonging to a connected and compassionate body of learners. |
| <i>Transformation:</i> | Christ's redemptive work in individual and corporate life. |

Comprehensive Statement

We believe that every individual has a God-given purpose, brought to fruition by the sanctifying power of the Holy Spirit. Through the challenge of scholarship and participation in a consecrated community of learners we are both individually and corporately continuously transformed into the image of Christ.

University Mission

Southern Wesleyan University is a Christ-centered, student-focused learning community devoted to transforming lives by challenging students to be dedicated scholars and servant leaders who impact the world for Christ.

Doctrinal Statement

As a university owned and organized for the purposes of The Wesleyan Church, Southern Wesleyan University shares a common understanding of doctrine and God's revealed will as described in the Church's "Articles of Religion," "Membership Commitments," and "Elementary Principles." The following is a summary of the doctrine set forth in the Articles of Religion, but the statement is not intended to replace or in any way supersede the more explicit affirmations found in the most current version of The Discipline of the Wesleyan Church.

We believe in God the Father, the Son, and the Holy Spirit.

We believe that Jesus Christ the Son suffered in our place on the cross, that He died but rose again, that He now sits at the Father's right hand until He returns to judge all humanity at the last day.

We believe in the Holy Scriptures as the inspired and inerrant Word of God.

We believe that by the grace of God every person has the ability and responsibility to choose between right and wrong, and that those who repent of their sin and believe in the Lord Jesus Christ are justified by faith.

We believe that God not only counts the believer as righteous, but that He makes believers righteous, freeing them of sin's dominion at conversion, purifying their hearts by faith and perfecting them in love at entire sanctification, and providing for their growth in grace in every stage of their spiritual lives, enabling them through the presence and power of the Holy Spirit to live victorious lives.

Southern Wesleyan University Learning Outcomes

The learning community at Southern Wesleyan University fosters in participants

- biblically informed personal wholeness reflected in healthy, growth-enhancing relationships with God, themselves, and others;
- the ability to participate articulately in the significant conversations of the human race from a well-informed, reasonable, and distinctively Christian perspective; and
- the ability to effect positive change through skillful, values-driven engagement with their world.

Such that graduates . . .

1. Bear witness to a deepening relationship with God through Christ reflected in integrity of thought, affection, and action.
2. Have established lifestyle habits that facilitate ongoing growth intellectually, spiritually, physically, socially and emotionally.
3. Approach issues of both a theoretical and practical nature from a consistently biblical perspective, tempered by awareness of personal biases and divergent views.
4. Lead positive change by seeking justice for, reconciliation with, and service to others in a manner that reflects understanding of social dynamics.
5. Recognize and value truth and beauty in themselves and their surroundings as reflections of the Creator.
6. Critically and creatively construct their own well-reasoned perspectives in discussing current trends, ideas and events, drawing on understanding of the breadth of human knowledge.
7. Demonstrate skill in listening, reading, scholarship, writing, public speaking and the use of technology.
8. Solve problems effectively using scientific research, critical thinking, and creativity.
9. Work collaboratively in diverse cultural groups to achieve positive results.
10. Master professional or discipline-specific knowledge and skills sufficient to be productive in the field to which they are called.

Undergraduate Competencies

On completion of the baccalaureate program at Southern Wesleyan University, students are expected to demonstrate adequate competency in computing and mathematics, as well as in oral and written communication that demonstrates scholarship.

Programs and Formats

Southern Wesleyan University seeks to meet the educational needs of diverse student populations through both traditional and innovative approaches. For those students who seek an excellent residential campus experience in the context of a strong Christian environment, the university provides a **residential campus program** at its facility in Central, South Carolina. There the rich traditions of academia are coupled with dorm-life, sports, chapel, and artistic performances.

SWU's residential campus program offers a wide variety of undergraduate majors in areas such as business, recreation, teacher education, music, English, communication, religion & ministry, biology, chemistry, math, computer science, forensics, pre-medicine, history, psychology, social science and human services. To serve the needs of the working adult, Southern Wesleyan University offers **adult evening programs** in an innovative framework. Learning centers in Greenville, Columbia, North Augusta, Charleston, and Central as well as facilities in Spartanburg and Greenwood provide opportunities to conveniently complete undergraduate and graduate programs by attending classes one evening a week. The Adult & Graduate Studies programs continue year-round and students enter the program at numerous times during the year.

Undergraduate programs offered in the adult evening format include an associate degree in general studies. Also offered are bachelor of science programs in business administration and human services. Some undergraduate programs may also be offered either partially or completely in an asynchronous distance format. Southern Wesleyan University also offers graduate programs for working adults at locations around the state of South Carolina including the Master of Business Administration (MBA), the Master of Education in Classroom Leadership (MEDCL), the Master of Education in Administration and Supervision (MEDAS), and the Master of Science in Management (MSM).

Campus and Learning Center Facilities

Central

Southern Wesleyan University occupies a three-hundred acre campus near the town of Central (the central point on a railway line running between Charlotte and Atlanta). Instructional facilities on campus include Folger Fine Arts Building (1964), Brower Classroom Building (1966), Gibson Science Building (1966), Ellenburg Lecture Hall (1966), John M. Newby Education Center (2003) and the Newton-Hobson Chapel & Fine Arts Center (2008). Claude R. Rickman Library (1975) is conveniently located at the center of the campus. Providing individual and group study areas, the library contains over 115,000 cataloged volumes, including the Wesleyana Collection, as well as access to electronic books, reference sources, and online databases with nearly 27,000 journals in full-text.

Student residence halls include Childs Hall (1947), Stuart-Bennett Hall (1963, addition 1967), apartments (2000), and Mullinax Hall (2005). The Lowell E. Jennings Campus Life Center (1991) houses snack shop, bookstore, mailroom, and student services; and J. Walden Tysinger Gymnasium (1969) contains locker rooms, shower rooms, official-size hard maple basketball floor, fitness center, recreation areas, and offices for athletic personnel. The University Dining Commons (2005) houses conference services and student food services. Most administrative offices are located in Correll Hall (1947). Adult and Graduate Studies administrative offices are located in Terry Hall (1989). Admissions is located in the Clayton Welcome Center (renovated 2009). In 1997, the university acquired Eagles Rest, which is used as a retreat and conference center. Bryant Lodge (2001) serves as a gathering place for university and community events.

Greenville

In Greenville, SWU offers its Adult and Graduate programs at its Learning Center in the Henderson Advertising Tower, 84 Villa Road, Greenville, SC. The facility has sixteen classrooms, a computer lab and office space.

Columbia

In Columbia, SWU offers its Adult and Graduate programs at its Learning Center at 1021 Pinnacle Point, Suite 120, Columbia, SC 29223. The facility has nine classrooms, a computer lab, a study room, and office space.

Charleston

In Charleston, SWU offers its Adult and Graduate programs at its Learning Center at 4055 Faber Place Drive, Charleston, SC. The facility has ten classrooms, a computer lab and office space.

North Augusta

In North Augusta, SWU offers its Adult and Graduate programs at its Learning Center in the Business Technology Center, 802 East Martintown Road, N. Augusta, SC. The facility has ten classrooms, a computer lab and office space.

ADMISSIONS INFORMATION

Admission to Southern Wesleyan University is dependent upon scholastic attainment, character, and potential to profit by the programs offered. The university welcomes applicants without regard to race, color, national origin, religion, sex, or physical handicap, so long as they have a genuine desire for a post-secondary education and possess character traits that will enable them to fit into a Christian collegiate environment.

Each application is considered individually, taking into account basic admissions requirements and the individual's unique abilities and circumstances. Acceptance is determined by the Director of Admissions in consultation with the Undergraduate Admissions Committee. Applicants are notified in writing as soon as a decision is made.

Admission requirements vary depending on the program for which the student has applied.

Admission to the Residential Campus Program

Minimum Requirements

The following criteria must be met by those seeking regular admission to the residential campus undergraduate program:

1. A high-school diploma—not a certificate of attendance—or its equivalent, reflecting a grade point average of 2.3 or higher or a ranking in the upper half of the high-school graduating class at the time of acceptance. (A final transcript, reflecting the graduation date and certification of graduation, is required prior to the start of classes.) Courses taken in high school should include at least four units (college-preparation or equivalent) of English, two of science, two of social studies, and two of mathematics.
2. A composite score obtained from a national test, either 860 SAT (combined from Critical Reading & Math Section) or 18 ACT.
3. Willingness to conform to the community and lifestyle expectations of Southern Wesleyan University.

Students may be accepted on a conditional basis through a personal interview if they have completed the GED high-school equivalency test or are borderline in national test scores, high-school GPA, class rank or college GPA.

Application Procedures

The following documents must be completed and on file before a letter of acceptance can be issued:

1. A completed application form along with a \$25 non-refundable application fee (required).
2. An official transcript of all high-school work. The final transcript must be sent following graduation.
3. Official transcripts of all college or university work (if applicable). The final transcript must be sent following the completion of the semester if courses are still in progress at time of application.
4. An official SAT or ACT test score (on the high-school transcript or a separate official report form).

The following additional documents must be completed and returned before registration for classes:

1. A housing form and \$200 housing-security deposit (resident students only).
2. A \$200 tuition deposit (required of ALL students as an intention to reserve a place in the registration process).
3. Registration to attend academic orientation.

Transfer Applicants

A transfer student is defined as one who has graduated from high school and has completed any academic work at another college or university prior to coming to Southern Wesleyan. For regular admission to Southern Wesleyan University as a transfer student, the student must submit an official transcript of all academic work from all colleges or universities attended, reflecting a grade point average of 2.0 or higher. Students with a borderline GPA may be accepted on a conditional basis. High-school transcripts may also be requested at the discretion of the Admissions Office.

Southern Wesleyan University accepts academic credits for transfer from regionally accredited colleges. (Southern Wesleyan University will also accept credit from non-accredited institutions for which we have an established record of successful performance; credit from other institutions may be accepted provided that it is validated by portfolio assessment.)

The academic status of each transfer student will be determined by the Provost.

After consideration by the Admissions Committee, students not meeting the criteria for acceptance as a regular student may be accepted with conditions.

Qualified candidates for admission with advanced standing will be given full transfer credit for courses taken at regionally accredited colleges and universities provided such courses meet the degree requirements of Southern Wesleyan University.

A maximum of 68 semester hours may be transferred from a two-year college. Generally, these are accepted only if taken during the first two years of college; however, the registrar's office may give special permission to transfer a maximum of twelve of these hours after the student has accumulated 68 total hours (Southern Wesleyan University and transfer). Transferring more than twelve semester hours after this point will require special approval by the Academic Council.

Except with special permission, transfer credits may not be among the last thirty-two hours of the degree. (Cooperative program hours count as Southern Wesleyan University hours.)

Substitutes for required courses must be approved by the division chair or the school dean.

Grades of less than C- will not be accepted in transfer, except in special circumstances specified by academic policy.

The official transcript of all transfer students will be evaluated by the registrar. Credit will be applied to the appropriate major.

International Applicants

Southern Wesleyan University welcomes to the Central campus students of the world who are in agreement with the standards of the university. To be considered for acceptance, applicants must meet all of the above requirements for acceptance, and for those whose primary language is not English, obtain an acceptable TOEFL or IELTS score.

International Application Procedures

The following documents must be completed before a letter of acceptance will be considered. The deadline for acceptance is October 15 for Spring Semester and June 15 for Fall Semester:

1. A completed application with a US \$25 non-refundable application fee.
2. Official transcripts of all foreign academic work, evaluated by a NACES (National Association of Credential Evaluation Services) association member. Contact the Office of Undergraduate Admissions for a list of association members or visit [International Students](http://www.swu.edu/admissions/residential-campus/international-students/) (<http://www.swu.edu/admissions/residential-campus/international-students/>). For transfer students, the evaluation must include all foreign university or college transcripts. For freshmen, the evaluation must include all high school transcripts.
3. Official scores from either the SAT or ACT for freshmen.
4. Official TOEFL score of 500 (paper test), 61 (online test), or 173 (computer-based test), or official IELTS score of 6. On the request of the prospective student if one of the test scores is unavailable, one of the following criteria may be used to demonstrate proficiency in English:
 - Completion of at least two full years of successful high school work at a school where the curriculum and instruction is exclusively in English (as documented by an appropriate school official).
 - If the student scores at least a 470 on BOTH the Critical Reading and Writing sections of the SAT I.
 - If the student scores at least a 19 on BOTH the English and Reading sections of the ACT.
 - For students transferring from another accredited US college or university or a reputable international institution of higher education where both curriculum and instruction are in English (as documented by an appropriate school official), completion of at least 24 transferrable credits including the equivalent of Freshman English 1.

Additional requirements for enrollment at SWU include the following items which should be completed after acceptance:

1. Show proof of health insurance.
2. Register to attend academic orientation.
3. Submit Southern Wesleyan University medical history form, including shot record.
4. A housing form and \$200 housing-security deposit (resident students only). This should be completed by October 15 for Spring Semester and June 15 for Fall Semester.
5. A declaration of finances form, listing any scholarships and grants being applied toward the educational costs. This should be completed by October 15 for Spring Semester and June 15 for Fall Semester.
6. Make a deposit equal to the expenses for the first semester. This deposit will reflect all expenses not met by institutional financial aid awarded by the university through the Financial Aid Office. Students must also provide proof of funds (certified bank statement in English and USD\$) equal to one academic year of costs, as defined by the U.S. Department of Education. This should be completed by October 15 for Spring Semester and June 15 for Fall Semester.

After submitting the deposit for the first semester and documentary evidence for the full academic year, the I-20 form will then be issued by a Designated School Official. All items necessary for the processing of the I-20 must be completed by the appropriate deadlines in order for an I-20 to be issued in a timely manner. The deadline for issuing an I-20 for a given semester is November 1 for the Spring and July 1 for the Fall.

International students must also complete steps necessary to gain a student visa prior to enrollment:

1. After receiving the I-20 form, the student must then pay government fees, obtain student visa, and prepare to travel. For more information regarding the process of coming to the United States, visit studyinthestates.dhs.gov for step-by-step instructions on how to pay the SEVIS I-901 fee, request a visa (and pay applicable fees), schedule a visa interview, and prepare to travel to the U.S. For a complete list of documentation necessary for your appointment, visit www.usembassy.gov. Select your embassy to determine your requirements. For an overview of the entire process, you may also visit travel.state.gov. Click links regarding an "F" visa.
2. After obtaining the student visa, make arrangements to arrive at the university no earlier than 30 days prior to your start date, and no later than the date on the I-20.

International student-athletes must also complete NCAA eligibility requirements for athletic certification.

A complete list of international student-athlete pre-certification requirements is available on the NCAA website (<http://www.ncaa.org/student-athletes/future/international-student-athletes>).

A word-for-word, line-by-line certified English translation of all foreign academic work is one of the NCAA pre-certification requirements for student-athlete eligibility. SWU faculty cannot provide certified English translations. To search for ATA (American Translators Association) certified translators, go to www.atanet.org.

Applicants with Disabilities

Southern Wesleyan University recognizes anyone who has a documented impairment that substantially limits one or more major life activities.

Southern Wesleyan has appointed a Coordinator of Services to the student with disabilities as well as a Committee for Students with Disabilities. The Coordinator and the Committee are responsible for helping to integrate the student with a disability into the normal academic process.

Prospective students are invited to visit the university to determine how their needs might be met by the campus facilities and services. Additional information is available from the Office of Student Life.

A Word about Harassment of the Disabled

Southern Wesleyan University endeavors to create an environment in which all members of the community are treated with the dignity and respect inherent in their position as creatures made in the image of God. Not only is harassment a violation of federal law, it is contrary to principles of Christian conduct. Consequently, it is the policy of Southern Wesleyan University that harassment of individuals is unacceptable behavior and will not be tolerated. Any form of harassment is absolutely prohibited. (A copy of the Southern Wesleyan policies regarding sexual harassment and harassment of students with disabilities can be found in the SWU Student Handbook.)

Home School Applicants

Evidence demonstrates that home schooling produces students who are quite likely to be successful in college. Upon verification of home schooling registered with the department of education within the home state, Southern Wesleyan will review the application of each home schooler.

Admission Status

The admission status of students seeking a degree through the traditional program at Southern Wesleyan University is determined on the basis of academic work, class rank, and national test scores. (For non-traditional programs, see Adult and Graduate Studies.)

Distinction

These students have obtained superior ratings in their high-school academic work by obtaining a GPA of 3.5 or above or ranking in the top 10% of their class and have at least 1200 SAT (combined scores from Critical Reading and Math Section) or 26 ACT.

Regular

These students have completed high-school or college work satisfactorily by obtaining at least a 2.3 GPA or ranking above 50% of their graduating class and have a test score of at least 860 SAT (combined scores from Critical Reading and Math Section) or 18 ACT.

Conditional (Academic Warning)

These students do not meet the requirements for regular admission, but indications suggest that college-level work is obtainable for them. On the recommendation of the Undergraduate Admissions Committee, based on criteria set by the faculty, those admitted in this category will need to meet certain conditions during their first semester at SWU in order to be permitted to continue in good standing. . These students will be limited to 12-13 hours the first semester.

Provisional

Upon occasion, a student may be accepted on a provisional basis. This gives permission for a student to register for classes before all of the information has been received to make a full acceptance to the university. Within one week of the start of classes, this status must be cleared or acceptable arrangements made with the Admissions Office, or the student will be asked to withdraw from the university for the semester. The student is responsible for room, board, and other charges incurred while on provisional status (regular refund policies apply).

Special (Gateway)

Students not pursuing a degree at Southern Wesleyan University but desiring to take courses may be admitted as special students. Such students include high-school students, continuing-education students, students enrolled at other institutions, and senior citizens. Students admitted as special students may not take more than a total of 18 credits from Southern Wesleyan without applying for regular admission. (See section on “Gateway to Learning” under Special Programs).

Students Seeking Re-admission

At times, there may be an interruption to the student's attendance at the university. If a student finds it necessary to withdraw from classes either during the semester, or at the end of the semester and does not attend Southern Wesleyan University the subsequent semester, the following guidelines apply:

1. The student must submit an application for admission (available online and in the Admissions Office).
2. If another college has been attended, an official transcript of all work must be submitted with the re-admit form. If the student has been out for more than two calendar years, a new application with updated official transcripts from all institutions attended must be submitted.
3. Before a student may begin the re-admission process, or the process for internal transfer to or from Adult and Graduate Studies, approval must be given by the Business Office, Office of Student Life, and Office of Academic Records. The student will be notified of any concerns that hinder this approval.

The re-admitted student is required to meet the requirements for graduation in effect at the time of re-admission.

Review by the Undergraduate Admissions Committee is required for re-admission of all traditional students who are dismissed or suspended, leave on academic warning or probation, leave during the semester without officially withdrawing, or withdraw with a GPA less than 2.0. If re-admitted the student may be on probation, on academic warning or in good standing, as determined by the Admissions Committee.

Health Policies and Class Attendance

A Southern Wesleyan University physical examination form completed within one year prior to registration, including a complete immunization record, is required of all new students in the residential campus program. Students are not permitted to register for classes until the physical examination form is fully completed and returned to the Admissions Office. Re-entering students must have on file a physical examination form completed within four years of their re-enrollment. All forms are kept by the campus nurse in the university infirmary.

Requests for general information about the residential campus programs or questions about the application should be directed to:

Director of Admissions
Southern Wesleyan University
P.O. Box 1020
Central, SC 29630-1020

or www.swu.edu. Specific answers to questions about the traditional program may be obtained by contacting the Admissions Office at 1-864-644-5550 or 1-800-C-U-AT-SWU.

Admission to the Adult Evening Programs

In addition to the residential campus programs, SWU offers options for working adults to conveniently earn an associate's or bachelor's degree in an evening or distance format. Admission to these programs is open to adults who meet the following criteria.

Minimum Requirements

To be considered for admission to the Adult and Graduate Studies (AGS) program at Southern Wesleyan, candidates must meet one of the following three requirements: be at least 21 years of age, OR have at least 24 transferrable undergraduate credits, OR give evidence of at least two years of full-time employment. Additional admission requirements vary by degree program.

Associate and Bachelor Degree Programs:

- Submission of a completed AGS application.
- \$25 non-refundable application fee.
- An official high-school transcript if transferring fewer than 15-credit hours from an accredited college or university.
- Home-school students must provide evidence of membership in an approved home-school association and provide an official transcript with a 2.0 grade point average on a 4.0 scale; otherwise, applicant must submit GED scores.
- Transfer students who have attended other universities must provide official transcripts from each school attended as well as an official high-school transcript. Student must have earned a minimum 2.0 cumulative GPA for all college work attempted.
- Admission to the University's major core programs requires completion of 39 or more credit hours that are approved to apply to the student's selected degree program. Not all courses are applicable.
- Appropriate work experience for those currently unemployed includes five years of significant work experience.
- For applicants for whom English is a second language, official TOEFL score of at least 550 (paper test), 213 (computer test) or equivalent evidence of proficiency in English.
- Satisfactory interview with designated committee or academic division, if required.

Additional Information

Requests for general information about the SWU adult evening programs or questions about the application should be directed to the Adult and Graduate Studies admissions office in your area:

| | |
|-------------|--------------|
| Central | 864-644-5557 |
| Charleston | 843-266-7981 |
| Columbia | 803-744-7981 |
| Greenville | 864-672-7981 |
| Greenwood | 864-644-5557 |
| N. Augusta | 803-426-7981 |
| Spartanburg | 864-672-7981 |

Or inquire at www.swu.edu.

ACADEMIC INFORMATION

General Undergraduate Policies

Degrees Offered

Southern Wesleyan University offers undergraduate courses of study leading to the Associate of Arts (AA), the Bachelor of Arts (BA), and the Bachelor of Science (BS). In general, those degree programs with the “Science” designation refer to degrees with majors in the natural, social, and applied sciences (except history), mathematics, or pre-professional in nature. The “Arts” designation refers to all other programs. In the case of students who double major in majors with different designations, the “Science” designation takes precedence. Those students seeking a BS degree are limited to no more than two majors so as to allow for the possibility of electives.

A second baccalaureate degree may be earned by completing an additional 30 hours in residence and by fulfilling all requirements for the second degree.

General Education Core

Conceptual Framework

In 1964, Albert C. Outler theorized that John Wesley advocated using four sources for reflection that would permit relevant, theologically-informed engagement with a rapidly changing world. The term he coined was the Wesleyan “quadrilateral.” The four sources were Scripture, reason, tradition, and experience.¹ For Wesley, Scripture always took precedence over the other three and the major themes of the redemption narrative were givens (i.e. (1) sinful human nature infused by God’s prevenient grace, (2) justification by faith in Jesus Christ, and (3) sanctification into the fullness of love through the power of the Holy Spirit).² However, the quadrilateral allows the disciple to place these basic beliefs in conversation with the world in a dynamic and responsive manner.

The four elements of Wesley’s quadrilateral form a framework for the 43 credits of Southern Wesleyan University’s general education core required of all undergraduate students. The university believes that as these four elements are integrated into the student’s life and coupled with the skills of communication and the disciplines of leadership, the university’s mission will be accomplished.

The general education core reflects an attempt to seriously address the knowledge, skills, attitudes and values inherent in the Southern Wesleyan University Learning Outcomes (SWULOs). If our graduates are to reflect personal wholeness, participate in the significant conversations of our world, and to effect positive change—all from a strongly Christian perspective, they will need to draw from the four areas identified by Wesley.

1. Scripture—Students will need to be well grounded in the content of the Bible such that they are able to think theologically about the issues they confront.
2. Tradition—Students will need exposure to the great thinking of the past and the tacit insights found in art, history and literature. They will also need to acquire the information-literacy skills to locate, evaluate, and ethically use the thinking of others.
3. Experience—Students will need to learn how to learn experientially drawing from the methods and past insights of the natural and social sciences.
4. Reason—Students must gain skill in reasoning, refining their abilities in critical and synthetic thinking, quantitative reasoning, and creative problem-solving, drawing on technological tools where appropriate.

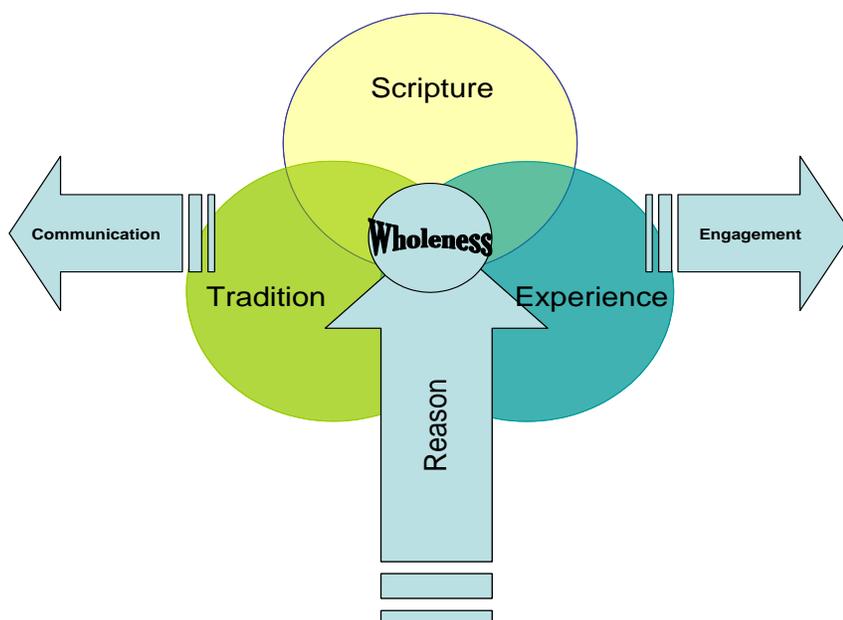
These four are necessary, but insufficient in order to accomplish the SWULOs. They must be accompanied by skills in communication and by the qualities of courage, industry and integrity.

Finally, all these elements of knowledge and skill must be integrated within an individual who is characterized by wholeness—one who has developed lifestyle habits that lead toward ever greater physical, social, vocational, and spiritual wellness. The following diagram displays the conceptual framework in graphic form.

¹ Albert C. Outler, ed., *John Wesley* (Cambridge: Oxford University Press, 1980).

² Elaine A. Robinson, “Our Formative Foursome: The Wesleyan Quadrilateral and Postmodern Discipleship,” *Covenant Discipleship Quarterly*, Spring 2003.

General Education Conceptual Structure



General Education Requirements for the Associate of Arts Degree in General Studies

Communication/Engagement

| | |
|----------------------------------|-----------|
| ENGL 1053 or English Composition | 3 credits |
| ENGL 2103 or Speech | 3 credits |

Scripture

| | |
|------------------------------------|-----------|
| BIBL 1023 or Bible (New Testament) | 3 credits |
| BIBL 1013 or Bible (Old Testament) | 3 credits |
| RELG 2403 or Christian Theology | 3 credits |

Tradition

| | |
|------------------------------------|-----------|
| ASTH 2053 or Fine Arts | 3 credits |
| ENGL 1013 | 3 credits |
| HIST 1063 or History Survey Course | 3 credits |

Reason

| | |
|-----------------------------------|-----------|
| CPSC 1103 or Computer | 3 credits |
| MATH 1053 or a college-level Math | 3 credits |

Experience

| | |
|---|-----------|
| Natural Science (with lab) | 4 credits |
| Social Science, Econ or Business/Management | 3 credits |

Wholeness

| | |
|--------------------------------|-----------|
| SEMR 2013 | 3 credits |
| SEMR 2403 or Personal Wellness | 3 credits |

| | |
|--------------|-------------------|
| TOTAL | 43 credits |
|--------------|-------------------|

General Education Requirements for the Baccalaureate Degree

Communication/Engagement

| | |
|--|-----------|
| ENGL 1003 Freshman Composition I* | 3 credits |
| ENGL 2103 Speech Communication or RELG 4403 for Religion majors | 3 credits |

Scripture

| | |
|--|-----------|
| BIBL 1013 Old Testament Survey or BIBL 1053 for Religion majors | 3 credits |
| BIBL 1023 New Testament Survey or BIBL 1003 or BIBL 1063 for Religion majors | 3 credits |
| RELG 2403 Basic Christian Beliefs or RELG 3363 for Religion majors | 3 credits |

Tradition

| | |
|---|-----------|
| ASTH 2053 Music and Art Appreciation or ASTH 4013 or Aesthetics option ³ | 3 credits |
| ENGL 1013 Freshman Composition II* | 3 credits |
| HIST 1063, HIST 2053, or HIST 2503 | 3 credits |

Reason

| | |
|--|-----------|
| MATH 1053 Quantitative Reasoning or MATH 1023/4, 1033, 2153, or 2504 | 3 credits |
| CPSC 1103 Introduction to Computers or EDUC 3423 for Education majors | 3 credits |

Experience

| | |
|-----------------------------------|-----------|
| Natural Science course (with lab) | 4 credits |
| Social Science course | 3 credits |

Wholeness

Personal Wholeness sequence**

| Traditional Program | Adult Evening Program | |
|---------------------|-----------------------|-------------|
| SEMR 1551, 1563 | SEMR 2013 | 1-3 credits |
| SEMR 2551 | SEMR 2403 | 1-3 credits |
| SEMR 3551 | SEMR 3003 | 1-3 credits |
| SEMR 4551 | | 1-3 credits |

TOTAL 41-46 credits

* All traditional students must enroll in English until they complete ENGL 1013. Withdrawal is not permitted until after the last day to drop without record but must be completed before the final withdrawal date. Students must first consult both their advisor and the instructor before dropping a course.

**The Personal Wholeness sequence of courses is designed to help students progress in their own personal development through an integrated, long-term process resulting in a portfolio of accomplishments. The courses and attendant portfolio require students to set goals in the areas of physical, intellectual, social, emotional, spiritual, environmental, and vocational wholeness. Traditional transfer students who transfer 24 or more credits are not required to take SEMR 1551.

³ Aesthetics option: 2 consecutive semesters of music ensemble registering for either MUSC 1512, 1522, or 1532 during spring semester.

Majors

A baccalaureate degree at Southern Wesleyan University implies both breadth and depth. The breadth is ensured through the prescribed general core and augmented by elective credit. Depth in a particular academic area is required within the context of the student's major. Southern Wesleyan University offers the following majors:

| | | |
|------------------------------|-------------------------------|------------------------------------|
| Applied Computer Science | | Psychology |
| Biology | English | Recreation and Sport Management |
| Biology Education | Concentration in | Concentration in Outdoor |
| Business Administration | Communication | Recreation |
| Concentration in Accounting | English Education | Concentration in Sport |
| Concentration in | Environmental Studies | Management |
| Entrepreneurship | Exercise Science | Religion |
| Concentration in Management | Forensic Science | Concentration in Bible |
| Computer Information Systems | History | Concentration in NT Greek |
| Concentration in Business | Human Services | Concentration in Christian |
| Informatics | Mathematics | Ministry |
| Concentration in Forensic | Mathematics Education | Concentration in Children's |
| Informatics | Media Communication | Ministry |
| Concentration in Media | Music | Concentration in Youth Ministry |
| Informatics | Concentration in Church Music | Concentration in Sports Ministry |
| Chemistry | Music Education | Cognate in Pastoral Studies |
| Criminal Justice Studies | Physical Education | Social Science |
| Early Childhood Education | Pre-Medicine/Pre-Dentistry | Social Studies Secondary Education |
| Elementary Education | | Special Education |

Specialized Major

The specialized major is intended to encourage studies with flexible and unique academic interests, not met by existing majors, to develop an individualized or multi-disciplinary course of study. This option is only available through the residential campus program.

Guidelines for students who wish to pursue a degree with a specialized major:

- Must have completed a minimum of 15-credit hours at Southern Wesleyan University with a minimum GPA of 2.5.
- By the end of the sophomore year, identify a faculty advisor who has expertise in the student's area(s) of interest and is willing to work with the student.
- In consultation with the faculty advisor and appropriate division chair(s), design a plan of study no later than the end of the sophomore year and obtain approval of the Academic Council at least three semesters before the anticipated date of graduation. (The design plan should include a suggested title for the major.)
- Assure that the program of study includes the following:
 - A minimum of 120-semester credit hours leading to a Bachelor of Arts or Bachelor of Science degree
 - All general education requirements
 - A statement of goals and expected outcomes for the course of study
 - At least 30 hours of coursework at the 300-400 level in the areas of concentration
- Meet the following academic criteria in the program of study:
 - A grade of 1.7 or higher in all courses taken in designated areas of concentration
 - A cumulative grade point average of 2.0 or higher

Minors

In addition to completing the requirements necessary to constitute a major, a student at Southern Wesleyan University may complete one or more minors in certain disciplines.

A minor consists of 18 to 24-semester hours of specified courses in the discipline. At least six hours of courses to be included in the minor must be taken under Southern Wesleyan University faculty.

Minors are available in accounting, athletic coaching, Bible, biology, business administration, chemistry, Christian worship, composition and rhetoric, criminal justice, English, history, human services, intercultural studies, literature, management, mathematics, media communications, missions, music, psychology, recreation, religious studies, social science, spiritual formation and discipleship, sport management, TESOL, and youth ministry.

Concentration

The term concentration designates an area of emphasis within a major. In some majors (religion, for example), a student must choose at least one area of concentration. In other majors (for example, English), a student may choose either to remain a generalist or to select courses that concentrate on an area of special interest.

Cognate

A cognate is a set of courses that provide a particular focus when added to an existing academic major. Unlike a minor, these courses supplement a major and do not provide the “stand-alone” emphasis that characterizes a minor. Therefore, the cognate will not appear on a student’s transcript unless the related major is completed.

Classification of Students

Regular students are academically classified according to the number of semester hours successfully completed:

| | | | |
|------------|-------------|---------|--------------|
| Freshmen | 0-29 hours | Juniors | 60-89 hours |
| Sophomores | 30-59 hours | Seniors | 90 and above |

Credit Hour

A single unit of credit or “semester credit hour” represents for the average Southern Wesleyan University student approximately 40 hours (2250 minutes) of academic work supervised by a member of the university faculty toward mastery of appropriate learning outcomes. The academic work can be either inside or outside a classroom setting and may take the form of engagement in lectures, laboratories, recitations, discussion groups, field work, reading, individual study, simulations, academic writing, etc.

Grades

Southern Wesleyan University uses letter grades as an indicator of the level to which a student has mastered the objectives of a given course. While efforts are made to eliminate subjectivity and bias, grades should be looked on as approximations. They are not an end in themselves but merely provide some evidence of how well the institutionally set goals have been met by a given individual. Students are encouraged to set their own learning goals and to use grades as only one measurement among many.

Grades serve the school in many ways, including:

- Giving feedback to students
- Determining whether credit is given for a course
- Determining how well material has been mastered overall
- Helping to improve instruction
- Sharing with stakeholders such as advisors, parents, employers, funding agencies, accreditors and graduate schools.

Primarily, grades are directly related to the achievement of specified learning outcomes stipulated in a course syllabus or other official course materials. In some cases a portion of the grade may involve other learning related to the broader topic of the course or the overall Southern Wesleyan University learning outcomes. Grades may also indicate the level of student engagement with the learning experience measured through such things as class participation, attendance, timeliness, and optional activity or research.

The following meanings are represented by the letter grades:

- A **Advanced:** The student has gone beyond the simple mastery of the course objectives. He or she can integrate the concepts presented with previously learned material as appropriate to the course. In addition, key ideas can be applied in new and complex settings bringing fresh insights and creativity. Work is of consistently high quality.
- B **Proficient:** The student has gained competence with respect to the course objectives and is able to satisfactorily apply concepts most of the time. Work is of moderate to high quality.
- C **Basic:** The student performs adequately in relation to most of the course objectives. There may be some areas of weakness and he or she sometimes applies ideas incorrectly or incompletely. Work is of moderate quality with some inconsistency.
- D **Below Basic:** The student has minimal grasp of the course objectives. Many important concepts are only partially mastered and he or she struggles to make adequate application. The quality of work is inconsistent and/or marginal.
- F **Failure:** The student has not demonstrated mastery of many or most of the course objectives. The quality of work is not sufficient to warrant gaining credit for the course.

Faculty members at Southern Wesleyan University are hired both to teach and to make expert judgments of how well students master course objectives. The judgments are arrived at in a wide variety of ways depending on the course content and the skill and preference of the instructor. SWU does not endorse one particular methodology, but it does require that faculty adhere to the above grade definitions. Faculty are also asked not to include items in the final grade that have no relation to the course outcomes, program outcomes or student engagement with the topic.

All grades are reported in a system of eleven letter grades designated as “A” thru “F” with appropriate plus and minus additions reflecting the following scheme:

| | |
|----|---|
| A | 4.0 |
| A- | 3.7 |
| B+ | 3.4 |
| B | 3.0 |
| B- | 2.7 |
| C+ | 2.4 |
| C | 2.0 |
| C- | 1.7 |
| D+ | 1.4 |
| D | 1.0 |
| F | 0.0 |
| NC | No Credit (does not affect GPA) |
| P | Pass |
| S | Satisfactory completion but no credit toward graduation |
| I | Incomplete |
| W | Withdrew |

Grade Point Average

A student's Grade Point Average (GPA) is calculated by dividing the number of grade points earned by the number of credits attempted (excluding P and S grades).

In calculating undergraduate cumulative GPA, up to twelve credits with a grade of 0.0 earned before July 1, 1998 will not be included in the calculation. If a course is repeated, only the highest grade will be used to calculate the cumulative GPA.

For certain purposes specifically indicated in this catalog, the GPA is calculated on all work attempted.

Courses receiving grades of less than C- will not be applied toward major, minor, or concentration requirements, or toward other specified requirements within a major, without permission from the major advisor and the dean.

Pass-No Credit Courses

Courses that are graded with a high degree of subjectivity, or where evaluation is based on the simple completion of a specific list of requirements, will be graded on a P/NC basis. Credit earned on this basis will count towards graduation but will not affect the student's GPA.

Traditional program seniors may register for one elective course per semester for which they will receive the grade of Pass/No Credit. This option is reserved to students with a GPA of 2.5 or higher and cannot apply toward a major, departmental requirement, courses required for teacher certification, or ordination. Also, instructors may remove any of their courses from this option. Arrangements for this option are to be completed at the time of registration.

Incompletes

Under extenuating circumstances a student, with permission of the appropriate academic dean and the faculty member involved, may be allowed to carry an incomplete grade until all required course work is completed.

The faculty member and the student will mutually determine the amount of time needed to complete the work, within a maximum of five (5) calendar weeks from the last day of classes.

The faculty member will recommend an incomplete only after ascertaining that all daily work is passed and that the student lacks completing only a relatively small amount of the semester's work.

Veterans' Benefits and Grades

Grade point averages for those receiving veterans' benefits will be calculated on all work attempted. For certification of enrollment, those eligible should contact the Office of Academic Records.

Federal and State Financial Aid and Grades

In determining eligibility for state and federal financial aid, the cumulative grade point average will be calculated on all work attempted.

Academic Honesty

Honesty in all matters—including honesty in academic endeavors—is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters. Because of this principle, members of this community of learners (students, faculty, facilitators, staff, and administrators) are also expected to honor one another.

Honesty is particularly important when it comes to academic work. Because the university awards academic credit based on the assessment of each student's work, and because that academic credit represents the university's validation of learning, dishonesty by a student strikes at the heart of the value of the degree for all students and alumni. For this reason any form of academic dishonesty (including cheating, plagiarism, and falsification of documents) constitutes a serious breach of trust.

No form of academic dishonesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty observed should be reported to the faculty directly. Faculty members are in charge of their classrooms and are encouraged to be present during exams. In the case of exams given outside of a classroom setting (such as online), efforts should be made to safeguard the integrity of the evaluation.

All community members are encouraged to avoid increasing temptations for dishonesty. At the beginning of the course, faculty members are encouraged to convey and to interpret their policy on plagiarism (academic dishonesty involving the use of another's material, methods, or ideas without properly acknowledging the originator).

If there is evidence of academic dishonesty (cheating, plagiarism, or misuse of another's intellectual property) either by voluntary confession, report of another student, or on the basis of work submitted, the faculty member should:

1. Notify the provost.
2. Be advised by the provost of any previous academic dishonesty by that student.
3. Confront the student in the presence of another faculty member or appropriate administrator 24 hours or more after the work is submitted. (If there is danger the evidence may be lost, such evidence may be seized at once.)
4. Implement the appropriate discipline for the student's response, inform the student of the right to appeal, and report the discipline implemented in writing to the provost.
 - a. student's unprompted confession - NC or 0 for work involved
 - b. admission after confrontation by faculty member - NC or 0 on work and 10% course-grade reduction
 - c. denial of guilt and faculty member believes innocence - no penalty
 - d. denial of guilt but faculty member believes guilt – F for the course
5. In the event that there is evidence the student either encouraged others to be involved in the academic dishonesty, or conspired with others in the process by giving, receiving or using unauthorized aid, the faculty member should consult with his or her academic dean and recommend to the provost a response which may include academic dismissal from the university.

Once the provost receives documentation and any recommendations from the faculty member, he or she will respond in one of the following ways.

1. If a first offense, a letter will be sent to the student indicating that evidence of the incident will be kept on file, and warning of possible academic dismissal should the student be implicated again.
2. If a first offense but involving multiple students or outside parties, the provost will consider the recommendation of the faculty member and the dean and act to protect the integrity of the university. If academic dismissal is recommended, the student will be permitted to discuss the matter with the provost prior to action.
3. If a second offense, the student will meet with the provost to discuss the evidence and appropriate action. This meeting may result in academic dismissal from the institution.
4. Should a student outside the course involved be implicated in an act of academic dishonesty, that student will be confronted by the provost and a record of the event will be placed in the student's file. Should a second offense occur, steps will be taken for dismissal as described above.

While faculty and administrators must take academic dishonesty seriously in order to protect the value and integrity of university degrees, every effort will be made at each step of the process to work with students redemptively.

Academic Appeals

Grade-Appeal Procedures

The university has approved a formal procedure for resolving those occasions when a student actively disagrees with the grade received in a course:

1. No later than four weeks after the grade is posted, the student will confer with the instructor. If a grade inaccuracy is determined, the instructor will process a grade-change request.
2. If agreement cannot be reached, the student may appeal to the instructor's division chair, in writing, within ten working days after the meeting with the instructor. If the division chair can mediate an agreement between the student and instructor, a grade-change request may be processed. If no agreement can be reached, or if the instructor is also the division chair, or if there is no division chair as in the case of Business & Education, the next step is applicable.
3. The student may appeal the decision to the academic dean of the appropriate college or school, in writing, again within ten working days. The academic dean shall investigate and render a decision. A decision by the academic dean that the grade is not appealable is final. If the decision is to reconsider the grade, the academic dean shall within ten working days in consultation with the provost, assign the appeal to the Academic Council or its designated Appeals Committee to review all appropriate

material, consult the parties involved, and determine the final grade. The Council may retain the original grade or assign a new grade (which may be the same as, higher than, or lower than the grade in question), and it will so inform the registrar. The decision of the Academic Council is final.

Appeals (Cases of Alleged Academic Dishonesty)

If a student is charged with academic dishonesty and the matter is not resolved with the faculty member, the student may appeal to the instructor's division chair, in writing, within ten working days after being informed that the grade for the course will be F. If the division chair can mediate an agreement between the student and instructor, a grade-change request may be processed, if necessary.

If no agreement can be reached or if the instructor is also the division chair, or if there is no division chair as in the case of Business & Education, the student may appeal the decision to the appropriate academic dean, in writing, again within ten working days. The academic dean shall investigate and render a decision.

Within ten working days after being informed of the decision, either the instructor or the student may appeal the dean's decision to the provost who will determine if the case should be considered by the Academic Council. The Academic Council or its designated Appeals Committee will review all appropriate material, consult the parties involved, and determine the final penalty. The decision of the Academic Council is final. Academic dishonesty discovered outside the context of a course or after a course is completed will be dealt with in a manner appropriate to the situation. The penalty may include such sanctions as rescinding of credit previously awarded, expulsion from the university, revocation of certificates, honors or diplomas, and, in case of fraud, appropriate legal action. Appeals in these cases will be heard by the Provost, with a final appeal to the Academic Council.

Other Academic Appeals

Students seeking an exception to the application of a stated policy of the university may appeal in writing to the university registrar who will refer the appeal to the administrator responsible for the application of the particular policy. If the matter cannot be resolved at that level, the matter may be referred to the Provost within ten days of the decision. The Provost will investigate and render a decision. A decision by the Provost that the matter is not appealable is final.

If the decision is to consider an exception to the policy, the Provost will either make the appropriate change or, within ten working days, assign the appeal to the Academic Council or its designated Appeals Committee to review all appropriate material, consult the parties involved, and make a determination. The decision of the Academic Council is final.

Undergraduate Academic Honors

Alpha Chi

Southern Wesleyan University sponsors a chapter of the National Honorary Society, Alpha Chi. To be eligible for selection, a student must be enrolled in the residential-campus program and have completed at least 60 hours of course work at Southern Wesleyan University. Membership is limited to the top ten percent (all college work included) of the senior class and top five percent of the junior class. Eligibility for membership is determined by the Provost and election is by the Academic Council during the spring semester of each year.

Alpha Sigma Lambda

The university also hosts a chapter of Alpha Sigma Lambda, an honorary society that gives recognition to outstanding adult students. To be eligible for selection, a student must be at least 25 years of age and have taken at least twenty-four graded credits at Southern Wesleyan University. Members are selected annually from the top ten percent of those eligible based on the above criteria and who have attained at least a 3.2 GPA at SWU.

Sigma Tau Delta

Under the sponsorship of the Modern Languages Division, Southern Wesleyan University initiated the Alpha Xi Lambda Chapter of Sigma Tau Delta, the International Honorary English Society during the Spring semester of 2007. Founded in 1924 by Professor Judson Q. Owen at Dakota Wesleyan College, Sigma Tau Delta is now one of the largest members of the Association of College Honor Societies. Sigma Tau Delta's purpose is to confer distinction upon students of English language and literature in undergraduate, graduate, and professional studies. Sigma Tau Delta also

recognizes the accomplishments of professional writers who have contributed to the fields of language and literature. The Alpha Xi Lambda Chapter began with 12 charter members. New members will be added each year as qualifying criteria are met.

Dean's List

Twice yearly, the Provost will publish a list of those undergraduate students who have carried at least 12 hours of college credit within the preceding semester, have no grade for any single course below a B, and have earned a GPA of at least 3.5.

Graduation Honors

Graduating seniors with outstanding scholarship will qualify for the following honors, to be recognized at commencement (NC and 0.0 count as 0.0):

| | |
|------------------|---|
| Cum Laude: | A cumulative GPA of at least 3.4 on all college work attempted. |
| Magna Cum Laude: | A cumulative GPA of at least 3.6 on all college work attempted. |
| Summa Cum Laude: | A cumulative GPA of at least 3.8 on all college work attempted. |

To be eligible for graduation honors, a student transferring from another college must complete at least 52 hours under Southern Wesleyan faculty.

All grades earned at any institution are used in determining GPA, but no honors will be awarded that require a GPA higher than that earned at Southern Wesleyan.

University Honors

In the event that a student is ineligible for any of the above graduation honors but has achieved a cumulative SWU GPA of at least 3.8 on no less than 60 credits earned at Southern Wesleyan University, that student will be assigned the designation of “university honors.”

Class Attendance

To receive credit for a course, a student must be present for at least 75% of the class meetings in the course. No credit will be given in any course in which the total number of absences exceeds 25% of the class meetings. This number includes any authorized travel that causes a student to miss classes (for example, field trips, athletic competition, musical performances).

Attendance in distance-learning courses is based on the completion of at least one designated assignment by the due date/time posted within the course site for each week of the course. Distance-learning activities may include lecture, assignments, readings, forums, and assessments (e.g. quizzes, tests).

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Classroom attendance will be taken in class by the instructor. Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, forums, and assessments (e.g. quizzes, tests).

Once students have missed 25% of the class meetings in a course, they are no longer allowed to participate in activities that would take them away from the classroom.

Students registered for classes in the residential campus program are required to attend the first scheduled day of classes and labs. Students who cannot attend the first class are responsible for contacting the instructor prior to the first class meeting to indicate their intent to remain in the class. If a student does not attend the first class meeting or make contact with the instructor, the instructor will notify Academic Records and the student may be dropped from the roll.

Disciplinary Dismissal

A student dismissed or expelled from the university for disciplinary reasons will receive academic credit only for courses already completed at the time of dismissal.

Examinations

Examinations and announced tests missed because of an unexcused absence cannot be made up. Make-up of work missed because of excused absences should be arranged with the teacher before the absences, if possible. Re-examinations are given only under exceptional circumstances and then only with the permission of the academic dean.

Privacy of Student Educational Records

The student's permanent academic record is maintained in the Office of Academic Records.

Southern Wesleyan University intends to comply fully with the Family Educational Rights & Privacy Act of 1974 (see <http://www.ed.gov/policy/gen/reg/ferpa/index.html>). The policy statement available from the Registrar or on the SWU web site explains the procedures for compliance. Copies are available on request.

The following categories of personally identifiable information have been designated as public or "directory" information that may be disclosed for any purpose without student consent: name, local and permanent address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards (including scholarships) received, participation in officially recognized activities and sports, and weight and height of members of an athletic team.

Currently enrolled students may withhold disclosure of information in any category by completing the appropriate form available in the Registrar's Office. Written requests for non-disclosure will be honored for a maximum of one year. Southern Wesleyan University assumes that failure to complete the request indicates approval of disclosure.

The law also provides the following rights for students with respect to their education records:

1. To inspect and review information contained in records.
2. To challenge the content of records.
3. To be granted a hearing if the outcome of the challenge is unsatisfactory to the student.
4. To submit an explanatory statement for inclusion in the record if the outcome of the hearing is unsatisfactory.
5. To prevent disclosure, with certain exceptions, of personally identifiable information.
6. To secure a copy of the Southern Wesleyan University policy of education records.

Special Instructional Arrangements

Tutorial Instruction

On occasion it may be necessary for a student to receive instruction on an individual basis from a member of the university faculty. When this is necessary, the instructor will spend the full amount of class time with the student, and the tutorial fee will be one and one-half times the regular tuition fee.

Directed Study

Directed Study is a form of instruction that allows a student to take a regular catalog course in an independent context. The course work will be done essentially independently, but under the supervision of the regular instructor; regular credit is given.

Directed-study courses are designed as an exception and are not open to all students. Directed-study courses are for the benefit of the student who needs a currently unavailable course; for example, one not scheduled for the semester when it is essential for graduation.

To enroll in a directed-study course students must have earned at least 60 credit hours (junior status) and have a minimum cumulative GPA of 2.5. Students may take no more than three credit hours per semester or summer term as directed study. In addition, a student's academic program may contain no more than 12 hours of directed study and no more than 25% of the course work in the student's major or minor. Course approval and registration for directed-study courses must be made prior to the professor assigning any work for credit.

Signatures of the division chair and the dean of the course requested are required. Permission forms are available at the academic records office. In addition to regular tuition, a directed-study fee will be charged.

The directed study fee may be waived if the student provides evidence that the directed study was made necessary by university policies, decisions, or actions.

Independent Study

A course in independent study is available in each major offered by the university, to enable stronger students to enrich their program by studies or research opportunities not generally available in formal courses.

To be eligible for independent study, a student must have a cumulative GPA of no less than 3.0 on all work attempted. Up to eight hours of credit may be earned, but no more than three hours in any one semester.

To register for independent study, the student must obtain the signatures of the division chair and the dean of the course requested.

Experiential Learning (Credit-bearing)

Southern Wesleyan believes that learning is often enhanced through practical experience in settings where theory can be applied to practice. Though often integrated with content-based courses, credit may from time to time be granted for experiential learning such as internships, practica, and clinical experiences which constitute stand-alone courses. In certain majors, these experiences are required, while in other programs they are recommended or optional. The prerequisite for participation in such an experience is completion of all required general education courses in computer, math, oral communication, and writing. No more than 18 credits of stand-alone experiential learning may count toward the requirements of a degree.

Eligibility for the credit-bearing experience will be determined by the academic advisor and coordinator of studies for the major. The Coordinator of Studies is responsible for approving arrangements for the course. Unless otherwise noted, credit for the experiential learning requires at least 40 hours of engagement in the setting per credit hour and appropriate critical reflection approved by the assigned faculty member. Faculty oversight is expected in all field experiences.

Travel Courses

On occasion it is deemed that course learning outcomes may be achieved through a combination of travel and instruction. Faculty in charge of courses involving extensive travel should consult the Vice-President for Student Life to determine whether or not a student wishing to take such a course is on social probation. If so, the instructor may prohibit such a person from registering for the course or from completing it.

Distance-Learning Courses

Southern Wesleyan University offers some of its courses in a distance-learning format which allows students to complete the course requirements in a manner mediated through technology (rather than in a face-to-face setting). In general, such courses are asynchronous and web-based. As such they require of the student a level of technological skill, organization, and self-discipline beyond what may be commonly a part of face-to-face courses. Students are strongly advised to assess their readiness before enrolling in an online course. Additionally, only students meeting one of the following criteria may participate in an entirely online degree program:

- be at least 21 years of age, or
- have a least 24 undergraduate credits, or
- give evidence of at least two years' full-time employment.

In addition, all those participating in a distance learning course must have completed either SEMR 2013 or have completed SWU's distance learning orientation.

RESIDENTIAL CAMPUS UNDERGRADUATE PROGRAMS ACADEMIC INFORMATION

Requirements for Graduation

All undergraduate degrees obtained through the residential campus programs include the following requirements.

1. Completion of the general education core (See listing in previous section. In some majors, specific courses are designated.)
2. Completion of a concentration of studies constituting a major (transfer students must complete at least nine hours of upper-level courses in the major discipline at Southern Wesleyan).
3. A total of 120 semester hours with a cumulative grade point average (GPA) of at least 2.0. At least 32 semester hours must be taken by study under the faculty of Southern Wesleyan University, and, except in some cooperative programs, these must be the final 32 semester hours. At least the last 52 semester hours must be in institutions granting the baccalaureate (bachelor's) degree.
4. Completion of major courses with a grade of C- or higher.
5. Satisfactory participation in all required divisional and university assessment activities.
6. Fulfillment of any chapel requirements.
7. Recommendation by the faculty and approval by the Trustees of Southern Wesleyan University.
8. Application for graduation: It is the student's responsibility to see that all requirements for graduation are met and that application for a diploma is made by the dates specified in the university calendar.

All graduation requirements must be completed, and all financial obligations must be cleared before a student is graduated with a degree from Southern Wesleyan University. Participation in graduation activities may on occasion be permitted if a student is enrolled in courses that will result in the completion of degree requirements at the time of commencement ceremonies, even though final certification of graduation is not yet possible.

Advanced Placement and Alternative Sources of Credit

Advanced placement and credit may be granted for grades of 3 or above on an Advanced Placement Test (AP Test). However, this award is dependent on the subject and is not universal. Additional information is available from the Office of Academic Records.

A maximum of 68-hours credit will be awarded in any combination of the following areas: CLEP/DANTES (following guidelines recommended by the American Council on Education), Advanced Placement testing, military credit, departmental exams, and correspondence. A fee will be charged for granting all such credit except Advanced Placement and military. Additional information is available from the Office of Academic Records.

Honors Program

The Honors Program at Southern Wesleyan University is a four-semester program that affords qualified students the opportunity to engage professionally in their chosen field while still in college. Students become candidates in their freshmen and sophomore years and are offered some unique opportunities for fulfilling a couple of General Education requirements and are invited to a number of community-building events. Candidates are evaluated in the spring of their sophomore year and if they qualify are invited to join and complete the Honors Program in their junior and senior years. The pathway from candidacy to membership, the benefits of membership and the requirements for completion of the program are detailed below.

Students who are qualified and interested in participating in the Honors Program at Southern Wesleyan University can become candidates in one of several ways:

- Incoming freshmen with a high-school GPA of at least 3.5 and a score of 1200 on the SAT or equivalent on the ACT are admitted as candidates of the Honors Program at Southern Wesleyan University. Once accepted for admission to the university, students with these credentials will be evaluated, and letters will be sent to those who qualify for candidacy.

- Transfer students with freshmen or sophomore standing entering with a college GPA of at least 3.5 will also be admitted as candidates of the Honors Program at Southern Wesleyan University.
- Existing freshmen and sophomore students at Southern Wesleyan University with at least a 3.5 college GPA can request to become candidates of the Honors Program at Southern Wesleyan University.
- Southern Wesleyan faculty members can recommend existing freshmen and sophomore students with at least a 3.5 college GPA for candidacy in the Honors Program at Southern Wesleyan University.

During the spring of a candidate's sophomore year, the director of the Honors Program at Southern Wesleyan University in conjunction with the Honors Oversight Committee will evaluate the cumulative GPA and request faculty endorsements of the candidate to assure that they are qualified for admittance into the Honors Program. If the candidate has a 3.5 cumulative college GPA or higher and has a positive endorsement from a faculty member in their major, then the candidate will be formally invited to participate in the Honors Program.

Once the candidate has accepted the invitation, they will become a member of the Honors Program. Student members of the Honors Program enjoy many benefits from participating in the program. First and foremost, the Honors Program affords its members an opportunity to *engage professionally* in their chosen field while still in college. One major element of this professional engagement is a close mentoring relationship with a faculty member in that field. This professional engagement opportunity includes academic leadership opportunities, alternative or expanded engagements in major courses, opportunities to explore a topic or area of choice in a more in-depth format, professional experience that will enhance one's resume, and additional preparation for post-graduate work. All Honors courses and project work is remunerated with academic credit and noted on the student's official academic transcript and the student's Honors project is recognized in the commencement program at graduation.

More specifically, student members of the Honors program enjoy the following benefits:

1. Integration of faith, learning and living is important. We believe God expects us to be good stewards of the intellectual gifts He has given us.
2. Helps students to further develop their skills of critical thinking, problem solving, and creativity.
3. Helps students to see that they can accomplish a level of professional engagement beyond what they might have thought they were capable.
4. Helps students to develop intellectual independence.
5. Can help enhance student learning through mentoring relationships with faculty.
6. Provides students with the opportunity to engage in professional scholarly work in their chosen field.
7. Helps students to promote better oral and written presentation skills through presentations at on-campus forums or local, state, regional, or national conferences.
8. Fosters a sense of accomplishment in student participants.
9. Helps to promote an innovation-oriented culture among students.
10. Helps students to build an identity as a group.
11. Helps provide effective career preparation so students are better qualified for their chosen vocations—better qualified for the job market.
12. Helps to increase acceptance/enrollment in graduate education and with getting teaching assistantships or fellowships
13. The ability to do quality research may help with earning a raise or a promotion in future employment.

In order to maintain candidacy and after admittance to the Honors Program, candidates and members are expected to demonstrate a high level of participation in class—discussion, reports, debates, and presentations. They are also expected to demonstrate abilities such as the following: thinking, discussing, writing, analyzing, synthesizing, and gathering and presenting information from a variety of sources and viewpoints.

The Honors Program consists of social events, course work, non-credit and service opportunities, and attendance at the research or creative project presentations of others in the Honors Program. Members are expected to maintain an overall GPA of 3.5 or higher.

Guidelines for being in the Honors Program, writing a proposal, and participating in a scholarly research or creative project may be found on the university's web site under Academics, Honors Program, or on MySWU under the Honors Program link.

Courses for which Honors Candidates are invited to take as alternatives to required General Education requirements.

These are not requirements for completion of the Honors Program, but participation in these courses is a privilege of candidacy.

- HNRS 1551, Honors Personal Wholeness I (1 credit)--fall of freshman year
- HNRS 3551, Honors Personal Wholeness III (1 credit)--fall of sophomore year

Honors Program Requirements:

Honors General Education Requirements (1 credit)

This is a course that all Southern Wesleyan students take; Honors students just take a different version of this course.

- HNRS 4551, Honors Personal Wholeness IV (1 credit--fall of junior year)

Major Courses or Upper Division Courses with Honors Components (9-12 credits)

These are courses that students would take in order to earn a particular degree in a particular major. The student will choose, or the faculty of a particular major may dictate, which courses in that major will be taken as Honors courses.

- Two (2) courses in the student's major designated for honors credit (3-4 credits each)
- An additional upper division course (3-4 credits), such as an additional course in the major, an Honors-level independent study, an Honors course outside the major; or a second research project.

Research Sequence: 5 credits

These credits are not in addition to the required credits for graduation, but will serve as part of the credits for graduation. These credits are remuneration for the time and effort invested in the research or creative project.

- HNRS 2011, Honors Introduction to Research or Creative Projects (1 credit)—fall of junior year after admittance into the Honors Program
- HNRS 4993 or XXXX 4993, Honors Research or Creative Project (3 credits)--spring junior year or fall senior year
 - The student will choose a faculty advisor in their major field who will guide the student in the preparation of a proposal for the scholarly research or creative project. At least two additional faculty, one in the discipline area and one outside of the discipline, will be chosen by the student in conjunction with the faculty advisor to serve as a supervisory committee for the project.
 - The proposal for the research or creative project should be presented to the Honors Oversight Committee for approval before the research or creative project is started no later than 12 months before the final presentation of the project (usually late fall or early spring of the junior year)
- HNRS 4001, Honors Senior Seminar (1-2 credit)--fall or spring of senior year, written research or creative project and oral presentation
 - The final research paper or creative project and oral presentation and defense of the research or creative project should be at least 6 weeks prior to graduation and will require approval of the supervisory and Honors Oversight committees (1 credit).
 - An additional academic credit can be earned if the student applies for extramural funding for their project or presents their project outside of SWU at an appropriate professional meeting or symposium.

May Term and Summer School

Courses offered during the May term and summer sessions are arranged to help students make up deficiencies or to accelerate their programs. The same academic standards are maintained as in the regular semesters. Because of the accelerated nature of these programs, no unexcused absences are allowed.

The number of hours a student may take is limited by the length of the term: a maximum of five credits is allowed for a term of three weeks or less; a maximum of seven is allowed for a four-week term.

No course may be entered after the second day of the session. Withdrawal from a course without record is possible through the tenth day of the term. Tuition will be refunded, minus 25% per day, between dates of registration and withdrawal.

Courses to be taken at another summer school are to be cleared in advance with the registrar to assure equivalency and transfer credit.

Registration

All students must register by “enrollment day” as indicated on the college calendar. Failure to do so will result in assessment of a late registration fee.

A student should not register for a course that conflicts with a required basic course. If two required courses conflict, registration should be for the lower-level course.

Each student is assigned a faculty advisor at the time of admission. The advisor must be consulted before the registration process begins.

Course Load

A normal course load is 15 hours per semester. Those registering for 12 or more hours will be considered full-time students; those for fewer than 12, part-time.

No student may exceed 18 hours without permission of the faculty advisor and the appropriate academic dean.

Adding or Dropping Courses/Withdrawal

Up to the dates indicated in the calendar, courses may be added or dropped according to the following procedure:

1. Obtain forms from the Office of Academic Records and fill them out properly.
2. Secure approval of the advisor and financial aid officer.
3. Return the forms to the Office of Academic Records.

If a course is dropped within the first four weeks of classes, no record is made. Classes dropped between the end of the fourth week of classes and before the end of the eighth week will be assigned a grade of W. Classes dropped after the last scheduled day for dropping a course will incur an NC or F, except in the case of withdrawal from school when a W will be assigned. Those withdrawing from school should contact the Counseling Center. Exceptions to these rules must be handled by the appropriate academic dean.

Students who must miss the first class session of any course in the residential campus program must contact the instructor of the course ahead of time. If no prior arrangement is made, students missing the first session will be automatically dropped from the course. They may still add the course later through the process described above. However, if the course has a waiting list, students on the waiting list would have priority.

Good Standing

At the close of each semester and the second semester of summer school, a student's record will be reviewed to determine eligibility for continuation without restriction.

To remain in good standing, a student must earn the GPA (semester and cumulative) indicated:

| Hours Attempted | GPA |
|-----------------|-----|
| 12 | 1.6 |
| 24 | 1.6 |
| 36 | 1.7 |
| 48 | 1.8 |
| 60 and above | 2.0 |

Any student who fails to meet these requirements will be placed on academic warning for the following semester. Students placed on academic warning will be advised to limit co-curricular activities and they are allowed no unexcused absences from classes.

Any student who does not attain good standing by the end of the semester on academic warning will be placed on academic probation. Students who are on probation have limits on the extent they may represent the university (see details below). By the end of the semester of probation the student must meet the requirements for good standing or be suspended for one full semester. (Attendance at May term and summer school may be permitted.)

Following one semester of suspension, the student may apply for readmission. After an interview with the Undergraduate Admissions Committee, the student may be re-admitted on probation and (if admitted) will have one semester to attain good standing or face permanent exclusion.

For transfer, part-time, or special students, the Provost will determine standing.

Representing the University

Representing the university is a responsibility and a privilege; therefore, such representation is generally carried out only by students in good standing. Also, off-campus overnight travel may make it difficult for students on academic probation to do well enough in their studies to remove probation; therefore, students on probation should not be involved in the following:

- membership in the homecoming court
- holding office in university organizations
- having a continuing role in leading chapel
- phonathon
- ministry teams
- intervarsity athletics, including travel with the team in a support role. (Students on probation may practice on campus.)
- *internships and practica, including clinical experience
- *traveling ensembles
- *major dramatic productions

*Exceptions: Students for whom participation in one of these activities is a degree requirement may be allowed to participate, even if on academic probation.

The Provost will generate a list of those on probation at the beginning of each semester. Faculty sponsors, instructors, and others in charge of activities prohibited above, or of other activities which make heavy extra-class demands on a student's time, or which involve representing the university, should consult this list and take action to advise against or prohibit participation. Because a student may be placed on social probation during a semester or session, those in charge should also consult the Vice President for Student Life when the activity begins.

Who's Who

During the fall semester each year, nominees are selected from the roster of graduating seniors for inclusion in Who's Who Among Students in American Universities and Colleges.

Candidates will be nominated by student vote and elected by faculty vote, using the criteria of character, scholarship leadership, and participation in co-curricular activities.

ADULT EVENING UNDERGRADUATE PROGRAMS ACADEMIC INFORMATION

Programs Offered

Southern Wesleyan University offers several options to working adults who may wish to complete an undergraduate degree in a format that fits their busy lifestyle. The following degree programs are offered in a sequential, year-round evening schedule. The degrees available at any given learning center may vary.

Associate of Arts in General Studies
Bachelor of Science in Business Administration
Bachelor of Science in Human Services

Associate Degree Graduation Requirements

The Associate of Arts degree requires a minimum of 60 semester hours of credit, including required general-education course work and remaining elective credits. Students who have no college credit can earn the associate's degree by completing courses offered through the general cluster at all SWU learning centers.

The following are the graduation requirements at the Associate level:

1. Completion of 43 semester hours of the designated Associate's degree general education core (see previous section).
2. Completion of 60 semester hours (at least 15 credit hours from SWU) with a minimum cumulative GPA of 2.0.
3. Satisfactory participation in all required divisional and university assessment activities.
4. Recommendation by the faculty and approval by the Trustees of Southern Wesleyan University.
5. Application for graduation: It is the student's responsibility to see that all requirements for graduation are met and that application for a diploma is made by the dates specified before scheduled commencement.
6. Payment of all tuition, fees, and other charges.

Bachelor of Science Graduation Requirements

A minimum of 30 credits of required course work must be earned under instruction of Southern Wesleyan University faculty to be awarded the Bachelor of Science degree. In each degree program, some courses must be taken at Southern Wesleyan University in order to count toward the degree.

1. Completion of the designated baccalaureate degree general education core (see previous section).
2. Completion of each course in the specified major with a minimum grade of C-.
3. Completion of 120 semester credits (at least 30 from SWU) with a minimum cumulative GPA of 2.0.
4. Satisfactory participation in all required divisional and university assessment activities.
5. Recommendation by the faculty and approval by the Trustees of Southern Wesleyan University.
6. Application for graduation: It is the student's responsibility to see that all requirements for graduation are met and that application for a diploma is made by the dates specified before each scheduled commencement.
7. Payment of all tuition, fees, and other charges.

Good Standing & Probation

In order to remain in good standing in the adult-undergraduate programs, a student must maintain a GPA of 2.0 or higher. If a student's Southern Wesleyan University GPA falls below 2.0, that student is placed on academic probation. The student then has the next two consecutive courses to raise his or her SWU GPA to 2.0. If by the end of the second course the student has failed to achieve the required GPA, the student will be academically suspended.

An adult undergraduate student admitted conditionally based on an incoming GPA of less than 2.0 must achieve a grade of C in both of the first two courses in the sequence in order to continue in the program. If conditions are not met, administrative withdrawal from the program will occur.

Academic Suspension

Academic suspension results if the terms of probation are not met (see above). Suspended students are not eligible for re-admission for six months. After that period, a formal application for re-admission must be submitted in accordance with the admissions procedures of Southern Wesleyan University. In addition, the applicant should explain the reason for the academic deficiencies, the manner in which the intervening time has been spent, and why the applicant should be considered for re-admission.

If a student has received two sequential course grades of incomplete (I), two grades of F, or a combination of one incomplete and one grade of F he or she will be administratively withdrawn (though not academically suspended). Arrangements must be made through the Academic Records Office to re-enter the program.

Withdrawal from Courses

AGS students who find it necessary to withdraw from a currently enrolled course, must submit the withdrawal form before the fourth workshop in order to avoid grade penalty of F. See AGS Student Handbook for Leave of Absence (LOA) policies.

SPECIAL PROGRAMS

The campus-based residential program provides a number of unique offerings in order to serve a wider range of students. These programs may not be available to students pursuing degrees through the adult and graduate programs.

Gateway to Learning (Special Student Categories)

Southern Wesleyan University, as a community of scholars, opens its doors to students who may not be pursuing a degree from the university. The GATEWAY TO LEARNING program permits students to audit courses (no credit) or earn up to eighteen credit hours before being required to register as a regular student. Individuals interested in the GATEWAY program should complete the GATEWAY TO LEARNING application and must re-apply for each subsequent term of enrollment. The following describes the special categories of GATEWAY students.

High-School Students

High-school students enrolled in their junior or senior year may take one freshman-level course each term at Southern Wesleyan University. They must complete the GATEWAY TO LEARNING application, obtained through the Admissions Office, which includes permission of their guidance counselor or principal. Tuition for regular courses is at a rate equal to 10% of the part-time tuition per credit (see Tuition & Fees). Additionally, a technology fee of \$15 per credit hour and any other fees related to the course(s) for which they register are due prior to enrollment. Students may be approved to take more than one course per semester with special permission and provided space is available..

Transient & Continuing-Education Students

Transient students enrolling for credit will be accepted for this program with the written approval of the home institution. Transient students may not earn more than 18 credit hours unless a full application for admission is completed and approved. In addition, students wishing to take courses for personal or professional development may also enroll as Gateway students. The regular tuition schedule applies as well as the standard per semester technology fee and any other course-specific fees.

Auditors

Individuals wishing to audit courses at Southern Wesleyan University for non-credit may do so on a space available basis at a rate equal to 10% of the part-time tuition per credit (see Tuition & Fees). Auditors may participate in classroom activities and may do all assignments as they choose. However, faculty are not required to grade or give feedback on assignments or tests submitted by auditors. Students who register to audit a course may not change to a for-credit basis after the last date to add a class in a given semester. Also, once a course has been audited, the student is not eligible to receive credit for that course by examination. Auditors who are not regularly admitted students must enroll by completing the Gateway to Learning Application. Specific course fees (for example, laboratory fees) will be charged. This option is not available for private lessons or directed/independent study courses offered by the university. No limit is placed on the number of courses audited.

Senior Citizens

Persons aged sixty-five or above may audit regular courses at Southern Wesleyan University on a space-available basis at a rate equal to 10% of the part-time tuition per credit (see Tuition & Fees). Specific course fees (for example, laboratory fees) will be charged. This option is not available for private lessons or directed/independent study courses offered by the university. No limit is placed on the number of courses audited. However, if credit is desired, the policies related to continuing education or regular admission will apply.

COOPERATIVE PROGRAMS

Army and Air Force ROTC

Students who are accepted by Southern Wesleyan University may register for either the Army or Air Force Reserve Officers Training Corps at Clemson University. Four- and two-year programs are available. The four-year program consists of the General Military Course (GMC) for freshmen and sophomores, and the Professional Officer Course (POC) for juniors and seniors. Students may enter the POC as juniors under the two-year program by applying early in the fall of their sophomore year.

Students who complete the basic program may receive four semester credit hours of elective or physical education activity credit. Students selected for the advanced program will receive twelve semester hours of elective credit upon completion of the program.

Scholarships are available for students enrolled in ROTC. Air Force ROTC juniors and seniors who are not receiving scholarships may be eligible to receive \$1500 incentive per semester for tuition and fees plus \$225 per semester for books. Students attending Clemson or Southern Wesleyan may also receive three- and two-year scholarships. All scholarship cadets, juniors, and seniors receive an additional \$200 per month to use as desired.

All classes are taught by Clemson University ROTC personnel. There is no tuition charge.

Cadets who complete ROTC and satisfy commissioning requirements are appointed as officers. Opportunities exist for graduate study once on active duty, with temporary deferments to active duty possible.

Specific information and requirements should be obtained from the cooperative program coordinator at 864-656-3254.

Criminal Justice (Police Science)

Students completing an associate's degree program in criminal justice at an accredited college or technical institution may transfer credit from that curriculum to Southern Wesleyan University, where they may then complete a bachelor's degree in psychology or a bachelor's degree in criminal justice in two years. More information may be obtained from the Office of Admissions at Southern Wesleyan University.

Nursing

Southern Wesleyan University does not offer a nursing degree. It does offer the first two years of pre-nursing courses. Students may then transfer to a qualified nursing school, such as Clemson University, for their junior and senior years to complete their nursing degree. Southern Wesleyan University cannot guarantee acceptance into any nursing school.

CCCU “BEST-SEMESTER” OFF-CAMPUS PROGRAMS

Council for Christian Colleges and Universities

The Council for Christian Colleges and Universities (CCCU) is an international higher-education association of intentionally Christian colleges and universities with 119 members in North America and 54 affiliate institutions in 20 countries. Its mission is to advance the cause of Christ-centered higher education and to help member institutions transform lives by faithfully relating scholarship and service to biblical truth.

A student may participate in off-campus programs other than those sponsored by Southern Wesleyan University or by CCCU. However, such programs must be evaluated by the Provost before the student applies to the program.

The CCCU offers many off-campus semester and summer programs to students of its member institutions. The programs offer a unique opportunity for students to go beyond the limits of the traditional college experience and to make the world their classroom.

Applying to CCCU Off-Campus Programs

For more information about these interdisciplinary-learning opportunities students should visit the CCCU off-campus programs website at www.bestsemester.com. Students interested in participating in any CCCU off-campus program should contact the SWU records office.

In general, the application deadline for spring programs is the end of September and the application deadline for fall programs is the end of March. However, the application deadlines to the various CCCU programs can differ from site to site. Therefore, students should work closely with the SWU program coordinator to ensure that all CCCU deadlines are met.

Eligibility

As a general rule, to be eligible for participation in the CCCU cooperative programs:

1. Applicants must be full-time students enrolled in the university's residential campus program.
2. Applicants must have at least sophomore standing and at least two semesters in attendance at SWU.
3. Applicants must enroll as a full-time student for at least one semester immediately following their participation in the CCCU program.
4. Applicants must have a minimum GPA of 3.0 (though admission criteria may vary).
5. Applicants must be in good standing academically and socially.

Cost

Students participating in an off-campus CCCU program pay the regular full semester charges for tuition, room, and board to Southern Wesleyan University. The university then pays the CCCU program fees. Students are responsible for any CCCU program fees above those charged by Southern Wesleyan University. Airfare from a hub site in the U.S. to international programs is typically included in the fee. However, airfare to the U.S. hub site is typically not included.

Financial Aid

Any external sources of financial aid (for example: grants, scholarships, and loans) are applicable to the off-campus program. Institutional aid (i.e. scholarships given specifically by SWU), however, is not automatically available. Generally, institutional aid is limited to two students participating in off-campus semester programs per academic year, with preference given to students participating in a CCCU program.

To be granted permission to use institutional aid for a CCCU program, students must adhere to the following procedure.

Permission to Use Institutional Aid

1. The student completes and returns the permission application to the SWU Coordinator of CCCU programs on or before November 30, the year prior to when the student wishes to participate in the program.
2. The coordinator presents the materials to the SWU selection committee. The selection committee will review the permission application and may request additional information and an interview with the applicant.
3. The selection committee will inform applicants of their status within 30 days following the meeting.

Note that being selected to use institutional aid does not guarantee acceptance into a CCCU program. Application and acceptance to CCCU off-campus programs is a completely separate process and is done through the CCCU. If a student is granted permission to use institutional aid and is not selected to a CCCU program, the permission may be granted to another applicant.

Deadline for Permission to Use Institutional Aid

The deadline for asking for permission to use SWU institutional aid is November 30 in the year prior to participation.

Selection Criteria for Granting the Use of Institutional Aid

The selection committee will consider the following criteria when considering granting permission to a student to use institutional aid:

1. Rationale: the relevance of the off-campus program to the student's academic major and/or plans for graduate school
2. The student's cumulative GPA
3. The student's plan for sharing the experience with the SWU community
4. Citizenship: The student's degree of campus involvement and judicial record

American Studies Program (ASP)

The American Studies Program uses Washington, D.C. as a stimulating educational laboratory where students dive into a network of internship opportunities and mentoring relationships. Students choose a track of courses centering on either public policy or global development.. Students earn 16 semester hours of credit. To learn more about the American Studies Program, go to www.bestsemester.com/asp.

Australia Studies Centre (ASC)

The Australia Studies Centre students live with an Australian family and participate in a weekly service placement. In addition to the ASC core courses, students choose courses in the area of theology, graphic design, dance, drama, music, and counseling. To learn more about the Australia Studies Centre, go to www.bestsemester.com/asc.

China Studies Program (CSP)

The China Studies Program allows students to experience Chinese civilization firsthand. Students participate in seminar courses on the historical, cultural, religious, geographical and economic realities of this strategic and populous nation. In addition to the study of standard Chinese, students will be given such opportunities as assisting Chinese students learning English or working in an orphanage, allowing for one-on-one interaction. The program seeks to introduce students to the diversity of China, including Beijing, Shanghai, Xi'an. This interdisciplinary, cross-cultural program of study enables Christian students to deal with this increasingly important part of the world in an informed, Christ-centered way. To learn more about the China Studies Program, go to www.bestsemester.com/csp.

Contemporary Music Center (CMC)

Students have the option to choose one of three study tracks for their semester: artist track, business track or technical track. In each of these tracks, students hone their skills alongside mentors from the industry. All CMC students participate in a music tour at the end of the semester as part of a practicum course. To learn more about the Contemporary Music Center, go to www.bestsemester.com/cmc.

India Studies Program (ISP)

The India Studies students have the opportunity to delve into an Indian college community that allows the chance to embrace local culture and cultivate meaningful relationships. Students will spend two weeks and five weekends traveling throughout India observing the country's rich diversity and history. Students will be able to choose courses from a variety of topics including literature, art, costume design, the culinary arts, business and social work, in addition to core courses centering on Indian culture and religion. To learn more about the India Studies Program, go to www.bestsemester.com/isp.

Latin American Studies Program (LASP)

The Latin American Studies Program (based in San Jose, Costa Rica) will expose students to the beauty and complexity of Latin American history, religion, people and cultures. Students will also have the opportunity to experience life in several Latin American countries. Students choose from the following academic concentrations in addition to their core

coursework: Latin American Studies, Advanced Language & Literature, International Business (offered fall semesters only), or Environmental Science (offered spring semesters only). To learn more about the Latin American Studies Program, go to www.bestsemester.com/lasp.

Los Angeles Film Studies Center (LAFSC)

The Los Angeles Film Studies Center students will study various aspects of film production, faith and artistic development, and will hold an internship in the industry. Additionally, students may choose an elective course in the areas of narrative storytelling, professional screenwriting, professional acting for the camera, or carry out an independent study. To learn more about the Los Angeles Film Studies Center, go to www.bestsemester.com/lafsc.

Middle East Studies Program (MESP)

The Middle East Studies Program Focuses on engaging the Arab-Muslim world in addition to Israeli Jews and Christian Arabs – seeking to learn from all the children of Abraham. Though MESP students obviously take advantage of the incredible biblical geography and sites during their many tours around Israel, the program challenges students with a journey that extends beyond the typical holy land experience. Assuming safe travel conditions, the program arranges substantive travel to Turkey and Egypt as well as a shorter trip to Jordan. Interdisciplinary speaker seminars, Arabic language study, and service work with various aid societies all provide MESP students with opportunities to explore the diverse religious, cultural, and political tapestry of Middle Eastern societies. To learn more about the Middle East Studies Program, go to www.bestsemester.com/mesp.

Oxford Summer Programme (OSP)

Oxford Summer Programme allows students, as affiliate members of Wycliffe Hall, University of Oxford, to do intensive scholarship while exploring the relationship between Christianity and the development of the British Isles. Tutorials (discussions between one student and the tutor) give students personal attention from expert Oxford academics as they pursue topics in classics, English language and literature, history, history of science, philosophy, and theology and religion. To learn more about the Oxford Summer Programme, go to www.bestsemester.com/osp.

Scholars' Semester in Oxford (SSO)

The Scholars' Semester in Oxford allows students, as members of Wycliffe Hall and Visiting Students of the University of Oxford to pursue intensive scholarship in an historic seat of learning. SSO students focus in detail on topics chosen from among hundreds of possibilities in classics, English language and literature, history, history of art, modern languages, musicology, philosophy, psychology, and theology. To learn more about the Scholars' Semester in Oxford, go to www.bestsemester.com/sso.

Uganda Studies Program (USP)

The Uganda Studies Program (USP) students have the option of three different study emphases. The Uganda Studies Emphasis (USE) attracts students who want their primary cross-cultural relationships to develop through their involvement in campus life at Uganda Christian University. The Intercultural Ministry & Missions Emphasis (IMME) attracts students who want their primary cross-cultural relationships to develop through their involvement with a Ugandan host family. The Social Work Emphasis (SWE) is intended for junior and senior social work majors who want their primary cross-cultural relationships to develop through their social work internship in addition to their involvement in campus life at Uganda Christian University. To learn more about the Uganda Studies Program, go to www.bestsemester.com/usp.

Washington Journalism Center (WJC)

The Washington Journalism Center students spend an entire semester studying the history and future of newsrooms in America, developing hard-news writing technique, and applying these lessons on the ground in a hands-on internship. To learn more about the Washington Journalism Center, visit www.bestsemester.com/wjc.

FINANCIAL INFORMATION

Because the cost of operations in a university depends upon numerous variables beyond the institution's control, the following charges are subject to revision at any time.

ROOM AND BOARD 2015-2016 (per semester)

| | |
|--|------------|
| Mullinax Hall - Double | \$ 1900.00 |
| Mullinax Hall – Single | \$ 2625.00 |
| Stuart Bennett Dorm — Double | \$ 1550.00 |
| Stuart Bennett Dorm — Single | \$ 2250.00 |
| Childs Hall – Double | \$ 1550.00 |
| Childs Hall – Single | \$ 2250.00 |
| Apartments | \$ 2395.00 |
| 14 Meal Plan* | \$ 2160.00 |
| 21 Meal Plan** | \$ 2460.00 |
| Room security deposit (all housing)*** | \$ 200.00 |
| Key Replacement (per key) Dorms | \$ 35.00 |
| Key Replacement (per key) Apartments | \$ 85.00 |

*The 14 meal plan is a minimum requirement for apartment residents.

**The 21 meal plan is required of all students who reside in Stuart Bennett, Childs, and Mullinax.

***Rooms are reserved upon receipt of the room security deposit (incoming students).

The room security deposit is refundable upon graduation or transfer, provided that rooms occupied have been returned to the school in the condition in which they were rented and that accounts have been cleared.

TUITION AND FEES 2015-2016

Traditional Program – Undergraduate

(All prices are per semester unless otherwise indicated.)

(US Dollars)

TUITION:

| | |
|---|--------------|
| Tuition (block of 12-18 credit hours) | \$ 11,510.00 |
| Part-time Tuition - Fewer than 12 hours (per credit hour under block) | \$ 930.00 |
| Overload Tuition- More than 18 hours (per credit hour over block) | \$ 415.00 |
| Summer School Tuition (per credit hour charge) | \$ 350.00 |
| Senior Citizen Tuition(65 and older) (10% of Part-time Tuition) (per credit hour) | \$ 93.00 |
| High School Student Tuition (10% of Part-time Tuition) (per credit hour) | \$ 93.00 |

FEES:

| | |
|--|-----------|
| Application Fee (non-refundable) | \$ 25.00 |
| Tuition Deposit (non-refundable after May 1 st /Fall and Dec 1 st /Spring) | \$ 200.00 |
| Activity Fee (Full-time) | \$ 125.00 |
| Activity Fee (6-11 credit hours) | \$ 63.00 |
| Technology Fee | \$ 100.00 |
| Technology Fee for High School Student (per credit hour) | \$ 15.00 |

| | |
|--|-----------|
| Private Music Lessons (per credit hour) | \$ 245.00 |
| Student Teaching Fee (semester of teaching only) | \$ 125.00 |
| Departmental Exam Fee (10% of Part-time Tuition) (per credit hour) | \$ 93.00 |
| Kayaking Laboratory Fee | \$ 30.00 |
| Scuba Laboratory Fee | \$ 250.00 |
| Clemson Coop Fee (per credit hour) | \$ 110.00 |
| Directed Study Fee (per credit hour) | \$ 100.00 |
| Auditing Fee (10% of Part-time Tuition)(per credit hour) | \$ 93.00 |
| Credit by Exam (CLEP, PEP, USAFI, DANTES) | \$ 50.00 |
| Returned Check Fee | \$ 32.00 |
| Transcript Fee | \$ 8.00 |

Adult & Graduate Studies (7-1-2015– 6-30-2016)

TUITION and FEES:

| | |
|--|------------|
| Application Fee (non-refundable) | \$ 25.00 |
| Tuition Deposit (refundable upon request, if student does not enroll) | \$ 50.00 |
| AGS Tuition – Undergraduate (per course, includes all books and materials) | \$ 1400.00 |
| SEMR 4001 Course Independent Study | \$ 500.00 |
| Directed Study Tuition (per course) | \$ 2100.00 |
| CLEP/DSST (Dantes) Posting Fee | \$ 50.00 |
| Late Fee | \$ 25.00 |
| Materials and Resource Fee | \$ 125.00 |
| Transcript Fee | \$ 8.00 |

PAYMENT OF ACCOUNTS

By completing registration for any period of enrollment at Southern Wesleyan University, the student agrees to the financial responsibility for all charges on their student account. Students must make student account payments in full, or must have approval by the Office of Student Accounts and participate in one of the University's payment plans. The University has the right to take steps to collect the balance, including but not limited to the following terms:

- Assessing a finance charge and/or late fee to delinquent accounts.
- Allowing participation in graduation only if all financial obligations to the university have been met.
- Not releasing diplomas or transcripts until all accounts with the university (including parking fines, library fines, and business office and bookstore bills) have been settled.
- Placing a student's account with a third party collection agency.

You may make payments using personal funds by calling our Student Accounts Office at 1-800-282-8798, extension 5520 and using one of the following methods: MasterCard, Discover, VISA, eCheck, or American Express.

Traditional Payment Plans

Either payment in full or the first payment of approved payment plans should be received by the Student Accounts Office on or before enrollment day of the current semester.

The following are the payment plan options for the Traditional program:

- Payment in full prior to Enrollment Day.
- Two Pay Plan – Total payment of student account is divided into two equal payments. This plan has a per semester finance charge of \$20.00.
- Four Pay Plan – Total payment of student account is divided into four equal payments. This plan has a per semester finance charge of \$60.00.

- Five Pay Plan – Total payment of student account is divided into five equal payments. This plan has a per semester finance charge of \$60.00. This plan is not available to seniors the semester of graduation.

If payment in full or the first payment of one of the University's payment plans has not been received by the end of the first week of class, a \$20.00 finance charge will be added to the student's account. After six weeks of school, if the account is delinquent, another \$40.00 will be added to the account for a total of \$60.00 for the semester.

Adult and Graduate Studies Payment Plans

A variety of payment options are available to adult undergraduate and graduate students. At the time of enrollment, the student will be asked to select a payment plan. Thereafter, the student will be responsible for following the schedule of payments.

Course by Course Payment Plan: 100% of payment submitted three weeks prior to each course start date. If payment is not received by due date, a late fee of \$25.00 may be assessed.

Financial Aid Plan: Federal Pell Grants, State Grants and Stafford Loans (need and non-need based programs) are available for eligible students. Tuition is deferred based upon completed and approved Financial Aid paperwork. The student must pay tuition and fees not covered by financial aid on or before each payment due date in accordance with the payment-plan option selected.

Direct Bill Plan: Approved company tuition vouchers must be received one week prior to each course start date. Student must pay tuition and fees not covered by Direct Billing one week prior to the first night of class. 100% of your tuition must be paid directly to Southern Wesleyan University, by your employer, in order for this option to be considered a "Primary Option".

Deferred Billing: Signed and approved deferred-billing forms must be on file with Student Accounts for this option to be chosen. Deferred billing is a delayed payment option where payment is expected no later than 31 days after the class ends. Payment is deferred because the student is awaiting their employer's reimbursement. To qualify for this option, the employer must be able to reimburse the student for at least 75% of tuition fees. If tuition that is covered by your employer-assistance plan does not cover 100% of your tuition cost, you are required to pay the difference no later than 31 days after the class ends. A \$20 service charge is assessed per course for this payment option.

Delinquency Policy

Traditional students who have not met their financial obligation will be considered delinquent ten days after the current semester's enrollment day. In addition, any traditional student with an outstanding balance at the end of the current semester will be considered in default.

AGS students with outstanding balances that are participating in Deferred Billing are considered delinquent 32 days after course end date, allowing students 31 days to remit payment. Outstanding balances of AGS students that receive financial aid and/or that participate in Direct Billing will be considered delinquent sixty days past the due date. AGS Financial Aid recipients will be considered in default once the award period has ended with a balance due. AGS students participating in Course by Course, Deferred Billing, or Direct Billing are considered in default once delinquent on two consecutive payments. Outstanding balances of AGS students participating in the Course by Course payment plan are considered delinquent after the start date of the course.

Should a student default on their student account charges, they agree to reimburse the University the fees of any collection agency, which may be based on a percentage at a maximum of 33%. In the event the University has to incur any costs or expenses in collecting the student's account, the student agrees to reimburse all of the University's cost of collection. This includes reasonable collection, attorney, and litigation fees incurred by the University in efforts to collect. The student authorizes the University to release financial information about his/her account to those concerned with collecting the balance.

AUTHORIZATION- By completing registration for any period of enrollment at Southern Wesleyan University, the student authorizes the University, its vendor partners, its collection agencies, and its respective agents and contractors to contact them regarding their loan request, loan(s), including repayment of my loan(s), and/ or student account at the

current or any future number that the student provides for their cellular phone or other wireless device using automated telephone dialing equipment or artificial or pre-recorded voice or text messages.

CHANGE OF STATUS- The student will inform the university of any change in their name, address, telephone number, Social Security Number, or driver's license number.

Refund Policies

Traditional Undergraduate Campus Program

Southern Wesleyan University considers the acceptance of a registration slip as a contract binding the student for charges for the entire semester. However, when withdrawal from school or a class becomes necessary, reduction in charges (tuition-only) will be made according to the following scale:

| | | |
|--------|---------------------------|------|
| During | 1st week of the semester: | 100% |
| | 2nd week of the semester: | 100% |
| | 3rd week of the semester: | 75% |
| | 4th week of the semester: | 50% |
| | 5th week of the semester: | 25% |

After the fifth week there will be no reduction in tuition charges.

There will be no refund of fees after the second week.

Meal plans will be adjusted on a weekly basis, any part of a week counting as a whole week.

Room will be adjusted by the month, any part of a month counting as a whole month (4 weeks equal 1 month). No refunds will be made on rooms after 8 weeks (2 months).

No refund will be issued to students compelled to leave school for disciplinary reasons.

One day of summer session is equivalent to one week of regular session. Summer school is charged at the rate of 25% per day. Summer online courses may have a Materials and Resource fee assessed if a student drops the course after the educational resources have been shipped or an eBook has been viewed. If the unused, unmarred educational resources are returned to the university, the Materials and Resource fee may be removed.

No refund will be made for private music lessons missed unless the student has made proper arrangements ahead of time.

Withdrawal forms are obtained from the Office of Community Engagement. The student must complete this form and give to the Director of Community Engagement. This information goes to the Academic Records Office to complete the withdrawal process and notify the necessary offices. No financial adjustments will be made if the student fails to withdraw properly and a grade of 0 will be assigned for each course not successfully completed.

Students who receive Title IV financial assistance are subject to refund policies for their financial aid that are different from the one described above. When a student withdraws, a refund calculation which determines the amount of Title IV aid earned will be used to determine the amount of funds that must be returned to the sources.

Refunds calculated are returned to sources in the following order:

1. Loan proceeds
2. Grant proceeds
3. Other federal, state, private, or institutional sources of aid.

Students receiving financial assistance may be required to repay an appropriate amount of the assistance advanced for the semester of withdrawal.

Refund schedules and examples for all Title IV programs are available from the Office of Financial Aid.

Adult and Graduate Studies

The following refund policies pertain to all adult and graduate programs:

1. Application fees are not refundable. Tuition deposits are refundable upon request, if student does not enroll.
2. If submission of appropriate withdrawal paperwork is received prior to fourteen days before the course start date, a Materials and Resource Fee will not be assessed.
3. If submission of appropriate withdrawal paperwork is received within fourteen days prior to the course start date, the student is eligible for a full-tuition credit for that course, and a \$125 Materials and Resource Fee will be assessed (which can be rescinded if the student returns the unused, unmarred textbook issued for the course or does not download the e-book).
4. If submission of appropriate withdrawal paperwork is received after the course start date but before the second workshop, 90% of the tuition (whether or not the student ever attended) will be credited and a \$125 Materials and Resource Fee will be assessed.
5. No refund will be given after the second workshop except on appeal. Appeals may be granted only in rare situations involving death in the immediate family, work transfer, military obligations, or serious personal or family illness.
6. Refunds will not be made for books that have been marred in any way or from which shrink-wrap has been removed. Generally, refunds will not be made for books required in any course that the student has attended one or more times.

FINANCIAL AID

GENERAL INFORMATION

Southern Wesleyan University offers financial aid to assist students in their quest for a college education. Each student is given personal consideration, and every attempt is made to fit the financial-aid package to the student's need.

In most cases, a student is eligible for institutional financial aid only if he/she is enrolled for at least 12 semester hours of credit. Under certain conditions, a part-time student in the last semester of attendance before graduation may be eligible for pro-rated institutional financial aid. Details are available in the Office of Financial Aid. Also, certain kinds of federal aid are available to those who are registered as a part-time student.

Institutional aid is limited to a maximum of 120 hours of undergraduate, graduation-credit work attempted. Developmental courses give institutional (non-graduation) credit only and may be covered on a one-time basis, as well.

In government-funded student-aid programs, adjustments will be made to comply with any new regulations.

At the time of registration, an accepted applicant not having a Financial Aid award is required to pay twenty-five percent of university charges for the enrolling semester.

To apply for financial aid, a student must complete the following as soon after January 1 as possible:

Free Application for Federal Student Aid (FAFSA) (www.fafsa.gov)

After receiving notice of an award, the student should contact the Southern Wesleyan University Office of Financial Aid. If more assistance is needed, other possibilities may be available.

INSTITUTIONAL FINANCIAL AID

Institutional financial aid is given by the university as an investment in the education and lives of qualified students in the residential campus program. These scholarships, service awards, and grants are limited to full-time students and are generally limited to 120 of undergraduate credit hours at Southern Wesleyan University. However, any full-time student whose program requirements for the completion of one degree (not the addition of a major, other certifications, or an additional degree) cannot be completed in four years may apply for additional institutional aid. Applications for such an exception must be made to the director of financial aid.

A part-time student in the last semester of study before graduation may be eligible for some financial aid. Details are available in the Southern Wesleyan University Office of Financial Aid.

Institutional aid can be used only for direct, on-campus expenses, which include tuition, room and board, academic fees, and activity fees.

The following process is used:

- First, all federal grants and scholarships, state grants & scholarships, outside scholarships, and church scholarships are packaged.
- If this package does not meet direct, on-campus expenses, institutional aid will be applied in the following order: Southern Wesleyan University Scholarship or Grant and Athletic Grants

In no case will the total financial aid package exceed direct on-campus expenses. See the website for complete information.

LIFE Scholarship

The Legislative Incentive for Future Excellence (LIFE) Scholarship is a merit-based scholarship available only to a student who is a resident of South Carolina at the time of high-school graduation and at the time of college enrollment. Students must meet two of these criteria: score 1100 on SAT (24 on ACT), and/or graduate with a minimum GPA of at least 3.0, and/or a final ranking in the top 30% of graduating class. Eligible students may receive up to \$5000.00. See the website for complete information.

Palmetto Fellows Scholarship Program

Open only to graduates of a South Carolina high school, this state-funded scholarship is available up to \$6,700 during the first year. The amount increases to \$7,500 for the second year through the fourth year and is renewable. Application details are available from high-school guidance counselors. See the website for complete information.

HOPE Scholarship

The South Carolina HOPE Scholarship Program is a merit-based scholarship created for eligible students attending a four-year institution who do not qualify for the LIFE or Palmetto Fellows Scholarship. The HOPE scholarship is available only to a student who is a South Carolina resident at the time of high school graduation and at the time of enrollment. Eligible students may receive up to \$2800 for the freshman year only. To qualify for the SC HOPE Scholarship, first-time entering freshmen must have graduated with a minimum 3.0 GPA. See the website for complete information.

Church Scholarship

Churches and districts can contribute toward assisting students with their college investment by submitting funds that can be applied to the student's financial aid package.

Churches and districts are encouraged to continue to meet their EIF allocations in addition to any church matching and not substitute this program for the vital EIF allocation, which helps to support Christian higher education.

Campus Challenge (TNT) and WBB

Winners at the area and national levels of Campus Challenge (TNT) and WBB competition will be awarded scholarships equal to the amount won during their competition careers, not to exceed direct university costs. Students must submit all original scholarship certificates prior to enrollment at Southern Wesleyan University. The total certificate amount will be divided by eight for incoming freshmen students and applied proportionately to each academic semester of attendance. The total certificate amount for transfer students will be divided by the number of semesters required to graduate and applied proportionately to each academic semester attendance.

Athletic Grants-in-Aid

Male or female students with outstanding athletic ability may be eligible for athletic grants-in-aid based on their participation in intercollegiate competition. The Director of Athletics supervises the awarding of athletic grants. Recipients are expected to apply for all federal aid for which they might be eligible.

Student athletes sign a contract that stipulates conditions of acceptance of athletic grants-in-aid. Violation of the contract may result in the inability to participate and possible loss of institutional financial aid.

A student athlete who has probationary offenses may have grant-in-aid money reinstated at the beginning of the following semester at an amount no higher than when the suspension occurred provided that the student bears the expenses for one semester at the university and meets all stipulations of the probationary period within the scheduled time frame. The reinstatement of the grant-in-aid money is at the discretion of the particular sport coach, the athletic director, and the appropriate vice president.

This policy pertains only to academic and social probation after enrolling at Southern Wesleyan University.

Baccalaureate Degree Grant

Graduates of accredited four-year institutions may receive up to a 50% discount on regular course tuition. Students will be considered only if a minimum of one year has elapsed from time of graduation to application for the post-baccalaureate degree tuition grant. Any source(s) of educational assistance you receive will be considered and may impact your institutional scholarship. Special arrangement courses (tutorial, directed study, independent study, major honors, co-op courses, and private lessons) will be at regular tuition rates. No other institutional aid is available to students with baccalaureate degrees. However, in certain cases, loans may be available. Information is available from the Office of Financial Aid.

Active Duty Military

Southern Wesleyan University offers tuition discounts to active duty military personnel and their spouses. This includes active drilling National Guardsmen and Reservists who have served in combat as evidenced by a letter from the student's commander, stating completion of active service in combat. The Military Discount is considered Institutional Aid. A student will not be eligible to receive the Military Discount if the combination of Institutional Aid and/or any governmental military benefits exceeds the cost of a course. Please contact the Student Accounts Office to be considered for this discount.

| | Undergraduate Tuition Discount | Graduate Tuition Discount |
|---|--------------------------------|---------------------------|
| Active duty personnel and active drilling National Guardsmen and Reservists who have served in combat | \$300 discount per course | \$150 discount per course |
| Spouses of active duty military personnel | \$75 discount per course | |

Note: Spouses of National Guard or Reservists do not qualify for discount.

FEDERAL AND STATE FINANCIAL AID

Southern Wesleyan University participates in all federally-assisted programs for which its students establish eligibility by completing the Free Application Federal Student Aid Form. Details are available from the Office of Financial Aid. Please note programs are subject to change. These programs are only for citizens or permanent residents of the United States; but they are available for both the traditional and adult and graduate studies programs. Students enrolled in the Adult and Graduate Studies program will be considered to be enrolled full time while taking coursework. An academic year is defined as completing 24 credit hours and 45 weeks of instruction. This enrollment status is for use in all Title IV and South Carolina Aid programs.

To be eligible for federal and state financial aid, a student must meet the following minimum guidelines:

- Be eligible to enroll under the university's academic policies.
- Attain a cumulative grade point of 1.6 by the end of the freshman year and a 1.8 by the end of the sophomore year and maintain a 2.0 average thereafter. In determining eligibility, the cumulative grade point average will be calculated on all work attempted. For AGS, the GPA standard is 1.8 by the end of the freshman year and maintain a 2.0 GPA thereafter.
- Complete 67% of the total credit hours attempted. For each term, the number of hours attempted is based on the total cumulative credit hours for which the student was enrolled at the end of the drop period. The number of hours earned is the cumulative total of these hours for which the student received a passing grade, as noted on the academic transcript.

- Complete the program of study in a time-frame not to exceed 150 percent of the published length of the program (measured in credit hours). For example, if the academic program length requires 120 hours, the maximum time-frame cannot exceed 180 credit hours attempted.

Information about the probationary period and the appeal process is available from the Office of Financial Aid.

Verification Policy and Procedures

Applicants for financial aid must complete verification requirements as outlined in their financial-aid packet. The packet explains the verification process and how to complete the form enclosed for this purpose

Applicants are given a 30-day time period to complete verification as outlined in the packet. At the end of the 30-day period, a letter is sent asking for immediate response in order to extend the time period. Extensions will be granted as requested in accordance with the situation.

If no response is received in one week, the file is considered inactive, and no Title IV funds will be awarded to the student until verification requirements are satisfied.

South Carolina Tuition Grant

South Carolina residents who attend Southern Wesleyan University may be eligible to receive a South Carolina Tuition Grant. Funds are appropriated yearly by the SC Legislature. SC residents who have been legal residents for at least one year must submit the FAFSA. Incoming freshmen must graduate in the top 75% of their high school (based on South Carolina Uniform Grading Policy [UGP]) class OR score a minimum 900 on the SAT (critical reading and math sections only) OR score an ACT composite minimum 19 OR graduate from a South Carolina high school with at least a final GPA of 2.00 on the South Carolina UGP as evidenced on the student's final high-school transcript. Returning students must make satisfactory academic progress and earn 24 hours yearly (based on full-time enrollment).

Federal Pell Grants

The Federal Government provides individual grants, based on family need, for educational expenses. Students should access www.fafsa.gov to apply for all forms of federal aid. A dependent student and one parent will be required to create a PIN number (for signature purpose). Southern Wesleyan University requires that all applicants for financial aid apply for all federal financial aid for which they might be eligible. For additional information, go to: <http://studentaid.ed.gov>.

Federal Supplemental Educational Opportunity Grants (SEOG)

The university administers this federally-funded program of financial assistance to needy students. The director of financial aid maintains responsibility to administer the application of Federal SEOG funds, under guidelines approved by the Enrollment Management Committee. For additional information, go to: <http://studentaid.ed.gov>.

Federal Direct Loans

Students enrolled in the university may borrow up to \$5,500 per year (\$6500 for sophomore year and \$7500 for junior and senior years). Additional information may be obtained from the Office of Financial Aid. The repayment rate on subsidized loans is 6.8% for loans made on or after July 1, 2012. The repayment rate on unsubsidized loans is 6.8%. You may access <http://studentaid.ed.gov> for complete information.

Federal Perkins Loans (NDSL)

Up to \$27,500 (\$5500 per year) may be borrowed by eligible students through the university. The repayment of the principal plus 5% interest begins nine months after termination of enrollment and may be spread over ten years at a minimum of \$40 per month. Funds are awarded based on availability, time of applications, and financial need.

Work-Study Programs

Federal Work-Study (FWS) and regular work programs are designed to provide work for students with financial need. A variety of other on-campus employment (non-Federal) is available with minimum wage as the base rate.

ROTC (Army and Air Force) Grants

Students enrolled in the Clemson University ROTC program are eligible to apply for 1-4 year grants, covering full tuition, fees, books, and a subsistence allowance of \$200 per month. Additional information may be obtained from the high-school guidance counselor or from the Southern Wesleyan University Cooperative Program Coordinator.

Employer Tuition Reimbursement

Many companies offer reimbursement towards higher educational costs to their employees. Contact the HR Department of your employer to inquire if your company participates.

Veterans' Benefits

Certain armed forces veterans and dependents, who qualify under Federal laws administered by the Veterans' Administration, are eligible to receive educational benefits. Information about these programs is available through state or county V.A. offices, or from the Office of Academic Records. Funding is available to eligible, active military students. SWU participates in all educational offerings for our Veterans and is a Yellow Ribbon participant.

Special Programs

Students eligible for assistance under Vocational Rehabilitation programs should check with the Office of Financial Aid for details.

STUDENT LIFE INFORMATION

COMMUNITY EXPECTATIONS

Southern Wesleyan University is committed to community. We believe learning best takes place in the context of community. Our mission involves members of our community—students, faculty, administrators and staff—working "together toward wholeness through the integration of faith, learning, and living." We believe people become "whole" only as they interrelate to others. For this reason we seek to foster community at multiple levels.

The Ideal

The gold standard for community as set forth in the New Testament is "love." You cannot get around it. It is everywhere as you turn the pages of scripture. We believe God stamped His own image in people. They are deeply loved by God, and as a consequence, are of inestimable value. This value does not originate with the individual or relate to race, gender, age, personality, talent, beauty or wealth. Rather, worth arises solely from God and is extended equally to all. We are called to a fellowship of love because God loves and esteems each member. Jesus said it well in John 13:34. "A new commandment I give to you, that you love one another, even as I have loved you"

The kind of love that truly drives community willingly abandons self-interest for the sake of another. True community is not built by sticking to rules, but by heart attitudes characterized by love. Of course the ultimate example of this love was Jesus as seen in His death on our behalf (c.f. Romans. 5:8; John. 15:13; 1 John. 4:9-10). Paul describes the centrality of love in community life in 1 Corinthians. 13. There he lays out the ideal toward which all members of the university community should aspire. Each member would do well to reflect continuously on his descriptive statements in 1 Corinthians. 13:4-8a in seeking to be a positive part of the university.

Love is patient, love is kind, and is not jealous;
Love does not brag and is not arrogant,
Does not act unbecomingly;
It does not seek its own, is not provoked,
Does not take into account a wrong suffered,
Does not rejoice in unrighteousness, but rejoices with the truth;
Bears all things, believes all things,
Hopes all things, endures all things.
Love never fails. (NASB)

The Minimum

While a fellowship in which all actions are motivated by love is the ideal toward which we strive, the university recognizes that in a fallen world such attitudes will not always characterize all those within our community. For this reason we have identified certain minimal behavioral standards that must be adhered to when we interact with others at the university. Violations of these baseline expectations result in a response by the university to protect the learning community. When internal motivation is right, these behaviors will invariably be present. However, we expect those who choose to be part of the university community to exemplify these traits at all times irrespective of internal issues. In this way, the community can function with minimal friction.

Respect

Members of the community act respectfully toward one another. They do not take actions with the intent to harm another nor treat another rudely. Nor do they use abusive, foul or profane language or gestures. They listen quietly when another is speaking and avoid personal attacks when debating ideas. Honesty in words and actions is also expected as a means of showing respect.

They do not threaten, harass or demean any member of the community. This includes harassment on the basis of sex, race, disability, nationality, age, or political persuasion. Activity or entertainment that promotes violence, exploitation, discrimination or sexually immoral and degrading practices is to be avoided by community members. Everyone is to feel safe physically and psychologically at the university. Also for this reason, weapons and explosives of any kind, simulated or real, are not permitted at the university functions without prior authorization.

The use of language that diminishes or profanes the name of God or otherwise maligns Him is not permitted. The gratuitous denigration of other religious viewpoints is also inappropriate.

While there is room for disagreement in community, such disagreements are handled in a mature fashion without attempts to tear down or embarrass the other party. At all times the dignity of the institution, its policies, and its representatives are to be upheld. Disruptive conduct that interferes with the normal activity of the university is not allowed.

Respect for one's own person and God's intended use of the body is also important. Individuals should dress inoffensively and professionally with sensitivity to standards of modesty.

The Wesleyan Church's stance on gender and human sexuality is biblical, historical, theological, practical and deeply convictional. The University believes that all sexual activity is only expressed privately between a man and a woman in the context of a covenant marriage. Because sexual expression is not merely physical, but deeply involves the mind, spirit and emotions, there is a need for sensitivity and caution at every level of intimacy. Intimate personal relationships between employees may be disruptive to the work environment and may be considered inappropriate behavior. Intimate relationships or sexual expression between employees and students is strongly discouraged and is considered inappropriate. In addition, we believe gender assignment is a beautiful genetic divine prerogative, not indicated by individual choice, and our living, learning and athletic offerings reflect that belief; therefore, students will receive such services in accordance with their birth gender.

In recognition of the holiness of the body and the injunction that it should only be under the control of the Holy Spirit (cf. Eph. 5:18), members shall abstain at all time and places from the use of alcohol, illegal drugs, and tobacco products.

Privacy

Members of the community take seriously the need for confidentiality of personal information gleaned while participating in the university. Individuals never share items learned in confidence unless given permission. Gossip is wholly inappropriate as it tends to tear others down. Disparaging others in the community either within or outside the university is unacceptable.

If a member of the community feels they or the larger community have been wronged by another, the first action taken is to go privately to the one they perceive to be at fault and seek to make things right.

Property

The property of others will be respected within the university fellowship. Destruction, defacement or theft of the physical property of the university or personal property of individuals will not be tolerated.

Protection of property extends to intellectual property as well. Individuals will refrain from "stealing" the words, ideas, or creative work of another. Examples of this include such things as cheating and plagiarism, acting as if the intellectual output of another was actually your own work. It may also involve the inappropriate acquisition and use of copyrighted material without proper permission.

The university's virtual property accessed through its network is also respected. University computers, servers and their contents are university property and are not used to retrieve or distribute obscene material; send harassing or abusive messages; engage in illegal computing activities; engage in non-university business or activity; nor to download or copy music, movies, or software in an illegal or unethical manner.

A Final Word About Rights & Responsibilities

The goals of the community at Southern Wesleyan University are to:

1. Foster learning, scholarship and research through the free exchange of ideas.
2. Provide encouragement and support to members of the community as they seek to grow toward wholeness amidst difficult and stressful life circumstances.
3. Hold members of the community to high standards of academic honesty, intellectual rigor, and realistic humility in the pursuit of truth.

By joining the community, members are agreeing to pursue these goals. They are also agreeing to work to maintain an environment within the community where certain rights are protected.

1. The right to free expression within the bounds of decency and order.
2. The right to be respected and treated with dignity.
3. The right to independent thought and reasoned dissent.
4. The right to feel safe and free from threat, force or violence.
5. The right to personal, constructive change.

While the university's officers of administration and instruction have authority to give structure to the community, to foster its ongoing health, and to intervene if there are serious problems, the weight of responsibility for the health of the community rests with the community as a whole and with each individual member. To enter into the university community is to enter into a commitment to support that community and seek its goals.

RESIDENTIAL CAMPUS LIFE AND CONDUCT

Basic Principles

Southern Wesleyan University provides an intentional education that is more than intellectual. Students are offered a Christian perspective of life in a community of believers where emphasis on common life together in classrooms, residence halls, dining hall, and chapel is deliberate. This community life grows out of scripture, Wesleyan tradition, and the best of Western classical education.

The philosophy of our life together is that all actions and behavior should be compatible with the spiritual enrichment of the individual and the community. While it is impossible to create community regulations acceptable to everyone, the purpose of the established and expected responsibilities of community members is encouraging a life of consideration for others and respect for oneself as a creation of God.

Each person who joins the academic community is expected to accept the responsibilities of following the established policies and procedures of the university and to respect properly constituted university authority. This expectation, the university believes, fosters both individual and community development.

All student organizations and extracurricular activities are considered integral parts of the total educational program for which Southern Wesleyan strives. These activities encourage faculty involvement with students and are under the supervision and direction of the Office of Student Life. Students are encouraged to familiarize themselves with the opportunities of extracurricular activities and to take advantage of these activities.

Spiritual Life

Southern Wesleyan is a Christian liberal arts college and happily exists as an educational arm of The Wesleyan Church. All students, both resident and commuter, are expected to honor this rich heritage.

Students are required to be present at regularly scheduled chapel exercises. Students are also expected to attend faithfully the Sunday and other regularly scheduled services at the church of their choice.

Attendance at Spiritual Emphasis services is expected of all students. All students are encouraged to attend the annual missions festival and other chapel events.

Campus Security

The Southern Wesleyan University campus takes pride in its safety record. The Campus Security Office is responsible for overall campus security. A copy of the most recent campus crime and fire-safety statistics is available on our website under the Student Life tab.

CAMPUS REGULATIONS

Housing Policy

All single students enrolled for twelve credit hours or more and who are under the age of twenty-three on the first day of registration for any semester are required to live in university student housing and shall participate in the university-board plan for the duration of that semester. Students who are married or living at home with their parent(s) may live off campus. Students under the age of twenty-three who have completed eight full-time post-high school college semesters of attendance, not including May and summer terms, are eligible to live off campus.

All students must submit a correct address and phone number for their residence during the semester. Changes that occur are to be reported immediately to either the Office of Academic Records or the Office of Student Life.

Students in violation of University-residence policy are subject to disciplinary action, including dismissal. All students who live off campus are expected to follow the standards and regulations expressed in the Student Handbook.

Maximum institutional-financial aid will be applied only to the actual costs for direct University tuition, room, and board charges and will not be applied to off-campus expenses. Exceptions to university-housing policy will be considered only for extreme circumstances and must be requested in writing to the Housing Office in advance.

Rooms

Students living in campus housing are expected to keep their rooms and other public areas neat and clean. They should take pride in their room and the facilities and consider the residential experience a vital part of their education.

No student will be authorized to move into a room without having paid a \$200.00 room security deposit.

Residence-hall rooms are furnished with bed, mattress, dresser, desk, and chairs. Other items such as pillows, bedding, curtains, rugs, toilet articles, pictures, iron, and ironing board (if desired) are to be furnished by the student. No changes or repairs to lighting or plumbing are permitted.

Residence hall occupants will be responsible for disorder in or damage to rooms and public areas.

Board

All resident students are required to board at the university cafeteria. Meal plans are not transferable. Meal tickets are available to commuting students from the food service at a rate less than a la carte. Commuting students are encouraged to take meals in the cafeteria as their schedule permits.

No food or cafeteria items are to be taken from the cafeteria without permission of the cafeteria supervisor.

During scheduled vacations or recess periods, no food service is available on campus.

Motor-Vehicle Policy

All persons having motor vehicles on campus must register these vehicles with the Student Life Office at the beginning of the year or immediately upon obtaining a new or different vehicle. Each vehicle so registered will be given a parking permit for the campus. Regular or consistent abuses of campus-parking regulations may result in revocation of parking privileges.

Failure to have the parking permit displayed in the designated location will result in a fine. Violations of campus-motor-vehicle regulations relative to use and parking will be subject to fines. Habitual or serious violations may result in the loss of motor-vehicle permit and removal of the privilege of having a motor vehicle on campus. See the Student Handbook for further information.

Student Discipline

Discipline procedures are printed each year in the Southern Wesleyan Student Handbook. Students placed on social probation are not allowed to represent the university.

Representation of the university is a responsibility and a privilege; therefore, such representation is generally carried out only by students in good standing. Students on social probation should not be involved in the following:

- membership in the homecoming court
- holding office in university organizations
- having a continuing role in leading chapel
- phonathon
- ministry teams
- inter-varsity athletics, including travel with the team in a support role, and cheerleading (Students on probation may practice on campus.)
- *senior practicum, including directed teaching
- *traveling ensembles
- *major dramatic productions

*Exceptions: Students for whom participation in one of these activities is a degree requirement may be allowed to participate.

Private Withdrawal

In light of the basic principles of the university, any student whose conduct is considered detrimental to the best interests of the university, whose overall influence is negative to campus morale, whose attitude is persistently antagonistic toward others, whose academic performance is regularly delinquent, or whose stay in college seems to be of small personal benefit or inimical to others, may be informed privately that further stay at Southern Wesleyan is not desired. Such a student will be notified, given the opportunity to be heard, and allowed to withdraw privately or may be dismissed without formal charges.

POLICY ON STUDENT COMPLAINTS

From time to time students enrolled at Southern Wesleyan University may desire to forward a complaint with respect to the administration of university policy, procedures, promised benefits, or requirements by an agent or agents of the university. When such complaints have occurred and a student raises the issue and asks for some form of redress in writing (either electronic or hard-copy) from an employee of the university, the university will make efforts to investigate, and if warranted, to resolve the complaint within established procedures.

When a student complaint is received in writing by an employee of the university, he or she will contact the appropriate supervisor responsible for the matter of concern. That supervisor will either investigate the matter or assign the complaint to another, more appropriate party, for investigation.

Normally, within ten (10) working days, a written response will be sent to the student by the assigned investigator addressing one of two things:

1. Indicating to the student that, upon investigation, no policy violation, injustice, threat, or inappropriate action on the part of the university was identified and clarifying any perceived misunderstanding. Or . . .
2. Indicating to the student the nature of the problem uncovered by the investigation and the steps the institution will take to remedy that problem.

If the student is not satisfied with the response and other methods of appeal are not stipulated by policy, within ten working days he or she may appeal to the member of the president's cabinet most responsible for the area of concern. The cabinet member's decision is final.

If the complaint directly relates to the actions of a member of the president's cabinet, the president will direct the investigation and render a decision. If the complaint refers to the university president, the student shall address the written concern to the chairman of the Board of Trustees for investigation.

Three offices will be responsible for logging and archiving documentation related to student complaints.

Provost's Office

Responsible for student complaints that relate to issues of academic policy or procedure, or any perceived injustice or misrepresentation related to instruction or evaluation. These complaints might relate to such things as grading issues, failure to follow the written syllabus, penalties related to academic dishonesty, faculty bias or behavior, transfer credit problems, advising issues, library matters, etc.

Student Life Office

Responsible for student complaints that relate to issues of athletics, counseling, health services, career services, residence life, commuter concerns, security, spiritual life, student life policy or perceptions of threat or prejudice outside the classroom or from other students.

President's Office

Responsible for student complaints that relate to the university in general and are not closely associated with either the academic program or student life. This office would also archive complaints related to enrollment, Human Resources, Development, buildings & grounds, dining service, financial aid, and business office functions and policies.

Definitions

| | |
|-------------------|---|
| Student Complaint | An expressed concern that meets the following criteria: <ul style="list-style-type: none">• Is from a student as defined below.• Is in writing either in electronic form or hard copy and is sent to an employee of the university. (Complaints not received in writing may be logged at the discretion of the employee.)• Relates to a perception of injustice, threat, or failure to act in accordance with a real or implied commitment on the part of the institution or its agents.• Is NOT a part of a defined appeals process in matters related to grades, academic policy, or student discipline.• Is related to an area or issue under SWU's control. |
| Student | An individual who is or has been enrolled in a SWU course or is applying for admission to the institution. |

POLICY AGAINST GENDER DISCRIMINATION

Philosophy

Southern Wesleyan University endeavors to create an environment in which all members of the community are treated with the dignity and respect inherent in their position as creatures made in the image of God. Not only is gender discrimination a violation of federal law; it is contrary to principles of Christian conduct. Consequently, it is the policy of Southern Wesleyan University that discrimination against individuals on the basis of gender is unacceptable behavior and will not be tolerated.

Definition

Gender discrimination is defined as unequal treatment of a student based on gender that limits a student's participation in or receipt of benefits, services, or opportunities in the institution's programs and/or activities.

Title IX Coordinator

The Title IX Coordinator for Southern Wesleyan University is the Associate Vice President for Student Life. The campus phone number is 864-644-5144. The Coordinator receives the complaint from the student and assists the student in understanding the process.

Grievance Procedure

Complaints of gender discrimination will be dealt with promptly, according to the following procedures. All complaints will need to be registered in writing, signed, and agreed to by the complainant. A student having a complaint should inform the Title IX Coordinator who will submit the complaint to the Vice President for Student Life. After securing from the student a written request for investigation, the Vice President for Student Life will investigate the complaint and recommend appropriate action (if any is needed). The investigation will be concluded and any redress recommended within ten working days of receipt of the written request. If the process is delayed beyond ten working days or if the student disagrees with the response, the student may appeal to the Student Life Council. The appeal must be in writing and must be made within ten working days of the student being notified of the initial determination. The Student Life Council will investigate the complaint and response and make a determination within ten working days of receipt of the written appeal. Upon notification of the decision of the Student Life Council, the student may ask for consideration by the President of the university. Again, the request must be in writing and must be made within ten days of receiving the council's decision. The decision of the President is final.

COLLEGE OF ARTS & SCIENCES

Walt Sinnamon, PhD, Dean

ASSOCIATE OF ARTS IN GENERAL STUDIES

The Southern Wesleyan University Adult and Graduate Studies (AGS) program provides a structured Associate of Arts in General Studies degree program. Southern Wesleyan University provides this high-quality undergraduate program guided by a Christian worldview and designed for adult learners. The program allows a working adult to advance his or her professional and personal educational goals while maintaining a career. Students may earn an Associate of Arts in General Studies degree by completing a total of 60 semester hours listed below. Completion of this degree would also provide the courses necessary to move into the Bachelor of Science in Business Administration (BSBA) or Bachelor of Science in Human Services (BSHS) programs at Southern Wesleyan University.

Learning Outcomes

Students completing the AA in General Studies will:

- Assemble evidence relevant to an issue or problem, explain its significance, and use it in critical analysis of alternative approaches or viewpoints using appropriate citations where needed.
- Drawing from their knowledge of the human experience gleaned from history, literature, social science and Scripture, reflect on their own actions, dispositions, and ideas when placed in socially diverse settings, diagnosing areas for ethical, spiritual, intellectual, interpersonal, and intrapersonal growth.
- Present substantially error-free communication (oral, written, and visual) in both argumentative and narrative forms to general and specialized audiences.
- Utilize accurate calculations and symbolic operations using appropriate technology to answer questions, test suppositions, and/or interpret social and economic trends.
- Describe the ways in which at least two disciplines define, address, and justify the importance of a contemporary challenge or problem.⁴

The following courses are offered in the Associate of Arts in General Studies

| Courses | Hours |
|---|---------|
| SEMR 2013 College and the Working Adult..... | 3 |
| ENGL 1053 Writing for Adults..... | 3 |
| ENGL 1013 Freshman Composition II..... | 3 |
| ENGL 2103 Speech Communication..... | 3 |
| MATH 1053 Quantitative Reasoning..... | 3 |
| CPSC 1103 Intro. to Computers..... | 3 |
| ASTH 2053 Music and Art Appreciation | 3 |
| HIST 1063 Survey of World Civilization..... | 3 |
| SEMR 2403 Physical Wellness & the Good Life..... | 3 |
| BIBL 1013 Old Testament Survey..... | 3 |
| BIBL 1023 New Testament Survey..... | 3 |
| RELG 2403 Basic Christian Beliefs..... | 3 |
| Natural Science Course (with lab)..... | 4 |
| Social Science, Economics, or Business/Management course..... | 3 |
| Electives (MATH 1003 highly recommended)..... | 17 |
| | <hr/> |
| | 60 hrs. |

⁴ Some of this language is indebted to *The Degree Qualifications Profile (2011)* just published by the Lumina Foundation.

DIVISION OF FINE ARTS

Jane P. Dill, MFA, Chair

The Division of Fine Arts offers the following degrees: a BA in Music, a BA in Music Education, and a BM in Church Music. Courses are also offered in aesthetics and art.

Mission

Within the context of the mission of Southern Wesleyan University, the mission of the music department is to provide a quality music curriculum within a Christian environment. To accomplish this mission, each program within the department will: (1) integrate various aspects of the Christian faith into each course, attempting to instill within the student an awareness of the practical outworking of Biblical principles; (2) equip the student with competency necessary to excel in a variety of musical settings.

Learning Outcomes

By the end of every music major's course of study, competence must be demonstrated in a knowledge and/or realization of performance, musicianship, composition, improvisation, music history, repertory, music technology, conducting, orchestration, instrumental methods, and analytical techniques. The student will synthesize many of the concepts studied in these subject areas in preparation for a culminating event, the senior recital.

For the church music concentration, a student must demonstrate competency during a semester of practical experience in a local church setting. Such competencies will include a knowledge and/or realization of hymnology, Christian worship, principles of planning, leadership and administration.

For music education, students must demonstrate competency during a semester of clinical experience in a public school and pass all required Praxis II tests.

Accreditation

Southern Wesleyan University is an accredited institutional member of the National Association of Schools of Music.

General Requirements for Music Majors

Students planning to enter the four-year program of study in music should be prepared to audition. They should evidence skill in sight-reading, tone and pitch production, proper phrasing, and general musicianship on their major instrument.

Students who do not meet minimal requirements in these areas will be asked to acquire further skills before registering for the freshman level of applied music.

All music majors are required to study an applied major and an applied minor instrument. At the end of each semester, they will be examined by the music faculty through jury performance in both areas of applied study.

Levels of performance will be assigned by the music faculty, and students will be permitted to advance to the next level upon the successful completion of studio lessons and semester juries.

Senior Recital

All majors must complete the highest level in their applied major instrument and present a thirty-minute recital during the senior year before graduation. A preliminary recital hearing before the music faculty is required of all students. Further information regarding recital criteria is available in the Music Department Handbook.

Ensemble Requirement

Every music major is required to participate in an ensemble for each semester of enrollment. The music faculty will designate which large and small ensembles fulfill the ensemble-participation requirement. To be certified in music education, music majors must have at least two semesters of a vocal ensemble.

Piano Proficiency

All music majors must pass a piano proficiency exam in order to graduate. Students are required to be registered for piano study each semester until reaching proficiency.

Recital Hour and Diction Lab

Each music major and minor is required to attend and participate in the department recital hour concurrently with each semester of private voice/instrument instruction.

Every voice major is required to enroll in four semesters of diction lab corresponding to each of the four different foreign languages under study.

Music BA Requirements

The BA in Music, a general degree provides the student with a foundation in musical studies while giving elective opportunity for study in a secondary area which often integrates with music, e.g. business or computers. Although an applied performance degree is not offered at Southern Wesleyan University, some BA in Music majors concentrate in performance by taking additional hours in applied areas of study, particularly in their freshman and sophomore years.

| Major Courses | | | Hours |
|--|------|-------------------------------------|----------|
| MUSC | 1013 | Freshman Theory I..... | 3 |
| MUSC | 1023 | Freshman Theory II..... | 3 |
| MUSC | 1061 | Freshman Aural Fund. I..... | 1 |
| MUSC | 1071 | Freshman Aural Fund. II..... | 1 |
| MUSC | 2013 | Sophomore Theory I..... | 3 |
| MUSC | 2023 | Sophomore Theory II..... | 3 |
| MUSC | 2061 | Sophomore Aural Fund. I..... | 1 |
| MUSC | 2071 | Sophomore Aural Fund. II..... | 1 |
| MUSC | 3052 | Basic Conducting..... | 2 |
| MUSC | 4062 | Orchestration..... | 2 |
| MUSC | 4072 | History Western Music I..... | 2 |
| MUSC | 4082 | History of Western Music II..... | 2 |
| MUSC | 4093 | History of Western Music III..... | 3 |
| MUSC | 119L | Diction Lab (Vocalists only)..... | |
| MUSC | | Ensemble..... | 6 |
| MUSC | | Applied Major (Every Semester)..... | 12 |
| MUSC | | Applied Minor..... | 4 |
| Instrumentalists choose two methods given below. Vocalists take MUSC 4352..... | | | 2 |
| MUSC | 2211 | String Methods | |
| MUSC | 2241 | Woodwind Methods | |
| MUSC | 2251 | Brass Methods | |
| MUSC | 2261 | Percussion Methods | |
| Summary | | | |
| General Education Requirements | | | 41 |
| (includes two ensemble hours with the aesthetics option) | | | |
| Major Requirements..... | | | 51 |
| Electives..... | | | 28 |
| | | | <hr/> |
| | | | 120 hrs. |

Church Music BM Requirements

The BM in Church Music prepares an individual to serve as a minister of music in a local church setting.

| Major Courses | | | Hours |
|--|------|---|----------|
| Major Requirements listed above..... | | | 51 |
| <u>Additional Music Courses Required</u> | | | |
| MUSC | 3032 | Form and Analysis..... | 2 |
| MUSC | 3062 | Advanced Conducting..... | 2 |
| MUSC | 3093 | Hymnology..... | 3 |
| MUSC | 3303 | Philosophical Foundations for the Musician..... | 3 |
| MUSC | 3413 | Worship Music in Today's Church..... | 3 |
| MUSC | 4016 | Church Music Practicum..... | 6 |
| MUSC | 4412 | Elementary Music Methods..... | 2 |
| MUSC | 4052 | Arranging..... | 2 |
| RELG | 4223 | The Ministry of Worship..... | 3 |
| <u>Summary</u> | | | |
| General Education Requirements | | | 41 |
| Major Requirements..... | | | 51 |
| Additional Music Courses Required..... | | | 26 |
| Electives..... | | | 2 |
| | | | <hr/> |
| | | | 120 hrs. |

Music Education BA Requirements

The BA in Music Education prepares an individual for certification as a music teacher within the South Carolina Schools. Students pursuing this degree also serve in private-school music programs as well as private-applied music instructors.

Music education majors who are on a choral track and have piano as the area of concentration must complete two hours in voice as an applied minor.

Majors must maintain an overall GPA of 2.75 with no grade lower than B- in all Major, Specified General Education and Professional Education courses in their program.

| Major Courses | | | Hours |
|--|------|---|-------|
| Major Requirements listed above..... | | | 51 |
| <i>Vocalists take MUSC 4352. Instrumentalists take MUSC 1511 (2 semesters)</i> | | | |
| <i>All students take all instrumental methods.</i> | | | |
| <u>Additional Music Courses Required</u> | | | |
| MUSC | 2211 | String Methods..... | 1 |
| MUSC | 2241 | Woodwinds Methods..... | 1 |
| MUSC | 2251 | Brass Methods..... | 1 |
| MUSC | 2261 | Percussion Methods..... | 1 |
| MUSC | 3032 | Form and Analysis..... | 2 |
| MUSC | 3062 | Advanced Conducting..... | 2 |
| MUSC | 3303 | Philosophical Foundations for the Musician..... | 3 |
| <u>Specified General Education Courses</u> | | | |
| PSYC | 3123 | Human Growth and Development..... | 3 |

| <u>Professional Education Courses</u> | | | |
|--|-----------------|---|----------|
| EDUC | 1201 | Cornerstone..... | 1 |
| EDUC | 2113 | Foundations of Education..... | 3 |
| EDUC | 3123 | Effective Methods for Middle & Sec. School with Field Exp..... | 3 |
| EDUC | 3203 | Introduction to the Exceptional Child..... | 3 |
| EDUC | 3273 | Methods of Teaching Middle/Sec. School Reading with Field Exp.... | 3 |
| EDUC | 3292 | Classroom Management..... | 2 |
| EDUC | 4502 | Pre-Clinical Experience..... | 2 |
| EDUC | 4628 | Clinical Experience I..... | 8 |
| EDUC | 4638 | Clinical Experience II..... | 8 |
| MUSC | 4412 | Elementary Music Methods..... | 2 |
| MUSC | 4422 or 4432 | Secondary Choral Music/Secondary Instrumental Methods..... | 2 |
| <u>Summary</u> | | | |
| General Education Requirements | | | 41 |
| Major Requirements..... | | | 51 |
| Additional Music Courses Required..... | | | 11 |
| Professional Education Courses..... | | | 37 |
| | | | <hr/> |
| | | | 140 hrs. |

Music Minor Requirements

| <u>Courses</u> | | | <u>Hours</u> |
|----------------|------|---|--------------|
| MUSC | 1013 | Freshman Theory I..... | 3 |
| MUSC | 1023 | Freshman Theory II..... | 3 |
| MUSC | 1061 | Freshman Aural Fundamentals I..... | 1 |
| MUSC | 1071 | Freshman Aural Fundamentals II..... | 1 |
| MUSC | 2013 | Sophomore Theory I..... | 3 |
| MUSC | 2023 | Sophomore Theory II..... | 3 |
| MUSC | 2061 | Sophomore Aural Fundamentals I..... | 1 |
| MUSC | 2071 | Sophomore Aural Fundamentals II..... | 1 |
| MUSC | 3052 | Basic Conducting..... | 2 |
| MUSC | | Private Voice or Instrumental Instruction | 2 |
| MUSC | | Ensemble..... | 4 |
| | | | <hr/> |
| | | | 24 hrs. |

For additional guidelines and requirements see the Music Department Handbook.

Christian Worship Minor Requirements

The Christian Worship minor is designed to complement majors within the Division of Fine Arts and the Division of Religion, but is open to all students. The goals of this minor are to provide musical training, a biblical theology of worship and practical training with multimedia production.

| Courses | | | Hours |
|--|------|--|-------|
| MUSC | 3093 | Hymnology..... | 3 |
| MUSC | 3413 | Worship Music in Today's Church..... | 3 |
| RELG | 3423 | Planning and Leading Worship..... | 3 |
| RELG | 4223 | The Ministry of Worship..... | 3 |
| COMM | 1503 | Multimedia Production..... | 3 |
| <u>Music Majors Track (9 hours)</u> | | | |
| COMM | 3703 | Communication and the Christian Faith..... | 3 |
| MUSC | 4016 | Church Music Practicum..... | 6 |
| <u>Religion and Other Majors Track (9 hours)</u> | | | |
| MUSC | 1002 | Fundamentals of Music..... | 2 |
| MUSC | 1511 | Ensemble..... | 1 |
| MUSC | 1531 | Ensemble..... | 1 |
| MUSC | 1631 | Non-major Applied Music..... | 1 |
| MUSC | 1691 | Non-major Applied Music..... | 1 |
| RELG | 4623 | Worship Practicum..... | 3 |

DIVISION OF HUMANITIES

Ken Myers, PhD, Chair

The Division of Humanities at Southern Wesleyan University offers degree programs in English, Secondary English Education, History, Media Communication, and Secondary Social Studies Education. In addition to courses that are integral to these degree programs, the division also offers a number of courses that are part of the General Education core requirements for students university-wide.

Through its degree-granting programs of study as well as its responsibilities for teaching General Education classes, the Humanities Division is dedicated to the mission of:

- cultivating in our students a big-picture understanding of our culture and our world that includes an awareness of the interrelated nature of the different disciplines that are part of the humanities;
- helping our students to develop a well-informed Christian worldview that enables them to see each of the disciplines from a Christian perspective;
- inculcating in our students the ability to think critically and to communicate effectively, in both written and oral form, in their professional and personal lives; and
- building in our students a standard and a habit of excellence, so that they may maximize their effectiveness in serving God, serving others, and impacting our culture in a positive and transformative manner.

English

Learning Outcomes

English majors will be able to:

- analyze works of literature, including paraphrasing significance and identifying major themes.
- demonstrate a broad base of knowledge about literary periods and major world authors, including familiarity with thematic and structural concerns in a core of classic works.
- conduct intensive library research on an author or work, including consulting the MLA Bibliography, identifying different critical perspectives, and evaluating the scholarly credibility of sources.
- write mechanically correct and logically organized prose.
- revise writing in response to feedback from critical readers and to provide critical feedback on the writing of others.
- communicate orally, using language that demonstrates a control of standard English and an avoidance of inappropriate stereotypical and gender-specific language.
- analyze language with regard to phonology, morphology, syntax, and semantics.

English BA Requirements

| Major Courses | Hours |
|--|-------|
| ENGL 1151 Cornerstone English Seminar..... | 1 |
| ENGL 2053 Literature and Culture..... | 3 |
| ENGL 3013 American Literature to 1900..... | 3 |
| ENGL 3053 British Literature I..... | 3 |
| ENGL 3063 British Literature II..... | 3 |
| ENGL 3153 Advanced Composition* or ENGL 3183 Creative Writing... | 3 |
| ENGL 4153 Capstone English Seminar..... | 3 |
| ENGL 4203 Modern Grammar and Linguistics..... | 3 |
| ENGL 4303 History of the English Language..... | 3 |
| ENGL 4503 Shakespeare..... | 3 |
| ENGL 4703 Literary Criticism | 3 |
| Two of the following courses:..... | 6 |

| | | |
|------|------|------------------------------------|
| ENGL | 2503 | Poetry and Its Process |
| ENGL | 2603 | Fiction and Its Process |
| ENGL | 2703 | Non-Fiction Prose and Its Process* |

Specified General Education Courses

| | | | |
|------|------|------------------------------|---|
| ENGL | 1003 | Freshman Composition I..... | 3 |
| ENGL | 1013 | Freshman Composition II..... | 3 |
| ENGL | 2103 | Speech Communication..... | 3 |

Literature Track

| | | | |
|------|------|---|---|
| ENGL | 3083 | Modern British and American Literature..... | 3 |
| ENGL | 3093 | Contemporary Literature in English..... | 3 |
| ENGL | 3353 | Contemporary Novel in English..... | 3 |

Composition and Rhetoric Track

| | | | |
|------|------|--|---|
| COMM | 2303 | Persuasion..... | 3 |
| COMM | 3203 | Rhetorical Theory..... | 3 |
| COMM | 2153 | Writing for the Public Media or BUSI 2053 Business Comm. | 3 |

*Students choosing the Composition and Rhetoric Track are required to take both ENGL 3153 and ENGL 2703.

Summary

| | |
|-------------------------------------|----------|
| General Education Requirements..... | 41 |
| Major Requirements..... | 37 |
| Concentration Requirements..... | 9 |
| Electives..... | 33 |
| | 120 hrs. |

English Education

Majors must maintain an overall GPA of 2.75 with no grade lower than B- in all Major, Specified General Education, and Professional Education courses in their program.

Learning Outcomes

English Education candidates will be able to:

- demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
- demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
- plan instruction and design assessments for reading and the study of literature to promote learning for all students.
- plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
- plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.
- demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

- are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

English Education BA Requirements

| English Course Requirements | | | Hours |
|--|------|---|----------------|
| ENGL | 1151 | Cornerstone English Seminar..... | 1 |
| ENGL | 3003 | Adolescent Literature..... | 3 |
| ENGL | 3013 | American Literature to 1900..... | 3 |
| ENGL | 3053 | British Literature I..... | 3 |
| ENGL | 3063 | British Literature II..... | 3 |
| ENGL | 3153 | Advanced Composition or ENGL 3183 Creative Writing..... | 3 |
| ENGL | 4153 | Capstone English Seminar..... | 3 |
| ENGL | 4203 | Modern Grammar and Linguistics..... | 3 |
| ENGL | 4303 | History of the English Language..... | 3 |
| ENGL | 4503 | Shakespeare..... | 3 |
| ENGL | 4703 | Literary Criticism..... | 3 |
| English Electives approved by advisor..... | | | 6 |
| Specified General Education Courses | | | |
| ENGL | 2053 | Literature and Culture | |
| ENGL | 2103 | Speech Communication | |
| HIST 1003 or HIST 2053 | | | |
| Education Course Requirements | | | |
| EDUC | 1201 | Cornerstone to Education..... | 1 |
| EDUC | 2113 | Foundations of Education..... | 3 |
| EDUC | 3123 | Effective Methods for Middle/Sec School with Field Exp..... | 3 |
| EDUC | 3183 | Ethics in Education..... | 3 |
| EDUC | 3203 | Introduction to the Exceptional Child..... | 3 |
| EDUC | 3273 | Methods Teach. Middle/Sec. Sch Reading with Field Exp..... | 3 |
| EDUC | 3292 | Classroom Management..... | 2 |
| EDUC | 3423 | Instructional Technology for Education Majors..... | 3 |
| EDUC | 4153 | Meth. of Teach Secondary/ Middle School English..... | 3 |
| EDUC | 4502 | Pre-Clinical..... | 2 |
| EDUC | 4628 | Clinical Experience I..... | 8 |
| EDUC | 4638 | Clinical Experience II..... | 8 |
| Summary | | | |
| General Education Requirements | | | 41 |
| English Courses | | | 37 |
| Education Courses | | | 42 |
| | | | <hr/> 120 hrs. |

Add-On Middle School Content Certificate Program for Secondary Education

| Courses | Hours |
|--|-------|
| EDUC 3383 Curriculum for the Middle School with Field Experience... | 3 |
| PSYC 3113 Adolescent Psychology..... | 3 |
| EDUC 3273 Methods of Teaching Middle & Secondary School Reading/Field Exp..... | 3 |

There is no additional content required for secondary teachers adding the same content field at the middle level. For add-on not within the same content field, 15 hours in the specified middle school level content or a minor in content area is required.

Communication Concentration

| Courses | | | Hours |
|---------|------|---|---------|
| ENGL | 2123 | Interpersonal Communication..... | 3 |
| ENGL | 1703 | Introduction to Mass Media or ENGL 1713 Multimedia Journalism..... | 3 |
| ENGL | 3153 | Advanced Composition..... | 3 |
| ENGL | 4203 | Modern Grammar and Linguistics..... | 3 |
| | | | 12 hrs. |

Requirements for Minor in English

| Courses | | | Hours |
|---------------------------------|------|---|---------|
| ENGL | 1003 | Freshman Composition I..... | 3 |
| ENGL | 1013 | Freshman Composition II..... | 3 |
| ENGL | 2103 | Speech Communication..... | 3 |
| ENGL | 3153 | Advanced Composition or ENGL 3183 Creative Writing... | 3 |
| ENGL | 4703 | Literary Criticism..... | 3 |
| Any (2) Literature Courses..... | | | 6 |
| Any English Course..... | | | 3 |
| | | | 24 hrs. |

Requirements for Minor in Composition and Rhetoric Track

| Courses | | | Hours |
|---------|------|--|---------|
| ENGL | 2703 | Non-fiction Prose and Its Process..... | 3 |
| ENGL | 3153 | Advanced Composition or ENGL 3183 Creative Writing... | 3 |
| ENGL | 4203 | Modern Grammar and Linguistics..... | 3 |
| COMM | 2303 | Persuasion..... | 3 |
| COMM | 3203 | Rhetoric Theory..... | 3 |
| COMM | 2153 | Writing for the Public Media or BUSI 2093 Business Communication..... | 3 |
| | | | 18 hrs. |

Requirements for Minor in Literature

| Courses | | | Hours |
|---------|------|---|---------|
| ENGL | 2603 | Fiction & Its Process or ENGL 2803 Poetry & Its Process.. | 3 |
| ENGL | 2053 | Literature and Culture..... | 3 |
| ENGL | 3013 | American Literature to 1900..... | 3 |
| ENGL | 4503 | Shakespeare..... | 3 |
| ENGL | | 300 or 400 level English literature classes..... | 6 |
| | | | 18 hrs. |

Requirements for Minor in TESOL (Teaching English to Speakers of Other Languages)

| Courses | | | Hours |
|---------|------|---|---------|
| ENGL | 3103 | Introduction to the Principles/Strategies of TESOL..... | 3 |
| ENGL | 4203 | Modern Grammar and Linguistics..... | 3 |
| ENGL | 4303 | History of the English Language..... | 3 |
| EDUC | 3273 | Teaching Reading in the Secondary School/Field Exp..... | 3 |
| EDUC | 3523 | Curriculum, Instruction, Assessment for Gen/Special Ed... | 3 |
| ENGL | 4814 | Practicum in TESOL..... | 3 |
| | | | 18 hrs. |

History

A major in history give students a broad understanding of the human condition and places current questions, issues and problems in historical context. The perspective a history major brings to the problem-solving context of any occupation has been broadly valued. Key transferrable skill sets include the ability to see issues from multiple perspectives, the ability to think analytically and critically, and the ability to realistically contextualize a situation.

Opportunities for graduates in History include:

- Careers in secondary education.
- Careers working with museums.
- Careers working with archaeological teams.
- Careers working with historical societies.
- Careers working with governmental historical agencies.
- Careers working with state and national parks and historical sites.
- Graduate school in History, leading to careers in higher education.
- Graduate school in areas such as the social sciences, public policy, economics, the humanities, religion, and education.
- Law school.

Learning Outcomes

Upon completing the program in history, students will be able to:

- Articulate a theological perspective of history, specifically from a Christian worldview.
- Understand the various schools of thought about history and interact with them from a Christian worldview.
- Articulate a personal philosophy of history.
- Conduct effective and meaningful original historical research.
- Have a thorough knowledge of American and European history and be able to compare both thoughtfully and analytically to the histories of non-Western societies.

History BA Requirements

| Major Courses | | | Hours |
|---------------|------|--|---------|
| HIST | 1003 | World Civilizations I (or Humanities I)..... | 3 |
| HIST | 1013 | World Civilizations II (or Humanities II)..... | 3 |
| HIST | 2003 | American History I..... | 3 |
| HIST | 2013 | American History II..... | 3 |
| HIST | 2473 | Historiography & Research Methods..... | 3 |
| HIST | 4703 | History Capstone..... | 3 |
| | | | 18 hrs. |

History Electives (selected from the following)..... 21 hrs.

American History (at least 6 hours)

| | | |
|------|------|--|
| HIST | 3513 | American Colonial History |
| HIST | 3533 | The American Revolution |
| HIST | 3553 | The United States Constitution |
| HIST | 3593 | The Early Republic |
| HIST | 3613 | The Civil War Era |
| HIST | 3103 | History of the South to Reconstruction |
| HIST | 3573 | American Religious History (cross-listed with RELG 2103, an existing course) |
| HIST | 4113 | The History of South Carolina |
| HIST | 4133 | The Gilded Age and Progressive Era, 1877-1917 |
| HIST | 4153 | America and the Global Crisis, 1917-1945 |
| HIST | 4173 | America Since 1945 |

European History (at least 6 hours)

| | | |
|------|------|----------------------------|
| HIST | 3633 | Ancient History |
| HIST | 3653 | Medieval History |
| HIST | 3673 | The Age of the Renaissance |
| HIST | 4193 | Britain to 1688 |
| HIST | 4213 | Britain Since 1688 |

Non-Western History (at least 6 hours)

| | | |
|------|------|------------------------|
| HIST | 4223 | West Asian History |
| HIST | 4253 | East Asian History |
| HIST | 4273 | African History |
| HIST | 4293 | Latin American History |

Other History Courses

| | | |
|------|---------|--|
| HIST | 4503 | Special Topics in History |
| HIST | 4803 | History Internship |
| HIST | 490-498 | Independent Study (1-3 hours per semester) |
| HIST | 4993 | Honors Research in History |

Summary

| | |
|-------------------------------------|----------|
| General Education Requirements..... | 48 |
| Major Requirements..... | 18 |
| Specified Electives..... | 21 |
| Electives..... | 33 |
| | <hr/> |
| | 120 hrs. |

Requirements for Minor in History

| Specified Courses | Hours |
|--|---------|
| HIST 2473 Historiography & Research Methods..... | 3 hrs. |
| History Electives..... | 15 hrs. |
| | <hr/> |
| Total Hours in Minor | 18 hrs. |

Media Communication

Southern Wesleyan University's Bachelor of Arts in Media Communication degree offers students the opportunity to explore and understand today's mediated world and the role a person of faith can play in it. Students also discover their personal communication style and how to faithfully grow in community by adapting to the communication styles of others. The program of study is comprised of a common core and one of two individual concentrations. Those enrolled in the Media Production concentration will have the opportunity to create digital multi-media projects. Those enrolled in the Mass Media Studies concentration engage in critical examinations of media messages such as those found in film and popular music. Students graduating with a Bachelor of Arts degree in Media Communication will be equipped to pursue diverse career areas such as journalism, public relations, advertising, web-page design, broadcasting or teaching.

The Media Communication program is based around eleven key principles:

Core Principles:

- Human communication is most effective when faithfully grounded in Christian principles of stewardship, service, and community.
- Every communicator must understand the complex dynamics of the communication process and apply theoretical principles to improve one's own communication abilities.
- Mediated communication carries particularly potent power to influence and shape individual conceptions of reality as well as collective social norms.
- An educated comprehension of communication involves rigorous academic study.

Media Production Principles

- Media communication involves clearly and competently communicating across multiple contexts and platforms.
- The core of journalism involves reporting—telling of other people's stories.
- Media communicators must understand the professional standards in their fields of interest.

Mass Media Studies Principles

- Popular culture has an important function in society, shaping collective conversations and behavioral norms on social issues.
- Media criticism seeks deeper understandings of communication exchanges that take place within popular culture, understandings which help shape a Christian response to popular culture.
- Rhetorical theory is the foundation of criticism.
- There are multiple approaches to communication criticism.

Learning Outcomes

Together, these key principles enable the student to:

- articulate multiple perspectives on how the Christian faith informs their practice of communication and how communication informs their understanding and practice of the Christian faith.
- excel at public communication, delivering professional presentations, while incorporating appropriate use of technology.
- articulate the tenets of multiple communication theories and explain their utility for communication.
- articulate the influence of media forms on the communication process.
- identify ethical approaches and apply reasoning skills to help foster mature decision making.
- identify and apply basic techniques of persuasion.
- produce a thorough bibliography of quality resources related to a topic of their interest.
- create competent multi-media projects using advanced non-linear audio and video editing software.
- author competent journalistic-style stories, in both written and multi-media contexts.
- prepare for the professional field by demonstrating excellence in content creation and integrity in demeanor in an internship position.

All students complete COMM4903 Communication Capstone—the concluding course in the major. For those studying in the Media Production concentration, the Capstone is often completed through an off-campus internship. In the past, students have interned at diverse media outlets such as FOX Carolina, The Pickens Sentinel, View Digital Media, and B-

93.7 FM. For students studying in the Mass Media Studies concentration, the Capstone is completed through the authorship of a significant research project, to be submitted to an appropriate academic conference.

Media Communication BA Requirements

All students pursuing the Bachelor of Arts in Media Communication degree must earn 45 hours—27 from a common core and 18 from one of two concentrations: Media Production or Mass Media Studies. No grade below 2.0 will be accepted for credit in the major.

| <u>Media Communication Core</u> | | | <u>Hours</u> |
|---------------------------------|------|---|---------------|
| COMM | 1003 | Intro to Communication Studies..... | 3 |
| COMM | 1203 | History of Media..... | 3 |
| COMM | 2123 | Interpersonal Communication or COMM 2143..... | 3 |
| COMM | 2303 | Persuasion..... | 3 |
| COMM | 3003 | Communication Theory..... | 3 |
| COMM | 3053 | Media Theory..... | 3 |
| COMM | 3703 | Communication and the Christian Faith..... | 3 |
| COMM | 4703 | Communication Ethics..... | 3 |
| COMM | 4903 | Communication Capstone..... | 3 |
| | | | <hr/> 27 hrs. |

| <u>Media Production Concentration</u> | | | |
|---------------------------------------|------|------------------------------------|---------------|
| COMM | 1503 | Multi-Media Production..... | 3 |
| COMM | 2153 | Introduction to Journalism..... | 3 |
| COMM | 2503 | Introduction to Digital Media..... | 3 |
| COMM | 3153 | Reporting..... | 3 |
| COMM | 3753 | Media Law..... | 3 |
| COMM | 4503 | Public Relations..... | 3 |
| | | | <hr/> 18 hrs. |

| <u>Mass Media Studies Concentration</u> | | | |
|--|------|--------------------------------------|---------------|
| COMM | 2403 | Introduction to Popular Culture..... | 3 |
| COMM | 3203 | Rhetorical Theory..... | 3 |
| COMM | 3403 | Media Criticism..... | 3 |
| COMM | 4243 | Media and Society..... | 3 |
| COMM | 4423 | Seminar in Popular Culture..... | 3 |
| + 1 Elective Course from Media Production Concentration or as approved by advisor..... | | | 3 |
| | | | <hr/> 18 hrs. |

All students complete COMM4903 Communication Capstone—the concluding course in the major. For those studying in the Media Production concentration, the Capstone is often completed through an off-campus internship. In the past, students have interned at diverse media outlets such as FOX Carolina, The Pickens Sentinel, View Digital Media, and B-93.7 FM. For students studying in the Mass Media Studies concentration, the Capstone is completed through the authorship of a significant research project, to be submitted to an appropriate academic conference. All communication majors are encouraged to complete a minor in a complementary area of study, such as computer science, business, marketing, or English.

| <u>Summary</u> | | |
|-------------------------------------|--|----------------|
| General Education Requirements..... | | 41 |
| Major Requirements..... | | 45 |
| Electives..... | | 34 |
| | | <hr/> 120 hrs. |

Minor Requirements:

Students pursuing a minor in Media Communication must earn 21 hours, 15 of which must be 300 level or higher, chosen from the following:

| | | |
|------|------|---------------------------------------|
| COMM | 1203 | History of Media |
| COMM | 1503 | Multi-Media Production |
| COMM | 2123 | Interpersonal Communication |
| COMM | 2143 | Intercultural Communication |
| COMM | 2153 | Introduction to Journalism |
| COMM | 2303 | Persuasion |
| COMM | 2403 | Introduction to Popular Culture |
| COMM | 3003 | Communication Theory |
| COMM | 3053 | Media Theory |
| COMM | 3753 | Media Law |
| COMM | 3703 | Communication and the Christian Faith |
| COMM | 4703 | Communication Ethics |
| COMM | 4423 | Seminar in Popular Culture |

Requirements for Minor in TESOL

(Teaching English to Speakers of Other Languages)

| | | |
|------|------|---|
| ENGL | 3103 | Introduction to Principles/Strategies of Teaching ESOL |
| ENGL | 4203 | Modern Grammar and Linguistics |
| ENGL | 4303 | History of the English Language |
| EDUC | 3273 | Methods of Teaching Middle/Secondary School Reading with Field Experience |
| EDUC | 3523 | Curriculum, Instruction, Assessment for General and Special Education |
| ENGL | 4814 | Practicum in TESOL |

Social Studies Secondary Education

Learning Outcomes

- CULTURE AND CULTURAL DIVERSITY-Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture, and cultural diversity.
2. TIME, CONTINUITY, AND CHANGE-Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time.
3. INDIVIDUAL DEVELOPMENT AND IDENTITY-Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.
4. POWER, AUTHORITY, AND GOVERNANCE-Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority, and Governance.

5. PRODUCTION, DISTRIBUTION AND CONSUMPTION-Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the Production, Distribution, and Consumption of goods and services.
6. SCIENCE, TECHNOLOGY, AND SOCIETY- Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Science, Technology, and society.
7. CIVIC IDEALS AND PRACTICES- Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.

Social Studies Secondary Education BA Requirements

Majors must maintain an overall GPA of 2.75 with no grade lower than B- in all Major, Specified General Education, and Professional Education courses in their program.

| Social Studies Course Requirements | | | Hours |
|---|------|--|-------|
| HIST | 1013 | World Civilizations II..... | 3 |
| HIST | 2003 | American History I..... | 3 |
| HIST | 2013 | American History II..... | 3 |
| HIST | 4703 | History Capstone..... | 3 |
| SOSC | 1003 | Introduction to Sociology..... | 3 |
| SOSC | 2133 | World Regional Geography..... or SOSC 2153 Economic Geography | 3 |
| SOSC | 2203 | Introduction to U.S. Government..... | 3 |
| ENON | 2053 | Microeconomics or ECON 2063 Macroeconomics..... | 3 |
| Any two (2) courses in European History (300-level or above)..... | | | 6 |
| History Electives (300-level or above)..... | | | 9 |
| Specified General Education Courses | | | |
| HIST | 1003 | World Civilizations..... | 3 |
| ENGL | 2103 | Speech Communication..... | 3 |
| PSYC | 2003 | General Psychology..... | 3 |
| EDUC | 3423 | Instructional Technology..... | 3 |
| Professional Education Course Requirements | | | |
| EDUC | 1201 | Cornerstone to Education..... | 1 |
| EDUC | 2113 | Foundations of Education..... | 3 |
| EDUC | 3123 | Effective Methods for Middle/Sec School with Field Exp..... | 3 |
| EDUC | 3203 | Introduction to the Exceptional Child..... | 3 |
| EDUC | 3273 | Methods Teach. Middle/Sec. Sch Reading with Field Exp..... | 3 |
| EDUC | 3292 | Classroom Management..... | 2 |
| EDUC | 4163 | Meth. of Teach Social Studies in the Secondary School..... | 3 |
| EDUC | 4502 | Pre-Clinical..... | 2 |
| EDUC | 4628 | Clinical Experience I..... | 8 |
| EDUC | 4638 | Clinical Experience II..... | 8 |
| PSYC | 3113 | Adolescent Psychology..... | 3 |
| Summary | | | |
| General Education Requirements | | | 41 |
| Social Studies Major Courses..... | | | 39 |
| Education Courses | | | 39 |

| | |
|----------------|----------|
| Electives..... | <u>1</u> |
| | 120 hrs. |

DIVISION OF RELIGION

Mari Gonlag, PhD, Chair

The Division of Religion offers a BA in Religion with concentrations in Bible, Children’s Ministry, Christian Ministry, New Testament Greek, Sports Ministry, and Youth Ministry. At the center of our academic enterprise is the Word of God...the Living Word and the written Word. Our overall goal is for our students to be transformed by Christ, the Living Word, and live transformed lives as evidenced by the values, priorities, and personal witness of those who have answered God’s call. Then equipped to study and teach the written Word of God, they will be prepared to serve Christ and His church as pastors, youth pastors, children’s pastors, worship pastors, missionaries, and other ministry leaders.

Learning Outcomes

The learning outcome objectives for those obtaining the BA in Religion are that students will:

1. demonstrate spiritual growth and accountability,
2. demonstrate knowledge and understanding of the Bible,
3. demonstrate knowledge of basic theological concepts,
4. be able to communicate God’s truth in order to make disciples, and
5. understand human development (physical, mental, emotional, and spiritual) and grow in the ability to minister in ways that are developmentally and contextually appropriate.

Ordination

Those preparing for ordination or other ministry credentialing in The Wesleyan Church should consult with their academic advisor to make sure they complete all of the academic requirements for those credentials.

Religion BA Requirements with a Concentration in Christian Ministry

| Major Courses | | | Hours |
|--|--------------|--|-------|
| BIBL | 2373 | Bible Study for Ministry..... | 3 |
| BIBL | 3XX3 or 4XX3 | Upper Division Bible Electives (one in each Testament)..... | 6 |
| NTGK | 2403 | New Testament Greek for Ministry I..... | 3 |
| NTGK | 2413 | New Testament Greek for Ministry II..... | 3 |
| PHIL | 3003 | Intro to Philosophy or PHIL 3013 Ethics..... | 3 |
| RELG | 2551 | Ministry Practicum I..... | 1 |
| RELG | 2703 | Launching Your Ministry..... | 3 |
| RELG | 3013 | Missional Outreach in Ministry..... | 3 |
| RELG | 3043 | Ministry in Cultural Context..... | 3 |
| RELG | 3393 | Theology for Ministry II..... | 3 |
| RELG | 3551 | Ministry Practicum II..... | 1 |
| RELG | 3713 | History of The Wesleyan Church (or RELG 3203 Survey of Christian Denominations for non-Wesleyans)..... | 3 |
| RELG | 3753 | History of Christianity..... | 3 |
| RELG | 4213 | Leading in Ministry..... | 3 |
| RELG | 4223 | The Ministry of Worship..... | 3 |
| RELG | 4233 | Ministry Caregiving..... | 3 |
| RELG | 4463 | Theology of Holiness..... | 3 |
| RELG | 4551 | Ministry Practicum III..... | 1 |
| SPFD | 2153 | Spiritual Formation and Discipleship Ministry..... | 3 |
| <u>Specified General Education Courses</u> | | | |
| BIBL | 1053 | Old Testament Survey for Majors..... | 3 |
| BIBL | 1063 | New Testament Survey for Majors..... | 3 |
| PSYC | 2003 | General Psychology..... | 3 |
| RELG | 3383 | Theology for Ministry I (in place of RELG 2403)..... | 3 |
| RELG | 4203 | The Ministry of Preaching (in place of ENGL 2103)..... | 3 |

Ordination Requirements for the Wesleyan Church

Students who are pursuing ordination or other ministerial credentialing in the Wesleyan Church and who complete the Christian Ministry concentration will also need to complete the following course as an elective in order to fulfill the Wesleyan Church's academic requirement for ordination:

RELG 3422 Faith and Practice of The Wesleyan Church 2

Summary

| | |
|-------------------------------------|-----------------|
| General Education Requirements..... | 41 |
| Major Requirements..... | 54 |
| Electives..... | 25 |
| | <u>120 hrs.</u> |

Religion BA Requirements with a Concentration in Youth Ministry

| Major Courses | | | Hours |
|--|-----------------|---|-------|
| BIBL | 2373 | Bible Study for Ministry..... | 3 |
| BIBL | 3XX3 or 4XX3 | Upper Division Bible Electives (one in each Testament)..... | 6 |
| RELG | 2551 | Ministry Practicum I..... | 1 |
| RELG | 2703 | Launching Your Ministry..... | 3 |
| RELG | 3013 | Missional Outreach in Ministry..... | 3 |
| RELG | 3393 | Theology for Ministry II..... | 3 |
| RELG | 3713 | History of The Wesleyan Church (or RELG 3203 Survey of Christian Denominations for non-Wesleyans)..... | 3 |
| RELG | 3753 | History of Christianity..... | 3 |
| RELG | 4223 | The Ministry of Worship..... | 3 |
| RELG | 4463 | Theology of Holiness..... | 3 |
| RELG | 4551 | Ministry Practicum III..... | 1 |
| SOSC | 1003 | Intro to Sociology or RELG 3043 Ministry in Cultural Context..... | 3 |
| SPFD | 2153 | Spiritual Formation and Discipleship Ministry..... | 3 |
| SPFD | 3013 | Teaching for Spiritual Impact..... | 3 |
| SPFD | 3551 | Spiritual Formation and Discipleship Practicum..... | 1 |
| SPFD | 4491 | Spiritual Formation and Discipleship Seminar..... | 1 |
| SPFD | 4403 | Family Life Ministry..... | 3 |
| YMIN | 2103 | Foundations for Youth Ministry..... | 3 |
| YMIN | 3103 | Camps and Retreats Leadership..... | 3 |
| YMIN | 4423 | Administration of Youth Ministry..... | 3 |
| YMIN | 4433 | Adolescent Care..... | 3 |
| <u>Specified General Education Courses</u> | | | |
| BIBL | 1053 | Old Testament Survey for Majors..... | 3 |
| BIBL | 1063 | New Testament Survey for Majors..... | 3 |
| PSYC | 2003 | General Psychology..... | 3 |
| RELG | 3383 | Theology for Ministry I (in place of RELG 2403)..... | 3 |
| RELG | 4203 | The Ministry of Preaching (in place of ENGL 2103)..... | 3 |

It is recommended that students in the Youth Ministry concentration elect to take additional Bible and religion courses.

Ordination Requirements for the Wesleyan Church

Students who are pursuing ordination in the Wesleyan Church and who complete the Youth Ministry concentration in the Division of Religion will also need to find ways to complete the following courses as electives in order to fulfill the Wesleyan Church's academic requirement for ordination:

| | | |
|------|------|---|
| PHIL | 3003 | Intro to Philosophy or 3013 Ethics |
| RELG | 3422 | Faith & Practice of The Wesleyan Church |

Summary

| | |
|--------------------------------------|----------|
| General Education Requirements | 41 |
| Major Requirements..... | 58 |
| Electives..... | 21 |
| | <hr/> |
| | 120 hrs. |

Religion BA Requirements with a Concentration in Children's Ministry

| Major Courses | | | Hours |
|-------------------------------------|-----------------|--|-------|
| BIBL | 2373 | Bible Study for Ministry..... | 3 |
| BIBL | 3XX3 or 4XX3 | Upper Division Bible Electives (one in each Testament)..... | 6 |
| RELG | 3103 | Child Psychology..... | 3 |
| RELG | 2551 | Ministry Practicum I..... | 1 |
| RELG | 2703 | Launching Your Ministry..... | 3 |
| RELG | 3013 | Missional Outreach in Ministry..... | 3 |
| RELG | 3043 | Ministry in Cultural Context..... | 3 |
| RELG | 3393 | Theology for Ministry II | 3 |
| RELG | 3713 | History of the Wesleyan Church (or RELG 3203 Survey of Christian Denominations for non-Wesleyans) | 3 |
| RELG | 3753 | History of Christianity..... | 3 |
| RELG | 4223 | The Ministry of Worship..... | 3 |
| RELG | 4233 | Ministry Caregiving | 3 |
| RELG | 4463 | Theology of Holiness..... | 3 |
| RELG | 4551 | Ministry Practicum III..... | 1 |
| SPFD | 2153 | Spiritual Formation and Discipleship Ministry..... | 3 |
| SPFD | 2303 | Ministry to Children..... | 3 |
| SPFD | 3013 | Teaching for Spiritual Impact..... | 3 |
| SPFD | 3303 | Spiritual Formation & Discipleship Ministry in the Local Church or RELG 4213 Leading in Ministry..... | 3 |
| SPFD | 3551 | Spiritual Formation and Discipleship Practicum..... | 1 |
| SPFD | 4403 | Family Life Ministry..... | 3 |
| SPFD | 4491 | Spiritual Formation and Discipleship Seminar..... | 1 |
| | | | |
| Specified General Education Courses | | | |
| BIBL | 1053 | Old Testament Survey for Majors..... | 3 |
| BIBL | 1063 | New Testament Survey for Majors..... | 3 |
| PSYC | 2003 | General Psychology..... | 3 |
| RELG | 3383 | Theology for Ministry I (in place of RELG 2403)..... | 3 |
| RELG | 4203 | The Ministry of Preaching (in place of ENGL 2103)..... | 3 |

It is recommended that students in the Children's Ministry concentration elect to take additional Bible and religion courses.

Ordination Requirements for the Wesleyan Church

Students who are pursuing ordination in the Wesleyan Church and who complete the Children's Ministry concentration in the Division of Religion will also need to find ways to complete the following courses as electives in order to fulfill the Wesleyan Church's academic requirement for ordination:

| | | |
|------|------|---|
| PHIL | 3003 | Intro to Philosophy or 3013 Ethics |
| RELG | 3422 | Faith & Practice of The Wesleyan Church |

Summary

| | |
|-------------------------------------|----------|
| General Education Requirements..... | 41 |
| Major Requirements..... | 58 |
| Electives..... | 21 |
| | 120 hrs. |

Religion BA Requirements with a Concentration in Sports Ministry

| Major Courses | | | Hours |
|---------------|-----------------|---|-------|
| BIBL | 2373 | Bible Study for Ministry..... | 3 |
| BIBL | 3XX3 or 4XX3 | Upper Division Bible Electives (one in each Testament)..... | 6 |
| PSYC | 3113 | Adolescent Psychology..... | 3 |
| RECR | 2003 | Intro. to Recreation..... | 3 |
| RECR | 3023 | Admin. Recreation & Sports Services..... | 3 |
| RECR | 4613 | Internship in Recreation or RELG 4533..... | 3 |
| RELG | 2703 | Launching Your Ministry..... | 3 |
| RELG | 3013 | Missional Outreach in Ministry..... | 3 |
| RELG | 3393 | Theology for Ministry II..... | 3 |
| RELG | 4463 | Theology of Holiness..... | 3 |
| SPFD | 3013 | Teaching for Spiritual Impact..... | 3 |
| YMIN | 2103 | Foundations for Youth Ministry..... | 3 |
| YMIN | 3103 | Camps and Retreats Leadership..... | 3 |
| YMIN | 4433 | Adolescent Care..... | 3 |

Specified General Education Courses

| | | | |
|------|------|---|---|
| ASTH | 2053 | Music and Art Appreciation or ASTH 4013..... | 3 |
| BIBL | 1053 | Old Testament Survey for Majors..... | 3 |
| BIBL | 1063 | New Testament Survey for Majors..... | 3 |
| BIOL | 1054 | Survey of Anatomy & Physiology..... | 3 |
| CPSC | 1103 | Intro to Computers or CPSC 1113..... | 3 |
| HIST | 1063 | Survey of World Civilization or HIST 2053..... | 3 |
| MATH | 1053 | Quantitative Reasoning or MATH 1033, 2153, or 2504..... | 3 |
| PSYC | 2003 | General Psychology..... | 3 |
| RELG | 3383 | Theology for Ministry I (in place of RELG 2403)..... | 3 |
| RELG | 4203 | The Ministry of Preaching (in place of ENGL 2103)..... | 3 |

Coaching Track

| | | | |
|------|------|---|---|
| PHED | 3012 | Prin., Ethics, and Issues of Athletic Coaching..... | 2 |
| PHED | 3023 | Prevention & Treatment of Athletic Injuries..... | 3 |
| PHED | 3152 | Methods of Physical Activity..... | 2 |
| PHED | 3XX2 | Methods Course..... | 2 |

Outdoor Education Track

| | | | |
|-------------------------------------|------|-------------------------------------|----------|
| RECR | 1081 | Recreational Kayaking..... | 1 |
| RECR | 1122 | Wilderness Leadership Skills..... | 2 |
| RECR | 1131 | Cooperative Recreational Games..... | 1 |
| RECR | 3173 | Outdoor Recreation..... | 3 |
| RECR | 400X | Two additional hours..... | 2 |
| Summary | | | |
| General Education Requirements..... | | | 41 |
| Major Requirements..... | | | 54 |
| Electives..... | | | 25 |
| | | | 120 hrs. |

Religion BA Requirements with a Concentration in Bible

| Major Courses | | | Hours |
|--|------|---|----------|
| BIBL | 2373 | Bible Study for Ministry..... | 3 |
| BIBL | | Bible Electives (must represent at least 6 hours in both Testaments; @ least 12 hours of upper division courses)..... | 15 |
| BIBL | 4893 | Survey of Biblical Study..... | 3 |
| NTGK | 2403 | New Testament Greek for Ministry I..... | 3 |
| NTGK | 2413 | New Testament Greek for Ministry II..... | 3 |
| RELG | 3503 | Apologetics..... | 3 |
| RELG | 3753 | History of Christianity..... | 3 |
| One of the following:..... | | | 1 |
| RELG | 2901 | Personal Bible Study | |
| RELG | 2921 | Christian Devotional Classics | |
| RELG | 2931 | Theology & Practice of Prayer | |
| <u>Specified General Education Courses</u> | | | |
| BIBL | 1053 | Old Testament Survey for Majors..... | 3 |
| BIBL | 1063 | New Testament Survey for Majors..... | 3 |
| PSYC | 2003 | General Psychology..... | 3 |
| RELG | 4203 | The Ministry of Preaching (in place of ENGL 2103)..... | 3 |
| Summary | | | |
| General Education Requirements..... | | | 41 |
| Major Requirements..... | | | 34 |
| Electives..... | | | 45 |
| | | | 120 hrs. |

Religion BA Requirements with a Concentration in New Testament Greek

| Major Courses | | | Hours |
|--|------|--|----------|
| BIBL | 4893 | Survey of Biblical Study..... | 3 |
| NTGK | 2403 | New Testament Greek for Ministry I..... | 3 |
| NTGK | 2413 | New Testament Greek for Ministry II..... | 3 |
| NTGK | 3223 | N. T. Greek Exegesis I..... | 3 |
| NTGK | 3233 | N. T. Greek Exegesis II..... | 3 |
| NTGK | 4xxx | N. T. Greek Electives..... | 12 |
| RELG | 3503 | Apologetics..... | 3 |
| RELG | 3753 | History of Christianity..... | 3 |
| <u>One of the following:</u> | | | 1 |
| RELG | 2901 | Personal Bible Study | |
| RELG | 2921 | Christian Devotional Classics | |
| RELG | 2931 | Theology & Practice of Prayer | |
| <u>Specified General Education Courses</u> | | | |
| BIBL | 1053 | Old Testament Survey for Majors..... | 3 |
| BIBL | 1063 | New Testament Survey for Majors..... | 3 |
| PSYC | 2003 | General Psychology..... | 3 |
| RELG | 3383 | Theology for Ministry I (in place of RELG 2403)..... | 3 |
| RELG | 4203 | The Ministry of Preaching (in place of ENGL 2103)..... | 3 |
| <u>Summary</u> | | | |
| General Education Requirements..... | | | 41 |
| Major Requirements..... | | | 34 |
| Electives..... | | | 45 |
| | | | 120 hrs. |

Requirements for Minor in Youth Ministry

| Twenty (20) hours as follows: | | | Hours |
|-------------------------------|------|---|-------|
| BIBL | | Bible Elective..... | 3 |
| SPFD | 3013 | Teaching for Spiritual Impact..... | 3 |
| SPFD | 3551 | Spiritual Formation & Discipleship Practicum..... | 1 |
| SPFD | 4491 | Spiritual Formation and Discipleship Seminar..... | 1 |
| YMIN | 2103 | Foundations of Youth Ministry..... | 3 |
| YMIN | 3103 | Camps & Retreats Leadership..... | 3 |
| YMIN | 4423 | Admin. of Youth Ministry..... | 3 |
| YMIN | 4433 | Adolescent Care..... | 3 |

Requirements for Minor in Spiritual Formation and Discipleship

| <u>Twenty (20) hours as follows:</u> | | | Hours |
|--------------------------------------|------|---|-------|
| BIBL | | Bible Elective..... | 3 |
| PSYC | 3123 | Human Growth and Development..... | 3 |
| SPFD | 3013 | Teaching for Spiritual Impact..... | 3 |
| SPFD | 3303 | Spiritual Formation & Discipleship Ministry in the Local Church or RELG 4213 Leading in Ministry | 3 |
| SPFD | 3551 | Spiritual Formation and Discipleship Practicum | 1 |
| SPFD | 4491 | Spiritual Formation and Discipleship Seminar..... | 1 |
| <u>Two of the following:</u> | | | 6 |
| SPFD | 2303 | Ministry to Children | |
| SPFD | 4303 | Ministry with Adults | |
| YMIN | 2103 | Foundations of Youth Ministry | |

Requirements for Minor in Bible

| <u>Twenty (20) hours as follows:</u> | | | Hours |
|--------------------------------------|------|---|-------|
| BIBL | 2373 | Bible Study for Ministry | 3 |
| BIBL | | Bible (BIBL) courses beyond general education..... | 6 |
| BIBL | 4893 | Survey of Biblical Study..... | 3 |
| RELG | 3043 | Ministry in Cultural Context | 3 |
| RELG | 3503 | Apologetics | 3 |
| SPFD | 3551 | Spiritual Formation and Discipleship Practicum..... | 1 |
| SPFD | 4491 | Spiritual Formation and Discipleship Seminar or RELG 3011 Missions Seminar or RELG 3001 Religion Seminar | 1 |

Requirements for Minor in Mission Studies

| <u>Twenty-three (23) hours as follows:</u> | | | Hours |
|--|------|--|-------|
| BIBL | | Bible Elective..... | 3 |
| RELG | 3013 | Missional Outreach in Ministry | 3 |
| RELG | 2123 | Religions of the World..... | 3 |
| RELG | 2803 | Biblical Foundations of Christian Mission..... | 3 |
| RELG | 3011 | Mission Seminar..... | 1 |
| RELG | 3031 | Practicum in Cross-Cultural Missions..... | 1 |
| RELG | 3703 | History of Christian Mission..... | 3 |
| RELG | 3803 | Contemporary Mission Strategies..... | 3 |
| SOSC | 2003 | Cultural Anthropology or RELG 3043 Ministry in Cultural Context | 3 |

Requirements for Minor in Christian Worship

| Twenty-four (24) hours as follows: | | | Hours |
|--|------|--|-------|
| MUSC | 3093 | Hymnology..... | 3 |
| MUSC | 3413 | Worship Music in Today's Church..... | 3 |
| RELG | 3423 | Planning and Leading Worship..... | 3 |
| RELG | 4223 | The Ministry of Worship..... | 3 |
| COMM | 1503 | Multimedia Production..... | 3 |
| Music Majors Track (9 hours) | | | |
| COMM | 3703 | Communication and the Christian Faith..... | 3 |
| MUSC | 4016 | Church Music Practicum..... | 6 |
| Religion and Other Majors Track (9 hours) | | | |
| MUSC | 1002 | Fundamentals of Music..... | 2 |
| MUSC | 1511 | Ensemble..... | 1 |
| MUSC | 1531 | Ensemble..... | 1 |
| MUSC | 1631 | Non-major Applied Music..... | 1 |
| MUSC | 1691 | Non-major Applied Music..... | 1 |
| RELG | 4623 | Worship Practicum..... | 3 |

Requirements for Minor in Religious Studies

Nineteen (19) hours as follows:

| | |
|------|--|
| BIBL | Any Bible course (except BIBL 1003, 1013, 1023, 1053, 1063, 2013, 490x-498x, 5xx3) |
| SPFD | Any SPFD course (except SPFD 430 or 490) |
| RELG | Any Religion course (except RELG 2403) |
| YMIN | Any YMIN course |

DIVISION OF SCIENCE

Rocky Nation, PhD, Chair

The Division of Science offers the BA degree with a major in chemistry; and the BS degree with majors in applied computer science, biology, biology education, chemistry, forensic science, computer information systems, mathematics, mathematics education, pre-medicine, pre-dentistry, exercise science, and environmental studies. Additional courses are offered in physics and physical science. The chair of the division and the health professions advisor are available to assist students wishing to prepare for graduate or professional school, such as medical school, graduate study in a science field, physical therapy, or health information administration, or who wish to transfer to a specialized program such as nursing, veterinary medicine, podiatry, or cytotechnology.

All majors in the division are required to take a comprehensive oral examination during their senior year. All majors in biology, biology education, chemistry, forensic science, mathematics, mathematics education, pre-medicine, or pre-dentistry are required to take the Major Field Test in the major area as freshmen and as seniors. In addition, biology education and mathematics education majors are required to take the Praxis II exams.

Biological Sciences Majors

There are three biological science majors at Southern Wesleyan University (SWU): biology, biology education, premedical. Any of the three majors could prepare you for teaching, graduate school in various biological or biochemical areas, medically related graduate work in medicine, physician's assistant, dentistry, nursing, occupational and physical therapy, pharmacy, and veterinary medicine, as well as working for DHEC, EPA, OSHA and other such organizations, working as an ecologist or in environmental testing, working as a forensic scientist or as a microbiologist, as well as many other professional opportunities.

Learning Outcomes

Students completing these majors or degrees are expected to have:

- Demonstrated the ability to integrate faith with learning in biology and the ability to discuss ethical implications, even at the global level in biology.
- Developed competency in cellular biology
- Developed competency in molecular biology and genetics
- Developed competency in organismal biology, including botany, zoology, microbiology, and anatomy and physiology
- Developed competency in population biology and ecology
- Developed competency in the use of many tools utilized in biology: microscopes (i.e., brightfield, inverted, phase contrast, fluorescent, polarizing), electrophoresis, various types of chromatography, cell culture techniques, various types of spectrophotometry, computerize data acquisition in physiology, and other techniques
- For Biology Education, developed the professional knowledge areas prescribed by the state of South Carolina as determined by the Praxis for Principles of Learning and Teaching.

Biology

Biology BS Requirements

| Major Courses 26 credit hours (all must be taken) | | | Hours |
|---|------|--|-------|
| BIOL | 1004 | General Biology – Molecular..... | 4 |
| BIOL | 1014 | General Biology – Organismal..... | 4 |
| SEMR | 2021 | Natural Science Cornerstone Seminar..... | 1 |
| BIOL | 3313 | Bioethics..... | 3 |
| BIOL | 3504 | Genetics..... | 4 |
| SEMR | 4501 | Natural Science Capstone Seminar..... | 1 |
| SEMR | 2051 | Scientific Literacy..... | 1 |
| CHEM | 1004 | General Chemistry I..... | 4 |
| CHEM | 1054 | General Chemistry II..... | 4 |

| Specified Requirements | | | Hours |
|---|-----------|--------------------------------------|--------|
| <u>Molecular/Cellular Group (choose at least one)</u> | | | 3 or 4 |
| BIOL | 3033 | Immunology | |
| BIOL | 3104 | Microbiology | |
| BIOL | 3254 | Biochemistry | |
| BIOL | 3454 | Cellular and Molecular Biology | |
| BIOL | 4273 | Developmental Biology | |
| <u>Physiology Group (choose at least one)</u> | | | 3 or 4 |
| BIOL | 3204 | Human Anatomy & Physiology I | |
| BIOL | 3214 | Human Anatomy & Physiology II | |
| BIOL | 3404 | Physiology of Behavior | |
| BIOL | 4353/4354 | Comparative/Environmental Physiology | |
| <u>Organismal Group (choose at least one)</u> | | | 3 or 4 |
| BIOL | 2024 | Botany | |
| BIOL | 2034 | Zoology | |
| BIOL | 3303 | Animal Behavior | |
| BIOL | 2353 | Ornithology | |
| BIOL | 2454 | Introduction to Animal Science | |
| <u>Environmental Group (choose at least one)</u> | | | 3 or 4 |
| BIOL | 2504 | Ecology | |
| BIOL | 2074 | Environmental Science | |
| BIOL | 2373 | Conservation Biology | |
| BIOL | 3074 | Field Biology | |
| BIOL | 3174 | Aquatic and Wetland Biology | |
| BIOL | 3653 | The Ecology of South Carolina | |

+ Electives (9-12 credit hours of science courses 200-level or above)

Students wanting to go to graduate school for biological sciences, in addition to the above, may need to take the following, so faculty advisor will advise majors appropriately:

| | | |
|------|------|----------------------|
| CHEM | 2504 | Organic Chemistry I |
| CHEM | 2514 | Organic Chemistry II |
| PHYS | 2044 | General Physics I |
| PHYS | 2054 | General Physics II |
| MATH | 2504 | Calculus I |

A course in statistics is strongly recommended.

Depending on various graduate programs, students may need to take other specific courses and faculty advisors will help students make appropriate decisions.

| Summary | |
|-------------------------------------|----------------|
| General Education Requirements..... | 41 |
| Major Requirements..... | 26 |
| Specified Requirements..... | 16 |
| Electives..... | 37 |
| | <hr/> 120 hrs. |

Pre-Medicine and Pre-Dentistry BS Requirements

Learning Outcomes

Students completing these majors or degrees are expected to have:

- Demonstrated the ability to integrate faith with learning in biology and the ability to discuss ethical implications, even at the global level in biology.
- Developed competency in cellular biology
- Developed competency in molecular biology and genetics
- Developed competency in organismal biology, including botany, zoology, microbiology, and anatomy and physiology
- Developed competency in population biology and ecology
- Developed competency in the use of many tools utilized in biology: microscopes (i.e., brightfield, inverted, phase contrast, fluorescent, polarizing), electrophoresis, various types of chromatography, cell culture techniques, various types of spectrophotometry, computerize data acquisition in physiology, and other techniques
- For Biology Education, developed the professional knowledge areas prescribed by the state of South Carolina as determined by the Praxis for Principles of Learning and Teaching.

Southern Wesleyan University offers work preparing students to enter medical and dental schools. The following suggested courses meet the entrance requirements of most medical and dental schools.

| Required Courses | | | Hours |
|---------------------------------------|------|--|----------------|
| BIOL | 1004 | Biology – Molecular..... | 4 |
| BIOL | 1014 | Biology – Organismal..... | 4 |
| SEMR | 2021 | Natural Science Cornerstone Seminar..... | 1 |
| BIOL | 2074 | Environmental Science or BIOL 2254 Ecology..... | 4 |
| BIOL | 3104 | Microbiology..... | 4 |
| BIOL | 3204 | Human Anatomy & Physiology I..... | 4 |
| BIOL | 3214 | Human Anatomy & Physiology II..... | 4 |
| BIOL | 3254 | Biochemistry..... | 4 |
| BIOL | 3313 | Bioethics..... | 3 |
| BIOL | 3454 | Cellular & Molecular Biology..... | 4 |
| BIOL | 3504 | Genetics..... | 4 |
| SEMR | 4501 | Natural Science Capstone Seminar..... | 1 |
| CHEM | 1054 | General Chemistry II..... | 4 |
| CHEM | 2504 | Organic Chemistry I..... | 4 |
| CHEM | 2514 | Organic Chem. II (some schools may require CHEM 3404 Inorganic Analysis additionally, or in place of CHEM 2514) | 4 |
| PHYS | 2044 | Physics I..... | 4 |
| PHYS | 2054 | Physics II..... | 4 |
| SEMR | 2051 | Scientific Literacy..... | 1 |
| STAT | 3203 | Statistics..... | 3 |
| BIOL | | 200-400 level Biology electives..... | 4 |
| Specified General Education | | | |
| CHEM | 1004 | General Chemistry I..... | 4 |
| MATH | 2504 | Calculus I..... | 4 |
| PSYC | 2004 | General Psychology..... | 4 |
| SOSC | 1003 | Intro to Sociology..... | 3 |
| Summary | | | |
| General. Education. Requirements..... | | | 42 |
| Major Requirements..... | | | 63/64 |
| Electives..... | | | 14/15 |
| | | | <hr/> 120 hrs. |

Recommended

MATH

2514

Calculus II

We recommend that students gain practical-work experience related to the proposed field of study. The students should inform the health professions advisor as to the school(s) they hope to enter, and check that school's publications for other requirements. Medical and dental schools do not specify an undergraduate major. They require admission tests, and usually have specific course requirements, but no sequence of courses will guarantee acceptance. Southern Wesleyan University graduates majoring in biology, chemistry, and pre-medical/pre-dental have been accepted to medical or dental schools.

Biology Education BS Requirements

Majors must maintain an overall GPA of 2.75 with no grade lower than B- in all Major, Specified General Education, and Professional Education courses in their program.

Learning Outcomes

Students completing these majors or degrees are expected to have:

- Demonstrated the ability to integrate faith with learning in biology and the ability to discuss ethical implications, even at the global level in biology.
- Developed competency in cellular biology
- Developed competency in molecular biology and genetics
- Developed competency in organismal biology, including botany, zoology, microbiology, and anatomy and physiology
- Developed competency in population biology and ecology
- Developed competency in the use of many tools utilized in biology: microscopes (i.e., brightfield, inverted, phase contrast, fluorescent, polarizing), electrophoresis, various types of chromatography, cell culture techniques, various types of spectrophotometry, computerize data acquisition in physiology, and other techniques
- For Biology Education, developed the professional knowledge areas prescribed by the state of South Carolina as determined by the Praxis for Principles of Learning and Teaching.

NSTA Standard 1: Content Knowledge

Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

NSTA Standard 2: Content Pedagogy

Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.

NSTA Standard 3: Learning Environments

Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

NSTA Standard 4: Safety

Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

NSTA Standard 5: Impact on Student Learning

Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

Standard 6: Professional Knowledge and Skills

Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

| Major Courses | | | Hours |
|---------------|------|---|-------|
| BIOL | 1004 | General Biology – Molecular..... | 4 |
| BIOL | 1014 | General Biology – Organismal..... | 4 |
| SEMR | 2021 | Natural Science Cornerstone Seminar..... | 1 |
| BIOL | 2254 | Ecology or BIOL 2074 Environmental Science..... | 4 |
| BIOL | 3104 | Microbiology..... | 4 |
| BIOL | 3204 | Human Anatomy & Physiology I..... | 4 |
| BIOL | 3214 | Human Anatomy & Physiology II..... | 4 |
| BIOL | 3313 | Bioethics..... | 3 |
| BIOL | 3454 | Cellular/Molecular Biol..... | 4 |
| BIOL | 3504 | Genetics..... | 4 |
| SEMR | 4501 | Natural Science Capstone Seminar..... | 1 |
| CHEM | 1054 | General Chemistry II..... | 4 |
| PHYS | 2044 | Physics I..... | 4 |
| PHYS | 2054 | Physics II..... | 4 |
| SEMR | 2051 | Scientific Literacy..... | 1 |

A course in statistics is strongly recommended.

Specified General Education Courses

| | | | |
|------|------|--------------------------|---|
| CHEM | 1004 | General Chemistry I..... | 4 |
| MATH | 1033 | Applied Calculus..... | 3 |
| PSYC | 2003 | General Psychology..... | 3 |

Professional Education Courses

| | | | |
|------|------|--|---|
| EDUC | 1201 | Cornerstone to Education..... | 1 |
| EDUC | 2113 | Foundations of Education..... | 3 |
| EDUC | 3123 | Effective Methods for Mid/Sec. Sch with Field Exp..... | 3 |
| EDUC | 3183 | Ethics in Education..... | 3 |
| EDUC | 3203 | Introduction to the Exceptional Child..... | 3 |
| EDUC | 3273 | Methods of Teaching. Mid/Sec Sch Reading with Field Exp... | 3 |
| EDUC | 3292 | Classroom Management..... | 2 |
| EDUC | 3423 | Instructional Technology..... | 3 |
| EDUC | 4203 | Methods Teaching Science Secondary School..... | 3 |
| EDUC | 4502 | Preclinical Experience..... | 2 |
| EDUC | 4628 | Clinical Experience I*..... | 8 |
| EDUC | 4638 | Clinical Experience II*..... | 8 |
| PSYC | 3113 | Adolescent Psychology..... | 3 |

Summary

| | |
|--|----------|
| General Education Requirements..... | 41 |
| Major Requirements..... | 50 |
| Professional Education Requirements..... | 45 |
| | 136 hrs. |

*EDUC 4628 Clinical Experience I and EDUC 4638 Clinical Experience II requires a B- minimum grade with an overall GPA of 2.75. Admittance into Lock I requires an overall GPA of 2.75.

Add-On Middle-School Content Certificate Program for Secondary Education

| Courses | | | Hours |
|---------|------|---|-------|
| EDUC | 3383 | Curriculum for the Middle School with Field Experience..... | 3 |
| PSYC | 3113 | Adolescent Psychology..... | 3 |
| EDUC | 3273 | Methods of Teaching. Mid/Sec Sch Reading with Field Exp... | 3 |

There is no additional content required for secondary teachers adding the same content field at the middle level. For add-on not within the same content field, 15 hours in the specified middle school level content or a minor in content area is required.

Biology Minor Requirements:

| Twenty-four (24) hours as follows: | | | Hours |
|---|------|--|-------|
| BIOL | 1004 | General Biology – Molecular..... | 4 |
| BIOL | 1014 | General Biology – Organismal..... | 4 |
| One each from the following categories (as indicated in the Biology BS requirements): | | | |
| | | Any Molecular/Cellular course, including BIOL 3504 | 4 |
| | | Any Physiology course | 4 |
| | | Any Organismal course | 4 |
| | | Any Environmental course | 4 |

Environmental Studies

The Environmental Studies program at Southern Wesleyan University incorporates the conceptual focus areas of ecology, natural history, environmental economics, environmental law and policy, sustainability, and creation care into a curriculum that addresses current trends in research, public interest, and employment growth. The goal of the program is to create an engaging, relevant, multi-disciplinary program of study that prepares students for a variety of career opportunities in environmental consulting, environmental services, environmental education, and research arenas as well as for graduate degree programs in a variety of related fields. In addition to exploring scientific theory and practice, knowledge of the natural world, and legal issues, the Environmental Studies curriculum integrates the creation care elements of stewardship, ethics, and wilderness spirituality into the existing environmental dialogue.

Learning Outcomes

Students completing this degree are expected to be able to exhibit and demonstrate understanding of the following central ideas and concepts:

- Distributions and abundances of species are not random and there are usually underlying causes that can be investigated and uncovered.
- The maintenance of Earth's biodiversity is of utmost importance and there are many factors which influence biodiversity.
- Familiarity with local flora and fauna and the ability to identify common species by sight and sound are rare and valuable skills.
- There are fundamental principles, practical benefits, appropriate methods, and unique challenges inherent to the concept of sustainability in the 21st century.
- Knowledge of environmental law and policy at local, national, and international levels is necessary for effectively understanding the range of environmental issues existing today.
- The role of the natural world in spiritual formation has significant historical roots and there are substantial reasons to promote the care of creation.

Environmental Studies BS Requirements

| Major Courses | | | Hours |
|---------------|------|--|-------|
| BIOL | 1014 | General Biology-Organismal..... | 4 |
| SEMR | 2021 | Natural Science Cornerstone Seminar..... | 1 |
| SEMR | 2051 | Scientific Literacy..... | 1 |
| BIOL | 2074 | Environmental Science..... | 4 |
| BIOL | 2254 | Ecology..... | 4 |
| BIOL | 2373 | Conservation Biology..... | 3 |
| BIOL | 3313 | Bioethics..... | 3 |
| CHEM | 1004 | General Chemistry I..... | 4 |
| CHEM | 1054 | General Chemistry II..... | 4 |
| ECON | 2203 | Environmental Economics..... | 3 |
| SEMR | 2201 | Wilderness and Spirituality..... | 1 |
| SEMR | 2301 | Sustainability..... | 1 |
| SEMR | 3201 | Intro to GIS..... | 1 |
| SEMR | 3301 | Environmental Law & Policy..... | 1 |
| STAT | 3203 | Statistics..... | 3 |
| BIOL | 4003 | Research/Internship..... | 3 |
| | | | 41 |

Choose at least **three** of the following:

| | | |
|------|------|--------------------------------------|
| BIOL | 2024 | Botany |
| BIOL | 2034 | Zoology |
| BIOL | 2353 | Ornithology |
| BIOL | 3074 | Field Biology |
| BIOL | 3174 | Aquatic and Wetland Biology |
| BIOL | 3303 | Animal Behavior |
| BIOL | 3653 | Ecology of SC – Mountains to Sea |
| BIOL | 3853 | Wildlife and Natural Resource Mgmt |
| GEOL | xxx4 | An appropriate course in Geology |
| | xxx4 | An appropriate course in Meteorology |

Choose **one** of the following:

| | | |
|------|------|--|
| BIOL | 3104 | Microbiology |
| BIOL | 4354 | Comparative and Environmental Physiology |

Choose **one** of the following:

| | | |
|------|------|--------------------|
| PSYC | 2003 | General Psychology |
| SOSC | 1003 | Intro to Sociology |

**Students planning to attend graduate school may need to take one or more of the following courses; faculty will advise accordingly:*

| | | |
|------|------|----------------------|
| CHEM | 2504 | Organic Chemistry I |
| CHEM | 2514 | Organic Chemistry II |
| PHYS | 2044 | General Physics I |
| PHYS | 2054 | General Physics II |
| MATH | 2504 | Calculus I |

Summary

| | |
|-------------------------------------|----|
| General Education Requirements..... | 41 |
| Major Requirements..... | 41 |
| Electives..... | 38 |

Requirements for Minor in Environmental Studies

Twenty-one to twenty-six (21-26) hours as follows:

Choose **three** of the following: (9 – 12 hours)

| | | |
|------|------|--|
| BIOL | 2074 | Environmental Science |
| BIOL | 2254 | Ecology |
| BIOL | 2373 | Conservation Biology |
| BIOL | 3074 | Field Biology |
| BIOL | 3174 | Aquatic/Wetlands Biology |
| BIOL | 3653 | Ecology of SC – Mountains to Sea |
| BIOL | 3853 | Wildlife and Natural Resource Management |
| BIOL | 4354 | Comp/Env Physiology |
| ECON | 2203 | Environmental Economics |

Choose **three** of the following: (10 – 12 hours)

| | | |
|------|------|-----------------|
| BIOL | 2024 | Botany |
| BIOL | 2034 | Zoology |
| BIOL | 2353 | Ornithology |
| BIOL | 2xx4 | Herpetology |
| BIOL | 2454 | Animal Science |
| BIOL | 3303 | Animal Behavior |

Choose **two** of the following: (2 hours)

| | | |
|------|------|-----------------------------|
| SEMR | 2201 | Wilderness and Spirituality |
| SEMR | 2301 | Sustainability |
| SEMR | 3201 | Intro to GIS |
| SEMR | 3301 | Environmental Law & Policy |

Chemistry

Chemistry, also known as the central science, is the study of everything around us, the changes that they undergo, and man's interaction with the environment. Knowledge of the principles of chemistry can facilitate understanding of other sciences, including physics, biology, geology, astronomy, oceanography, engineering, and medicine. What is unique about a chemistry degree is that graduates can move to other areas of science such as biochemistry, biology, clinical laboratory sciences, geology, forensic sciences, environmental sciences, engineering and medicine very easily for post graduate studies. Chemistry graduates can do anything from Pharmacy, Petroleum Engineering, Chemical engineering, Polymer Engineering, Materials Engineering, Renewable Energy Engineering, Drug production (Medicinal Chemistry, Analytical Chemistry), Food technology, textile Technology, etc. This major is open to whoever is interested in an exciting, dynamic, and challenging research career involving problem solving in industries and government agencies (EPA, FBI, NIH, DOE, DOH, DHS, NSF) and national/educational research facilities.

Learning Outcomes

Students completing these majors or degrees will:

- be expected to approach current ethical issues from a biblical perspective.
- be able to comprehend, explain, and analyze chemical phenomena at the subatomic, atomic, and molecular levels related to inorganic, organic, and physical chemistry, and utilize appropriate chemical analysis techniques and standard laboratory equipment.
- be able to locate, comprehend, and communicate about scientific literature, and present literature and laboratory findings in oral and written form.
- demonstrate a thorough knowledge of the use and structure of the periodic table, the ability to balance chemical equations, the ability to use stoichiometric relationships in chemical equations, to use chromatography, titrate a solution, use an electronic balance, pipet properly and identify unknowns.

- understand the basics of phase change thermodynamics, be able to discuss and analyze energy transfer in a chemical reaction, and demonstrate the principles behind qualitative and quantitative analysis.
- be able to recognize the major functional groups, be able to demonstrate the use of the IUPAC rules for nomenclature of organic compounds, and possess the ability to interpret mass spectrometry spectra and proton NMR spectra of relatively simple compounds, use UV to NIR spectrophotometers, chromatography techniques, and electrophoresis properly.
- be able to recognize, produce, and solve linear and quadratic equations, slopes and intercepts, and apply these concepts to chemical phenomena. They should be able to relate first and second derivatives to spectral interpretation and should understand the meaning and use of integrals of two and three dimensional representations.

Chemistry BA Requirements

| Major Courses | | | Hours |
|---------------|------|--|-------|
| CHEM | 1054 | General Chemistry II..... | 4 |
| SEMR | 2021 | Natural Science Cornerstone Seminar..... | 1 |
| CHEM | 2504 | Organic Chemistry I..... | 4 |
| CHEM | 2514 | Organic Chemistry II..... | 4 |
| CHEM | 3404 | Inorganic Analysis..... | 4 |
| CHEM | 3414 | Organic Analysis..... | 4 |
| CHEM | 3254 | Biochemistry..... | 4 |
| CHEM | 4001 | Chemistry Studies or CHEM 4901 Indep. Study..... | 1 |
| SEMR | 4501 | Natural Science Capstone Seminar..... | 1 |
| PHYS | 2044 | Physics I..... | 4 |
| PHYS | 2054 | Physics II..... | 4 |
| SEMR | 2051 | Scientific Literacy..... | 1 |
| | | Computer course beyond CPSC 1103, acceptable to the Coordinator of Studies in Chemistry | 3 |

A course in statistics is strongly recommended.

Specified General Education Courses

| | | |
|------|------|---------------------|
| CHEM | 1004 | General Chemistry I |
| MATH | 2504 | Calculus |

Summary

| | |
|-------------------------------------|----------|
| General Education Requirements..... | 41 |
| Major Requirements..... | 39 |
| Electives..... | 40 |
| | 120 hrs. |

Chemistry BS Requirements

| Major Courses | | | Hours |
|---------------|------|---|-------|
| CHEM | 1054 | General Chemistry II..... | 4 |
| SEMR | 2021 | Natural Science Cornerstone Seminar..... | 1 |
| CHEM | 2504 | Organic Chemistry I..... | 4 |
| CHEM | 2514 | Organic Chemistry II..... | 4 |
| CHEM | 3404 | Inorganic Analysis..... | 4 |
| CHEM | 3414 | Organic Analysis..... | 4 |
| CHEM | 3254 | Biochemistry..... | 4 |
| CHEM | 4001 | Chemistry Studies or CHEM 4901 Independent Study..... | 1 |
| SEMR | 4501 | Natural Science Capstone Seminar..... | 1 |
| CHEM | 3454 | Physical Chemistry I..... | 4 |
| CHEM | 3464 | Physical Chemistry II..... | 4 |

| | | | |
|------|------|--|---|
| PHYS | 2044 | Physics I..... | 4 |
| PHYS | 2054 | Physics II..... | 4 |
| MATH | 2514 | Calculus II..... | 4 |
| MATH | 3524 | Calculus III..... | 4 |
| SEMR | 2051 | Scientific Literacy..... | 1 |
| | | Computer course beyond CPSC 1103, acceptable to the Coordinator of Studies in Chemistry | 3 |

A course in differential equations and a course in statistics are strongly recommended.

Specified General Education Courses

| | | |
|------|------|---------------------|
| CHEM | 1004 | General Chemistry I |
| MATH | 2504 | Calculus I |

Summary

| | |
|-------------------------------------|----------------|
| General Education Requirements..... | 41 |
| Major Requirements..... | 55 |
| Electives..... | 24 |
| | <hr/> 120 hrs. |

Chemistry Minor Requirements

| | | | |
|-------------------------------|------|---------------------------------|-------|
| Twenty (20) hours as follows: | | | Hours |
| CHEM | 1004 | General Chemistry I..... | 4 |
| CHEM | 1054 | General Chemistry II..... | 4 |
| CHEM | 2504 | Organic Chemistry..... | 4 |
| CHEM | 2514 | Organic Chemistry II..... | 4 |
| CHEM | 3404 | Inorganic Analysis | 4 |
| | | or CHEM 3414 Organic Analysis . | |
| | | or CHEM 3254 Biochemistry | |

Exercise Science

Program Goals

- Provide students with a broad knowledge of exercise science and a foundation for understanding the role of science in exercise and health promotion.
- Prepare students for graduate study and research in the exercise sciences such as exercise physiology, motor control/learning, biomechanics, sport psychology, and athletic training.
- Prepare students for entry into professional schools associated with medicine, physician's assistant, physical therapy, occupational therapy, chiropractic medicine, and osteopathy.
- Provide students with a sound knowledge base to work in health promotion and fitness-related professions.
- Provide students the opportunity to gain knowledge and experience through internship experiences and research.

Learning Outcomes

Students completing the BS in Exercise Science are expected to achieve the following learning outcomes:

- Demonstrate knowledge of the basic sciences and their application to exercise science.
- Demonstrate the ability to measure physiological outcomes and exercise prescriptive techniques, including the ability to utilize various assessment equipment related to skeletal, muscular, neurological, cardiovascular, respiratory and metabolic systems.

- Demonstrate the ability to analyze and assess human movement in a variety of developmentally appropriated levels and contexts and the ability to develop comprehensive wellness programs for health purposes for an individual, groups, or even industry, and for healthy and at risk populations.
- Demonstrate how psychological and spiritual components relate to exercise, health promotion, weight control, etc., and how a Christian world view should promote wellness.

Exercise Science BS Requirements

| Major Courses | | | Hours |
|---------------|------|---|-------|
| EXSC | 1003 | Introduction to Exercise Science..... | 3 |
| EXSC | 1063 | Strength Development: Theory and Practice..... | 3 |
| EXSC | 2001 | Practicum..... | 1 |
| PHYS | 2044 | General Physics I..... | 4 |
| BIOL | 2203 | Nutrition for Health Care Professionals..... | 3 |
| PHED | 3023 | Prevention and Treatment of Athletic Injuries..... | 3 |
| BIOL | 3204 | Human Anatomy and Physiology I..... | 4 |
| BIOL | 3214 | Human Anatomy and Physiology II..... | 4 |
| EXSC | 3003 | Motor Learning and Development..... | 3 |
| EXSC | 3053 | Kinesiology and Exercise Biomechanics..... | 3 |
| EXSC | 3064 | Exercise Physiology..... | 4 |
| EXSC | 3104 | Exercise Assessment, Testing, and Prescription..... | 4 |
| EXSC | 4003 | Organization & Admin of Exercise-Related Professions..... | 3 |
| EXSC | 4053 | Legal Aspects of Exercise-Related Professions..... | 3 |
| EXSC | 4103 | Research and Statistics for Exercise Science..... | 3 |
| EXSC | 4506 | Exercise Internship(s)..... | 6 |
| EXSC | 4601 | Exercise Science Senior Capstone Seminar..... | 1 |

Specified General Education Courses

| | | |
|------|------|---|
| CHEM | 1004 | General Chemistry I |
| SOSC | 2603 | Social and Psychological Issues of Exercise and Sport |

Summary

| | |
|-------------------------------------|----------|
| Major Requirements..... | 55 |
| General Education Requirements..... | 41 |
| Electives..... | 24 |
| | 120 hrs. |

Forensic Science

Forensic science applies to several major careers, including: criminalistics, medical examiner, pathology/biology, odontology, toxicology, physical anthropology, questioned documents, engineering sciences, computer science, forensic weather, and jurisprudence. Forensic science is the application of science to studying evidence in cases related to criminal and civil laws that are enforced by agencies in a criminal justice system. A forensic science major can lead to a rewarding career where science can be applied to the good of society, public health, and public safety. Laboratories dealing with investigation of criminal acts are hiring employees who are trained as scientists. Forensic scientists work in crime laboratories, forensic laboratories, police departments, medical examiner/coroner offices, hospitals, government agencies, and private laboratories. The type of work forensic scientists are involved in is expanding—crime scene technicians/analysts, forensic molecular biologists, toxicologists, and medico-legal death investigators are just a few of the options available. Forensic scientists investigate crimes by collecting and analyzing physical evidence. They may specialize in areas such as DNA analysis, fingerprint analysis, toxicology, or performing tests on substances such as fiber, hair, tissue, or body fluids to determine the significance to an investigation. The course requirements of forensic science at Southern Wesleyan University will provide a solid biology and chemistry background, and qualifies a person to work at an entry level in a crime laboratory, where principles and techniques of science are practiced and applied to the analysis of crime scene evidence. A graduate is also qualified to pursue graduate programs in specialized areas of forensic science, medicine, physician’s assistant, or dentistry.

Learning Outcomes

The primary learning outcomes for the forensic science graduate are:

- To develop the knowledge base and laboratory skills in inorganic and organic chemistry and the analytical techniques, both chemical and instrumental, for forensic analysis.
- To develop the knowledge base and laboratory skills in biochemistry, cellular and molecular biology, microbiology, human anatomy and physiology and zoology for appropriate forensic analyses, such as those necessary for DNA analysis, fingerprint analysis, analysis of forensic remains, analysis of unknown microbiological specimens, serological analysis, and forensic entomology.
- To become familiar with microscopic techniques, i.e., brightfield, phase contrast, fluorescent, polarizing, SEM and TEM microscopes, and with analytical techniques involving UV-Vis and IR spectrophotometry, various chromatographies, such as TLC, HPLC, GC-MS, and NMR, and electrophoretic techniques.
- To develop the knowledge base and analytical skills for trace-evidence analysis, such as hair and fibers, glass, soil, paint, and analysis of drugs and firearms.

Forensic Science BS Requirements

| Major Courses | | | Hours |
|---------------|------|--|-------|
| BIOL | 1004 | General Biology – Molecular..... | 4 |
| BIOL | 3204 | Human Anatomy and Physiology I..... | 4 |
| BIOL | 3214 | Human Anatomy and Physiology II..... | 4 |
| BIOL | 3254 | Biochemistry..... | 4 |
| BIOL | 3454 | Cellular and Molecular Biology..... | 4 |
| BIOL | 3504 | Genetics..... | 4 |
| CHEM | 1004 | General Chemistry I (general education component)..... | 4 |
| CHEM | 1054 | General Chemistry II..... | 4 |
| CHEM | 2504 | Organic Chemistry I..... | 4 |
| CHEM | 2514 | Organic Chemistry II..... | 4 |
| CHEM | 3404 | Inorganic Analysis..... | 4 |
| CHEM | 3414 | Organic Analysis..... | 4 |
| MATH | 2504 | Calculus I (possibly a different math depending on what student wants to do after graduation) (general ed component) | 4 |
| PHYS | 2044 | General Physics I..... | 4 |
| PHYS | 2054 | General Physics II..... | 4 |
| PSYC | 3353 | Forensic Psychology (general education component)..... | 3 |
| FRSC | 2103 | Introduction to Forensic Science/Criminalistics..... | 3 |
| FRSC | 3101 | Minimum of one one-hour seminar of a more in-depth aspect of forensic science (i.e., forensic odontology, arson, DNA analysis, serology) | 1 |
| FRSC | 3123 | Fingerprinting..... | 3 |
| CRJS | 2153 | Firearms..... | 3 |
| STAT | 3203 | Statistics..... | 3 |

Other courses that are recommended:

| | | |
|------|------|----------------------------------|
| BIOL | 2034 | Zoology |
| BIOL | 3104 | Microbiology |
| STAT | 3203 | Statistics |
| FRSC | 4803 | Forensic Science Internship |
| SOSC | 2253 | Introduction to Criminal Justice |
| SOSC | 3453 | Criminal Investigation |

Summary

| | |
|-------------------------------------|----------|
| General Education Requirements..... | 41 |
| Major Requirements..... | 76 |
| Electives..... | 3 |
| | 120 hrs. |

Computer Science

Competency in computing is required of all students. Competency is defined as receiving no less than a C- in Computer Science and Computer Information Systems courses.

Applied Computer Science

The Applied Computer Science major is designed to provide preparation for professional careers in the areas of software and web development along with system, database, and network administration. Several projects are given throughout the program where students work with outside companies to gain real-world experience.

Learning Outcomes

The learning outcomes for the Computer Science major are:

- **Ethics** – Students will be able to make ethical decisions in the workplace based on the theological understanding of God.
- **Theory** – Students will be able to show how electricity is manipulated for computational processes and number systems.
- **Programming** – Students will have the ability to use algorithms and data structures to solve complex computational problems.
- **Networking** – Students will connect general networking theory to the earned skills necessary for network administration.
- **Systems Analysis** – Students will be able to lead end-users to build a complete data flow system with business applications.
- **Operating Systems** – Students will Understand the fundamentals of operating systems and how they interact with the CPU.
- **Databases** – Students will be competent in moving data into third normal form and manipulate and protect data for database administration.
- **Web Design** – Students will be competent in the design and administration of web sites on both client and server systems.

Applied Computer Science BS Requirements

| Major Courses | | | Hours |
|---------------|------|--|-------|
| CPSC | 1003 | Fundamentals of Programming..... | 3 |
| CPSC | 1903 | Introduction to Programming..... | 3 |
| CPSC | 2253 | Object-Oriented Programming I..... | 3 |
| CPSC | 2293 | Web Page Design & Programming..... | 3 |
| CPSC | 2303 | Hardware & Software Configuration..... | 3 |
| CPSC | 2453 | Special Topics I..... | 3 |
| CPSC | 2503 | Networking I..... | 3 |
| CPSC | 3003 | Database Design I..... | 3 |
| CPSC | 3103 | Systems Analysis & Design..... | 3 |
| CPSC | 3153 | Theory of Computing..... | 3 |
| CPSC | 3303 | Object-Oriented Programming II..... | 3 |
| CPSC | 3354 | Operating Systems & Servers..... | 4 |
| CPSC | 3623 | Networking II..... | 3 |
| CPSC | 4202 | Senior Capstone..... | 2 |
| CPSC | 4303 | Advanced Scripting..... | 3 |
| CPSC | 4453 | Special Topics II..... | 3 |

| | | | |
|---|------|--|----------------|
| CPSC | 4523 | Advanced Web Site Design..... | 3 |
| | | Nine additional hours in CPSC courses (above CPSC 1103)... | 9 |
| <u>Specified General Education Course</u> | | | |
| MATH | 2504 | Calculus I..... | 4 |
| <u>Summary</u> | | | |
| General Education | | | 41 |
| Major Courses..... | | | 60 |
| Electives..... | | | 19 |
| | | | <hr/> 120 hrs. |

Applied Computer Science Minor Requirements

| | | | |
|---|------|--|-------|
| Twenty-one (21) hours as follows: | | | Hours |
| CPSC | 1003 | Fundamentals of Programming..... | 3 |
| CPSC | 2293 | Web Page Design & Programming..... | 3 |
| CPSC | 2303 | Hardware & Software Configuration..... | 3 |
| Twelve additional hours in CPSC courses (above CPSC 1103) | | | 12 |

Computer Information Systems (CIS) BS Requirements

The Computer Information Systems major includes concentrations in Business, Media, and Forensics. The student must choose at least one concentration for the CIS major. The Business Informatics concentration is for those that would like to manage others in the area of Computer Science. The Forensics concentration, designed in conjunction with SLED (South Carolina Law Enforcement Division), is for students that would like to use forensic techniques to investigate computers.

Learning Outcomes

The learning outcomes for the Computer Information Systems major are:

- **Ethics** – Students will be able to make ethical decisions in the workplace based on the theological understanding of God.
- **Programming** – Students will have the ability to use algorithms and data structures to solve complex computational problems.
- **Networking** – Students will connect general networking theory to the earned skills necessary for network administration.
- **Systems Analysis** – Students will be able to lead end-users to build a complete data flow system with business applications.
- **Accounting** – Students will utilize accounting principles for business decision-making differences in proprietorships, partnerships, and corporation data systems.
- **Databases** – Students will be competent in moving data into third normal form and manipulate and protect data for database administration.
- **Web Design** – Students will be competent in the basic design of web sites on client systems.
- **Business Informatics** – Students with the business informatics concentration will demonstrate competency in business law, marketing, and finance of business management.
- **Media Informatics** – Students with the media informatics concentration will demonstrate competency in technical writing, media law, and public relations.
- **Forensic Informatics** – Students with the forensic informatics concentration will demonstrate competency in business law, white-collar criminology, and forensic investigation.

| | | | |
|----------------------|------|----------------------------------|--------------|
| <u>Major Courses</u> | | | <u>Hours</u> |
| CPSC | 1003 | Fundamentals of Programming..... | 3 |
| CPSC | 1903 | Introduction to Programming..... | 3 |

| | | | |
|------|------|--|---|
| CPSC | 2253 | Object-Oriented Programming I..... | 3 |
| CPSC | 2293 | Web Page Design & Programming..... | 3 |
| CPSC | 2303 | Hardware & Software Configuration..... | 3 |
| CPSC | 2503 | Networking I..... | 3 |
| CPSC | 3003 | Database Design..... | 3 |
| CPSC | 3103 | Systems Analysis & Design..... | 3 |
| CPSC | 3623 | Networking II..... | 3 |
| CPSC | 4202 | Senior Capstone..... | 2 |

Business Informatics

| | | | |
|------|------|--|---|
| ACCT | 2003 | Principles of Accounting I..... | 3 |
| CPSC | 2103 | Advanced Software..... | 3 |
| CPSC | | Three Additional Hours in CPSC Courses (above CPSC 1103) | 3 |
| MGMT | 1003 | Introduction to Business..... | 3 |
| MGMT | 3203 | Business Law..... | 3 |
| MGMT | 3313 | Principles of Management..... | 3 |
| MGMT | 3503 | Principles of Marketing..... | 3 |
| MGMT | 3613 | Managerial Finance I..... | 3 |
| MGMT | | Three Additional Hours in MGMT Courses..... | 3 |
| STAT | 3123 | Statistics for Accounting & Business..... | 3 |

Forensic Informatics

| | | | |
|------|------|---|---|
| ACCT | 2003 | Principles of Accounting I..... | 3 |
| MGMT | 1003 | Introduction to Business..... | 3 |
| MGMT | 3203 | Business Law or MGMT 3613 Managerial Finance I..... | 3 |
| FRSC | 2103 | Introduction to Forensic Science..... | 3 |
| FRSC | 3101 | Forensic Science Seminars (3, 1 credit)..... | 3 |
| FRSC | 4103 | Forensic Computing..... | 3 |
| PHSC | 1544 | Introduction to Physical Science..... | 4 |
| SOSC | 2253 | Introduction to Criminal Justice..... | 3 |
| SOSC | 3453 | Criminal Investigation (or a Criminology course)..... | 3 |
| STAT | 3203 | Statistics..... | 3 |

Media Informatics

| | | | |
|------|------|--|---|
| COMM | 2123 | Interpersonal Communication..... | 3 |
| COMM | 2153 | Writing for Public Media..... | 3 |
| COMM | 3003 | Communication Theory..... | 3 |
| COMM | 3753 | Media Law..... | 3 |
| COMM | 4243 | Media and Society..... | 3 |
| COMM | 4503 | Public Relations..... | 3 |
| COMM | 4703 | Communication Ethics..... | 3 |
| COMM | | Three additional hours in COMM courses..... | 3 |
| CPSC | 2103 | Advanced Software..... | 3 |
| CPSC | | Three Additional Hours in CPSC Courses (above CPSC 1103) | 3 |

Recommended General Education Course for Concentrations

| | | | |
|------|------|-----------------|---|
| MATH | 2504 | Calculus I..... | 4 |
|------|------|-----------------|---|

Specified General Education Courses for Forensics

| | | | |
|------|------|--------------------------|---|
| BIOL | 1004 | General Biology I..... | 4 |
| PSYC | 3403 | Forensic Psychology..... | 3 |

Recommended Elective for Forensics

| | | | |
|------|------|----------------------------------|---|
| FRSC | 4803 | Forensic Science Internship..... | 3 |
|------|------|----------------------------------|---|

Summary

| | |
|-------------------------------------|--------------|
| General Education Requirements..... | 41 |
| Major Courses..... | 29 |
| Concentration Courses..... | 30-31 |
| Electives..... | 20 |
| | 120-121 hrs. |

Mathematics

Mathematics teaches patience, discipline, and step-by-step problem-solving skills. For those with a substantial background in mathematics, a large number of career opportunities are available. Careers that require a very strong background in mathematics are often listed in the top ten best jobs, and the majority of the top fifty jobs involve mathematical reasoning and knowledge according to the Jobs Rated Almanac. There are two mathematical science majors at Southern Wesleyan University: BS in Mathematics, and BS in Mathematics Education. Either of these two majors could prepare you for teaching, graduate school in various mathematical areas, and many professional opportunities such as an actuary, operations research analyst, statistician, research scientist, inventory strategist, cryptologist, robotics engineer, geophysical mathematician, geodesist, civil engineer, and geomatics engineer. Some of these professions require additional work outside of the mathematical sciences. Besides schools, colleges, and universities, some of the employers who hire those with strong mathematical skills are the Internal Revenue Service, U.S. Census Bureau, insurance companies, IBM Corporation, U.S. Dept. of Energy, Goddard Space Flight Center, and many others.

Learning Outcomes

At the completion of the Mathematics or Math Education program, students should be able to:

Development of Mathematics. All majors can discuss the human context of development of mathematics and the relationship of mathematics to the broad human historical, philosophical, and cultural heritage.

Integration of faith. All majors can integrate Christian faith with learning in the mathematical sciences, including approaching current ethical issues in mathematics from a biblical perspective.

Recognizing, identifying and using concepts. All majors can recognize, identify, and use concepts and generalizations of mathematics, including algebra, calculus, discrete mathematics, geometry, and probability and statistics (descriptive and inferential) to solve problems and apply the concepts to real-world examples.

Mathematical reasoning. All majors can reason abstractly, construct logical arguments, and analyze arguments to determine their validity.

Using systems and information. All majors can competently work with a variety of number systems and represent and interpret graphical information.

Applying curriculum and pedagogy. Mathematics Education majors can apply a knowledge of curriculum and pedagogy to planning and implementing effective mathematics classes, producing a rich and challenging mathematical experience for their students.

Mathematics BS Requirements

| Major Courses | | | Hours |
|---------------|------|--|-------|
| CPSC | 1003 | Fundamentals of Programming..... | 3 |
| MATH | 2513 | Discrete Mathematics..... | 3 |
| MATH | 2504 | Calculus I..... | 4 |
| MATH | 2514 | Calculus II..... | 4 |
| MATH | 3063 | College Geometry..... | 3 |
| MATH | 3524 | Calculus III..... | 4 |
| MATH | 3533 | Differential Equations..... | 3 |
| MATH | 4003 | Linear Algebra..... | 3 |
| MATH | 4303 | Historical, Philosophical, & Ethical Dev. of Math..... | 3 |
| MATH | 4403 | Abstract Algebra..... | 3 |
| | | *Advanced Calculus..... | 3 |
| STAT | 3123 | Statistics for Accounting & Business..... | 3 |

One additional three-hour math course*, acceptable to the Coordinator of Studies in Mathematics.

*If not available from Southern Wesleyan University, these courses may be taken through the cooperative program with Clemson University.

| Summary | |
|-------------------------------------|----------|
| General Education Requirements..... | 41 |
| Major Requirements..... | 42 |
| Electives..... | 37 |
| | 120 hrs. |

Math Education BS Requirements

| Major Courses | | | Hours |
|---------------|------|--|-------|
| CPSC | 1003 | Fundamentals of Programming..... | 3 |
| MATH | 2153 | Discrete Mathematics..... | 3 |
| MATH | 2504 | Calculus I..... | 4 |
| MATH | 2514 | Calculus II..... | 4 |
| MATH | 3063 | College Geometry..... | 3 |
| MATH | 3524 | Calculus III..... | 4 |
| MATH | 4003 | Linear Algebra..... | 3 |
| MATH | 4303 | Historical, Philosophical, & Ethical Dev. of Math..... | 3 |
| MATH | 4403 | Abstract Algebra..... | 3 |
| STAT | 3123 | Statistics for Accounting & Business..... | 3 |

Professional Education Courses

| | | | |
|------|------|---|---|
| EDUC | 1201 | Cornerstone to Education..... | 1 |
| EDUC | 2113 | Foundations of Education..... | 3 |
| EDUC | 3123 | Effective Methods Middle/Second. Sch. w/Field Exp..... | 3 |
| EDUC | 3183 | Ethics in Education..... | 3 |
| EDUC | 3203 | Introduction to the Exceptional Child..... | 3 |
| EDUC | 3273 | Methods of Teach. Middle/Second Sch. Reading w/Field Exp..... | 3 |
| EDUC | 3292 | Classroom Management..... | 2 |

| | | | |
|------|------|---|---|
| EDUC | 3423 | Instructional Technology..... | 3 |
| EDUC | 4223 | Methods of Teaching Math Secondary/Middle School..... | 3 |
| EDUC | 4502 | Pre-Clinical Experience..... | 2 |
| EDUC | 4628 | Clinical Experience I*..... | 8 |
| EDUC | 4638 | Clinical Experience II*..... | 8 |
| PSYC | 3113 | Adolescent Psychology..... | 3 |

*EDUC 4628 Clinical Experience I and EDUC 4638 Clinical Experience II requires a B- minimum grade with an overall GPA of 2.75. Admittance into Lock I requires an overall GPA of 2.75.

Summary

| | |
|--|----------------|
| General Education Requirements..... | 41 |
| Major Requirements..... | 33 |
| Professional Education Requirements..... | 45 |
| Electives..... | 1 |
| | <hr/> 120 hrs. |

Add-On Middle School Content Certificate Program for Secondary Education

| Required Courses | | | Hours |
|------------------|------|--|-------|
| EDUC | 3383 | Curriculum for the Middle School with Field Experience..... | 3 |
| PSYC | 3113 | Adolescent Psychology..... | 3 |
| EDUC | 3273 | Methods of Teaching Reading & Writing in Mid/Sec Sch..... with Field Exp. | 3 |

There is no additional content required for secondary teachers adding the same content field at the middle level. For add-on not within the same content field, 15 hours in the specified middle school level content or a minor in content area is required.

Math Minor Requirements

| Twenty-one (21) hours as follows: | | | Hours |
|-----------------------------------|------|--|-------|
| MATH | 2504 | Calculus I..... | 4 |
| MATH | 2514 | Calculus II..... | 4 |
| MATH | 3524 | Calculus III..... | 4 |
| STAT | 3123 | Statistics for Accounting & Business..... | 3 |
| | | Six hours of MATH courses approved by Coordinator of Studies in Mathematics (may include one computer course) | 6 |

DIVISION OF SOCIAL SCIENCES

Daryl Couch, PhD, Chair

The Division of Social Sciences offers the BS degree with majors in criminal justice, human services, psychology, recreation and sport management, and social science.

The focus of the Social Sciences Division at Southern Wesleyan University is on understanding individual and corporate human experience and behavior across a variety of cultural-historical contexts, and applying that understanding to enhancing human experience and performance.

To that end, the mission of the Social Sciences Division is to challenge and enable students to develop their skills and talents to effectively process, analyze, and synthesize a wide variety of information within the context of a Christian worldview. Students and faculty are called to apply these skills and talents to better understand, and to more effectively serve God and creation.

Criminal Justice Studies

Learning Outcomes

At the completion of the criminal justice program, students should be able to do the following:

- Students will be able to demonstrate an awareness of the history and current nature of the major components of the criminal justice system: police, courts, and corrections.
- Students will be familiar with the basis of the law and the legal system, as well as decision-making in the criminal justice process, the social and political context of the legal system, important constitutional issues, and how criminal law differs from other forms of law.
- Students will be able to identify factors associated with the causes or deterrence of crime and the reaction of society to crime using multiple perspectives developed within theories of criminal behavior.
- Students will be able to demonstrate critical thinking skills with social issues such as race, ethnicity, poverty, addiction, and juvenile delinquency and explore their implication for criminal justice professionals.
- Students will be able to demonstrate knowledge of law enforcement as it relates to society, investigative processes, organizational culture and management.
- Students will be able to explain the history and evolution of the American correctional system with special attention to theories of punishment, prison organization and management, and current issues and trends.
- Students will be able to conduct a research project from beginning to end, including how to locate existing sources of relevant information, operationalize concepts of interest, collect data, interpret findings, and present information in a professional manner.
- Students will be able to explain the adjudication process from pretrial through sentencing for both adult and juvenile offenders.
- Students will be able to relate and apply one's own faith commitment to a criminal justice perspective that enables one to promote justice, humility, peace, and love.

Criminal Justice Studies BS Requirements

| Major Courses | | | Hours |
|---|-----------|--|----------------|
| SOSC | 1003 | Introduction to Sociology..... | 3 |
| SEMR | 2153 | Information Literacy..... | 3 |
| RSCH | 3803 | Research Methods..... | 3 |
| STAT | 3203 | Statistics..... | 3 |
| SOSC | 3503 | Advanced Social Problems..... | 3 |
| SOSC | 4703 | Capstone in Social Science | 3 |
| FRSC | 2103 | Introduction to Forensic Science | 3 |
| CRJS | 2253 | Introduction to Criminal Justice..... | 3 |
| CRJS | 2103 | Intro to Corrections..... | 3 |
| CRJS | 2173 | Health and Fitness for Criminal Justice..... | 3 |
| CRJS | 2283 | Police and Community..... | 3 |
| CRJS | 3413 | Criminal Law..... | 3 |
| CRJS | 3453 | Criminal Investigation..... | 3 |
| CRJS | 3433 | Criminal Justice Management..... | 3 |
| Choose two of the following courses in Human Diversity/Cultural Diversity..... | | | 6 |
| COMM | 2143 | Intercultural Communication | |
| ENGL | 3103 | Introduction to TESOL | |
| INCS | 2023 | Introduction to Intercultural Studies | |
| INCS | 3001 | Special Topics in Intercultural Studies | |
| INCS | 3503-3589 | Intercultural Internships (3-9 hours) | |
| INCS | 3763 | Urban Studies | |
| PSYC | 3763 | Multicultural Counseling | |
| RELG | 2123 | Religions of the World | |
| SOSC | 2003 | Cultural Anthropology | |
| SOSC | 2123 | Race and Ethnic Relations | |
| SOSC | 2183 | Human Diversity and Global Conflict | |
| Summary | | | |
| General Education Requirements..... | | | 41 |
| Major Requirements..... | | | 48 |
| Electives..... | | | 31 |
| | | | <hr/> 120 hrs. |

Requirements for Minor in Criminal Justice

| Twenty-one (21) hours as follows: | | | Hours |
|-----------------------------------|------|---------------------------------------|-------|
| FRSC | 2103 | Introduction to Forensic Science..... | 3 |
| CRJS | 2253 | Introduction to Criminal Justice..... | 3 |
| CRJS | 2103 | Introduction to Corrections..... | 3 |
| CRJS | 2283 | Police and Community..... | 3 |
| CRJS | 3413 | Criminal Law..... | 3 |
| CRJS | 3453 | Criminal Investigation..... | 3 |
| CRJS | 3433 | Criminal Justice Management..... | 3 |

Human Services

Learning Outcomes

Graduates of the Human Services will:

- Demonstrate knowledge, skills, attitudes, and values related to significant facts, theories, and issues within the human services field.
- Display knowledge, skills, attitudes, and values consistent with an understanding and appreciation of multi-cultural issues.
- Display the critical thinking skills and research skills necessary to interpret and contribute to current practices in human services.
- Understand and apply basic principles of case management in working with clients.
- Be prepared for employment or graduate studies in human services related fields.

Human Services BS Requirements

| Major Courses | | | Hours |
|---|-----------|---|-------|
| SEMR | 2153 | Information Literacy..... | 3 |
| RSCH | 3803 | Research Methods..... | 3 |
| STAT | 3203 | Statistics..... | 3 |
| SOSC | 2103 | Sex, Courtship & Marriage..... | 3 |
| SOSC | 3503 | Advanced Social Problems..... | 3 |
| SOSC | 4703 | Capstone in Social Science or SOSC 4993 Major Honors..... | 3 |
| SOSC | 2053 | Foundational Issues in the Human Services..... | 3 |
| SOSC | 3003 | Topics in Case Management..... | 3 |
| SOSC | 3053 | Profess. and Ethical Issues in Helping Professions..... | 3 |
| SOSC | 4803 | Practicum in Social Science..... | 3 |
| Choose two of the following courses in Human Diversity/Cultural Diversity..... | | | 6 |
| COMM | 2143 | Intercultural Communication | |
| ENGL | 3103 | Introduction to TESOL | |
| INCS | 2023 | Introduction to Intercultural Studies | |
| INCS | 3001 | Special Topics in Intercultural Studies | |
| INCS | 3503-3589 | Intercultural Internships (3-9 hours) | |
| INCS | 3763 | Urban Studies | |
| PSYC | 3763 | Multicultural Counseling | |
| RELG | 2123 | Religions of the World | |
| SOSC | 2003 | Cultural Anthropology | |
| SOSC | 2123 | Race and Ethnic Relations | |
| SOSC | 2183 | Human Diversity and Global Conflict | |
| Any 12 hours in psychology or social science, as approved the by Chair of the Social Sciences Division. May include:..... | | | 12 |
| PSYC | 3123 | Human Growth and Development | |
| PSYC | 3403 | Social Psychology | |
| PSYC | 3753 | Practical Counseling Skills | |
| PSYC | 4413 | Abnormal Psychology | |
| PSYC | 4453 | Negotiation and Conflict Resolution | |
| SOSC | 2513 | Family Studies | |
| SOSC | 2183 | Human Diversity and Global Conflict | |
| SOSC | 3073 | Management Issues in Help. Professions | |
| SOSC | 3603 | Community Development | |

SOSC 4003 Studies in Social Science

Specified General Education Course

PSYC 2004 General Psychology for Majors

Summary

| | |
|--|----------|
| General Education Requirements (4 Specified)..... | 41 |
| Major Requirements..... | 48 |
| Electives..... | 31 |
| Note: At least 30 credit hours must come from courses that are 300-level or above. | 120 hrs. |

Requirements for Minor in Human Services

| Twenty-one (21) hours as follows: | | | Hours |
|-----------------------------------|---|--|-------|
| SOSC 2053 | Foundational Issues in Human Services..... | | 3 |
| SOSC 3053 | Prof. & Ethic Issues in Helping Professions..... | | 3 |
| SOSC 3073 | Management Issues in the Helping Professions..... | | 3 |
| SOSC 3503 | Advanced Social Problems..... | | 3 |
| | At least one course in human diversity..... | | 3 |
| | At least two courses in Psychology or Social Science..... | | 6 |

Human Services BS Requirements (Adult & Graduate Studies)

| Major Courses | | | Hours |
|---------------|---|--|-------|
| SEMR 2153 | Information Literacy..... | | 3 |
| RSCH 3803 | Research Methods..... | | 3 |
| SOSC 2123 | Race and Ethnic Relations..... | | 3 |
| STAT 3253 | Statistics in the Social Sciences..... | | 3 |
| SOSC 3503 | Advanced Social Problems..... | | 3 |
| SOSC 3053 | Professional and Ethical Issues in Human Services..... | | 3 |
| SOSC 3003 | Topics in Case Management..... | | 3 |
| PSYC 3753 | Practical Counseling Skills..... | | 3 |
| SOSC 3073 | Management and Administration in the Helping Professions... | | 3 |
| SOSC 3603 | Community Development..... | | 3 |
| SOSC 4703 | Capstone in Social Science..... | | 3 |

Summary

| | |
|-------------------------------------|----------|
| General Education Requirements..... | 43 |
| Major Requirements..... | 33 |
| Electives..... | 44 |
| | 120 hrs. |

Psychology

Learning Outcomes

At the completion of the psychology program, students should:

- Demonstrate knowledge of significant facts, theories, and issues within the domain of psychology.
- Demonstrate critical thinking skills and knowledge of significant facts, theories, and issues in considering the relationship between Christianity and psychology.
- Display the critical thinking skills and research skills necessary to interpret and contribute to current psychological research.
- Apply spiritual and ethical principles to promoting the welfare of others.
- Be prepared for employment or graduate studies in fields that are related to psychology.

Psychology BS Requirements

| Major Courses | | | Hours |
|--|------|---|----------|
| BIOL | 3303 | Animal Behavior..... | 3 |
| PSYC | 3123 | Human Growth & Development..... | 3 |
| PSYC | 3143 | Human Info. Processing..... | 3 |
| PSYC | 3403 | Social Psychology..... | 3 |
| PSYC | 4403 | Personality..... | 3 |
| PSYC | 4413 | Abnormal Psychology..... | 3 |
| RSCH | 3803 | Research Methods..... | 3 |
| SEMR | 2153 | Information Literacy..... | 3 |
| SOSC | 2103 | Sex, Courtship & Marriage..... | 3 |
| SOSC | 3053 | Professional and Ethical Issues in the Help Profession..... | 3 |
| SOSC | 4703 | Capstone Course in Social Science..... | 3 |
| SOSC | 4803 | Internship OR SOSC 4213 Research Project..... | 3 |
| STAT | 3203 | Statistics..... | 3 |
| Six (6) hours from upper level Psychology courses (300 or higher)..... | | | 6 |
| <hr/> | | | |
| Specified General Education Course | | | |
| BIOL | 3404 | Physiology of Behavior | |
| PSYC | 2004 | General Psychology for Majors | |
| <hr/> | | | |
| Summary | | | |
| General Education Requirements..... | | | 41 |
| Major Requirements..... | | | 45 |
| Electives..... | | | 34 |
| | | | <hr/> |
| | | | 120 hrs. |

Requirements for Minor in Psychology

| Eighteen hours (18) as follows: | | | Hours |
|---|------|---|-------|
| RSCH | 3803 | Research Methods in Psychology or STAT 3203 Statistics... | 3 |
| PSYC | 2004 | General Psychology for Majors..... | 4 |
| Eleven hours of upper level Psychology courses (300 or higher)..... | | | 11 |

Recreation and Sport Management

Learning Outcomes

The learning outcomes for the Recreation and Sport Management program are based upon the standards of the National Recreation and Parks Association and the North American Society for Sport Management. Students graduating from the Program shall demonstrate:

- Entry-level knowledge of the scope of the profession that is the focus of the Program, along with professional practices of that profession.
- Entry-level knowledge of the historical, scientific, and philosophical foundations of the professions(s) for which the Program prepares students.
- The ability to apply relevant knowledge of professional practice, and the historical, scientific, and philosophical foundations to develop valid and sound arguments on which to base decisions about professional policies, procedures, practices, techniques, and related ethical and professional issues.
- The ability to design experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practices, science, and philosophy.
- The ability to facilitate recreation and sport management for diverse clientele, settings, cultures, and contexts.
- The ability to evaluate service and experience offerings and to use evaluation data to improve the quality of offerings.
- The ability to recognize basic facts, concepts, principles, and procedures of management/administration, infrastructure management, financial and human resource management, and marketing/public relations.
- The ability to apply entry-level concepts, principles, and procedures of management/administration, infrastructure management, financial and human resource management, and marketing/public relations to a specific setting.
- The ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation, through a comprehensive internship of not less than 480 clock hours.

Recreation and Sport Management BS Requirements

| Major Courses | | | Hours |
|---------------|------|---|---------|
| RECR | 2003 | Intro. to Recreation and Sport Management..... | 3 |
| RECR | 3023 | Management in Recreation and Sport..... | 3 |
| RECR | 3203 | Legal Issues for P.E., Recreation, and Sport..... | 3 |
| RECR | 3253 | Social Issues in Recreation and Sport..... | 3 |
| RECR | 3443 | Marketing and Promotion for Recreation and Sport..... | 3 |
| RECR | 3513 | Practicum in Recreation and Sport..... | 3 |
| RECR | 4003 | Studies in Recreation and Sport..... | 3 |
| RECR | 4613 | Internship in Recreation and Sport Management..... | 12 |
| SEMR | 2153 | Information Literacy..... | 3 |
| SOSC | 4703 | Capstone for Social Science | 3 |
| | | | 39 hrs. |

Sports Management Concentration

| | | | |
|---|------|--|---------|
| RECR | 3043 | Recreation and Sport Facilities Management | 3 |
| STAT | 3123 | Statistics for Accounting and Business..... | 3 |
| At least 12 hours from courses with a RECR, ECON, MGMT, or YMIN prefix, or by approval of the Coordinator of Studies and Division Chair | | | 12 |
| | | | 18 hrs. |

Outdoor Recreation Concentration

| | | | |
|------|------|-------------------------------------|---|
| RECR | 1081 | Recreational Kayaking..... | 1 |
| RECR | 1131 | Cooperative Recreational Games..... | 1 |
| RECR | 1122 | Wilderness Leadership Skills..... | 2 |

| | | | |
|---|------|----------------------------------|----------|
| RECR | 3173 | Outdoor Recreation..... | 3 |
| RECR | 2201 | Wilderness and Spirituality..... | 1 |
| YMIN | 3103 | Camp and Retreat Leadership..... | 3 |
| 3 credit hours from any course with a PSYC, RECR, or YMIN prefix or by approval of the Coordinator of Studies and Division Chair..... | | | 3 |
| At least two (2) of the following 1 credit hr. courses..... | | | 2 |
| <hr/> | | | |
| Wilderness First Aid | | | |
| Challenge Course Facilitation | | | |
| Rock Climbing | | | |
| Basic Kayak Instruction | | | |
| Special study hours may be transferred from cooperative programs with organizations like NOLS, Outdoor Leadership Lab, Backcountry Institute, Wilderness Medical Associates, etc. | | | |
| | | | <hr/> |
| | | | 16 hrs. |
| <hr/> | | | |
| Specified General Education Course for Outdoor Recreation Concentration | | | |
| <hr/> | | | |
| BIOL 2254 Ecology, BIOL 2074 Environmental Science, or BIOL 3074 Field Biology | | | |
| <hr/> | | | |
| Summary | | | |
| <hr/> | | | |
| General Education Requirements..... | | | 41 |
| Major Requirements..... | | | 39 |
| Concentration Requirements..... | | | 16-18 |
| Electives..... | | | 22-24 |
| | | | <hr/> |
| | | | 120 hrs. |

Requirements for Minor in Recreation

| | | | |
|---|------|--|-------|
| Twenty-one (21) hours as follows: | | | Hours |
| <hr/> | | | |
| RECR | 2003 | Introduction to Recreation & Sport Management..... | 3 |
| RECR | 3023 | Management in Recreation and Sport..... | 3 |
| RECR | 3203 | Legal Issues for P.E., Recreation, and Sport..... | 3 |
| RECR | 3253 | Social Issues in Recreation & Sport..... | 3 |
| Nine hours of courses with a RECR, MGMT, BUSI, YMIN or ECON prefix or by approval of the Coordinator of Studies and Division Chair..... | | | 9 |

Requirements for a Minor in Sport Management

| | | | |
|--|------|--|-------|
| Twenty-one (21) hours as follows: | | | Hours |
| <hr/> | | | |
| RECR | 2003 | Introduction to Recreation & Sport Management..... | 3 |
| RECR | 3023 | Management in Recreation and Sport..... | 3 |
| RECR | 3203 | Legal Issues for P.E., Recreation, and Sport..... | 3 |
| RECR | 3253 | Social Issues in Recreation & Sport..... | 3 |
| Nine hours of courses with a RECR, MGMT, or ECON prefix or by approval of the Coordinator of Studies and Division Chair..... | | | 9 |

Social Science

Learning Outcomes

At the completion of the social science program, students should be able to do the following:

- Summarize key concepts and theories in at least two of the major social sciences (sociology, political science, psychology, economics, geography)
- Describe major long-term trends affecting interaction between people and the direction of American society. Particular attention is given to issues related to race, ethnicity, gender, and social problems such as poverty, addiction, and deviance.
- Demonstrate the ability to perform basic statistical analysis to test a behavioral hypothesis.
- Explain personal interactions and the development of social institutions through a variety of theoretical perspectives.
- Engage in research or practice experience.
- Interpret society and social trends from a Christian perspective and identify specific organizations and strategies that address issues of social importance from a Christian perspective.

Social Science BS Requirements

| Major Courses | | | Hours |
|--|-----------|---|----------------|
| PSYC | 2004 | General Psychology for Majors..... | 4 |
| SOSC | 1003 | Intro. to Sociology..... | 3 |
| RSCH | 3803 | Research Methods..... | 3 |
| SEMR | 2153 | Information Literacy..... | 3 |
| STAT | 3203 | Statistics..... | 3 |
| SOSC | 3503 | Advanced Social Problems..... | 3 |
| SOSC | 4703 | Capstone Course in Social Science or SOSC 4993 Honors.... | 3 |
| Choose two of the following courses in Human Diversity/Cultural Diversity..... | | | 6 |
| COMM | 2143 | Intercultural Communication | |
| ENGL | 3103 | Introduction to TESOL | |
| INCS | 2023 | Introduction to Intercultural Studies | |
| INCS | 3001 | Special Topics in Intercultural Studies | |
| INCS | 3503-3589 | Intercultural Internships (3-9 hours) | |
| INCS | 3763 | Urban Studies | |
| PSYC | 3763 | Multicultural Counseling | |
| RELG | 2123 | Religions of the World | |
| SOSC | 2003 | Cultural Anthropology | |
| SOSC | 2123 | Race and Ethnic Relations | |
| SOSC | 2183 | Human Diversity and Global Conflict | |
| 18 hours in CRJS, ECON, EDUC, FRSC, PSYC, SOSC, or MGMT as approved by the Chair of the Social Science Division..... | | | 18 |
| <i>At least 27-credit hours must come from courses that are 300-level or above.</i> | | | |
| Summary | | | |
| General Education Requirements..... | | | 41 |
| Major Requirements..... | | | 48 |
| Electives..... | | | 31 |
| | | | <hr/> 120 hrs. |

Concentration in Law and Public Policy (Limited to Social Science majors.)

Choose fifteen hours (15) from the following:

| | | |
|------|------|---------------------------------------|
| ENGL | 3173 | Technical Writing |
| MGMT | 3203 | Business Law |
| MGMT | 3213 | Commercial Law |
| SOSC | 2053 | Foundational Issues in Human Services |
| SOSC | 2183 | Human Diversity and Global Conflict |
| SOSC | 2253 | Introduction to Criminal Justice |
| SOSC | 2353 | Washington Federal Seminar |
| SOSC | 3203 | Intro. to U.S. Government |
| SOSC | 3213 | Comparative Politics |
| SOSC | 3413 | Criminal Law |

Concentration in General Sociology

Fifteen hours (15) as follows:

| | | | Hours |
|------|------|--|-------|
| MGMT | 3413 | Organizational Behavior..... | 3 |
| SOSC | 2003 | Cultural Anthropology..... | 3 |
| SOSC | 2103 | Sex, Courtship, and Marriage..... | 3 |
| SOSC | 2183 | Human Diversity and Global Conflict..... | 3 |
| SOSC | 3403 | Social Psychology..... | 3 |

Requirements for Minor in Social Science

Twenty-one hours (21) as follows:

| | | | Hours |
|---|------|------------------------------------|-------|
| PSYC | 2004 | General Psychology for Majors..... | 4 |
| SOSC | 1003 | Introduction to Sociology..... | 3 |
| Fifteen hours in criminal justice, economics, geography, government, history, psychology, sociology, social science, or as approved by the Coordinator of Studies in Social Science and Chair of the Social Science Division..... | | | 15 |

SCHOOL OF BUSINESS

Jeannie Trudel, PhD, Dean

VISION STATEMENT

The School of Business at Southern Wesleyan University will encourage, equip and empower its students in discovering their Christ-centered purpose to transform communities in a changing, global marketplace.

CORE VALUES

Biblical

Develop stakeholders to be persons of integrity based on Biblical truth that transforms personal and professional lives.

Practical

Develop opportunities for students to experience their education beyond the classroom through activities such as internships, field trips, applied projects, and other experiential learning that adds value for stakeholders.

Innovative

Promote approaches to problems that emphasize creativity, entrepreneurship, technological implementation, globalization, and change.

Diversity

Develop a shared vision to build an understanding of the global economy and the importance of diverse people working together to build a better world.

Culture of Success

Work cooperatively to promote successful outcomes in an environment that encourages individuals to find God's purpose for their lives.

MISSION

The Mission of the Southern Wesleyan School of Business is to deliver a high quality business education with a Christian perspective that prepares students for positions of leadership and service.

Business Administration

Residential Program

Learning Outcomes

Southern Wesleyan University graduates in business administration will

- be effective communicators in both oral and written communication.
- be users of technology in decision-making.
- demonstrate a clear perception of business ethics based on Christian principles.
- possess leadership skills that reflect Christian servant leadership principles.
- be capable problem solvers using collaborative techniques and celebrating diversity.
- possess appropriate knowledge in the main functional areas of business (accounting, business law, economics, finance, management, marketing, statistics, and strategy).

Business Administration BS Requirements

| Major Courses | | | Hours |
|--|------|---|-------|
| MGMT | 1003 | Introduction to Business..... | 3 |
| BUSI | 2093 | Business Communications..... | 3 |
| ECON | 2063 | Macroeconomics..... | 3 |
| ECON | 2053 | Microeconomics..... | 3 |
| MGMT | 3203 | Business Law..... | 3 |
| STAT | 3123 | Statistics for Accounting and Business..... | 3 |
| ACCT | 2003 | Principles of Accounting I..... | 3 |
| ACCT | 2013 | Principles of Accounting II..... | 3 |
| BUSI | 3403 | Management Information Systems..... | 3 |
| MGMT | 3503 | Principles of Marketing..... | 3 |
| MGMT | 3313 | Principles of Management..... | 3 |
| MGMT | 3613 | Managerial Finance I..... | 3 |
| MGMT | 3623 | Managerial Finance II..... | 3 |
| MGMT | 4253 | Management Ethics..... | 3 |
| MGMT | 4403 | Management Policy..... | 3 |
| | | | 46 |
| Accounting Concentration (23 Hours) | | | |
| ACCT | 2901 | Accounting Software..... | 1 |
| ACCT | 3003 | Intermediate Accounting I..... | 3 |
| ACCT | 3013 | Intermediate Accounting II..... | 3 |
| ACCT | 3113 | Income Tax I..... | 3 |
| ACCT | 3123 | Income Tax II..... | 3 |
| ACCT | 3203 | Cost Accounting..... | 3 |
| ACCT | 4013 | Advanced Accounting..... | 3 |
| ACCT | 4203 | Auditing..... | 3 |
| ACCT | 4511 | Senior Business Seminar..... | 1 |
| Entrepreneurship Concentration (15 Hours) | | | |
| MGMT | 2403 | Entrepreneurship..... | 3 |
| MGMT | 3413 | Organization Behavior..... | 3 |
| MGMT | 3373 | Small Business Management..... | 3 |
| MGMT | 4303 | Production and Operations Management..... | 3 |
| Choose at least one of the following: | | | 3 |
| ACCT | 3203 | Cost Accounting | |
| MGMT | 3323 | Human Resources Management | |
| MGMT | 4203 | Production and Operations Management | |
| Management Concentration (16 Hours) | | | |
| MGMT | 3323 | Human Resources Management..... | 3 |
| MGMT | 3413 | Organization Behavior..... | 3 |
| MGMT | 4303 | Production and Operations Management..... | 3 |
| MGMT | 4203 | International Management..... | 3 |
| MGMT | 4803 | Internship..... | 3 |
| MGMT | 4511 | Senior Business Seminar..... | 1 |
| Summary | | | |
| Major Requirements..... | | | 46 |
| General Education Requirements..... | | | 41 |
| Concentration..... | | | 15-23 |
| Electives..... | | | 10-18 |

Accounting Minor

| Eighteen (18) Hours as follows*: | | | Hours |
|--|------|----------------------------------|-------|
| ACCT | 2003 | Principles of Accounting I..... | 3 |
| ACCT | 2013 | Principles of Accounting II..... | 3 |
| Twelve (12) Hours selected from the following..... | | | 12 |
| ACCT | 3003 | Intermediate Accounting I | |
| ACCT | 3013 | Intermediate Accounting II | |
| ACCT | 3113 | Income Tax I | |
| ACCT | 3123 | Income Tax II | |
| ACCT | 3203 | Cost Accounting | |
| ACCT | 4013 | Advanced Accounting | |
| ACCT | 4303 | Auditing | |

*BSBA students in the Management Concentration only need to select twelve (12) hours from the second group above.

Business Administration Minor

| Eighteen (18) Hours selected from following: | | |
|--|------|--|
| ACCT | 2003 | Principles of Accounting I |
| ACCT | 2013 | Principles of Accounting II |
| BUSI | 2093 | Business Communications |
| BUSI | 3403 | Management of Information Systems |
| ECON | 2053 | Microeconomics |
| ECON | 2063 | Macroeconomics |
| MGMT | 1003 | Introduction to Business |
| MGMT | 2403 | Entrepreneurship |
| MGMT | 3313 | Principles of Management |
| MGMT | 3323 | Human Resources Management |
| MGMT | 3373 | Small Business Management |
| MGMT | 3413 | Organizational Behavior |
| MGMT | 3503 | Principles of Marketing |
| MGMT | 3613 | Managerial Finance I |
| MGMT | 4203 | International Management |
| MGMT | 4253 | Management Ethics |
| STAT | 3123 | Statistics for Accounting and Business |

Management Minor

| Eighteen (18) Hours selected from following: | | |
|--|------|----------------------------|
| MGMT | 2403 | Entrepreneurship |
| MGMT | 3313 | Principles of Management |
| MGMT | 3323 | Human Resources Management |
| MGMT | 3413 | Organizational Behavior |
| MGMT | 3503 | Principles of Marketing |
| MGMT | 3373 | Small Business Management |
| MGMT | 4203 | International Management |
| MGMT | 4253 | Management Ethics |

Adult & Graduate Studies

Learning Outcomes

Southern Wesleyan University graduates in business administration will

- be effective communicators in both oral and written communication.
- be users of technology in decision-making.
- demonstrate a clear perception of business ethics based on Christian principles.
- possess leadership skills that reflect Christian servant leadership principles.
- be capable problem solvers using collaborative techniques and celebrating diversity.
- possess appropriate knowledge in the main functional areas of business (accounting, business law, economics, finance, management, marketing, statistics, and strategy).

Business Administration BS Requirements

| Major Courses | | | Hours |
|---|------|--|-------|
| BUSI | 2093 | Business Communications..... | 3 |
| ECON | 2053 | Microeconomics..... | 3 |
| ECON | 2063 | Macroeconomics..... | 3 |
| MGMT | 3203 | Business Law..... | 3 |
| STAT | 3123 | Statistics for Accounting and Business..... | 3 |
| ACCT | 2003 | Principles Accounting I..... | 3 |
| ACCT | 2013 | Principles of Accounting II..... | 3 |
| BUSI | 3403 | Management Information Systems..... | 3 |
| MGMT | 3503 | Principles of Marketing..... | 3 |
| MGMT | 3313 | Principles of Management..... | 3 |
| MGMT | 3613 | Managerial Finance I..... | 3 |
| MGMT | 3623 | Management Finance II..... | 3 |
| MGMT | 4403 | Management Policy..... | 3 |
| MGMT | 4893 | Management Seminar..... | 3 |
| Human Resource Management Concentration (15 Hours) | | | |
| MGMT | 2243 | Wage, Salary and Benefits Administration..... | 3 |
| MGMT | 2263 | Employee Development..... | 3 |
| MGMT | 2283 | Employee and Labor Relations..... | 3 |
| MGMT | 2303 | Employee Practices..... | 3 |
| MGMT | 3343 | Human Resource Management..... | 3 |
| Management Concentration (12 Hours) | | | |
| MGMT | 3343 | Human Resource Management..... | 3 |
| MGMT | 3353 | Organizational Behavior..... | 3 |
| MGMT | 4253 | Management Ethics..... | 3 |
| MGMT | 4203 | International Management..... | 3 |
| Supply Chain Management Concentration (12 Hours) | | | |
| MGMT | 3103 | Project Management..... | 3 |
| MGMT | 3153 | Supply Chain Management..... | 3 |
| MGMT | 3163 | Strategic Sourcing and Procurement Management..... | 3 |
| MGMT | 3173 | Logistics..... | 3 |
| Summary | | | |
| Major Requirements..... | | | 42 |
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SCHOOL OF EDUCATION

Sandra McLendon, EdD, Dean

Vision of the School of Education

In keeping with the vision of Southern Wesleyan University, the School of Education seeks to produce educators who have instilled principles related to faith, living, learning, and professionalism in order to significantly and positively affect student achievement.

Mission of the School of Education

The mission of the School of Education is to prepare men and women to become Christian educators by fostering scholarship and a Christian ethic of care in the image and nature of Jesus so as to produce teachers who are leaders and world changers within the education profession.

The mission statement of Southern Wesleyan University refers to preparing students “by educating them with excellence, by equipping them for service, by fostering spiritual growth and maturity, and by mobilizing them as leaders and world changers. In accord with the mission statements and its basic tenets, the School of Education has adopted as the theme statement, “**Educators who demonstrate scholarship within a Christian ethic of care.**”

Accordingly, courses in the School of Education seek to integrate the following dispositions:

- **The teacher candidate demonstrates an ethic of care towards self** by exhibiting a biblical approach to life that is demonstrated by a passion for learning.
- **The teacher candidate demonstrates an ethic of care towards learners** by displaying an enthusiasm about teaching as demonstrated by compassionate and respectful interactions with learners.
- **The teacher candidate demonstrates an ethic of care towards colleagues** by engaging in collaborative work practices as demonstrated by compassionate and respectful interactions with colleagues.
- **The teacher candidate demonstrates an ethic of care towards the community** by recognizing the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.

Purpose of the Teacher Education Program

In keeping with the ultimate mission of the University to integrate faith, learning, and living, the School of Education, along with other Divisions of the College of Arts and Sciences offering teacher certification, seeks to instill principles related to faith, living, learning, and professionalism within those pursuing an education degree with the intention of obtaining teacher certification and becoming a classroom instructor who impacts the learning of PK-12 learners.

Goals of the Teacher Education Program

INTASC Standards

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Principle #11: The teacher demonstrates dispositions that promote scholarship within a Christian ethic of care. (not INTASC)

All teacher candidates should see the *School of Education Teacher Candidate Handbook* for specific goals and objectives for individual education programs.

Undergraduate Major Degree Programs

The School of Education offers curriculum sequences in early childhood education, elementary education, early childhood/elementary education, physical education and special education that lead to a Bachelor of Science degree and teacher certification through the South Carolina State Department of Education. The special education program prepares the undergraduate for PK-12 multi-categorical (mild to moderate disabilities) certification in the areas of emotional disabilities/ behavioral disorders, learning disabilities, and mental disabilities. In collaboration with Divisions of the College of Arts and Sciences, the School of Education also offers the teacher candidate the option of completing a prescribed sequence of professional education courses that lead to a bachelor's degree and teaching certification in the content areas of biology, English, mathematics, and music.

All programs include a general education strand, an appropriate content area strand, and a professional education strand specific to the major. The syllabi of courses required for the preparation of educational personnel in each professional education program reflect knowledge bases, current research, effective practice, and school effectiveness. Further, the course content has been aligned to the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), the respective Specialized Professional Association (SPA) standards, the South Carolina state curriculum standards, the ADEPT assessment instrument, and the Southern Wesleyan University School of Education dispositions.

| Program | Certification Grade Levels |
|--|----------------------------|
| Early Childhood Education | PK-3 |
| Elementary Education | 2-6 |
| Early Childhood/Elementary Combination | PK-6 |
| Biology Education | 9-12 |
| English Education | 9-12 |
| Mathematics Education | 9-12 |
| Music Education | PK-12 |
| Physical Education | PK-12 |
| Secondary Social Studies Education | 9-12 |
| Special Education | PK-12 |

The teacher candidate must complete professional education courses and the required number of courses in each major to fulfill the certification standards mandated by the South Carolina Department of Education. The teacher candidate should refer to the *School of Education Student Handbook* for detailed information regarding the requirements for the

teacher-education program. Additional information concerning music education program requirements can be found in the *Southern Wesleyan University Music Department Handbook*.

Education Program General Requirements

The teacher candidate should discuss the educational goals and program requirements with education faculty and the major advisor near the beginning of the college career. Graduation with a degree that includes required education courses does not guarantee state certification. Candidates must meet all state requirements for certification in order to be recommended for a certificate. *The South Carolina State Department of Education may change its requirements for teacher certification while a teacher candidate is completing the undergraduate education major program. Therefore, the teacher candidate's program may be affected by any of these revisions which are not considered in this catalog or the School of Education Student Handbook. The requirements for the education major programs and teacher certification specified in Southern Wesleyan University documents reflect current South Carolina State Department of Education guidelines. Therefore, the teacher candidate should remain informed through participation in education meetings, education classes, and advising sessions.*

Praxis Core: Academic Skills for Educators

In order to be accepted into a Teacher Education program, the teacher candidate is required by the South Carolina State Department of Education to pass Praxis Core Academic Skills for Educators, which measures reading, writing, and mathematics skills. The teacher candidate who has achieved a minimum SAT score of 1100 for the old SAT (Verbal and Math); 1650 for the new SAT (Verbal, Math, Writing) or a composite ACT score of 24 may waive these assessments. The teacher candidate should see the respective education advisor for additional information. The teacher candidate should pass all three tests by the first semester of the sophomore year in order to apply for admission to Lock I.

Responsibility of the Teacher Candidate

Southern Wesleyan University places the responsibility of fulfilling all requirements for graduation with the teacher candidate. A teacher candidate should be familiar with the appropriate graduation requirements as stated in the Southern Wesleyan University General Catalog and the additional requirements explained in the School of Education Teacher Candidate Handbook, available online at <http://www.swu.edu/academics/education>.

State law requires that each person enrolled in a teacher education program in South Carolina be advised by the University that a prior criminal record could prevent certification as a teacher in this state. The South Carolina State Department of Education requires each teacher candidate to submit fingerprints and undergo a state criminal-records check by the State Law Enforcement Division (SLED) and a national criminal records check by the FBI before the candidate is cleared to participate in clinical experiences. Teacher candidates who have questions about this requirement should see the Coordinator of Field Studies.

A teacher candidate may not graduate or participate in commencement exercises unless all academic and extra-academic requirements have been satisfied. The teacher candidate is responsible for completing all the necessary paperwork and submitting it to the School of Education and/or the Office of the Records before graduation deadlines. Failure to follow University and State requirements, schedules, and deadlines may result in a delay of one or more semesters in the teacher candidate's program and planned graduation.

Teacher Education Admission Levels

In order to ensure the quality of the teacher education program at Southern Wesleyan University and the teaching profession, a system has been established to monitor the progress of each teacher candidate enrolled in the program. Some of the criteria associated with these admission levels are mandated by the Council for Accreditation of Educator Preparation (CAEP) and the South Carolina State Department of Education. Others are required to meet prerequisites established by the University and the School of Education. Each requirement of an admission level must be successfully met or the teacher candidate will be denied permission to take additional education courses and/or required to meet additional requirements as set forth in a Plan of Action developed by the candidate's advisor(s).

Each of the three levels of admission is referred to as a "Lock." A canal lock is a mechanism that lifts or lowers water vessels, such as boats and barges, from one water level to another. Similarly, the School of Education "Locks" facilitate the "elevation" of the candidate from one level of admission to another.

The teacher candidate planning to complete a teacher-certification program at Southern Wesleyan University must meet the requirements for admission to the Teacher Education Program in addition to those related to obtaining teacher certification. The teacher candidate must begin the admission process at the conclusion of the second semester of study and continue to complete additional requirements at prescribed points in succeeding semesters. **It is the teacher candidate's responsibility to initiate the procedures related to each step in the process. Failure to do so may adversely affect the teacher candidate's completion of the professional education courses and the respective major courses in a timely fashion.**

The Lock System of Assessment

The teacher-education candidate is responsible for reading the full explanation of the Lock Assessment System in the School of Education Teacher-Candidate Handbook, available online at <http://www.swu.edu/academics/education>.

Field Experience Placements

It is the strong belief among the faculty members of the School of Education that the teacher candidate's preparation for the education profession should include field experiences in classrooms that reflect a diverse student population. These classrooms should include students who are characterized by differences in race, ethnicity, socioeconomic status, and abilities. Accordingly, the Coordinator of Field Studies will assign the teacher candidate to varying cooperating schools and grade levels that include a demographic makeup that approximates that of the diverse communities comprising the local school districts. Specifically, the teacher candidate will be assigned to a minimum of three different grade levels in three different schools in fulfillment of the requirements of the field experiences.

Pre-Clinical Experience

This is the last field experience prior to the clinical experience (student teaching) and involves the teacher candidate in cooperating classrooms at two different levels. At least one of these assigned pre-clinical classrooms will usually serve as the classroom in which the teacher candidate will partially fulfill the requirements for the clinical experience. A total of 80 hours is required in the cooperating classrooms, half of which must be fulfilled in each academic setting. The teacher candidate will prepare lesson plans and teach lessons in the cooperating classrooms. In order for the teacher candidate to continue to the clinical experience, the cooperating teachers must submit favorable evaluations regarding the student's role in their classroom.

Clinical Experience

The capstone courses for the education major are EDUC 4628 Clinical Experience I and EDUC 4638 Clinical Experience II, which occur during the teacher candidate's last semester. The clinical experience must be considered the highest priority among the teacher candidate's other activities. The fact that the student's schedule has been arranged so that all academic requirements have been fulfilled prior to the Clinical Experience attests to the importance the School of Education faculty assigns to the Clinical Experience semester. Because of the demands inherent with Clinical Experience responsibilities, maintaining outside employment during the clinical experience semester is strongly discouraged. Permission from the Coordinator of Field Studies must be obtained to maintain outside employment, when necessary.

The teacher candidate is evaluated for competency in each of the ten Performance Standards of the South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). The ADEPT instrument is used to evaluate the teacher candidate in a fashion that simulates the formal-evaluation process of a teacher employed in the state of South Carolina with at least a provisional contract.

Detailed information regarding the entire Clinical Experience semester is contained in the School of Education Clinical Experience Handbook. This document is distributed to all teacher candidates during the orientation sessions that are scheduled prior to the beginning of the semester during which the teacher candidate plans to complete the Clinical Experience. It is also available online at <http://www.swu.edu/academics/education> when the teacher candidate clicks on the "Education Resources" link.

Attendance at all orientation sessions is mandatory in preparation for the clinical experience.

Early Childhood Education

The Early Childhood Education Major is intended for individuals with a deep passion for influencing young lives in grades pre-kindergarten through third grade by preparing students to be leaders, workers, and citizens in an ever-changing society. Faculty provides mentoring as candidates become highly qualified to teach in their area of interest and

passion. This degree is recognized by the National Association for the Education of Young Children and the South Carolina Department of Education.

Learning Outcomes

- Standard 1. Promoting child development and learning
- Standard 2. Building family and community relationships
- Standard 3. Observing, documenting, and assessing to support young children and families
- Standard 4. Using developmentally effective approaches
- Standard 5. Using content knowledge to build meaningful curriculum
- Standard 6. Becoming a professional

Early Childhood Education BS Requirements

Majors must maintain an overall GPA of 2.75 with no grade lower than B- in all Major, Specified General Education, and Professional Education courses in their program.

| Major Courses | | | Hours |
|--|------|--|-------|
| EDUC | 2033 | Methods of Teaching Early Childhood Math..... | 3 |
| EDUC | 3072 | Emergent Literacy..... | 2 |
| EDUC | 3363 | Behavior of the Preschool Child/Field Experience..... | 3 |
| EDUC | 3742 | Methods of Teaching Creative Arts for General & Special Education | 2 |
| EDUC | 3772 | Methods of Teaching Early Childhood Science..... | 2 |
| EDUC | 4013 | Methods of Teaching Early Childhood Social Studies..... | 3 |
| EDUC | 4043 | Methods of Teaching Reading for General and Special Education..... | 3 |
| EDUC | 4052 | Assessing Reading and Guiding Instruction..... | 2 |
| ENGL | 2053 | Literature and Culture..... | 3 |
| ENGL | 3043 | Children's Literature..... | 3 |
| HIST | 2053 | Survey of American History | 3 |
| PHED | 4063 | Health & P.E. in the Elem. School..... | 3 |
| PHSC | 1544 | Intro. to Physical Science..... | 4 |
| SOSC | 2153 | Economic Geography..... | 3 |
| Specified General Education Courses | | | |
| BIOL | 1104 | Introduction to Biology..... | 4 |
| EDUC | 3423 | Instructional Technology for Education Majors..... | 3 |
| HIST | 1063 | Survey of World Civilization..... | 3 |
| MATH | 1053 | Quantitative Reasoning..... | 3 |
| PSYC | 2003 | General Psychology..... | 3 |
| Professional Education Courses | | | |
| EDUC | 1201 | Cornerstone to Education..... | 1 |
| EDUC | 2113 | Foundations of Education..... | 3 |
| EDUC | 3183 | Ethics in Education..... | 3 |
| EDUC | 3203 | Introduction to the Exceptional Child..... | 3 |
| EDUC | 3292 | Classroom Management..... | 2 |
| EDUC | 3523 | Curriculum, Instruction, Assessment in General a Special Education | 3 |
| EDUC | 3663 | Effective Methods Early Childhood/Field Experience..... | 3 |
| EDUC | 4502 | Pre-clinical Experience..... | 2 |
| EDUC | 4628 | Clinical Experience I..... | 8 |
| EDUC | 4638 | Clinical Experience II..... | 8 |
| PSYC | 3103 | Child Psychology..... | 3 |
| Summary | | | |
| General Education Requirements (16 specified)..... | | | 41 |

| | |
|-------------------------------------|----------|
| Major Requirements..... | 39 |
| Professional Education Courses..... | 39 |
| Electives..... | 1 |
| | 120 hrs. |

Elementary Education

The degree in Elementary Education is intended for those who plan to teach in second through fifth grade, and/or sixth grade if housed in an elementary school. As a part of the coursework, the teacher candidate will engage in four field experiences that will introduce the candidate to a variety of grade levels and school cultures. The B.S. degree in Elementary Education ensures that future teachers will be able to provide a high level of instruction in Reading, Writing, Mathematics, Science, Social Studies, the Arts, Health, and PE, as well as provide instruction that addresses the diverse needs of Elementary age-students. This degree is recognized by the Association for Childhood Education International and the South Carolina Department of Education.

Learning Outcomes

Development, Learning and Motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Connections across the curriculum. Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real-world issues.

Integrating and applying knowledge for instruction. Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

Assessment for instruction. Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Reflection and evaluation. Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

Elementary Education BS Requirements

Majors must maintain an overall GPA of 2.75 with no grade lower than B- in all Major, Specified General Education, and Professional Education courses in their program.

| Major Courses | | | Hours |
|---------------|------|--|-------|
| EDUC | 2043 | Methods of Teaching Elementary School Math..... | 3 |
| EDUC | 3702 | Methods of Teaching Elem. School Language Arts..... | 2 |
| EDUC | 3742 | Methods of Teaching Creative Arts for General & Special Education | 2 |
| EDUC | 3763 | Methods of Teaching Elem. School Science /Field Experience..... | 3 |
| EDUC | 3783 | Methods of Teaching Elementary School Social Studies..... | 3 |
| EDUC | 4043 | Methods of Teaching Reading for General and Special Education..... | 3 |
| EDUC | 4052 | Assessing Reading and Guiding Instruction..... | 2 |
| ENGL | 2053 | Literature and Culture..... | 3 |
| HIST | 2053 | Survey of American History..... | 3 |
| ENGL | 3043 | Children's Literature..... | 3 |
| PHED | 4063 | Health & P.E. in the Elem. School..... | 3 |

| | | | |
|------|------|--------------------------------|---|
| PHSC | 1544 | Intro to Physical Science..... | 4 |
| SOSC | 2153 | Economic Geography..... | 3 |

Specified General Education Courses

| | | | |
|------|------|--|---|
| EDUC | 3423 | Instructional Technology for Education Majors..... | 3 |
| HIST | 1063 | Survey of World Civilization..... | 3 |
| MATH | 1053 | Quantitative Reasoning..... | 3 |
| PSYC | 2003 | General Psychology..... | 3 |
| BIOL | 1104 | Introduction to Biology..... | 4 |

Professional Education Courses

| | | | |
|------|------|--|---|
| EDUC | 1201 | Introduction to Education..... | 1 |
| EDUC | 2113 | Foundations of Education..... | 3 |
| EDUC | 3003 | Effective Methods Elementary and Middle School/Field Experience | 3 |
| EDUC | 3183 | Ethics in Education..... | 3 |
| EDUC | 3203 | Introduction to the Exceptional Child..... | 3 |
| EDUC | 3292 | Classroom Management..... | 2 |
| EDUC | 3523 | Curriculum, Instruction, Assessment in General & Special Education | 3 |
| EDUC | 4502 | Pre-Clinical Experience..... | 2 |
| EDUC | 4628 | Clinical Experience I*..... | 8 |
| EDUC | 4638 | Clinical Experience II*..... | 8 |
| PSYC | 3103 | Child Psychology..... | 3 |

*EDUC 4628 Clinical Experience I and EDUC 4638 Clinical Experience II requires a B- minimum grade with an overall GPA of 2.75. Admittance into Lock I requires an overall GPA of 2.75.

Summary

| | |
|--|----------|
| General Education Requirements (16 specified)..... | 41 |
| Major Requirements..... | 36 |
| Professional Education Courses..... | 39 |
| Electives..... | 4 |
| | 121 hrs. |

Add-On Middle School Content Certificate Program for Elementary, Early Childhood & Special Education

| | | |
|------|------|--|
| EDUC | 3383 | Curriculum for the Middle School/Field Experience |
| PSYC | 3113 | Adolescent Psychology |
| EDUC | 3273 | Methods of Teaching Middle and Secondary School Reading/Field Experience |

There is no additional content required for secondary teachers adding the same content field at the middle level. For add-on not within the same content field, 15 hours in the specified middle school level content or a minor in content area is required.

Physical Education

Physical education is a unique major that differs from other curricular areas in that it is the only one that incorporates the three educational learning domains within its course offerings: the physical education major prepares students with knowledge (cognitive) pertaining to the human body; information concerning attitudes, feelings, and relationships (affective); and understanding of what physical skills the body is able to perform (psychomotor). The major prepares teacher candidates to instruct from kindergarten through secondary levels of public-school education and is recognized by the National Association of Sports and Physical Education and the South Carolina Department of Education.

Learning Outcomes

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Standard 1: Scientific and Theoretical Knowledge

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Standard 2: Skill and Fitness Based Competence

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.

Standard 3: Planning and Implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Standard 4: Instructional Delivery and Management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Standard 5: Impact on Student Learning

Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Standard 6: Professionalism

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Physical Education BS Requirements

Majors must maintain an overall GPA of 2.75 with no grade lower than B- in all Major, Specified General Education, and Professional Education courses in their program.

| Major Courses | Hours |
|--|-------|
| PHED 1021 Swimming..... | 1 |
| PHED 1101 Gymnastics..... | 1 |
| PHED 1162 Rhythmic Activities | 2 |
| PHED 2022 Health Education | 2 |
| PHED 2003 Organization & Administration Health & P.E..... | 3 |
| PHED 2043 Foundations of P.E..... | 3 |
| PHED 3012 Principles Ethics & Issues of Athletic Coaching..... | 2 |
| PHED 3023 Prevention & Treatment Athletic Injuries..... | 3 |
| PHED 3033 P.E. & Rec. Adapted Sch. Programs..... | 3 |
| PHED 3052 Kinesiology..... | 2 |
| PHED 3062 Physiology of Exercise..... | 2 |
| PHED 3082 Methods of Teaching Soccer/Volleyball..... | 2 |
| PHED 3092 Methods of Teaching Basketball..... | 2 |
| PHED 3102 Methods of Teaching Football..... | 2 |
| PHED 3112 Methods of Teaching Baseball/Track & Field..... | 2 |
| PHED 3132 Methods of Teaching Minor Sports I..... | 2 |
| PHED 3152 Methods of Teaching Minor Sports II..... | 2 |
| PHED 4033 Tests & Measure. in P.E..... | 3 |
| PHED 4063 Health & P.E. Elem. Sch..... | 3 |

Specified General Education Courses

| | | | |
|------|------|--|---|
| BIOL | 1054 | Survey of Anat. & Physiology..... | 4 |
| EDUC | 3423 | Instructional Technology for Education Majors..... | 3 |
| PSYC | 3123 | Human Growth & Development..... | 3 |

Professional Education Courses

| | | | |
|------|------|---|---|
| EDUC | 1201 | Introduction to Education..... | 1 |
| EDUC | 2113 | Foundations of Education..... | 3 |
| EDUC | 3003 | Effective Methods Elem. School/Field Experience..... | 3 |
| EDUC | 3273 | Methods of Teaching Middle and Secondary School Reading/ Field Experience | 3 |
| EDUC | 3292 | Classroom Management..... | 2 |
| EDUC | 4502 | Pre-Clinical Experience..... | 2 |
| EDUC | 4628 | Clinical Experience I*..... | 8 |
| EDUC | 4638 | Clinical Experience II*..... | 8 |
| PHED | 3012 | Principles, Ethics, & Issues of Athletic Coaching..... | 2 |

*EDUC 4628 Clinical Experience I and EDUC 4638 Clinical Experience II requires a B- minimum grade with an overall GPA of 2.75. Admittance into Lock I requires an overall GPA of 2.75.

Summary

| | |
|--|----------|
| General Education Requirements (10 specified)..... | 41 |
| Major Requirements..... | 40 |
| Professional Education Courses..... | 32 |
| Electives..... | 7 |
| | 120 hrs. |

Requirements for Athletic Coaching Minor

Sixteen (16) hours as follows:

| | Hours |
|---|----------|
| PHED 2003 Organization and Administration..... | 3 |
| PHED 2043 Historical Foundations of Sport & PE..... | 3 |
| PHED 3023 Care & Prevention of Athletic Injuries..... | 3 |
| PHED 3062 Physiology of Exercise..... | 2 |
| PHED 4001 Studies in P.E./Coaching Internship..... | 1 |
| <u>Choose two of the following.....</u> | <u>4</u> |
| PHED 3082 Methods of Teaching Soccer & Volleyball | |
| PHED 3092 Methods of Teaching Basketball | |
| PHED 3102 Methods of Teaching Football | |
| PHED 3112 Methods of Teaching Baseball, Track & Field | |
| PHED 3132 Methods of Teaching Minor Sports I | |
| PHED 3152 Methods of Teaching Minor Sports II | |

Special Education (Multi-Categorical)

The degree in Multi-categorical Special Education is intended for those candidates who plan to work with students with special needs. The B.S. degree in Multi-categorical Special Education allows for certification of teacher candidates in grades PreK-12 in the areas of Learning Disabilities, Mild to Moderate Mental Disabilities, Emotional/Behavior Disorders, Autism and Traumatic Brain Injuries. The degree is recognized by the National Council for Exceptional Children and the South Carolina Department of Education.

Learning Outcomes

1. Learner Development and Individual Learning Differences
2. Learning Environments
3. Curricular Content Knowledge
4. Assessment
5. Instructional Planning and Strategies
6. Professional Learning and Practice

7. Collaboration

Majors must maintain an overall GPA of 2.75 with no grade lower than B- in all Major, Specified General Education, and Professional Education courses in their program.

Special Education (Multi-Categorical) BS Requirements

| Major Courses | | | Hours |
|---------------|------|---|-------|
| EDUC | 2043 | Methods of Teaching Elementary School Math..... | 3 |
| EDUC | 3233 | Methods of Teaching the Learning Disabled/ Field Experience..... | 3 |
| EDUC | 3243 | Characteristics of Mild to Moderate Intellectual Disabilities..... | 3 |
| EDUC | 3253 | Methods of Teaching Mild to Moderate Intellectually Disabled in the Content Areas/ Field Experience | 3 |
| EDUC | 3742 | Methods of Teaching Creative Arts in General & Special Education.. | 2 |
| EDUC | 4043 | Methods of Teaching Reading in General and Special Education..... | 3 |
| EDUC | 4052 | Assessing Reading & Guiding Instruction..... | 2 |
| EDUC | 4233 | Characteristics of Learning Disabilities..... | 3 |
| EDUC | 4243 | Characteristics of Emotional/Behavioral Disordered..... | 3 |
| EDUC | 4253 | Methods of Teaching Emotional/Behavioral Disordered..... | 3 |
| ENGL | 2053 | Literature and Culture..... | 3 |
| HIST | 2053 | Survey of American History..... | 3 |
| PHSC | 1544 | Intro. to Physical Science..... | 4 |
| PHED | 3033 | P.E. & Recreation for Adapted School Program..... | 3 |
| PSYC | 4413 | Abnormal Psychology..... | 3 |
| SOSC | 2153 | Economic Geography..... | 3 |

Specified General Education Courses

| | | | |
|------|------|--|---|
| EDUC | 3423 | Instructional Technologies for Education Majors..... | 3 |
| HIST | 1063 | Survey of World Civilization..... | 3 |
| MATH | 1053 | Quantitative Reasoning..... | 3 |
| PSYC | 2003 | General Psychology..... | 3 |
| BIOL | 1104 | Introduction to Biology..... | 4 |

Professional Education Courses

| | | | |
|------|------|--|---|
| EDUC | 1201 | Introduction to Education..... | 1 |
| EDUC | 2113 | Foundations of Education..... | 3 |
| EDUC | 3003 | Effective Methods Elem. School/Field Experience..... | 3 |
| EDUC | 3183 | Ethics in Education..... | 3 |
| EDUC | 3203 | Introduction to the Exceptional Child..... | 3 |
| EDUC | 3292 | Classroom Management..... | 2 |
| EDUC | 3523 | Curriculum, Instruction, Assessment in General & Special Education | 3 |
| EDUC | 4502 | Pre-Clinical Experience..... | 2 |
| EDUC | 4628 | Clinical Experience I*..... | 8 |
| EDUC | 4638 | Clinical Experience II*..... | 8 |
| PSYC | 3123 | Human Growth & Development..... | 3 |

*EDUC 4628 Clinical Experience I and EDUC 4638 Clinical Experience II requires a B- minimum grade with an overall GPA of 2.75. Admittance into Lock I requires an overall GPA of 2.75.

Summary

| | |
|--|----------|
| General Education Requirements (16 specified)..... | 41 |
| Major Requirements..... | 47 |
| Professional Education Courses..... | 39 |
| | 127 hrs. |

Add-On Certificate Program in Special Education

Traditional students seeking initial certification will need to double major in Special Education and their chosen field.

Learning Disabled

The Add-On Certificate Program in Special Education is offered only to teachers holding a current up-to-date certificate in some teaching field.

Required Courses

| | | |
|------|------|--|
| EDUC | 3203 | Introduction to the Exceptional Child |
| EDUC | 3233 | Methods of Teaching the Learning Disabled |
| EDUC | 3523 | Curriculum, Instruction, Assessment in General and Special Education |
| EDUC | 3292 | Classroom Management |
| EDUC | 4043 | Methods of Teaching Reading in General and Special Education |
| EDUC | 4233 | Characteristics of Learning Disabilities |
| EDUC | 4513 | Practicum in Learning Disabilities |

Intellectually Disabled

The Add-On Certificate Program in Special Education is offered only to teachers holding a current up-to-date certificate in some teaching field.

Required Courses

| | | |
|------|------|---|
| EDUC | 3203 | Introduction to the Exceptional Child |
| EDUC | 3243 | Characteristics of Mild to Moderate Intellectual Disabilities / Field Experience |
| EDUC | 3253 | Methods of Teaching Mild to Moderate Intellectually Disabled in the Content Areas |
| EDUC | 3523 | Curriculum, Instruction, Assessment in General and Special Education |
| EDUC | 3292 | Classroom Management |
| EDUC | 4043 | Methods of Teaching Reading in General and Special Education |
| EDUC | 4233 | Characteristics of Learning Disabilities |
| EDUC | 4523 | Practicum in Intellectual Disabilities |

For further information, including sequencing of courses and financial aid arrangements, call 1-800-282-8798.

DESCRIPTION OF COURSES

All courses are offered yearly, upon sufficient demand, unless indicated otherwise. Those courses offered on an alternate-year basis have the next academic year of availability indicated by a date within parentheses immediately following the course description.

Courses may be offered in a variety of formats, including online.

Although the course generally will be offered on a regular basis, the university reserves the right to introduce or delete courses, depending on sufficient demand.

Those courses graded on a Pass/No Credit basis only are indicated by P/NC.

Institutional credit only (S/NC) does not give graduation credit but does count toward full loads.

The fourth digit in the course number indicates the number of semester credit hours.

ACCOUNTING COURSES

ACCT 2003. Principles of Accounting I 3 credits
Use of the accounting process for decision-making through identifying, measuring, and communicating information. Basic concepts and principles for proprietorships, partnerships, and corporations along with systems for service, merchandising, and manufacturing enterprises.

ACCT 2013. Principles of Accounting II 3 credits
An extension of the study of accounting principles. Focus is placed on management use of accounting information in decision-making. Prerequisite: ACCT 2003

ACCT 2901. Accounting Software 1 credit
An introduction to computer software used in accounting practice. Required for all business majors with a concentration in Accounting.

ACCT 3003. Intermediate Accounting I 3 credits
An intensive analysis of corporate accounting including financial statements, interrelationships to income and expense accounts, and special emphasis on accounting theory. Prerequisites: ACCT 2003 and ACCT 2013.

ACCT 3013. Intermediate Accounting II 3 credits
A continuation of ACCT 3013 with emphasis on generally accepted accounting practices (GAAP) with more complexity. Prerequisite: ACCT 3003.

ACCT 3113. Income Tax I 3 credits
The study of the Internal Revenue Code related to the determination of individual income tax liability. Major topics include filing status, gross income, exemptions, and deductions.

ACCT 3123. Income Tax II 3 credits
A continuation of ACCT 3113 with emphasis upon the Internal Revenue Code sections related to the determination of the income-tax liability for corporations, partnerships, estates, and trusts. Prerequisite: ACCT 3113.

ACCT 3203. Cost Accounting 3 credits
The internal-accounting functions that determine the "cost" of manufacturing products and providing services. Applications to all organizations involved in a conversion process where cost terminology, cost systems, and the information needs of managers are important. Prerequisite ACCT 2013.

ACCT 400X. Studies in Accounting Variable credit
Special topics in accounting not covered in other accounting courses. One to three hours depending on the topic.

- ACCT 4013. Advanced Accounting** 3 credits
Study of accounting for partnerships, procedures for mergers, consolidations, parent and subsidiary relationships and related agencies, and the preparation of the appropriate statements and reports. Prerequisites: ACCT 3013
- ACCT 4203. Auditing** 3 credits
Examination of the audit-attest function along with the professional responsibilities established by the AICPA. Concepts and standards are emphasized, integrating each with the contemporary audit methods and with the complex decisions and judgment process inherent in audit practice. Prerequisite: ACCT 3013
- ACCT 4511 (MGMT 4511). Senior Business Seminar** 1 credit
Emphasis on research skills and oral communication in a formal setting. A literature review and its oral presentation are required of all students. Special seminar speakers may be invited or topics may be discussed.
- ACCT 480X. Accounting Internship** Variable credit
An experiential-work experience to provide professional accounting development for junior and senior-level students. Credit may be earned by placement in business for supervised training in accounting. Prerequisite: Competency in computer, math, oral communication, reading and writing. *One to six semester hours.*
- ACCT 490-498. Independent Study** (1-3 hours per semester) Variable credit
- ACCT 4993. Honors Research in Accounting** 3 credits

AESTHETICS COURSES

A passing grade in ASTH 2053 or ASTH 4013 is required for graduation. The requirement may also be met by two consecutive semesters of music-ensemble participation, requiring registration for one hour in the fall semester and two in the spring (both contingent on acceptance by audition). More details may be obtained from the music faculty.

ASTH 2023. Beginning Drawing 3 credits
This course is designed as an introduction to the Elements of Art and Principles of Design as a foundation for creating works of visual art, with a focus on learning to draw. Through the act of drawing, you will develop skills of observation and interpretation of God's creations. Introduction to basic materials, methods, and techniques of drawing. Primary medium used is pencil, and other drawing media may be introduced. Emphasizes basic skills in drawing plus individual creative development in a supportive studio environment. Special emphasis on learning to recognize and value truth and beauty in one's self, nature and surroundings as reflections of the Creator. (Does not satisfy general education requirement.)

ASTH 2033. Beginning Painting 3 credits
This course is designed as an introduction to the Elements of Art and Principles of Design as a foundation for creating works of visual art, with a focus on learning to paint with acrylics. Through the act of painting, you will develop skills of observation and interpretation of God's creations. Introduction to basic materials, methods, and techniques of painting. Emphasizes basic skills in painting plus individual creative development in a supportive studio environment. Special emphasis on learning to recognize and value truth and beauty in one's self, nature and surroundings as reflections of the Creator. (Does not satisfy general education requirement.)

ASTH 2053. Music and Art Appreciation 3 credits
An introduction to creativity through art and music. Listening to, viewing of, writing about, and interacting with creative experience introduces the student to art of the Western and non-Western world.

ASTH 400. Studies in Aesthetics (Hours to be determined) Variable credit
Any topic in aesthetics meeting the approval of the Division Chair and the Academic Dean. Offered on sufficient demand.

ASTH 4013. Studies in Aesthetics/London Experience 3 credits
An introduction to the arts through experiential learning. Students will study original works of art in museums, visit important architectural sites, and attend concerts in and around London, England. Permission to register must be secured from the Director of the London Experience prior to registration.

AIR FORCE - AEROSPACE STUDIES COURSES

The Roman numeral at the end of the course title indicates the level (freshman, sophomore, junior, or senior) at which the class is taught.

The credit awarded for ROTC courses is indicated by the Arabic number after the Roman numeral, and preceding the parenthesis. The numbers in the parentheses indicate class hours and lab hours. A ("1" or "2") indicates one classroom hour and two lab hours.

AS 109C. Air Force Today I 2 (1, 2) 2 credits

The Air Force in the contemporary world, examined through a study of the total-force structure: strategic offensive and defensive, general-purpose, and aerospace support. Leadership-laboratory activities include drill fundamentals, customs, and courtesies of the service.

AS 110C. Air Force Today II 2 (1, 2) 2 credits

Continuation of AS 109. Leadership laboratory includes drill, ceremonies, and an introduction to Air Force career opportunities.

AS 209C. Development of Air Power II 2 (1, 2) 2 credits

The study of the development of air power from balloons and dirigibles through the peaceful employment of U.S. air power in relief missions and civic-action programs in the late 1970's and also the air war in Southeast Asia. Leadership laboratory provides experience in guiding, directing, and controlling an Air Force unit.

AS 210C. Development of Air Power II 2 (1, 2) 2 credits

Continuation of AS 209.

AS 309C. Air Force Leadership and Management III 4 (3, 2) 4 credits

The individual as a manager. Individual motivational and behavioral processes, leadership, communication, and group dynamics provide a foundation for the development of the Air Force officer's professional skills. Students will prepare individual and group presentations, write reports, and participate in group discussions, seminars, and conferences.

AS 310C. Air Force Leadership and Management III 4 (3, 2) 4 credits

Continuation of AS 309, using the basic managerial processes involving decision-making, utilization of analytical aids in planning, organizing, and controlling environment. Actual case studies are used to enhance learning and communication processes.

AS 409C. National Security Policy IV 4 (3, 2) 4 credits

Analysis of the role and function of the military officer in a democratic society and the relationships involved in civil-military interactions. Students will be expected to prepare individual and group presentations for the class, write reports, and participate in group discussions.

AS 410C. National Security Policy IV 4 (3, 2) 4 credits

Continuation of AS 409, examining the environmental context in which U.S. defense policy is formulated and implemented. Emphasis on initial commissioned service and military justice. Students will be expected to prepare individual and group presentations for the class, write reports, and participate in group discussions, seminars, and conferences.

ARMY ROTC – SEE MILITARY SCIENCE COURSES

BIBLE COURSES

BIBL 1003. The Life and Teachings of Jesus 3 credits

A study of the portrait of Jesus of Nazareth as given in the synoptics and in John. His acts and teachings will be analyzed in relation to the first century and today.

- BIBL 1013. Old Testament Survey** 3 credits
The history, poetry, and prophecy of the Old Testament, studied with the purpose of helping the student obtain a chronological view of the importance of persons, places, and events and a greater appreciation for the unity of the old covenant.
- BIBL 1023. New Testament Survey** 3 credits
An introduction to the background of the New Testament and to an overall perspective of the New Testament books so that the student will be better able to relate subsequent study of the individual books of the New Testament to the total tenor of Scripture.
- BIBL 1053. Old Testament Survey (for religion majors)** 3 credits
The history, poetry, and prophecy of the Old Testament, studied with the purpose of helping religion majors obtain a chronological view of the importance of persons, places, and events and a greater appreciation for the unity of the old covenant. Students will be introduced to higher and lower critical issues as well as to some preliminary hermeneutical considerations for Old Testament books. This course covers essentially the same content and meets the same general education requirement as BIBL 1013, but at a more advanced level for religion majors.
- BIBL 1063. New Testament Survey (for religion majors)** 3 credits
An introduction to the background of the New Testament and to an overall perspective of the New Testament books so that religion majors will be better able to relate subsequent study of the individual books of the New Testament to the total tenor of scripture. Students will be introduced to higher and lower critical issues as well as to some preliminary hermeneutical considerations for New Testament books. This course covers essentially the same content and meets the same general education requirements as BIBL 1023, but at a more advanced level for religion majors.
- BIBL 2113. Genesis – Inductive Bible Study** 3 credits
A basic introduction to inductive Bible study methods aimed at enabling students to begin developing and refining their ability to study the Bible accurately, systematically, and independently. Emphasis on developing skills in observation, interpretation, and application. Parts of the book of Genesis are used to demonstrate and practice a methodical approach to Bible study.
- BIBL 2373. Bible Study for Ministry** 3 credits
A basic introduction to Bible study methods, aimed at enabling the student to begin developing and refining skills in making accurate observations, formulating sound interpretation, and applying and implementing appropriate biblical principles based on the text. Selected parts of biblical books will be used to demonstrate and practice studying the Bible accurately, systematically, and independently.
- BIBL 3343. Early Pauline Epistles** 3 credits
A doctrinal and historical study of Romans through Galatians and Thessalonians. Prerequisites: Bible 1003, 1023, or 1063; BIBL 2363 recommended or permission of instructor.
- BIBL 3353. Later Pauline Epistles** 3 credits
The New Testament letters Ephesians, Philippians, Colossians, Philemon, Timothy, and Titus, with special attention to the person and work of Christ and to church organization and worship. Prerequisites: BIBL 1003, 1023, or 1063; BIBL 2363 recommended or permission of instructor.
- BIBL 3363. Hebrews and General Epistles** 3 credits
An analytical study of the doctrinal and practical truths set forth in the New Testament books of Hebrews through Jude. Prerequisites: BIBL 1003, 1023, or 1063; BIBL 2363 recommended or permission of instructor.
- BIBL 3393. Acts** 3 credits
Designed to acquaint the student with the beginnings of the Christian Church. Special attention will be given to the work of the Holy Spirit as the essential factor in evangelism and mission. Prerequisites: BIBL 1003, 1023, or 1063; BIBL 2363 recommended or permission of instructor.
- BIBL 3503. Gospel of John** 3 credits
An inductive study of the Fourth Gospel. Special attention will be given to Johannine theology and the unique characteristics of this non-synoptic gospel. Prerequisites: BIBL 1003, 1023, or 1063; BIBL 2363 recommended or permission of instructor.

BIBL 4003. Studies in Bible 3 credits
Study of any topic in Bible meeting the approval of the division chair and the academic dean. Offered on sufficient demand.

BIBL 4013-4103. Biblical Studies 3 credits
Any topic in Bible that meets the approval of the Division Chair and Dean of the College of Arts and Sciences. Offered on sufficient demand. Topics available include:

BIBL 4013. Pentateuch Prerequisite BIBL 1013, or BIBL 1053

BIBL 4023. Isaiah Prerequisite BIBL 1013, or BIBL 1053

BIBL 4033. Romans Prerequisite BIBL 1003, 1023, or 1063

BIBL 4073. The Holy Land Prerequisite BIBL 1003, 1013, 1023, 1053, or 1063

BIBL 4353. Women in the Bible 3 credits
Designed to introduce students to the female characters of the Old and New Testaments, including detailed studies of a number of women who appear in the Bible. The course explores the role of women in the religious and social culture of the Old and New Testaments. Prerequisites: BIBL 1003, 1013, 1023, 1053, or 1063; BIBL 2113 or 2363 recommended or permission of instructor.

BIBL 4433. Psalms and Wisdom Literature 3 credits
An analysis of Old Testament Israel's devotion and wisdom resources in Psalms, Proverbs, Job, Ecclesiastes, and the Song of Solomon. Prerequisites: BIBL 1013 or 1053; BIBL 2113 recommended or permission of instructor.

BIBL 4463. The Revelation and Biblical Prophecy 3 credits
A study of biblical eschatology and apocalyptic literature in both the Old and New Testaments. The primary focus will be on the Revelation of St. John – its historical setting, the varieties of interpretations of its message, and its relevance to the church today. Prerequisites: BIBL 1013, 1023, 1053, 1063; BIBL 2113 or 2363 recommended or permission of instructor.

BIBL 4473. Pre-Exilic Prophets 3 credits
The minor prophets Hosea to Zephaniah and the major prophet Isaiah, studied in the light of their historical background and message. Prerequisites: BIBL 1013 or 1053; BIBL 2113 recommended or permission of instructor.

BIBL 4483. Exilic and Post-Exilic Prophets 3 credits
The books of Jeremiah through Daniel and the minor prophets Haggai through Malachi, studied in the light of their historical background and message. Prerequisites: BIBL 1013 or 1053; BIBL 2113 recommended or permission of instructor.

BIBL 4893. Survey of Biblical Study 3 credits
An overview of the field of biblical literature, covering such topics as hermeneutics, biblical criticism, principles of inductive Bible study, and the history of the Bible in English. Designed to be a capstone course for biblical studies, it is open only to majors and minors with junior or senior standing. Prerequisites: BIBL 1003, 1013, 1023, 1053, or 1063; BIBL 2113 or 2363 recommended or permission of instructor.

BIOLOGY COURSES

BIOL 1004, BIOL 1014. General Biology Molecular, Organismal 4 credits each
General Biology Molecular would encompass scientific philosophy and methodology, chemistry and biochemistry, cell biology and genetics. General Biology Organismal would encompass evolution, taxonomy and diversity, basic plant anatomy and physiology, basic animal anatomy and physiology, and ecology. Both semesters include laboratory.

BIOL 1054. Survey of Anatomy and Physiology 4 credits
A one-semester survey emphasizing the interrelationships between the various human-organ systems. Does not give credit toward a biology, pre-medical/pre-dental majors, or nursing. Includes laboratory.

- BIOL 1064. Issues in Human Biology** 4 credits
This is a survey course in human biology that emphasizes the interrelationships between the various human-organ systems, human genetics, and the interrelationships between humans and their environment, locally, nationally, and globally. It has laboratory simulations included. (This cannot give credit towards a biology, pre-medical, or medical-technology major.)
- BIOL 1104. Introduction to Biology** 4 credits
An introduction for non-majors emphasizing philosophy of science, cell biology, genetics, diversity of organisms, ecology, and evolution. Includes laboratory.
- BIOL 2024. Botany** 4 credits
The phylogenetic relationships within the plant kingdom, and the comparative structure, function, development, and ecology of representative plants. Prerequisites: BIOL 1004 or BIOL 1103, or permission of the instructor. Includes laboratory.
- BIOL 2034. Zoology** 4 credits
The phylogenetic relationships within the animal kingdom, and the comparative anatomy, physiology, development, and ecology of representative animals. Prerequisite: BIOL 1014 or 1103, or permission of instructor. Includes laboratory.
- BIOL 2074. Environmental Science** 4 credits
Energetics, pollution, and resource management; the distribution of organisms; the ethics of man's influence on the environment. Prerequisite: BIOL 1004, 1103, or permission of instructor. Includes laboratory.
- BIOL 2103. Medical Terminology** 3 credits
A study of medical terminology that will aid in the understanding of medical-related courses and assist in preparation for professions related to medicine.
- BIOL 2203. Nutrition for Health Care Professionals** 3 credits
Investigation of targeted general and clinical nutrition topics, including principles of nutrition related to function, digestion, and requirements of nutrients, life-cycle nutrition, relationships of diet to health maintenance, physical fitness, and disease, and the role of nursing and other health-care professionals and nutrition. Prerequisites: BIOL 1004 or BIOL 1103; supported by BIOL 3204 and 3214.
- BIOL 2254. Ecology** 4 credits
Study of the relationships organisms have with each other and with their environments. Themes include populations, communities, ecosystems, biodiversity, and conservation biology. Prerequisites: BIOL 1004 or 1103, or permission of instructor. An overnight trip is required. (An extra fee may be required.) Includes laboratory.
- BIOL 2353. Introduction to Ornithology** 3 credits
A basic introduction to the study of birds including diversity, field identification, and song recognition for species common to South Carolina. Students will learn to identify resident birds using field marking, calls and behaviors. Class work will be supplemented by field trips to local birding hotspots which might require minimal cost. Students will spend considerable time in the field and maintain a log of observed species.
- BIOL 290-298. Biology Studies** (1 to 4 semester hours) Variable credit
Any topic in biology meeting the approval of the division chair and Dean of the College of Arts and Sciences. Hours of credit and laboratory fee (if any) are to be determined. These courses may be directed or independent study or experimental courses for individuals or for a group of students. Prerequisite: consent of instructor.
- BIOL 2373. Conservation Biology** 3 credits
This course will explore basic principles and practices involved in the conservation of biological diversity. Instruction will center on readings, forum discussions, brief reflection papers, and interactive computer simulations. Emphasis will be given to scientific concepts, practical applications, and ethical concerns inherent in the discipline of conservation biology.
- BIOL 2393. Biology in the News** 3 credits
A survey course in which students explore biology-related topics currently in the news. Emphasis will be placed on current events, issues, and developments and the fundamental biological principles behind them. Coursework will

consist of readings, problem-based learning exercises, electronic discussions, topical study guides, and written tests. Does not meet general education requirement for a lab science.

BIOL 2454. Introduction to Animal Science 4 credits
Basic scientific fundamentals of livestock production, including feeding and nutrition, reproductive physiology, selective breeding, health, management, and marketing of major and minor species. Includes laboratory.

BIOL 3033. Immunology 3 credits
Introduction to the structure, function, production, and reactions of antibodies, and a study of immunity in general. Prerequisites: BIOL 1004, CHEM 1004, 1054; or permission of instructor. Offered on demand.

BIOL 3064. Entomology 4 credits
Study of the anatomy, physiology, and behavior of insects and related animals. Lab work includes capturing and identifying insects. Prerequisite: BIOL 2033 or 2034, or permission of instructor. Includes laboratory.

BIOL 3074. Field Biology 4 credits
An introduction to methods and techniques for studying populations and communities in their natural settings. Includes emphasis on the plants and animals of South Carolina. Prerequisites: BIOL 1004 or 1103 or permission of instructor. An overnight trip is required. (An extra fee may be required.) Includes laboratory.

BIOL 3104. Microbiology 4 credits
Study of common forms of bacteria, viruses, protozoa and fungi, and their relationship to plant and animal life and to public health. Bacteriological techniques are taught in the laboratory. Prerequisites: CHEM 1004, 1054; BIOL 1004; BIOL 1033 or 2034. Includes laboratory.

BIOL 3174. Aquatic and Wetland Biology 4 credits
A study of aquatic and wetland habitats emphasizing a watershed approach and classification using physical, chemical, and biological characteristics. The need for and practice of wetlands delineation and the importance of wetland habitat for management and production of wetland wildlife species will be emphasized. Includes laboratory.

BIOL 3204, 3214. Anatomy and Physiology I, II 4 credits
A two-semester study of human structure and function as an integrated whole, with emphasis on homeostasis and feedback mechanisms. Prerequisites: BIOL 1004. BIOL 3204, or instructor's permission, is a prerequisite for BIOL 3214. Includes laboratory.

BIOL 3254 (CHEM 3254). Biochemistry 4 credits
A study of physiologically significant organic molecules. Prerequisites: BIOL 1004, CHEM 2504, or Medical Laboratory Technician or equivalent certification. Includes laboratory.

BIOL 3303. Animal Behavior 3 credits
Designed to investigate the physiological bases of animal behavior and the behavior of animals in response to their environment. Prerequisites: PSYC 2003 or 2004; BIOL 1004, 1014, 1104, or permission of instructor.

BIOL 3313. Bioethics 3 credits
A study of the ethical dilemmas posed by human effect on the environment at large and those encountered in medical practice. Prerequisites: ENGL 1013, and permission of the instructor. Required philosophy course for biology, pre-dentistry, and pre-medicine majors.

BIOL 3404. Physiology of Behavior 4 credits
Designed to investigate the anatomical and physiological basis of human behavior, including the physiological bases of disorders which affect human behavior. Includes laboratory.

BIOL 3454. Cellular and Molecular Biology 4 credits
An introduction to structure and function of cells and tissues, and the techniques for studying them, with emphasis on animal material. Prerequisites: BIOL 1004, 2034, CHEM 1004, and CHEM 1054, or permission of instructor. Includes laboratory.

- BIOL 3504. Genetics** 4 credits
Mendelism; population genetics; the genetic code; protein synthesis; differentiation and control of gene action. Prerequisites: BIOL 1103 or 1004; ENGL 1013; proficiency in mathematics. Includes laboratory.
- BIOL 3653. The Ecology of South Carolina—Mountains to the Sea** 3 credits
Despite its small size, South Carolina possesses a wide array of natural communities. This course will explore the natural history of South Carolina's four physiographic provinces: Blue Ridge, Piedmont, Sandhills, and Coastal Plain. Emphasis will be on basic principles of ecology, field- study techniques, identification of local flora and fauna, and general-nature interpretation. The course will incorporate various outdoor laboratory investigations and field trips to a number of natural areas. Some of the field trips will involve overnight stays at minimal cost. Prerequisites: BIOL 1004 or 1103 or permission of instructor. Includes laboratory. Extra fee. (Offered during May term.)
- BIOL 3753/5753. Natural History for Teachers – Bringing Nature to the Classroom** 3 credits
An introduction to the study of natural history for in-service or pre-service teachers. Emphasis will be on identification of local flora and fauna, nature interpretation, and principles of ecology. Instruction will take place via classroom instruction and field trips to local natural areas. Grading will consist of quizzes, tests, and development of standards-based instructional materials involving content from the course.
- BIOL 3853. Wildlife and Natural Resource Management** 3 credits
An introduction to the science and practice of wildlife and natural resource management including principles of ecology, population biology, and public policy. Instruction will include field trips to local areas where management techniques are being utilized.
- BIOL 400-419. Biology Studies** (1 to 4 semester hours) Variable credit
Any topic in biology meeting the approval of the division chair and the Dean of the College of Arts and Sciences. Hours of credit and laboratory fee (if any) are to be determined. Courses numbered 400-409 are directed study by individuals; those numbered 410-419 are experimental courses not described above. Offered on sufficient demand. 400-409 graded P/NC. Prerequisite: consent of instructor.
- BIOL 4203. Pathophysiology** 3 credits
This course promotes the understanding and application of fundamental disease processes. The concepts are applied in a systems-oriented approach and the aim is to teach students the pathogenesis of various symptoms and diseases affecting the human body, particularly affecting the musculoskeletal, nervous, endocrine, cardiopulmonary, hematological, immune, renal and gastrointestinal systems. General concepts of disease, including etiology, pathogenesis, and clinical significance are dealt with, as well as regulatory mechanisms responsible for maintenance of homeostasis and the alterations which occur leading to specific disease processes. Altered physiological functions are explained on the molecular, cellular, organ and systemic level. Prerequisites: BIOL 3204 and 3214
- BIOL 4253. Neurobiology** 3 credits
An introduction to the cellular physiology of the mammalian brain with particular focus on the electrical properties of neurons, the process of neurotransmission and the general properties of the neuronal circuits. Areas of the brain and specific brain circuits involved in learning and memory, movement and emotion will be studied as a means of applying general principles of neurobiology. Prerequisite: BIOL 1004, 1054, 1103.
- BIOL 4273. Developmental Biology** 3 credits
A one-semester elective designed for Biology and Pre-med majors. Students will learn the principles governing embryonic development with a focus on mammalian development. We will explore how a single fertilized egg undergoes cell division, cell migration and differentiation to form the distinct tissue types and organs found in an adult organism. Required prerequisites: BIOL 1004 and 1014. Recommended prerequisites: BIOL 3254 or 3204/3214.
- BIOL 4354/BIOL 4353. Comparative and Environmental Physiology** Variable credit
A comparative study of anatomical, physiological and biochemical adaptations of various animals. Prerequisites: ENGL 1013; competency in mathematics; BIOL 1004 and 2034; CHEM 1004 and 1054. Laboratory included.
- BIOL 480. Biology Senior Internship** (Hours to be determined) Variable credit
An internship off-campus, to provide professional development for senior-level students. (See p. 25) Prerequisite: competency in computer, math, oral communication, reading, and writing. (P/NC)

BIOL 490-498. Independent Study (1-3 hours per semester) Variable credit

BIOL 4993. Honors Research in Biology Variable credit

BIOL 5753/BIOL 3753. Natural History for Teachers 3 credits

An introduction to the study of natural history for in-service or pre-service teachers. Emphasis will be on identification of local flora and fauna, nature interpretation, and principles of ecology. Instruction will take place via classroom instruction and field trips to local natural areas. Grading will consist of quizzes, tests, and development of standards-based instructional materials involving content from the course. May be taken for graduate or undergraduate credit. Additional charge to cover field trips.

BUSINESS COURSES

BUSI 2093. Business Communications 3 credits

This course is designed to provide an overview of practical communication for career. Specific areas covered include English usage, punctuation, and mechanics; word choice, sentence structure and paragraphing; the writing process; e-mails, memos, letters, proposals, reports, technical documentation, and oral presentations.

BUSI 2203. Quantitative Methods for Managers 3 credits

Descriptive and inferential statistics with a business orientation focused on analysis and interpretation of data. Data analysis and hypothesis testing are included. Computer software applications are used. Prerequisite: Math course.

BUSI 3003. Economics for Managers 3 credits

A survey of the important economic concepts that is useful in managerial decision-making. Includes concepts of Supply and Demand, profit-maximization under different market structures, market failure, production and costs, and important macroeconomic concepts of interest rates and international trade.

BUSI 3013. Accounting for Financial Decisions 3 credits

Use of the accounting process for decision-making through identifying, measuring, and communicating information. Development, interpretation and analysis of the basic financial statements of an organization.

BUSI 3023. Accounting Concepts for Managerial Decisions 3 credits

An extension of the study of accounting from BUSI 3013 focusing primarily on production and cost analysis. Focus is placed on management use of accounting information in decision-making. Prerequisite: BUSI 3013.

BUSI 3403. Management Information Systems 3 credits

A study of the role of Management Information Systems in a business organization. Software will be used in designing system solutions. Possible topics include expert systems, artificial intelligence, and database design and management. Prerequisite: CPSC 1103 or equivalent.

CHEMISTRY COURSES

CHEM 1004, 1054. General Chemistry I, II 4 credits

I - Principles of inorganic chemistry as illustrated by important elements, compounds, and reactions. II - Introduction to physical chemistry and qualitative analysis. Includes laboratory. Lab fee required. Prerequisite: CHEM 1004 is a prerequisite for taking CHEM 1054. Score of 500 or better on Math SAT (ACT equivalent) or College Algebra and Trig or higher level math.

CHEM 1053. General Chemistry II 3 credits

Introduction to physical chemistry and qualitative analysis. Does not include laboratory. Prerequisite: CHEM 1054.

CHEM 1104. Introduction to Chemistry 4 credits

This course is recommended for students who plan to take College General Chemistry but had no or did not do well in chemistry course in high school or those who have been out of college for a long time and are coming back to school. Students will learn the basic principles and practical applications of chemistry. Topics: measurement, ionic and covalent compounds, chemical calculations, states of matter; energy, solutions, reactions, chemical bonding,

gases, and acids and bases. Laboratory components consist of learning the principles of experimental design and record keeping, developing concepts regarding accuracy and precision of experimental data, and learning how to report scientific findings. Lab fee required, unless students are required to buy lab packs. Prerequisite: Algebra I and II or satisfactory high school Math SAT score or Quantitative Reasoning.

CHEM 2504. Organic Chemistry I 4 credits
Study of the preparations and reactions of the various organic functional groups with emphasis upon the mechanisms of the reactions. Prerequisites: CHEM 1004, 1054 or permission of instructor. Includes laboratory.

CHEM 2514. Organic Chemistry II 4 credits
Study of the preparations and reactions of the various organic functional groups with emphasis upon the mechanisms of the reactions. Prerequisites: CHEM 1004, 1054, 2504 or permission of instructor. Includes laboratory.

CHEM 290-298. Chemistry Studies (1 to 4 semester hours) Variable credit
Any topic in chemistry meeting the approval of the Division Chair and Dean of the College of Arts and Sciences. Hours of credit and laboratory fee (if any) are to be determined. These courses may be directed or independent study or experimental courses for individuals or for a group of students. Prerequisite: consent of instructor.

CHEM 3254 (BIOL 3254). Biochemistry 4 credits
A study of physiologically significant organic molecules. Prerequisites: BIOL 1003 or 1004, CHEM 2504; or Medical Laboratory Technician or equivalent certification. Includes laboratory.

CHEM 3404. Inorganic Analysis 4 credits
Analysis of inorganic compounds and inorganic elements in organometallic compounds. Laboratory included. Prerequisites: CHEM 1054.

CHEM 3414. Organic Analysis 4 credits
Chemical and instrumental methods commonly used on organic compounds and mixtures. Laboratory included. Prerequisites: CHEM 2504.

CHEM 3454. Physical Chemistry I 4 credits
Includes the gaseous state, thermodynamics, chemical equilibria, and atomic and molecular structure, from both experimental and theoretical points of view. Prerequisites: CHEM 1004, 1054; MATH 2514, PHYS 2054. Includes laboratory.

CHEM 3464. Physical Chemistry II 4 credits
Continuation of CHEM 345, including chemical kinetics, liquid and solid state, phase equilibria, solutions, electrochemistry and surfaces. Prerequisites: CHEM 1004, 1054; MATH 3524, PHYS 2054 or consent of instructor. Includes laboratory.

CHEM 400-419. Chemistry Studies (1 to 4 semester hours) Variable credit
Any topic in chemistry meeting the approval of the Division Chair and the Academic Dean. Hours of credit and laboratory fee (if any) are to be determined. Courses numbered 400-409 are directed study by individuals; those numbered 410-419 are experimental courses not described above. Offered on sufficient demand. 400-409 graded P/NC. Prerequisite: consent of instructor.

CHEM 480. Chemistry Senior Internship (Hours to be determined) Variable credit
An internship off-campus, to provide professional development for senior-level students. (See p. 25.) (P/NC)

CHEM 490-498. Independent Study (1-3 hours per semester) Variable credit

CHEM 4993. Honors Research in Chemistry 3 credits

CHINESE

CHIN 1013. Elementary Chinese

3 credits

Elementary Chinese is the first course in Mandarin Chinese. The course is designed for learners who have never had any exposure to the Chinese language and it is focused on the development of basic communication skills. All four skills (listening, speaking, reading, and writing) will be emphasized, using textbooks, workbooks, character workbooks, audio CDs, CD-ROMs and DVDs. By the end of the semester, students will have a solid foundation in Chinese pronunciation, will be able to carry out simple conversations in Chinese on a limited range of topics, will be able to read and write simple narratives about daily activities, and will be able to speak, read, and write simplified Chinese characters.

CHIN 1023. Intermediate Mandarin Chinese

3 credits

Continuation of CHIN 1013.

COMMUNICATION

COMM 1003. Introduction to Communication Studies

3 credits

Students will develop an understanding of the broad academic discipline of communication. Students will learn biblical principles of communication, as well as research and presentation skills needed for the major.

COMM 1203. History of Media

3 credits

Students will understand the significance of media history. Students will study key people, events, and discoveries that have shaped modern media and will learn how past events impact future media developments.

COMM 1503. Multi-Media Production

3 credits

Students will learn the basics of digital audio and video production. Students will learn techniques of non-linear editing, vocal performance, and digital storytelling.

COMM 2123. Interpersonal Communication

3 credits

Students will discover their personal communication patterns. Students will learn the process of interpreting messages of others within diverse contexts and initial steps toward resolving conflicts.

COMM 2143. Intercultural Communication

3 credits

Students will discover how to become ethically responsible intercultural communicators. Students will learn the process of interpreting messages of others within diverse cultural contexts, as well as the initial steps in resolving intercultural conflicts. This course is designed to assist students in adapting to the global perspectives in today's world.

COMM 2153. Introduction to Journalism

3 credits

Students will learn the essentials of journalistic writing. They will create a portfolio demonstrating their writing abilities. Prerequisite: ENGL 1003 and 1013.

COMM 2303. Persuasion

3 credits

Students will learn the theories and techniques of classical and modern persuasion and will discover how persuasion works in both mediated and non-mediated contexts, such as advertising and debate. Students will apply theories of persuasion to a contemporary media campaign of their own creation.

COMM 2403. Introduction to Popular Culture

3 credits

Students will learn the importance of popular culture in society and various Christian responses to popular culture. Students will also evaluate their personal attitudes toward popular culture.

COMM 2503. Introduction to Digital Media

3 credits

Students will learn the basics of producing content for digital and internet media. Students will learn web-page construction and elements of graphic design.

- COMM 3003. Communication Theory** 3 credits
Students will learn the complex dynamics of the communication process. Specifically, students will learn different models and theories of communication in interpersonal, group, mediated, and cultural contexts. Prerequisite: COMM 1003.
- COMM 3053. Media Theory** 3 credits
Students will learn how the form of any communication influences its content and will learn to craft messages appropriate to particular media. Students will consider the significance of the work of Marshall McLuhan, Neil Postman and other theorists to modern media studies. Prerequisite: COMM 1003.
- COMM 3153. Reporting** 3 credits
Students will learn the essentials of reporting for public media. Students will enhance their writing and storytelling skills and interviewing abilities. Students will encounter the servant role of journalism by authoring stories involving marginalized people groups. Prerequisites: COMM 1503 and COMM 2153.
- COMM 3203. Rhetorical Theory** 3 credits
Students will discover the historical roots of rhetoric and persuasion. Students will learn the utility of rhetoric in deepening their understanding of media and popular culture. Prerequisite: COMM 2303.
- COMM 3403. Media Criticism** 3 credits
Students will learn the techniques and theories of media criticism. Students will learn to investigate media artifacts, such as films, television shows, and popular music, and interpret their possible meanings and messages. Prerequisite: COMM 3203.
- COMM 3703. Communication and the Christian Faith** 3 credits
Students will learn the various ways Christians use mediated communication and the controversies associated with those uses. Students will learn how to create messages that serve diverse Christian audiences.
- COMM 3753. Media Law** 3 credits
Students will study significant legal cases that govern modern-media industries. Students will learn the importance of the First Amendment to current journalism practices, laws that affect the reporting process, and legal decisions related to defamation, privacy, and broadcast media.
- COMM 4243. Media and Society** 3 credits
Students will deepen their understanding of the social role of media and popular culture in society by learning how they help shape social norms. Students will trace the development of social movements by discovering their genesis in the media and following its progression to public policy. Prerequisites: COMM 2403 and COMM 3403.
- COMM 4423. Seminar in Popular Culture** 3 credits
Students will deepen their understanding of specialized topics within popular culture, such as advertising, film genres, or television shows, or video games. Prerequisite: COMM 2403 or instructor approval.
- COMM 4503. Public Relations** 3 credits
Students will learn how news content is uniquely portrayed on the web. Students will combine elements of writing, reporting, and media production into a functioning website that serves the public. Prerequisites: COMM 1503, COMM 2503, COMM 3153.
- COMM 4703. Communication Ethics** 3 credits
Students will learn various ethical systems from classical and modern philosophy and how they influence communication decision-making. Students will learn how to choose and apply ethical approaches in various communication situations. Students will learn how to view communication-related dilemmas from a Christian perspective. Prerequisite: Senior standing or instructor approval.
- COMM 4903. Communication Capstone** 3 credits
Students will demonstrate proficiency in their chosen concentration. Students in the Media Presentation concentration will create professional media content via a chosen internship. Students in the Mass Media Studies concentration will author a major thesis for submission to a professional conference. Course graded P/F. Prerequisite: Senior standing.

COMM 498. Communication Independent Study (1-3 hours)

Variable credit

Students will undertake an academic project related to their interests. Topics assigned after collaboration with the student's advisor. Students are required to publicly present the results of their research.

COMPUTING COURSES

CPSC 1003. Fundamentals of Programming

3 credits

Introduction to the application of program development concepts and tools. Use of such tools as pseudo-code and flowcharting to produce top-down structured solutions to business and scientific applications. Emphasis given to basic logic, program documentation and debugging.

CPSC 1103. Introduction to Computers and Information Processing

3 credits

Introduction to the history, vocabulary, and use of computer information systems. Includes word- processing, spreadsheet, and presentation applications using the integrated package Microsoft Office.

CPSC 1203. Introduction to the Internet, Online Research, and Web-Site Design

3 credits

Topics include the history, evolution, structure, and management of the Internet; the influence of the Internet on society; locating and synthesizing information online; Hypertext Markup Language; and building web pages.

CPSC 1903. Introduction to Computer-Science Programming

3 credits

Introduction to programming and basic computer-science principles and algorithms. Topics include fundamental computer-science theory, number systems, thinking strategies, Tanenbaum's virtual machine, recursion, data structures, and addressing. Prerequisite: Satisfactory performance on computer-science placement test or CPSC 1003.

CPSC 2103 (MGMT 2103). Advanced Software

3 credits

Advanced topics in word processing, spreadsheets, databases, electronic presentations, the Internet, and the integration of the above, using the Windows operating system and Microsoft Office. Prerequisite: CPSC 1103.

CPSC 2203. Desktop Design

3 credits

Design, capture, and processing of digital graphic elements in published material (with emphasis on the Internet as the publishing medium). Introduction to design concepts. Prerequisite: CPSC 1103 and CPSC 1203 or permission of instructor.

CPSC 2253. Object-Oriented Programming I

3 credits

Introduction to object-oriented design and programming using a modern object programming language. Studying language syntax, program construction, and debugging techniques provides the foundation to design and implement new solutions for common business applications. Prerequisite: CPSC 1903 and CPSC 2203 or permission of instructor.

CPSC 2293. Web Page Design and Programming

3 credits

Web-page design and programming syntax and use of HTML and DHTML to implement those designs. Design elements include text, forms, tables, frames, graphics, sound, white space, images, animation, and intra-page, intra-site, and inter-site hyperlinks. Introduction to scripting and XML. Prerequisite: CPSC 1203 and CPSC 1003, or CPSC 1903.

CPSC 2303. Hardware and Software Configuration and Support

3 credits

Concepts of PC hardware and software configuration and help-desk technical support in a business environment. Troubleshooting and hardware peripheral maintenance and repair, basic application installations, printer maintenance, and end-user public relations. Prerequisite: CPSC 1903 or permission of instructor. Includes lab. Lab tools required.

CPSC 2313. Elements of Graphic Design

3 credits

Computer graphics and basic elements of graphic design and practice, with emphasis on design for the Internet. Students will evaluate existing web sites for their graphic design and implementation. Individual projects will be required. Prerequisites: CPSC 2203 or permission of instructor.

- CPSC 2453. Special Topics I** 3 credits
Advanced programming techniques including possible topics of indirection, recursion, and conceptual development and implementation of data structures including arrays, records, linear lists, stacks, queues, trees, tables, and graphs. Other topics may include applications writing involving strings, sorting, searching, and file operations. Prerequisite: CPSC 1903 or permission from the instructor.
- CPSC 2503. Networking I** 3 credits
A study of the protocols employed to implement business and organizational solutions on an intranet or the Internet. Analysis of available hardware and software used in the design of networks and the respective cost/benefit tradeoffs. Prerequisite: CPSC 2303 or permission of instructor.
- CPSC 3003. Database Design and Implementation I** 3 credits
Methods of database planning, design, and development. Management topics include data integrity, privacy, and security. File systems, hierarchical and networked databases, and relational-online databases. Prerequisite: CPSC 2253 and CPSC 2293.
- CPSC 3013. Database Design and Implementation II** 3 credits
Advanced database design, creation, maintenance, and security using the SQL or SQL type language. The online databases will be implemented using current database engines and interfaces. Prerequisite: CPSC 2503 and CPSC 3003.
- CPSC 3103. Systems Analysis and Design** 3 credits
Theory and practice of determining data flow in a small enterprise environment. The Systems Development Life Cycle methodology will be the process used to develop appropriate solutions. Local business case studies will serve as class projects. Prerequisite: CPSC 2503, 3003 and 3354.
- CPSC 3153. Theory of Computing** 3 credits
Computing theory is explored through the study of languages (regular and context-free), automata (finite and pushdown), turing machines, and complexity theory.
- CPSC 3303. Object-Oriented Programming II** 3 credits
Advanced study of the concepts and application of an Object-Oriented Event Driven (OOED) approach to developing solutions to business problems. Prerequisite: CPSC 2253.
- CPSC 3313. Developing Distributed Applications** 3 credits
Advanced concepts and the associated technologies required to develop and implement distributed software solutions to business problems. Prerequisite: CPSC 3003 and 3303.
- CPSC 3354. Operating Systems and Servers** 4 credits
Design concepts of advanced PC operating systems. Focus on modern operating systems and server theory, as well as hands-on lab projects. Prerequisite: CPSC 2303 and CPSC 2503 or permission of instructor.
- CPSC 3403. Digital Photography and Image Rendering** 3 credits
Analysis of image formats, rendering, layering, and composition for electronic multimedia. Techniques and software packages for animating existing graphic images and the creation of new animated images. Topics include realistic representation, illumination, and bandwidth management. Prerequisite: CPSC 2203 and 2293 or permission of instructor.
- CPSC 3413. Designing Electronic Multimedia** 3 credits
Design, development, and publishing multimedia for business applications. Includes the creation of graphical, photographic, video, sound, animation, multimedia authoring, virtual reality applications suitable for publication on the Internet or other electronic media. Prerequisites: CPSC 2203 and CPSC 2293, or permission of instructor.
- CPSC 3623. Networking II** 3 credits
The techniques employed to implement business/organizational networking solutions. Includes transmission media, client-server strategies, throughput and response time, systems architecture, and cost/benefit tradeoffs. Prerequisite: CPSC 2503.

- CPSC 3633. Networking III** 3 credits
An advanced study of protocols employed to implement business/organizational networking solutions. An in-depth analysis of available hardware and software used in the design of networks and the respective cost/benefit tradeoffs. Prerequisite: CPSC 3354 and CPSC 3623.
- CPSC 4202. Computer Science Senior Capstone** 2 credits
A focus on both ethical issues of Computer Science and integration of information literacy. Students will develop and defend, both in writing and presentation, an ethical viewpoint on one or more situations.
- CPSC 4303. Advanced Scripting and Common Language Interfaces** 3 credits
A study of the advanced programming techniques of powerful scripting languages. Students will analyze scripts and design new applets. Strong focus on design, documentation, and debugging. Prerequisite: CPSC 3013, 3303, and CPSC 3354.
- CPSC 4423. Advanced Networking Applications** 3 credits
An advanced study of network applications and protocols to implement networking solutions. Analysis of available hardware and software used in the design of network support. Prerequisite: CPSC 3633.
- CPSC 4453. Special Topics II** 3 credits
Advanced programming techniques and theories currently implemented in a variety of computer programming languages.
- CPSC 4523. Advanced Web-Site Design** 3 credits
Advanced concepts and elements of web-site design. Advanced web-page editors are used to build the web pages. Online research and analysis provide the foundation for building a small enterprise environment group project. Prerequisites: CPSC 3103.
- CPSC 400-419. Studies in Computer Science** (1 to 4 semester hours) Variable credit
Any topic in computer science meeting the approval of the Division Chair and the Academic Dean. Courses numbered 400-409 are directed study by individuals; those numbered 410-419 are experimental courses not described above. Offered on sufficient demand. 400-409 graded P/NC. Prerequisite: Permission of instructor.
- CPSC 4603. Advanced Business Solutions (Project)** 3 credits
Prerequisite: Junior/senior status and permission of Coordinator of Studies in Computer Science.
- CPSC 4613. Advanced Application Development** 3 credits
Prerequisite: Junior/senior status and permission of Coordinator of Studies in Computer Science.
- CPSC 4623. Special Topics in Internet Computing** 3 credits
Prerequisite: Junior/senior status and permission of Coordinator of Studies in Computer Science.
- CPSC 470. Internship with Business** Variable credit
Prerequisite: Junior/senior status and permission of Coordinator of Studies in Computing. Students must also meet the university's requirements for Senior Practicum, specified on page 25. Prerequisite: competency in computer, math, oral communication, reading, and writing.

CRIMINAL JUSTICE COURSES

- CRJS 1151. Introduction to Firearms** 1 credit
This course introduces the basic knowledge, skills, and attitude necessary for owning and using a pistol safely. The course will be taught by an NRA certified instructor. Each student has the opportunity to receive a certificate of completion for the NRA Basic Pistol Course. As skill level permits, students may participate in the shooting of air guns, rim fire and center fire pistols.
- CRJS 2103. Introduction to Corrections** 3 credits
An introduction and analysis of American correctional systems with emphasis on the community-based agencies, institutional philosophies, inmate demographics/behavior, and an examination of the correctional officer's role and correctional legislation. Prerequisite: CRJS 2253

- CRJS 2153. Firearms for Criminal Justice and Forensic Science** 3 credits
This course will introduce skills necessary for handling firearms for law enforcement certification, crime scene processing, and forensic analysis. Basic knowledge and procedures for firearms analysis will be instructed for handguns, long guns, cartridge components, and gunshot residue analyses. Practical exercises, microscopic analysis, and review analytical theory will be required. Prerequisite: CRJS 1151
- CRJS 2173. Health and Fitness for Criminal Justice** 3 credits
This course will explore the physical, emotional, and spiritual demands experienced by a criminal justice professional. It introduces healthy and responsible approaches for developing lifelong activities for physical health, emotional health, and spiritual health as a criminal justice professional.
- CRJS 2253. Introduction to Criminal Justice** 3 credits
The history and philosophy of crime and criminal justice, including Christian perspectives, the agencies and processes that comprise the criminal justice system, and the relationship between the U.S. constitution and the criminal-justice system.
- CRJS 2283. Police and Community** 3 credits
Explores strategies of community policing and ways to manage police work when it conflicts with constituencies within the community. Prerequisite: CRJS 2253
- CRJS 3353. Juveniles and the Law** 3 credits
This course investigates the juvenile justice system; examining initial custody to disposition from a historical, modern and criminological perspectives.
- CRJS 3413. Criminal Law** 3 credits
A study of criminal law in the United States. Addresses legal definitions of crime; purposes and functions of the law; historical foundations, and the limits of the criminal law. Prerequisite: CRJS 2253
- CRJS 3433. Criminal Justice Management** 3 credits
This course applies general principles of management to criminal-justice settings. Special emphasis is placed on human-resource issues, the supervision of autonomous street personnel, and management ethics. Prerequisite: CRJS 2253
- CRJS 3453. Criminal Investigation** 3 credits
Introduces students to techniques of crime-scene analysis and subsequent investigation. Prerequisite: CRJS 2253
- CRJS 3471. Special Topics in Criminal Justice** 1 credit
Periodic offering of special topics in criminal justice emphasizes specialized areas with practical or public-policy significance. Examples of possible courses include fingerprinting, use of COMSTAT mapping procedures, and restorative justice. Courses range from one to three hours, and a total of six hours of special topics courses may count toward the criminal justice major.

ECONOMICS COURSES

- ECON 2103. Personal Finance** 3 credits
Emphasizes comprehensive personal financial planning through the use of an integrative case that gives practical experience in decision-making. Topics include budgeting, investments, insurance, major purchase decisions, etc.
- ECON 2053. Microeconomics** 3 credits
An introduction to economic analysis and its applications to business issues. Emphasis on consumer demand, theory of the firm, and resource markets.
- ECON 2063. Macroeconomics** 3 credits
An application of economic analysis to the national economy. Emphasis on national income, business cycles, price levels, unemployment, fiscal and monetary policy.
- ECON 4003. Studies In Economics** 3 credits
An investigation of economics topics not covered in traditional courses by critical evaluation of assigned readings. One to Three credit hours. Prerequisite: Junior standing.

EDUCATION COURSES

Note: A prerequisite for enrollment in Education courses, except EDUC 1003, EDUC 1013, EDUC 1201, EDUC 2113, EDUC 3003, EDUC 3123, EDUC 3183, and EDUC 3663, is the completion of the requirements of the Lock I Assessment with 2.75 GPA.

EDUC 1003. American Sign Language I 3 credits

Focuses on major language functions used in everyday conversation. The basics of ASL grammar structure, the manual alphabet, and other vocabulary are also taught. (Fall, Even Years)

EDUC 1013. American Sign Language II 3 credits

Focuses on fluency, correct structuring of the language, and competency in expressive as well as receptive communication skills. Includes additional vocabulary. *Prerequisite: EDUC 1003 or demonstrated ASL competency* (Spring, Odd Years)

EDUC 1153. Teacher Cadet 3 credits

Students completing a qualified South Carolina Teacher Cadet course at their respective high school and meeting the criteria established by CERRA (Center for Educator Requirement, Retention, and Advancement) with a grade of “B” or better may receive three-hours elective credit in Education. This course satisfies the requirements for EDUC 1201 Cornerstone in Education.

EDUC 1201. Cornerstone to Education 1 credit

This course presents the teacher candidate with an overview of the education major and the teaching profession. Topics discussed include characteristics of the current teaching profession, the role of the teacher within the school, requirements for admission into the SWU Teacher Education Program, the Praxis test requirements, developing an e-portfolio, and the process of teacher certification in South Carolina. Candidates will also become familiar with the SWU Teacher Education Handbook. This course is a prerequisite for all other education courses. *Required of all teacher candidates unless they have had EDUC 1153.*

EDUC 2033. Methods of Teaching Early Childhood Math 3 credits

Methods and materials for teaching mathematics from pre-kindergarten through grade three. *Required of all early childhood teacher candidates. Prerequisite: Math competency (MATH 1053); Acceptance into Lock I.* (Spring)

EDUC 2043. Methods of Teaching Elementary School Math 3 credits

This specific methods course will provide an opportunity for students to learn methods of teaching mathematics in grades 2-6 as they study the Common Core State Standards in Mathematics and the SC State Standards for mathematics. Students will write lesson plans as part of thematic units that teach mathematics effectively to all students, including students with exceptional learning needs (ELN), across the curriculum. Students will create hands-on materials for use in the classroom. Emphasis will be placed on using evidence-based practices to improve outcomes for all students. *Required of all elementary education teacher candidates. Prerequisite: Math competency (MATH 1053); Acceptance into Lock I.* (Spring)

EDUC 2113. Foundations of Education 3 credits

Sociological and philosophical foundations of Western education. Included will be a study of the crucial issues found in our present schools. *Required of all teacher candidates.*

EDUC 3003. Effective Methods for the Elementary and Middle School/Field Experience 3 credits

The purposes, parent-school-community relationships, curriculum, and activities of the elementary school. The first half of the course includes methods taken from the effective teaching research. *Included in this course will be 30 hours of field-placement experience. Required of all elementary education and special education teacher candidates.*

EDUC 3072. Emergent Literacy 2 credits

Includes all of the areas of Language Arts applied to teaching young children. Issues in oral-language development, listening, writing, and reading in birth through grade three programs will be considered. The teacher candidates will be prepared to identify and choose a language arts curriculum for young children that is appropriate to their needs. *Required of all early-childhood education teacher candidates. Acceptance into Lock I, GPA 2.5.* (Fall)

EDUC 3123. Effective Methods for Middle and Secondary School/ Field Experience 3 credits
The purposes, parent-school-community relationships, curriculum, and activities of the secondary school. Studies in educational tests and measurement are also included. *Included in this course will be 30 hours of field-placement experience. Required of all secondary candidates.* (Fall)

EDUC 3183. Ethics in Education 3 credits
A study of representative ethical theories as they relate to various contemporary problems in education. Special consideration will be given to the application of Christian-ethical principles to values clarification and decision-making in schools. *Required of all teacher candidates or acceptable substitute.* (Fall)

EDUC 3203. Introduction to the Exceptional Child 3 credits
The history of educating exceptional children. An examination of the special problems confronted in dealing with the gifted, learning disabled, intellectually disabled, emotionally disturbed, or physically handicapped child. Included in this course will be 30 hours of service learning. *Required of all teacher candidates except physical education. Prerequisite: Acceptance into Lock 1.*

EDUC 3233. Methods of Teaching the Learning Disabled 3 credits
Principles, methods, and materials for teaching the learning-disabled student. *Required of all special education teacher candidates. Prerequisite: Acceptance into Lock 1, GPA 2.5.* (Fall, Even Years)

EDUC 3243. Characteristics of Mild to Moderate Intellectual Disabilities 3 credits
The causes and treatment of the intellectually disabled individual with attention given to the special psychological problems of this group. The social issues involved in the prevention and treatment of intellectual disabilities will be presented. *Required of all special education teacher candidates. Prerequisite: Acceptance into Lock 1, GPA 2.5.* (Spring, Odd Years)

EDUC 3253. Methods of Teaching Mild to Moderate Intellectually Disabled in the Content Areas With Field Experience 3 credits
Materials, methods, curriculum development, and writing specific objectives for students with mild intellectual disabilities. Also practical instructional strategies in self-help skills. A 36-hour field experience is also a required component of this course. *Required of all special education teacher candidates. Elective for regular education teacher candidates. Prerequisite: Acceptance into Lock 1.* (Fall, Odd Years)

EDUC 3273. Methods of Teaching Middle and Secondary School Reading/Field Experience 3 credits
Methods of improving knowledge and skills in the secondary content areas by implementing strategies that use and develop language literacy skills (reading, writing, speaking, listening) in the middle or secondary school setting. Included in this course will be 36 hours of field-placement experience. *Required of all secondary and P-12 teacher candidates. Prerequisite: Acceptance into Lock 1, GPA 2.5.* (Fall)

EDUC 3292. Classroom Management 2 credits
Classroom-management techniques with particular emphasis on creating a democratic classroom in consideration of current law. Management-application models are discussed in the context of classroom environments. *Corequisite: Enrollment in EDUC 450, Pre-Clinical Field Experience with placement in a cooperating school as arranged by the Director of Field Placements; Acceptance into Lock 1.* (Fall, Spring)

EDUC 3363. Behavior of the Preschool Child/Field Experience 3 credits
The preschool child, including systematic observation and participation. *Included in this course will be 36 hours of field-placement experience. Required of all early-childhood education teacher candidates. Prerequisites: PSYC 2003 or PSYC 3103; Acceptance into Lock 1.* (Spring)

EDUC 3383. Curriculum for the Middle School/Field Experience 3 credits
Included in this course will be 36 hours of field-placement experience. Prerequisite: Acceptance into Lock 1.
Curriculum for the Middle School with Field Experience explores current resources, relevant guidelines, and best practices for the curriculum for the middle grades. Topics include the middle-school curriculum, challenges of teaching adolescents, professional responsibilities, skills for a meaningful curriculum, preparing an Instructional Unit, assessing students in the middle grades, and best practices and strategies. Included in this course will be 36 hours of field-placement experience in the middle school setting. *Prerequisite: Acceptance into Lock 1.*

EDUC 3423. Instructional Technology for Education Majors 3 credits
Instructional technology techniques that will enhance the instructional experience for both the instructor and the learner. Topics include designing and planning technology-enhanced instruction, the digital technologies, administrative and academic software, audiovisual technologies, and ethical issues involved in using technology. *Prerequisite: Acceptance into Lock 1. May meet general education computer-science requirement.*

EDUC 3523 (PSYC 3523). Curriculum, Instruction, Assessment in General & Special Education 3 credits
A survey of assessment practices that facilitate student learning. Topics include the policies of the federal government that have influenced the funding of state education, the role of the learner in assessment practices, types of assessments, the planning and construction of valid and reliable assessments, standardized tests, and basic statistical applications. *Prerequisite: Acceptance into Lock 1. (Spring)*

EDUC 3663. Effective Methods for Early Childhood Education/Field Experience 3 credits
The purposes, parent-school-community relationships, curriculum, and activities of the early childhood. *Included in this course will be 30 hours of field-placement experience. Required of all early childhood education teacher candidates. (Fall)*

EDUC 3702. Methods of Teaching Elementary School Language Arts 2 credits
Methods course in teaching language arts, which consists of oral language, listening, writing, reading, and viewing. The teacher candidate will demonstrate knowledge of the process skills and standards involved in teaching these modes of language in the elementary school. *Required of all elementary education teacher candidates. Prerequisite: Acceptance into Lock 1. (Fall)*

EDUC 3742. Methods of Teaching Creative Arts in General and Special Education 2 credits
This course integrates the areas of visual arts, music, and drama, with other content in the elementary curricular sequences to help early childhood, elementary, and special education teachers create a balanced approach to learning in the classroom. The vocabulary and skills needed to enrich each of the areas of the creative arts will be considered along with the artistic development of children. Planning for the creative arts through theme-based units and hands-on activities will broaden overall awareness for the arts. *Required of all early childhood, elementary, and special education teacher candidates. Prerequisite: Acceptance into Lock 1. (Fall)*

EDUC 3763. Methods of Teaching Elementary School Science / Field Experience 3 credits
This course is designed to provide an overview of methods, materials, and current research relating to the teaching of science in the elementary-school classroom rather than teaching the skills and knowledge bases for science. The purpose is to enable the teacher candidate to effectively teach science concepts in the elementary school. Emphasis will be placed on student-centered approaches to science including discovery, inquiry, and experimentation. Current theories and standards for using science-process skills and various technologies in the elementary classroom are explored. *Required of all elementary education teacher candidates. Included in this course will be 36 hours of field-placement experience. Prerequisite: Acceptance into Lock 1. (Fall)*

EDUC 3772. Methods of Teaching Early Childhood Science 2 credits
This course is designed to provide an overview of methods, materials, and current research relating to the teaching of science in the early childhood classroom rather than teaching the skills and knowledge bases for science. The purpose is to enable the teacher candidate to effectively teach science concepts in the grades K-3. Emphasis will be placed on student-centered approaches to science including discovery, inquiry, and experimentation. Current theories and standards for using science-process skills and various technologies in early childhood classrooms are explored. Cooperative groups will research and develop thematic units based on S.C. Standards for Science. Materials for the thematic unit will address pupil needs across the curriculum. *Required of all early childhood education teacher candidates. Prerequisites: Acceptance into Lock 1. (Spring)*

EDUC 3783. Methods of Teaching Elementary School Social Studies 3 credits
This course is designed to provide an overview of methods, materials, and current research related to the teaching of social studies in the elementary-school classroom rather than to teach the skills and knowledge bases of social studies. The purpose is to enable the teacher candidate to effectively teach social-studies concepts in the elementary school. Emphasis will be placed on student-centered approaches to social studies, including inquiry-based methods. Current theories and standards for using social-studies process skills and various technologies in the elementary classroom are explored. *Required of all elementary education teacher candidates. Prerequisites: HIST 106, HIST 205; Acceptance into Lock 1. (Spring)*

- EDUC 4013. Methods of Teaching Early Childhood Social Studies** 3 credits
Designed to provide an overview of methods, materials, and current research relating to the teaching of social studies rather than to teach social-studies knowledge. The purpose is to enable the teacher candidate to effectively teach social-studies concepts to young children (grades K-3) through integrated units, experiences, and inquiry-based activities appropriate for the young child. *Required of all early childhood education teacher candidates. Prerequisites: HIST 106, HIST 205; Acceptance into Lock 1.* (Fall)
- EDUC 4043. Methods of Teaching Reading in General and Special Education** 3 credits
Issues and problems in reading and writing instruction are introduced with an emphasis on current theory and evidence-based practices that enhance the literacy program in the elementary school for students with and without exceptional learning needs. *Required of all early childhood, elementary education, and special education teacher candidates. Prerequisite: Acceptance into Lock 1.* (Fall)
- EDUC 4052. Assessing Reading and Guiding Instruction** 2 credits
Introduction to reading diagnosis and diagnostic/prescriptive reading exercises. *Required of all early childhood and elementary education teacher candidates. Prerequisite: EDUC 4043; Acceptance into Lock 1.* (Spring)
- EDUC 4153. Methods of Teaching English in the Secondary/Middle School** 3 credits
The principles and methods of teaching high/middle school English. Appropriate materials to be used will also be included. *Required of all secondary English education teacher candidates. Offered at departmental discretion. Prerequisite: Acceptance into Lock 1.*
- EDUC 4163. Methods of Teaching Social Studies in the Secondary/Middle School** 3 credits
This course is an introduction to the philosophy and practice of teaching social studies at the secondary and/or middle school level. Topics include short- and long-term planning, effective instructional strategies, and multi-faceted assessment.
- EDUC 4203. Methods of Teaching Science in the Secondary/Middle School** 3 credits
This course is an introduction to the philosophy and practice of teaching science at the secondary and/or middle school level. Topics include short- and long-term planning, effective instructional strategies, and multi-faceted assessment. *Required of all secondary biology education teacher candidates. Offered at departmental discretion. Prerequisite: Acceptance into Lock 1.*
- EDUC 4223. Methods of Teaching Mathematics in the Secondary/Middle School** 3 credits
Methods, techniques, and procedures of presentation of mathematics in the classroom. Special attention to the laboratory approach, games, the discovery-inquiry approach, number theory and systems, and individualized approach. *Required of all secondary math education teacher candidates. Offered at departmental discretion. Prerequisite: Acceptance into Lock 1.*
- EDUC 4233. Characteristics of Learning Disabilities** 3 credits
The etiology, characteristics, curriculum adaptations, and techniques of intervention with learning-disabled children. *Required of all special education teacher candidates. Prerequisite: Acceptance into Lock 1.* (Fall Odd Years)
- EDUC 4243. Characteristics of Emotional/Behavioral Disorders** 3 credits
Identifying, understanding, and planning for students with emotional/ behavioral disorders (E/BD) in special education and general classroom settings. Includes the study of the field, theoretical models, current trends and issues, identifying characteristics, and possible causes of E/BD. Incorporation of assessment data, observational findings, and other sources of information to aid in the appropriate educational planning for children and youth are also discussed. *Required of all special education teacher candidates. Prerequisite: Acceptance into Lock 1.* (Spring, Even Years)
- EDUC 4253. Methods of Teaching the Emotional/Behavioral Disordered** 3 credits
Intervention strategies, behavior management techniques, curriculum modifications, and writing accurate educational plans. Attention also to legal requirements and implications for the classroom. Projects provide an opportunity to apply the skills learned during the course. *Required of all special education teacher candidates. Prerequisite: Acceptance into Lock 1.* (Fall, Even Years)

EDUC 4502. Pre-Clinical Experience

2 credits

The last school practicum experience prior to the clinical experience. Candidates are assigned to two pre-clinical experiences at two different levels. One-half of the candidate's time is spent in each academic setting. The candidates prepare lesson plans and teach mini-lessons. All candidates must receive favorable evaluations by the supervising teachers, as well as credit for the course, to proceed to Clinical Experience I. The teacher candidate must provide evidence that Praxis II: Subject Assessment Tests and Praxis II: Principles of Learning and Teaching (PLT) Test have either been attempted or passed during this course. *Required of all education candidates in all programs the semester before Clinical Experience. Prerequisites: Full admission to Teacher Education, competency in computer, math, oral communication, reading, and writing skills. Corequisite: EDUC 4502.*

EDUC 4513. Practicum in Learning Disabilities

3 credits

This practicum is intended only for those students wishing to add Learning Disabilities to their teaching certification. Not required of students with a Special Education major in the traditional program.

The practicum student will be placed in a Learning Disabilities special education classroom for a minimum of 100 hours of field experience. Students will observe, tutor individual students, teach students in small and/or large group settings, and assist the teacher in appropriate learning experiences. This course requires observation, participation and actual teaching. *Students are responsible for their own transportation. Prerequisite: Lock I admission or teacher certification.*

EDUC 4523. Practicum in Intellectual Disabilities

3 credits

This practicum is intended only for those students wishing to add Mental Retardation to their teaching certification. Not required of students with a Special Education major in the traditional program.

The practicum student will be placed in a classroom for the mentally retarded for a minimum of 100 hours of field experience. Students will observe, tutor individual students, teach students in small and/or large group settings, and assist the teacher in appropriate learning experiences. This course requires observation, participation and actual teaching. *Students are responsible for their own transportation. Prerequisite: Lock I admission or teacher certification.*

EDUC 4628. Clinical Experience I

8 credits

An integrated course in observation, participation, conferencing, and actual teaching; class management and modern methods of teaching; and planning, instruction, supervised study, uses of standard tests, and individual instruction. *Candidates are generally assigned to one of their pre-clinical experience supervising teachers. Students are responsible for their own transportation. Required of all education candidates in all programs. The teacher candidate must achieve minimum scores on the Praxis II: Subject Assessment Tests and the Praxis II: Principles of Learning and Teaching (PLT) Test before the conclusion of the semester in which EDUC 4628 and EDUC 4638 are scheduled to be recommended for teacher certification. Prerequisite: EDUC 4502, completion of all coursework and Lock II Assessment criteria. Corequisite: EDUC 4638.*

EDUC 4638. Clinical Experience II

8 credits

A continuation of EDUC 4628. *Students are responsible for their own transportation. Required of all education candidates in all programs. The teacher candidate must achieve minimum scores on the Praxis II: Subject Assessment Tests and the Praxis II: Principles of Learning and Teaching (PLT) Test before the conclusion of the semester in which EDUC 4628 and EDUC 4638 are scheduled to be recommended for teacher certification. Corequisite: EDUC 4628.*

EDUC 490-498. Independent Study (1-3 hours per semester)

Variable credit

EDUC 4993. Honors Research in Education

3 credits

ENGLISH COURSES

All traditional students must enroll in English until they complete ENGL 1013. Withdrawal is not permitted until after the last day to drop without record but must be completed before the final withdrawal date. Students must first consult both their advisor and the instructor before dropping a course. Failure to meet this requirement will result in academic warning for the semester, and failure to enroll in the appropriate English course for the following semester will result in being placed on academic probation. AGS students must pass ENGL 1053 in order to continue enrollment in subsequent courses.

Prerequisite to all courses numbered 1013 and higher is competency in written composition as established in ENGL 1003 or ENGL 1053 (AGS).

ENGL 1003. Freshman Composition I 3 credits
Emphasis on composition requiring a command of the language with respect to grammar and usage, unified paragraphs, and well-organized, persuasive essays. Effective reading and research reporting are also stressed. Some attention is given to skills needed for effective oral and written communication. Satisfactory performance on writing portfolio required to receive credit for course. Offered every semester.

ENGL 1013. Freshman Composition II 3 credits
Emphasis on refining and sharpening composition skills acquired in ENGL 1003. Introduction to literary analysis of short story, drama, film, and poetry. Oral presentations and research paper required. Offered every semester.
Prerequisites: ENGL 1003 or ENGL 1053 (AGS).

ENGL 1053. Writing for Adults 3 credits
Designed to provide the writing skills required for success in college and career. Research essay required.

ENGL 1151. Cornerstone English Seminar 1 credit
This seminar will introduce students to the English major, discussing the kinds of courses that are taught, the kinds of skill that are needed, and the kinds of outcomes students can expect. It will also introduce students to the research skills required of English majors. Students will spend time doing research in the library, writing bibliographic entries, writing précis and abstracts of articles, and finally developing a bibliography for a particular topic. Ideally, it will be taken in the second semester of the freshman year, but no later than the first semester of the sophomore year. Transfers into the major or transfers from other institutions should take it as soon as possible after they enter the major (assuming they are sophomores).

ENGL 2053. Literature and Culture 3 credits
The relationship between literature and cultures, designed to make students aware of cultures different from their own. Study will include representative works in mythology, folklore, classics, and non-Western literature. Offered every semester. Required for all education and English majors. Prerequisites: ENGL 1013. ENGL 2103 Speech Communication strongly recommended.

ENGL 2103. Speech Communication 3 credits
The fundamentals of speech, with emphasis on components of communication, critical thinking, and formal and informal presentations. Offered most semesters. Prerequisites: ENGL 1003 or ENGL 1053 (AGS).

ENGL 2113. Oral Interpretation 3 credits
An introduction to the principles of acting, pantomime, and oral interpretation of poetry and prose. Offered on demand. Prerequisite: ENGL 1013 and writing competency.

ENGL 2123. Interpersonal Communication 3 credits
Designed to assist students in becoming ethically responsible interpersonal communicators who understand theoretical choices and who can design, express, interpret, and evaluate functional messages. Prerequisites: ENGL 1013 and writing competency.

ENGL 2203. Modern Christian Writers 3 credits
A critical study of nonfiction and/or fiction by selected major Christian writers. May include authors such as C. S. Lewis, J. R. R. Tolkien, G. K. Chesterton, Graham Greene, Alexander Solzhenitsyn, Walker Percy, Frederick Buechner, etc. Prerequisites: ENGL 1003 and 1053.

ENGL 2503. Poetry and Its Process 3 credits
Students will be introduced to the rhetorical strategies and composition approaches of poets; about two-thirds of the class will focus on students' reading poetry for its strategies and approaches, and about one-third on students' investigating the strategies and approaches of poetry through engaging in the students' own poetic process. Students will look at English-language poets, especially relatively contemporary poets. Prerequisite: ENGL 1013.

ENGL 2603. Fiction and Its Process 3 credits
Students will be introduced to the rhetorical strategies and composition approaches of writers of short fiction; about two-thirds of the class will focus on students' reading short fiction for its strategies and approaches, and about one-

third on students' investigating the strategies and approaches of short fiction through engaging in the students' own writing process. Students will look at English-language writers, especially relatively contemporary writers. Prerequisite: ENGL 1013.

ENGL 2703. Non-Fiction Prose and Its Process 3 credits
Students will be introduced to the rhetorical strategies and composition approaches of writers of shorter non-fiction prose; about two-thirds of the class will focus on students' reading shorter non-fiction for its strategies and approaches, and about one-third on students' investigating the strategies and approaches of shorter non-fiction through engaging in the students' own writing process. Students will look at English-language writers, especially relatively contemporary writers Prerequisite: ENGL 1013.

ENGL 3003. Adolescent Literature 3 credits
The opportunity for the interpretive and critical study of literature suitable for the middle school and high school student. Wide reading is required, including selections by minority and non-Western writers. Offered fall of odd years. Prerequisite: ENGL 2053 or permission of instructor.

ENGL 3013. American Literature to 1900 3 credits
A survey of American literature from the Colonial period to the present. Includes literature by women and minorities. Offered spring of even years. Prerequisite: ENGL 2053 or permission of the instructor.

ENGL 3043. Children's Literature 3 credits
A survey intended to provide prospective teachers with the opportunity for interpretive and critical study of literature suitable for children. The characteristics of subject matter, literary style, and the ways of illustrating are discussed. Wide reading is required. *Required of all early childhood and elementary education teacher candidates.* (Fall)

ENGL 3053, 3063. British Literature 3 credits
A chronological survey of English literature emphasizing critical analysis of representative works of major authors with attention given to backgrounds and characteristics of respective literary periods. 3053 includes Anglo-Saxon times to the Romantic period; offered fall of even years. 3063 includes the Romantic period into the Twentieth Century; offered spring of odd years. Prerequisite: ENGL 2053 or permission of the instructor.

ENGL 3083. British and American Literature, Modern and Postmodern 3 credits
Students will engage in a survey of British and American literature surrounding the two major wars of the twentieth century, with a focus on the advent of Modernism and Post-Modernism and the relationship of such movements of the historical forces of the twentieth century. Prerequisite: ENGL 2053 or permission of the instructor.

ENGL 3093. Contemporary Literature in English 3 credits
Students will engage in a survey of contemporary literature in English, including literature from countries other than England and the U.S., discussing the Post-Colonial literature from Britain's former colonies as well as the impact of literature on contemporary events and vice-versa. Prerequisite: ENGL 2053 or permission of the instructor.

ENGL 3103. Introduction to Principles/Strategies of Teaching English as a Second Language 3 credits
Introduction to the content and methodology required for teaching English to speakers of other languages. Course issues include identification and analysis of linguistic elements of other languages as they contrast with English, vocabulary, syntax, and culture. Practical methods and materials appropriate to varying levels of students will be developed. Prerequisites: ENGL 2053 and writing competency.

ENGL 3153. Advanced Composition 3 credits
An advanced study of prose types. Attention is given to modern rhetorical theory and to the creative process involved in writing, revising, and editing. Offered spring of even years. Prerequisites: ENGL 1013 and writing competency.

ENGL 3173. Technical Writing 3 credits
Technical Writing aims to prepare students to be effective writers in their professional careers. It helps students to develop workplace writing skills which will help them to understand to apply the rhetorical principles guiding and underlying workplace writing practices. This course will introduce students to the basic issues and elements of technical writing, including but not limited to defining and analyzing workplace-writing problems, writing various

technical documents (such as memos, proposals, letters, reports), and developing basic electronic writing skills.
Prerequisites: ENGL 1003 and ENGL 1013.

ENGL 3183. Creative Writing 3 credits
Supervised writing with each student undertaking projects according to interest. Attention is given to the composing process and to skills involved in revising and editing. Offered spring of odd years. Prerequisites: ENGL 1013 and writing competency.

ENGL 3193. Writing for the Media 3 credits
Emphasis on developing the skills of professional writers in all major areas of media, including the World Wide Web, broadcast, newspapers, magazines, advertising, and public relations. Covers AP style for print and broadcast.

ENGL 3203. The English Novel 3 credits
The English novel from the eighteenth century into the present. Offered on demand. Prerequisite: ENGL 2053 or permission of instructor.

ENGL 3243. Reading/Writing for LEP Students 3 credits
This course surveys research on the mental processes and linguistic contexts involved in reading and in writing in a second language. Pedagogical implications for elementary, secondary and postsecondary learners are discussed.

ENGL 3263. Teach/Assessment English Language Learners 3 credits
This course will look at trends in Second Language Assessment and Testing at all levels of the educational system. We will explore both authentic assessment and standardized testing that is used with second language learners. The emphasis will be strategies for authentic assessment used in the classroom on a day –to-day basis.

ENGL 3303. American Novel 3 credits
A selection of major American novels. Research paper is required. Offered on demand. Prerequisite: ENGL 3013 or permission of instructor.

ENGL 3353. The Contemporary Novel in English 3 credits
Students will study novels written in English in the twentieth century, including novels written outside the U. S. and the U. K., including novels ranging from the literary to the popular. Prerequisite: ENGL 2053 or permission of instructor.

ENGL 400. Studies in English (Hours to be determined) Variable credit
Study of any topic in English meeting the approval of the division chair and the academic dean. Offered on sufficient demand.

ENGL 4153. Capstone English Seminar 3 credits
This seminar will introduce students to a variety of careers that English majors, both immediately following college and with additional training in a variety of graduate school programs. Students will be encouraged to examine career options, possibly with the help of interest inventories, look for internships, and plan courses with an eye to a future career. It will also discuss graduate school studies, the GRE, and graduate school applications. In addition, a requirement of the course will be the development of a research project of senior-level significance. It will ideally be taken in the first semester of the senior year, and must be taken before graduation. The major post-test, will be taken in this seminar. Prerequisite: Junior or Senior standing or permission of the Division Chair.

ENGL 4203. Modern Grammar and Linguistics 3 credits
Linguistic analysis, including principles of phonology, morphology, and syntax as related to traditional, structural, and transformational grammars. Other topics include the various purposes and varieties of language, as well as the processes associated with language acquisition and use. Offered fall of even years. Prerequisite: ENGL 1013.

ENGL 4303. Development of Modern English 3 credits
The development of the English language from its beginning to the present. Offered spring of odd years.
Prerequisite: ENGL 1013.

ENGL 4503. Shakespeare 3 credits
The main comedies, histories, and tragedies. Offered spring of even years.

ENGL 4553. Senior Issues, Practices, and Ethics in Communication 3 credits
Examination of current issues and practices in the field of communication, with emphasis on ethics. Major research/writing or presentation project required.

ENGL 4703. Literary Criticism 3 credits
Major approaches to literary criticism, in theory and practice, from Aristotle to the present. Offered fall of odd years. Prerequisite: 15 hours in ENGL or permission of instructor.

ENGL 480. Senior Practicum (Hours to be determined) Variable credit
Open to seniors who show promise of professional development. Supervised training in a business or in a community service agency appropriate to the student's interests. Approval of students and of placement will be given by the coordinator of studies in English. Credit: up to seventeen semester hours. Prerequisite: competency in computer, math, oral communication, reading, and writing. P/NC

ENGL 4814. TESOL Practicum Variable credit
Open to seniors pursuing a minor in TESOL. Supervised training in a school or community agency. Approval of students and of placement will be coordinated by the director of the TESOL program. Prerequisites: competency in computer, math, oral communication, reading, and writing. P/NC

ENGL 490-498. Independent Study (1-3 hours per semester) Variable credit
This course provides opportunities for students to study topics which interest them but which are not available as courses in the program. Prerequisite: Senior standing and permission of the coordinator of English studies or the director of the TESOL program.

ENGL 4993. Honors Research in English 3 credits
English majors in the Honors Program, or English majors who wish to complete an honors project, will use this course for completing their project. Prerequisite: membership in the Honors Program or approval of the English coordinator.

EXERCISE SCIENCE

EXSC 1003. Introduction to Exercise Science 3 credits
Study of the philosophical, historical, and contemporary issues of exercise science and health. Based on the concept of accepting self-responsibility, this course also gives students practical information regarding the development of strategies to make informed health decisions that will positively affect their well-being throughout their lives. This course will also begin the discussion of science and faith.

EXSC 1063. Science of Personal Training 3 credits
The Science of Personal Training will provide a broad introduction to the science and practice of personal training including the core components of exercise assessment and training, behavior modification, injury prevention, sound business practices and basic legal issues.

EXSC 2001. Practicum 1 credit
Developing a basic wellness program and spending forty (40) hours of practical experience as a personal trainer working with a university employee under the direction of the coordinator of studies for exercise science. Prerequisites: BIOL 2203, EXSC 1003, and EXSC 1061.

EXSC 3003. Motor Learning and Development 3 credits
A study of the principles of motor learning that affect acquisition and performance of skilled movement in sports and physical education and recreational activities.

EXSC 3053. Kinesiology and Exercise Biomechanics 3 credits
A study of the mechanical principles of human movement. Emphasis is placed on the role of the muscular and skeletal systems in human movement, and the mechanical analysis of motor skills. Recommended to have BIOL 3204 prior to this course.

EXSC 3064. Exercise Physiology 4 credits
A student of the body's physiological and biochemical responses or alterations in the human body as a result of exercise and physical stress. Emphasis is placed on the understanding of the functional changes that result from acute and chronic exercise and on the proper methods of obtaining optimal levels of performance. Recommended to have BIOL 3203 and 321 prior to this course. Includes laboratory.

EXSC 3104. Exercise Assessment/Testing and Prescription 4 credits
This course provides the student with the opportunity to acquire knowledge and skills necessary for assessing, interpreting, and designing health and activity programs for apparently healthy populations, with emphasis on developing competency in following ACSM guidelines for exercise testing and prescription. In addition, students will acquire leadership skills through development and presentation of exercise testing procedures and implementation of exercise prescriptions. Clinical stress testing and electrocardiography may be included. Includes laboratory.

EXSC 4003. Organization and Administration of Exercise-Related Professions 3 credits
A study of basic management components used in the administration of programs in the exercise-related professions. This course focuses on a study of organizational and administrative theory, concepts, principles, and practices. Specific topics include development of an organization plan, decision-making, effective communication, personnel administration, and facility and budgetary development/management. Emphasis is placed upon the role and application of effective organizational and administrative procedures in exercise science.

EXSC 4053. Legal Aspects of Exercise-Related Profession 3 credits
A study of the legal ramifications of exercise, physical education, and sport activities in contemporary society. Includes topics such as: study of negligence liability, product liability, risk management procedures, legal status of sports organizations, crowd control, security, tort law, constitutional law, contracts, sport labor relations, and other selected current issues.

EXSC 4103. Research and Statistics for Exercise Science 3 credits
An introduction to the process of research and its usefulness in the fields of exercise science, athletic training, physical education, and sport. This course covers reading, analyzing, and evaluating research articles. Scientific writing, formulating research hypotheses, measuring variables, appropriate research design, and

EXSC 4506. Exercise Internship(s) 6 credits
Directed professional field experience in Exercise Science for six (6) credits (240 hours). May be in one or more placements. Designed to give the exercise science major practical work experience. Prerequisites: senior standing; students must apply one semester prior to the semester in which they wish to intern; approval by the department is required; a contract is required; and student must have a current CPR certification throughout the duration of each internship experience.

EXSC 4601. Exercise Science Senior Capstone Seminar 1 credit
A course for all exercise science majors where students are asked to integrate and assess their skills, experience, and understanding.

FORENSIC SCIENCE

FRSC 2103. Introduction to Forensic Science 3 credits
A broad coverage of criminalistics, including such topics as processing of physical and chemical evidence, identifying blood and other body fluids and recognizing stain patterns, identifying skeletal and odontological remains, and examining firearms, gun-powder residues, and tool marks. Prerequisites: three credits of biology, chemistry, or psychology, or permission of the instructor or division chair.

FRSC 3101. Forensic Science Seminars 1 credit
These seminars provide more in-depth information on topics discussed in FRSC 2103, or covers topics not discussed in FRSC 2103. For graduation, a forensic-science major must take three of these one credit seminars that discuss different topics. Prerequisites: FRSC 2103 or permission of the instructor or division chair. (If a student wants to take more than three of these seminars toward graduation, approval by the division chair must be obtained.)

- FRSC 3123. Fingerprint Analysis** 3 credits
This course includes a basic, practical approach to fingerprint classification, identification, and filing systems for the beginning forensic scientist, fingerprint technician, police officer, or investigator. Prerequisite: FRSC 2103
- FRSC 4103. Forensic Computing** 3 credits
Forensic computing is a study and practice of techniques for finding data that has been hidden from law enforcement, believed to be deleted from a computer system, or left behind as a result of not knowing how a computer processes information and instructions. Prerequisites: CPSC 3003, CPSC 3354, CPSC 3633 or permission of the instructor.
- FRSC 4803. Forensic Science Internship** 3 credits
An internship off-campus, to provide professional development for senior level students. Prerequisites: FRSC 2103, FRSC 3101, and FRSC 4103 (if applicable).
- FRSC 4993. Honors Research in Forensic Science** 3 credits

HISTORY COURSES

- HIST 1003. World Civilizations I** 3 credits
An overview of the development of world civilizations from the ancient world to the seventeenth century, with attention given to political, military, intellectual, religious, social and cultural developments.
- HIST 1013. World Civilizations II** 3 credits
An overview of the development of world civilizations from the seventeenth century to the present, with attention given to political, military, intellectual, religious, social, and cultural developments.
- HIST 1063. Survey of World Civilization** 3 credits
An overview of the development of human civilizations from the ancient world to the present, with attention given to social and cultural, as well as political and military history. (For Education majors only)
- HIST 2003. American History I** 3 credits
A study of the history of the American republic from 1492 to 1877; topics include discovery and exploration, the colonial period, the Revolutionary era, the early republic, sectional tensions, the Civil War era, and Reconstruction.
- HIST 2013. American History II** 3 credits
A study of the history of American republic from 1877 to the present; topics include westward expansion, the rise to economic and industrial preeminence, the Progressive Era, World War I, the Great Depression, World War II, the Cold War era, and the early twenty-first century.
- HIST 2053. Survey of American History** 3 credits
A survey of the United States from European discovery to the present, with attention given to social and cultural, as well as political and military history. (For Education majors only)
- HIST 2103. American Religious History** 3 credits
The development of religion in America from the Colonial period to the present. Attention to all branches of the Christian faith--Protestantism, Roman Catholicism, and Eastern Orthodoxy--and to non-Christian religions, as well as to variant groups. A special focus on the role of religion in American life.
- HIST 2373. The Reformation** 3 credits
A history of Europe in the sixteenth century, emphasizing the causes and results of the Reformation with particular attention given to the main personalities of this period.
- HIST 2423. The Christian Historian** 3 credits
An introduction to the discipline of history from a Christian perspective. Topics include a theology of history, factors influencing the idea of history, the purpose of the study of history, ethical considerations, and how the Christian should practice the discipline.

- HIST 2473. Historiography and Research Methods** 3 credits
A study of the methods, philosophies, and literature underlying the practice of the discipline of history. Topics include the history of the discipline, the development of different schools of thought, research methods, and the issues currently being debated in the field.
- HIST 3003. History Seminar** 3 credits
Involves research on topics of individual interest, with attention given to research methodologies and issues of historical interpretation. Prerequisites: HIST 1063, 2053, junior or senior status.
- HIST 3103. History of the South to Reconstruction** 3 credits
The development of the American South from its origins to Reconstruction. Covers social, cultural, political, and military history, including the “Road to Disunion.” Prerequisite: HIST 2053.
- HIST 3513. American Colonial History** 3 credits
A study of the founding and development of the American colonies. Topics include the establishment and growth of the colonies, ideological elements involved in their founding, the role of the Christian faith, relations with Britain, and the French and Indian War. On demand. Prerequisite: HIST 2053.
- HIST 3533. The American Revolution** 3 credits
A study of the era of the American Revolution from 1763 to ratification of the Constitution. Topics include the causes of the Revolution, the events leading to war, the Revolutionary War, and the creation and ratification of the Constitution. On demand. Prerequisite: HIST 2053.
- HIST 3553. The United States Constitution** 3 credits
A study of the Constitution and its interpretation. Topics include the British common-law system, the origins of the U. S. Constitution, the amendments, and the landmark cases involved in its interpretation. On demand. Prerequisite: HIST 2053.
- HIST 3573. American Religious History** 3 credits
The development of religion in America from the Colonial period to the present. Attention to all branches of the Christian faith--Protestantism, Roman Catholicism, and Eastern Orthodoxy--and to non-Christian religions, as well as to variant groups. A special focus on the role of religion in American life. Cross-listed as RELG 2103, an existing course.
- HIST 3593. The Early Republic** 3 credits
A study of the United States from 1789 to 1848. Topics include political developments from the Washington through Polk administrations, economic trends, intellectual and religious currents, territorial expansion, the War of 1812, and the Mexican War. On demand. Prerequisite: HIST 2053.
- HIST 3613. The Civil War Era** 3 credits
A study of the era of the American Civil War. Topics include sectional tensions, the debates over slavery and states' rights, the coming of the war, the battles of the war, and Reconstruction. Prerequisite: HIST 2053.
- HIST 3633. Ancient History** 3 credits
A study of the history of the ancient world from the beginning of civilization to the fall of the Roman Empire. Topics include the early civilizations of the Middle East, ancient Egypt, Greece and the spread of Hellenism, and the rise and fall of the Roman Empire. On demand. Prerequisite: HIST 1063.
- HIST 3653. Medieval History** 3 credits
A study of the history of Europe from the fall of the Roman Empire to the eve of the Renaissance. Topics include the Dark Ages, Charlemagne, the Vikings, feudalism, the Norman Conquest, the Black Death, and the Crusades, and the Hundred Years' War. Prerequisite: HIST 1063.
- HIST 3673. The Age of the Renaissance** 3 credits
A study of the early modern period in Europe. Topics include the Italian Renaissance, the Northern Renaissance, the Reformation, the Scientific Revolution, and the development of the fundamental elements of the modern age. On demand. Prerequisite: HIST 1063.

- HIST 4003. History of England and the British Empire** 3 credits
History of England and the British Empire from the Roman conquest to the present. Prerequisite: HIST 1063.
- HIST 4073. Ancient and Medieval History** 3 credits
A survey of European history tracing developments from the ancient world through the Middle Ages. Prerequisite: HIST 1063.
- HIST 4113. The History of South Carolina** 3 credits
A study of the development of South Carolina from colonial times to the present. On demand. Prerequisite: HIST 2053.
- HIST 4133. The Gilded Age and Progressive Era, 1877-1917** 3 credits
A study of the Gilded Age and Progressive Era. Topics include Gilded Age politics, the rise of big business, industrialization, the New South, Populism, the Social Gospel, the Spanish-American War, and the Progressive Movement. On demand. Prerequisite: HIST 2053.
- HIST 4153. America and the Global Crisis, 1917-1945** 3 credits
A study of the period 1917-1945 in American history. Topics include the Wilson presidency, World War I, the decade of the 1920's, the Great Depression, Franklin Roosevelt's presidency, the New Deal, and World War II. Prerequisite: HIST 2053.
- HIST 4173. America Since 1945** 3 credits
A study of the United States since 1945. Topics include the Cold War, postwar cultural and intellectual trends, Vietnam, the civil rights movement, the cultural shifts of the 1960s and 1970s, the rise of conservatism, and the U.S. in the twenty-first century. Prerequisite: HIST 2053.
- HIST 4193. Britain to 1688** 3 credits
A study of Britain to 1688. Topics include Roman Britain, Anglo-Saxon England, the Norman kings, the development of the rights of Englishmen, the English Reformation, the Tudors, the Stuarts, the English Civil War, and the Glorious Revolution. Prerequisite: HIST 1063.
- HIST 4213. Britain Since 1688** 3 credits
A study of Britain since 1688. Topics include continued development of Parliamentary government, intellectual and cultural trends, the French Revolution, the American Revolution, the Victorian Era, colonialism, the world wars of the twentieth century, and the economic and political trends of the post-World War II period. On demand. Prerequisite: HIST 1063.
- HIST 4223. Nineteenth Century Europe** 3 credits
European history from the Congress of Vienna (1815) to the outbreak of World War I (1914). Prerequisite: HIST 1063.
- HIST 4233. Middle Eastern History** 3 credits
A study of the history of the region from ancient times to the present day. Topics include early civilizations, Islam's origins and expansion, the Middle East's "golden age," religious and political fragmentation, the emergence of new power structures, and the rise of militancy in the twentieth century. Prerequisite: HIST 1063.
- HIST 4253. East Asian History** 3 credits
A study of the history of the region from ancient times to the present. Topics include the ancient civilizations of China, Japan, Korea, India, and South East Asia, and their subsequent development up to the present day. On demand. Prerequisites: HIST 1063.
- HIST 4273. African History** 3 credits
A study of the history of the continent from ancient times to the present. Topics include the ancient kingdoms and peoples, religious and cultural developments, religious and political fragmentation, the reemergence of national identities in the modern era, and developments in the twentieth and twenty-first centuries. On demand. Prerequisite: HIST 1063.

- HIST 4293. Latin American History** 3 credits
A study of the region from pre-Columbian times to the present. Topics include the pre-Columbian kingdoms, colonization, nineteenth-century revolutions and independence, cultural and religious trends, and developments in the twentieth and twenty-first centuries. Prerequisite: HIST 1063.
- HIST 4353. Europe Since 1914** 3 credits
European history from the outbreak of World War I (1914) to the present. Prerequisite: HIST 1063.
- HIST 4423. Global Issues in Historical Perspective** 3 credits
A treatment of the interaction between the Western and non-Western world, with attention to cultural diffusion, nationalism, imperialism, and cross-cultural conflict. Prerequisite: HIST 1063.
- HIST 4503. American Cultural History** 3 credits
An intensive study of selected aspects of American, European, or non-Western history. Prerequisites: HIST 2053 for topics in U.S. History, or HIST 1063 for topics in European or non-Western History.
- HIST 4703. History Capstone** 3 credits
A course in which the student conducts research on a topic of individual interest and creates a major project conveying the results of that research, with attention given to research methodologies, issues of historical interpretation, ethical concerns, and the Christian perspective. Prerequisites: HIST 1063, HIST 2053, and junior or senior status.
- HIST 4803. History Internship** 3 credits
Students in history may be eligible for placement in an internship at a museum, archive, or historic site. Such students will receive supervised training in an appropriate setting. Prerequisites: HIST 1063 or HIST 2053, depending on the focus of the internship placement.
- HIST 490-498. Independent Study** (1-3 hours per semester) Variable credit
- HIST 4993. Honors Research in History** 3 credits

HONORS SEMINAR

- HNRS 1551. Honors Personal Wholeness I** 1 credit
Modification of the university's First-Year Experience to prepare students for involvement in the Honors Program.
- HNRS 2011. Honors Introduction to Research** 1 credit
An introduction to the process and mechanics of writing a research proposal. Selections of topic for honors project and first draft of honors project proposal. Attendance at student honors presentations is required.
- HNRS 3551. Honors Personal Wholeness III** 1 credit
An introduction to the elements of personal wholeness with special attention given to examination of the psychological, emotional and social aspects of personal wholeness. Students will utilize the Personal Wholeness Portfolio to document progress.
- HNRS 4551. Honors Personal Wholeness IV** 1 credit
An introduction to the elements of personal wholeness with special attention given to investigation of the spiritual dimension of personal wholeness and its implications for character, lifestyle, values, and social behavior. Students will utilize the Personal Wholeness Portfolio to document progress.
- HNRS 4001. Honors Senior Seminar** 1 credit
Completion of honors project. Requirements include an oral presentation and completion of creative and written research results.
- HNRS 4993. Honors Research** 3 credits

INTERCULTURAL STUDIES

INCS 2023. Introduction to Intercultural Studies 3 credits

A study of goals, objectives, and strategies required for effective ministry across cultural and geographical boundaries. Attention to short-term missions, urban and cross-cultural ministries within North America, and intercultural communication.

INCS 3001. Special Topics in ICS 1 credit

This course is designed to acquaint students with recurring social, political, and religious issues that individuals encounter in cross-cultural settings. Special topics will be selected from current events and prominent issues that arise in the variety of disciplines represented in the ICS major.

INCS 3763. Urban Studies 3 credits

This course will examine urban life in a variety of historical and cultural contexts. Particular attention will be directed to the process of urbanization and to the political economy of the growth of cities; the impact of urbanization on rural cultures; race, class and ethnic relations in urban areas; and social use of urban space.

INCS Internships – choose at least two different contexts. Variable Credit

The student will be involved in a significant cross-cultural experience under the supervision of a professional in the student's area of academic interest. Settings may be either overseas or among a minority ethnic group in North America. Direct exposure involving observation and practical service that relates to classroom instruction will be required. 1-4 week experience = 3 hours; 5-8 week experience = 6 hours; 9-14 week experience = 9 hours. Open to juniors and seniors. Prerequisites: RELG 3023 and one other Intercultural Studies course. All internships must have ICS Program Coordinator approval.

INCS 3503. Local (USA) Internship (3 to 6 hours)

INCS 3523 Regional (USA) Internship (3 to 6 hours)

INCS 3543 National (USA) Internship (3 to 6 hours)

INCS 3563 Global (outside USA) Internship (3 to 6 hours)

INCS 3589 Full Semester – in North America or Abroad (9 to 12 hours)

INTERDISCIPLINARY COURSES

INST 400. Interdisciplinary Seminar (Hours to be determined) Variable credit

Any topic of interdisciplinary nature meeting the approval of the Academic Dean and/or Academic Council. Offered on sufficient demand.

INST 4013. London--International Experience 3 credits

An experiential study of relationships between Ancient, Classical, British, European, and American cultures. Designed to make students aware of cultures that differ from their own and to appreciate the roots of American culture.

MANAGEMENT COURSES – See MGMT

MATH COURSES

MATH 1003. Fundamentals of Mathematics 3 credits

Fundamentals of Math is an integrated approach to investigating pre-algebra and beginning algebra concepts and procedures that makes explicit the connection between arithmetic and algebra concepts simultaneously. This approach emphasizes the parallelism between the way operations are performed with numbers and with comparable algebraic expressions in order to strengthen understanding of both and enhance transfer of understanding of the related concepts. The course will use an on-line supplement to support and strengthen both skill building and tutorial opportunities. **This course does not replace the general education MATH 1053 requirement.**

MATH 1024 (or 1023). Algebra and Trigonometry Variable credit

Functions, equations, inequalities, exponentials, logarithms, identities, circular functions, and other topics. Prerequisite: Level of math proficiency as determined by Math SAT/ACT scores

MATH 1033. Applied Calculus 3 credits
Concepts and applications of functions, graphing, differentiation and integration from an intuitive approach.
Prerequisites: Level of math proficiency as determined by Math SAT/ACT scores. Not open to students receiving credit for MATH 2504.

MATH 1053. Quantitative Reasoning 3 credits
Quantitative Reasoning is a critical skill that is necessary not only in many different disciplines but also in daily life. This course is about using math in practical situations that come up every day. Examples include balancing a checkbook, calculating accrued interest, and understanding what a false positive for an MRI test implies. The mathematical concepts covered in the course include arithmetic, algebra, geometry, and statistics. Prerequisite: Level of math proficiency as determined by math SAT/ACT scores. (Not required for AGS)

MATH 2153. Discrete Mathematics 3 credits
Topics in logic and proof, set theory, functions and matrices, algorithms and recursion, graph theory and trees, number theory, counting and probability, and finite differences, with application to the formulation and solution of real-world problems. Prerequisite: level of math proficiency as determined by math SAT/ACT scores; satisfactory completion of MATH 1023/4, MATH 1053, or MATH 1033; or permission of instructor.

MATH 2504. Calculus I 4 credits
Limit of a function; continuity; derivatives of algebraic, trigonometric, exponential, and logarithmic functions; applications of derivatives to extremal problems, related rates problems, and curve sketching; Newton's method; antiderivatives. Prerequisite: level of math proficiency as determined by math SAT/ACT scores; satisfactory completion of MATH 1023/4, MATH 1033; or permission of instructor.

MATH 2514. Calculus II 4 credits
Definite and indefinite integrals; fundamental theorem of calculus; techniques of integration; applications of integration to problems involving area, volume, arc length, work, and average value; infinite sequences and series and tests for convergence and divergence; polar coordinates; parametric equations; plane and space vectors; lines and planes in space. Prerequisite: MATH 2504, or permission of instructor.

MATH 290-298. Mathematical Studies (1 to 4 semester hours) Variable credit
Any topic in mathematics meeting the approval of the Division Chair and Dean of the College of Arts and Sciences. Hours of credit and laboratory fee (if any) are to be determined. These courses may be directed or independent study or experimental courses for individuals or for a group of students. Prerequisite: consent of instructor.

MATH 3063. College Geometry 3 credits
Introduction to Euclidean and non-Euclidean geometry, based on an axiomatic treatment of Euclid's postulates. Spatial visualization and geometric modeling will be used to explore and analyze geometric shapes, structures, and their properties, including the application and use of symmetry, similarity, and congruence to analyze mathematical situations. Prerequisite: level of proficiency as determined by math SAT/ACT scores; satisfactory completion of MATH 1023/4, MATH 1053, or MATH 1033; or permission of instructor.

MATH 3524. Calculus III 4 credits
Vector functions and functions of two or more variables; partial derivatives; quadric surfaces; multiple integration and its applications to surface area, volume, and problems in physics and engineering; vector calculus, including Green's theorem, curl and divergence, surface integrals, and Gauss' and Stokes' theorems. Prerequisite: MATH 2514, or permission of instructor.

MATH 3533. Differential Equations 3 credits
Introduction to solving ordinary differential equations using methods such as separation of variables, exactness, integrating factors, constant coefficients, variation of parameters, and Laplace transforms. Emphasizes the derivation and solution of differential equations motivated by real-world problems.

MATH 4003. Linear Algebra 3 credits
Introduction to the algebra of matrices, vector spaces, polynomials, and linear transformations. Includes analysis of patterns, relations, and functions of one and two variables; systems of linear equations; matrix operations involving additions, multiplication and inverses; and determinants. Prerequisite: MATH 2514 or consent of instructor.

MATH 401-419. Mathematical Studies (1 to 4 semester hours) Variable credit
Study of any topic in mathematics meeting the approval of the Division Chair and the Academic Dean. Courses number 401-409 are directed study by individuals; those numbered 410-419 are experimental courses not described above. Offered on sufficient demand. 401-409 graded P/NC (see p. 19). Prerequisite: Math competency and consent of instructor.

MATH 4303. Historical, Philosophical and Ethical Development of Mathematics 3 credits
Development of mathematics from earliest systems to modern times. Consideration will be given to how mathematics and the personalities responsible for its development were shaped by historical, cultural, philosophical and ethical forces. Students will be challenged to establish a Christian perspective of mathematics and mathematical development.

MATH 4403. Abstract Algebra 3 credits
Introduction to the fundamental structures of modern abstract algebra (groups, rings, and fields). Emphasizes analysis of patterns, relations and functions of one and two variables; application of the major concepts of abstract algebra to justify algebraic operations and formally analyze algebraic structures; and use of mathematical models to represent and understand quantitative relationships. Prerequisite: Math 2153 or permission of instructor.

MATH 4423. Probability Theory 3 credits
Combinatorics, probability spaces, conditional probability, independence, Bayes' formula, discrete and continuous random variables, mean value and variance, Law of Large Numbers, Central Limit Theorem. Prerequisite: MATH 2514, or permission of instructor

MATH 4553. Advanced Calculus I 3 credits
A rigorous treatment of the real number system, sequences and series, limits, continuity, differentiation, and the Riemann integral. Prerequisite: MATH 3524, or permission of instructor

MATH 480X. Math Senior Internship (Hours to be determined) Variable credit
An internship off-campus, to provide professional development for senior-level students. Graded P/NC (see p. 19). Prerequisite: competency in computer, math, oral communication, reading, and writing.

MATH 490-498. Independent Study (1-3 hours per semester) Variable credit

MATH 4993. Honors Research in Math 3 credits

MANAGEMENT COURSES

MGMT 1003. Introduction to Business 3 credits
A survey of the basic concepts of business and commerce within the U.S. economic framework. Introduces economic systems, essential elements of business organization, production, human resource management, marketing, finance, and risk management. Develops business vocabulary. Explores the concepts of vocation and the Christian response to work.

MGMT 2123. Career Management 3 credits
The objectives of this class are to understand business career paths and to gain a competitive advantage in the global workplace by developing lifelong career-management skills. These strategic and tactical career management skills include identifying God's purpose for your life and your career preferences, making informed career decisions, completing and executing a career development and action-planning process, developing networking relationships, creating customized self-marketing tools, and mastering interviewing requirements. The capstone will be to understand how to develop a successful personal brand as well as identify and practice successful work-performance competencies. An important aspect of this class will include a significant focus on the way in which work matters to God and the connection to one's work and what God wants done in the world.

MGMT 2203. The Strategic Role of Human Resources 3 credits
A study of the place human resources occupies in the structure of an organization. Focuses on effective ways to increase the influence of human resources to better meet an organization's human-resources needs and to improve organizational skills.

- MGMT 2243. Wage, Salary, and Benefits Administration** 3 credits
Introduction to organizational approaches to compensation, including base pay, incentive pay, and benefits that assist the organization in attracting, retaining, and motivating employees. Students will examine compensation-plan objectives, plan-design considerations, the link between pay and performance, legal requirements and constraints on pay programs, and the interplay between financial, communication, and administrative concerns.
- MGMT 2263. Employee Development** 3 credits
Examines the philosophy and critical organizational practices required for building and sustaining an organizational culture supportive of a learning environment. Students will explore needs analysis, instructional design, strategic training, educational-technology evaluation methodologies and career-management issues.
- MGMT 2283. Employee and Labor Relations** 3 credits
Provides human resources professionals with information on the laws and regulations that affect labor and employee relations, discipline, discharge, and grievance/dispute resolution.
- MGMT 2303. Employment Practices** 3 credits
A study of the practice and function of the traditional human resources areas of recruitment, interviewing, orientation, and internal staffing. Students examine human resources' responsibility for ensuring that employee practices meet the organization's long-term strategic plans for staffing requirements. Also addressed are issues related to compliance with state and federal employment laws and regulations.
- MGMT 2403. Purpose Driven Entrepreneurship** 3 credits
An introduction to the key factors that drive entrepreneurial activity both within existing organizations and in new ventures from a distinctively Christian perspective. This purpose-based focus embraces the belief that every entrepreneur has a God-given calling in this life; a life they can pursue with an emphasis on the development of products and services that attempt to solve problems and address needs that have a humanitarian focus (social responsibility) or reflect a strong commitment to responsible stewardship. (e.g. For-Profit, Non-Profit, Services, Government, Finance, Retail).
- MGMT 3103. Project Management** 3 credits
This course will focus on strategies and tools useful in management of business projects. Tools to be introduced include work breakdown structure, network representation, PERT/CPM models and analysis, Gantt charts, time and cost models, PM software, and probabilistic analysis. Strategy considerations covered will include dealing with uncertainty, resource constraints, milestone management, and project portfolio and knowledge management. Recommended Prerequisite: MATH 1053.
- MGMT 3123. Consumer Behavior** 3 credits
This course is an examination of the basic concepts and research results from Marketing and the Social Sciences with the goal of enabling marketers to better understand customers and meet their needs. The decision making processes of consumers, factors affecting purchasing decisions, and customer satisfaction are major conceptual areas of the course. Implications for marketing strategies (e.g., market segmentation and product design and promotion) are discussed.
- MGMT 3153. Supply Chain Management** 3 credits
This course covers the basic concepts and techniques of operations and inventory management. Various measures of operational performance such as throughput, cycle time, work-in-process, customer service, variability, and quality will be examined. These tools will provide a framework for evaluating and improving operations. Prerequisite: MGMT 3313; Recommended Prerequisite: MATH 1053.
- MGMT 3163. Strategic Sourcing and Procurement Management** 3 credits
This course will focus on the important topic of strategic sourcing and purchasing management. Topics covered will include: make versus buy decisions, global sourcing, supplier selection, supplier relations, supplier performance evaluation, strategic cost and risk management, negotiation, and concurrent engineering. Recommended Prerequisite: MGMT 3313
- MGMT 3173. Logistics** 3 credits
Logistics refers to the planning, implementation, and control of the efficient forward and reverse flow and storage of goods, services, and information between the point of origin and point of consumption in order to meet consumer demand. Primary topics include the management of facilities, warehousing, transportation, and management and

design of integrated logistics networks. Other topics with ancillary coverage include technology in logistics, third-party logistics, international logistics, and revenue management. Prerequisite: MGMT 3313, Recommended Prerequisite: MATH 1053

MGMT 3203. Business Law 3 credits
Emphasis upon the legal environment of business. Includes an overview of the court system, criminal law, governmental agencies and regulations, torts and contracts.

MGMT 3313. Principles of Management 3 credits
Emphasis on the theories and principles of organization and the decision-making processes of management.

MGMT 3343. Human Resources Management 3 credits
Principles and current practices in handling personnel as individuals and as groups, with emphasis upon the roles of operating supervisors, executives, and the union in dealing with such problems as selection, placement, training, wage and salary administration, promotion, transfer, fringe benefits, employee services, and management-labor relations.

MGMT 3353. Organizational Behavior 3 credits
Organizational theory and application. The managerial functions of planning, controlling, directing, and motivating are explored in the contexts of both individual and group behavior.

MGMT 3503. Principles of Marketing 3 credits
The forces operating, institutions employed, and methods followed in distribution of goods and services from the social and economic viewpoint.

MGMT 3613. Managerial Finance I 3 credits
This course is designed to provide a basic understanding of the principles involved in the management of funds in a business and their application to financial decision-making. The emphasis of the course will be on the corporate form of business. Prerequisites: ACCT 2003 and 2013

MGMT 3623. Managerial Finance II 3 credits
A continuation of MGMT 3613. The course focuses on the impact that alternate decisions have on the price of a firm's common stock. It discusses the financial environment, working capital, financial statements, capital budgeting, financial planning, long-term financing, and international financial management. Prerequisite: MGMT 3613.

MGMT 4203. International Management 3 credits
This course provides a broad perspective on concepts and issues related to international management. The international environmental, cultural and organizational contexts are examined. Strategies and options for developing international and global organizations are emphasized.

MGMT 4253. Management Ethics 3 credits
A study of the representative ethical theories as they relate to contemporary issues in management. Emphasis on the relationship of values to various ethical perspectives. Emphasizing a Christian world view. Analysis of specific management and business cases from an ethical perspective.

MGMT 4303. Production and Operations Management 3 credits
Analysis of the production function as the planning, organizing, directing and controlling of activities and resources necessary to produce products and services. Includes managerial problems in the areas of plant design and location, production standards, operations planning and control, material handling and inventory control. Prerequisites: Any statistics course and MGMT 3313.

MGMT 4403. Management Policy 3 credits
The functional areas of marketing, finance, production and human-resource management in the formulation of effective organizational policy. The case study method is used. Prerequisites: MGMT 3313, 3503, 3613, and senior standing.

MGMT 4511 (ACCT 4511). Senior Business Seminar 1 credit
Emphasis on research skills and oral communication in a formal setting. A literature review and its oral presentation are required of all students. Special seminar speakers may be invited or topics may be discussed.

MGMT 480X. Management Internship (Hours to be determined) Variable credit
An experiential-work experience to provide professional management development for junior and senior-level students. Involves placement in business for supervised training in management (with or without pay). Prerequisite: competency in computer, math, oral communication, reading and writing. (The course is graded.)

MGMT 4893. Management Seminar 3 credits
This is a capstone course focused on analyzing and synthesizing concepts from previous courses throughout the undergraduate business degree program while also strengthening the student's knowledge of key management concepts. A primary goal is to help students see business and management themes, principles, and concepts at work in real life, rather than viewing these ideas as merely theoretical. The course is focused on critical thinking, application, and innovation.

MGMT 490-498. Independent Study (1-3 hours per semester) Variable credit

MILITARY SCIENCE COURSES - ARMY ROTC

The Roman numeral at the end of the course title indicates the level (freshman, sophomore, junior, or senior) at which the class is taught.

The credit awarded for ROTC courses is indicated by the Arabic number after the Roman numeral, and preceding the parenthesis. The numbers in the parentheses indicate class hours and lab hours. A ("1" or "2") indicates one classroom hour and two lab hours.

ML 101C. Leadership Fundamentals I 2 (2,1) 2 credits
The study of leadership focused at the individual level. Students will learn effective communicating skills, ethical decision-making, small group management and mental and physical conditioning. Skills will be applied in a variety of challenging training events during Leadership Laboratory to include rappelling, water survival, land navigation and team athletics.

ML 102C. Leadership Fundamentals II 2(2,1) 2 credits
Continued study of leadership focused at the individual and team level. Topics include problem-solving, critical thinking, leadership styles and group cohesion. Leadership laboratory training will include small unit tactics and weapon firing.

ML 201C. Leadership Development I 2(2,1) 2 credits
The study of leadership focused at the team level. Students will develop leadership skills through public speaking, managing small groups, and mentoring first year students. Skills will be applied in a variety of challenging training events during Leadership Laboratory to include rappelling, water survival, land navigation and team athletics.

ML 202C. Leadership Development II 2(2,1) 2 credits
Continued study of leadership focused at the team and small group level. Focuses on moral leadership, officership and the Army as a profession. Leadership laboratory training includes small unit tactics, airmobile operations, and weapons firing. Students will lead teams throughout the semester.

ML 211C. Cadet Field Leadership Training 1-6 (0,0) Variable credit
An eight-week program of instruction conducted by the United States Military Academy to develop the leadership skills of sophomore students. Seven weeks of the course are held at West Point, with one week at Fort Knox, Kentucky for Mounted Maneuver Training.

ML 301C. Advanced Leadership I 3(2,2) 3 credits
The study of leadership focused on decision-making, planning, communicating and executing. Addresses motivational techniques, the role of a leader, and performance assessment. Provides students with leadership management tools and methodology. Students are responsible for training, developing, and mentoring Basic Course students. Students will apply learned techniques in Leadership Laboratory. Prerequisite: ML 202C or ML 210C.

ML 302C. Advanced Leadership II 3(2,2) 3 credits
Continuation of leadership study focusing on collective skills training, tactics, and small group instruction. This course synthesizes various components of training, leadership, and team building learned during the Basic Course

and ML 301C and is the final step in the student's progression prior to the National Advanced Leadership Camp. Prerequisite: ML 301C.

ML 401C. Organizational Leadership I 3(2,2) 3 credits
Culmination of leadership study in preparation for commissioning as an Army officer. Students will continue exercising leadership and management skills as the senior cadet leaders. Leadership instruction will focus on coordinating activities with staffs, communicating effectively, counseling, and mentoring subordinates, training management and ethics. Prerequisite: ML 302C.

ML 402C. Organizational Leadership II 3(2,2) 3 credits
Continuation of ML 401C. Focuses on the continued study of moral, ethical and legal issues faced by leaders. Includes instruction in administrative and logistical management. Requires students to individually and collectively apply their knowledge to solve problems and improve the organization. Prerequisite: ML 401C.

MUSIC COURSES

MUSC 1002. Fundamentals of Music 2 credits
An introduction to music reading including notes, keys, scales, intervals, rhythms, basic ear training, and keyboard skills. For students who want basic music theory and music majors who do not meet entering standards for 1013. See Music Department Handbook for standards.

MUSC 1013. Freshman Theory I 3 credits
Review of fundamentals as listed in MUSC 1002 with additional studies in elementary part-writing, cadences, inversions, and simple melodic composition. Basic keyboard skills are developed through a study of scales, chords, and cadences. Prerequisite: MUSC 1002 or passing of music theory placement test.

MUSC 1023. Freshman Theory II 3 credits
Continued development of skills begun in MUSC 1013 and study of secondary triads, dominant seventh chords, and common harmonic progressions, analysis of standard literature, and keyboard practice of simple chord progressions in correct inversions. Prerequisite: MUSC 1013.

MUSC 1052. Elementary Conducting and Music Reading 2 credits
Designed for non-music majors desiring basic competency in sight-singing, minimal keyboard skills, and elementary conducting techniques. Emphasis on proficiency in leading congregational singing. Offered on demand.

MUSC 1061, 1071. Freshman Aural Fundamentals I, II 1 credit
An introduction to sight-singing through basic melodic and rhythmic dictation and solfege. Computer programs are used to help develop visual and aural skills. Rhythmic acuity is also developed through conducting, computer exercises, and other physical exercises. Prerequisites: Placement test; 1061 is prerequisite to 1071.

MUSC 111, 112. Freshman Piano I, II (Hours to be determined) Variable credit
Individualized approach to piano study. Emphasis placed on proper positioning of total playing mechanism, rhythmic order, correct voicing, tonal production, and good practice habits. Technical studies and representative literature, such as early Baroque works, sonatinas, and character pieces are studied. Prerequisite: Entrance audition or piano jury.

MUSC 113, 114. Freshman Organ I, II (Hours to be determined) Variable credit
Method books such as Gleason, Peeters, or Dickinson, and Bach, Eight Little Preludes and Fugues. Hymn study and registration. Prerequisite: MUSC 039 or successful audition.

MUSC 115, 116. Freshman Voice I, II (Hours to be determined) Variable credit
Vocal technique, open tone, pure vowel production, Italian and English diction, artistic interpretation, and performance of English and Italian literature in seminar, student recital, and semester jury. MUSC 116: Added technical studies in range extension, vocal flexibility, and German literature. Prerequisites: Successful vocal audition; MUSC 115 is prerequisite to 116.

- MUSC 117. Class Voice Instruction** (Hours to be determined) Variable credit
Structured for beginning-level non-vocal majors and ministerial students who want studies in basics of vocal production and singing. Instruction in small-class format has the same emphasis as MUSC 010-019 and consists of one full hour of instruction per week. Lab fee required. Instrumental music majors may take class at the direction of their advisor.
- MUSC 1221. Class Guitar** 1 credit
Designed for beginning-level non-guitar majors who want to study the fundamental skills involved with guitar performance. Lab fee required.
- MUSC 124L. Diction Lab** 0 credit
A one-hour lab required of all music majors studying voice. Mastery of the International Phonetic Alphabet is basis for transcription and learning the rules for pronunciation of texts in Italian, English, French, and German for singers. Every voice major is required to enroll in four semesters of diction lab corresponding to each of the four different foreign languages under study. (Part of Private Voice Study)
- MUSC 125L. Recital Hour** 0 credit
Required of all music majors and minors taking instrumental, piano, or vocal applied instruction. The recital hour will consist of weekly performances given by students with attention to correction of specific problems. Opportunities will also be given for students to assess performances in both combined and area-specific venues.
- MUSC 1311. Chamber Strings** 1 credit
A small string ensemble that rehearses and performs standard literature for its respective instrumentation. Does not meet large ensemble requirement for music majors. Music majors and non-majors may participate.
- MUSC 1321. Chamber Winds** 1 credit
A small wind (brass and/or woodwind) ensemble that rehearses and performs standard literature for its respective instrumentation. Does not meet large ensemble requirement for music majors. Music majors and non-majors may participate.
- MUSC 1331. Chamber Percussion** 1 credit
A small percussion ensemble that rehearses and performs standard literature for its respective instrumentation. Does not meet large ensemble requirement for music majors. Music majors and non-majors may participate.
- MUSC 1341. Chamber Vocal Ensemble** 1 credit
A small vocal ensemble that rehearses and performs standard literature for its respective voicing. Does not meet large ensemble requirement for music majors. Music majors and non-majors may participate.
- MUSC 1411. Class Piano Level I** 1 credit
A lab course in piano designed to provide elementary-level students with fundamental skills in note-reading, technical studies, and theoretical concepts. Available to non-music majors by permission of the instructor. Lab fee required.
- MUSC 1421. Class Piano Level II** 1 credit
A lab course in piano designed to provide elementary-level students with fundamental skills in note-reading, technical studies, and theoretical concepts. Available to non-music majors by permission of the instructor. Lab fee required. Prerequisite: MUSC 1411.
- MUSC 1431. Class Piano Level III** 1 credit
A lab course in piano designed to provide intermediate-level students with fundamental skills in note-reading, technical studies, and theoretical concepts. Students are also prepared for the keyboard proficiency examination. Intermediate level literature and hymns are included. Available to non-music majors by permission of the instructor. Lab fee required. Prerequisite: MUSC 1421.
- MUSC 1441. Class Piano Level IV** 1 credit
A lab course in piano designed to provide intermediate-level students with fundamental skills in note-reading, technical studies, and theoretical concepts. Students are also prepared for the keyboard proficiency examination. Intermediate level literature and hymns are included. Available to non-music majors by permission of the instructor. Lab fee required. Prerequisite: MUSC 1431.

- MUSC 1451. Class Piano Level V** 1 credit
A lab course in piano designed to provide intermediate-level students with fundamental skills in note-reading, technical studies, and theoretical concepts. Students continue to prepare for the keyboard proficiency examination. Appropriate levels of literature and hymns are also included. This course may be repeated until the keyboard proficiency examination is passed. Lab fee required. Prerequisite: MUSC 1441.
- MUSC 151L. Chamber Singers** 0 credit
Chamber Singers is comprised of music majors and auditioned non-music majors who are enrolled in MUSC 1511 Concert Choir. Chamber Singers will perform literature primarily from the Renaissance and Baroque eras, emphasizing a cappella singing. Meets small vocal ensemble requirement.
- MUSC 1511. Concert Choir** 1 credit
Selected from the entire student body by audition. The choir performs a variety of choral literature representing all musical periods. The choir represents the university through tours, concerts on campus, in churches, schools, and before civic and professional organizations. Generally, participants are expected to have prior choral experience and the ability to read music. This course will include opportunities for small ensemble experiences. Meets ensemble requirement for music majors.
- MUSC 1512. Concert Choir/Aesthetics Option** 2 credits
Students participating in the concert choir as well as pursuing the aesthetics option register for this course during the spring semester. Students doing so must have been in concert choir the previous fall semester. The aesthetics portion meets separately for one class period per week (TBA) to study aspects of fine arts in addition to music. The grade for the class is one half choir class and one half aesthetics class.
- MUSC 1521. Wind Ensemble** 1 credit
Open to students with band experience. The band will perform classic concert band literature and traditional and contemporary hymn settings, and be a visible outreach of the university through performance on and off campus. Students will rehearse two times a week for an hour and a half, with extra sectional rehearsals scheduled as necessary.
- MUSC 1522. Wind Ensemble/Aesthetics Option** 2 credits
Students participating in the wind ensemble as well as pursuing the aesthetics option register for this course during the spring semester. Students doing so must have been in wind ensemble the previous fall semester. The aesthetics portion meets separately for one class period per week (TBA) to study aspects of fine arts in addition to music. The grade for the class is one half wind ensemble and one half aesthetics class.
- MUSC 1531. Jazz Ensemble** 1 credit
Expands students' musical repertoire through practical, real-world experience in the field of jazz and popular music. Emphasis on the commercial aspects of jazz performance, including improvisation, combo work and basic arranging/adaptation skills necessary in the secondary-school classroom or on the professional stage. Open to all students upon an informal audition or recommendation of the instrumental director.
- MUSC 1532. Jazz Ensemble/Aesthetics Option** 2 credits
Students participating in the jazz ensemble as well as pursuing the aesthetics option register for this course during the spring semester. Students doing so must have been in jazz ensemble the previous fall semester. The aesthetics portion meets separately for one class period per week (TBA) to study aspects of fine arts in addition to music. The grade for the class is one half jazz ensemble and one half aesthetics class.
- MUSC 161, 162. Freshman Woodwinds I, II** (Hours to be determined) Variable credit
Emphasis on proper fundamentals of performance. Scales, technical studies and representative literature are studied. Prerequisite: Successful audition or jury.
- MUSC 163. Non-Major Applied Voice** (Hours to be determined) Variable credit
Designed for the student whose level of vocal ability does not meet entering standards for MUSC 115 but whose potential merits a private lesson. No performance on recitals or jury unless requested by instructor. Basics of vocal technique and diction are studied in elementary literature.

- MUSC 164. Non-Major Applied Piano** (Hours to be determined) Variable credit
Private piano studies designed for music majors wishing to receive piano proficiency level and for non-music majors whose level of ability does not permit them to enter MUSC 111 but whose potential merits a private lesson. No performance on recitals or jury unless requested by instructor. These levels may not count toward graduation for the piano major.
- MUSC 165. Non-Major Applied Organ** (Hours to be determined) Variable credit
Private study for music or non-music majors whose level of ability does not permit them to enter MUSC 113. Students are not required to perform on recital or take an examination in the applied area. Credits are not applicable toward graduation for the organ major.
- MUSC 166. Non-Major Applied Woodwinds** (Hours to be determined) Variable credit
Private study for music or non-music majors whose level of ability does not permit them to enter MUSC 161. No performance on recitals or jury unless requested by instructor. Credits are not applicable toward graduation for the major.
- MUSC 167. Non-Major Applied Brass** (Hours to be determined) Variable credit
Private study for music or non-music majors whose level of ability does not permit them to enter MUSC 171. No performance on recitals or jury unless requested by instructor. Credits are not applicable toward graduation for the major.
- MUSC 168. Non-Major Applied Percussion** (Hours to be determined) Variable credit
Private study for music or non-music majors whose level of ability does not permit them to enter MUSC 181. No performance on recitals or jury unless requested by instructor. Credits are not applicable toward graduation for the major.
- MUSC 169. Non-Major Applied Strings** (Hours to be determined) Variable credit
Private study for music or non-music majors whose level of ability does not permit them to enter MUSC 191. No performance on recitals or jury unless requested by instructor. Credits are not applicable toward graduation for the major.
- MUSC 171, 172. Freshman Brass I, II** (Hours to be determined) Variable credit
Emphasis on proper fundamentals of performance. Scales, technical studies and representative literature are studied. Prerequisite: Successful audition or jury.
- MUSC 181, 182. Freshman Percussion I, II** (Hours to be determined) Variable credit
Emphasis on proper fundamentals of performance. Scales, technical studies and representative literature are studied. Prerequisite: Successful audition or jury.
- MUSC 191, 192. Freshman Strings I, II** (Hours to be determined) Variable credit
Emphasis on proper fundamentals of performance. Scales and/or rudiments, technical studies and representative literature are studied. Prerequisite: Successful audition or jury.
- MUSC 200. Studies in Music** (Hours to be determined) Variable credit
Any topic in music meeting the approval of the Division Chair and the Academic Dean. Offered on sufficient demand.
- MUSC 2013. Sophomore Theory I** 3 credits
An introduction to chromatic harmony using modulations, secondary dominants, secondary leading tones, uncommon chord progressions, and borrowed chords. Practical application through part-writing, analysis, and keyboard skills. Prerequisite: MUSC 1023.
- MUSC 2023. Sophomore Theory II** 3 credits
A continuation of MUSC 2013. Advanced chromatic harmony including augmented and Neapolitan sixth chords and superstructure chords. Continued development of keyboard, part-writing, and analytical skills. Prerequisite: MUSC 2013.

- MUSC 2061, 2071. Sophomore Aural Fundamentals I, II** 1 credit
A continuation of MUSC 1071 with emphasis on more complex melodic, harmonic, and rhythmic materials in dictation, including modulations, mixed meters, regular and irregular rhythmic subdivisions. Computer programs are used to help develop visual and aural skills. Rhythmic acuity is also developed through conducting, computer exercises, and other physical exercises. Prerequisites: MUSC 1071; 2061 is prerequisite to 2071.
- MUSC 211, 212. Sophomore Piano I, II** (Hours to be determined) Variable credit
Continuation of holistic approach to piano playing and technical studies in scales and arpeggios. Literature such as Bach two- and three-part inventions, classical sonatas, and Romantic character pieces are studied. Prerequisites: MUSC 112; 211 is prerequisite to 212.
- MUSC 213, 214. Sophomore Organ I, II** (Hours to be determined) Variable credit
Continuation of MUSC 113, 114. Beginning chorale preludes from the liturgical year. Moderately difficult movements from organ sonatas of Mendelssohn, Guilmant. Suitable literature from all periods. Prerequisites: MUSC 114; 213 is prerequisite to 214.
- MUSC 215, 216. Sophomore Voice I, II** (Hours to be determined) Variable credit
Continuation of studies begun in MUSC 115 and 116. Introduction to arias from church music literature. MUSC 216: study of art songs, intermediate opera and church cantata literature. Prerequisites: MUSC 116; 215 is prerequisite to 216.
- MUSC 2211. String Methods** 1 credit
An introduction to the instruments of the string family. Instruction given in playing as well as methods of teaching these instruments. Prerequisite: MUSC 1023. (Offered fall of even years.)
- MUSC 2241. Woodwinds Methods** 1 credit
An introduction to the woodwind instruments. Instruction is given in playing as well as methods of teaching these instruments. Prerequisite: MUSC 1023. (Offered fall of odd years.)
- MUSC 2251. Brass Methods** 1 credit
An introduction to the instruments of the brass family. Instruction is given in playing as well as the methods of teaching these instruments. Prerequisite: MUSC 1023 (Offered spring of odd years.)
- MUSC 2261. Percussion Methods** 1 credit
An introduction to the instruments of the percussion family. Instruction is given in playing as well as the methods of teaching these instruments. Prerequisite: MUSC 1023 (Offered spring of odd years.)
- MUSC 261, 262. Sophomore Woodwinds I, II** (Hours to be determined) Variable credit
Sophomore-level technical studies and solos as suggested in the Music Department Handbook. Prerequisite: Second-semester freshman level of applied study.
- MUSC 271, 272. Sophomore Brass I, II** (Hours to be determined) Variable credit
Sophomore-level technical studies and solos as suggested in the Music Department Handbook. Prerequisite: Second-semester freshman level of applied study.
- MUSC 281, 282. Sophomore Percussion I, II** (Hours to be determined) Variable credit
Sophomore-level technical studies and solos as suggested in the Music Department Handbook. Prerequisite: Second-semester freshman level of applied study.
- MUSC 291, 292. Sophomore Strings I, II** (Hours to be determined) Variable credit
Sophomore-level technical studies and solos as suggested in the Music Department Handbook. Prerequisite: Second semester freshman level of applied study.
- MUSC 293. Independent Study** (Hours to be determined) Variable credit
- MUSC 3022. Tonal Counterpoint** 2 credits
The polyphonic style of the 18th century. Each student will compose works to represent the style of 18th-century counterpoint. Offered on demand. Prerequisite: MUSC 2023.

MUSC 3032. Form and Analysis 2 credits
Major forms from binary and ternary to sonata allegro, rondo, and baroque suites in music literature. Emphasis on identification of forms, composers, and stylistic traits from the 17th through the 20th centuries. Prerequisite: MUSC 2023.

MUSC 3052. Basic Conducting 2 credits
Includes practical experience in basic conducting patterns, cuing of entrances and exits, tempi and dynamics, and score-reading of basic choral repertoire. Prerequisite: MUSC 2023 or permission of the instructor.

MUSC 3062. Advanced Conducting 2 credits
A continuation of MUSC 3052, using conducting techniques in both lab experience and various ensembles. Includes program planning for middle-school through college level, rehearsal techniques, and score-reading of choral and instrumental music. Prerequisite: MUSC 3052.

MUSC 3093. Hymnology 3 credits
Survey of hymnody from medieval era to contemporary composition including exploration of poetic sources, musical techniques, historical development of the hymn as a literary and musical form, and use of the hymn in worship. Recommended for all who plan to work in the church. Prerequisites: Junior standing or permission of instructor.

MUSC 311, 312. Junior Piano I, II (Hours to be determined) Variable credit
Continuation of studies begun in MUSC 111-212. Mature works by major composers of each style period, advanced technical and practice procedures are studied. A 30-minute junior recital may be requested of a student with outstanding performance ability. Prerequisites: Successful sophomore evaluation (see the Music Department Handbook); MUSC 212; 311 is prerequisite to 312.

MUSC 313, 314. Junior Organ I, II (Hours to be determined) Variable credit
Advanced technique and problems of registration. Larger forms from the Baroque period. Modulations and transpositions. Brahms chorale preludes, sonatas, and pieces from Widor, Guilmant, Franck, Mendelssohn, and American composers. Prerequisites: Successful sophomore evaluation (see the Music Department Handbook); MUSC 214; 313 is prerequisite to 314.

MUSC 315, 316. Junior Voice I, II (Hours to be determined) Variable credit
Studies for flexibility, velocity, and range extension through more advanced repertoire from various periods in all four major languages. Selection of senior-recital material is begun. A junior recital may be requested of those with outstanding performance ability. Prerequisites: Successful sophomore evaluation (see the Music Department Handbook); MUSC 216; 315 is prerequisite to 316.

MUSC 3303. Philosophical Foundations for the Musician 3 credits
An introduction to the field of philosophy, its people, terms, and ideas, with application to various areas of musical endeavor emphasizing a Christian world view.

MUSC 3413. Worship Music in Today's Church 3 credits
Provides for a study of contemporary worship music and its application in a worship service. This course will present a historical overview of this area followed by an examination of topics such as current trends, planning guidelines, effective resources, contemporary music theory, arranging for a worship team, and working with a praise band.

MUSC 361, 362. Junior Woodwinds I, II (Hours to be determined) Variable credit
Advanced technical studies and solos as suggested in the Music Department Handbook. A 30-minute junior recital may be requested of a student with outstanding performance ability. Prerequisites: Successful sophomore evaluation (see the Music Department Handbook); second-semester sophomore level of applied study.

MUSC 371, 372. Junior Brass I, II (Hours to be determined) Variable credit
Advanced technical studies and solos as suggested in the Music Department Handbook. A 30-minute junior recital may be requested of a student with outstanding performance ability. Prerequisites: Successful sophomore evaluation (see the Music Department Handbook); second-semester sophomore level of applied study.

MUSC 381, 382. Junior Percussion I, II (Hours to be determined) Variable credit
Advanced technical studies and solos as suggested in the Music Department Handbook. A 30-minute junior recital may be requested of a student with outstanding performance ability. Prerequisites: Successful sophomore evaluation (see the Music Department Handbook); second semester sophomore level of applied study.

MUSC 391, 392. Junior Strings I, II (Hours to be determined) Variable credit
Advanced technical studies and solos as suggested in the Music Department Handbook. A 30-minute junior recital may be requested of a student with outstanding performance ability. Prerequisites: Successful sophomore evaluation (see the Music Department Handbook); second semester sophomore level of applied study.

MUSC 400. Studies in Music (Hours to be determined) Variable credit
Any topic in music meeting the approval of the Division Chair and the Academic Dean. Offered on sufficient demand.

MUSC 4016. Church Music Practicum 6 credits
A structured in-service program for the senior church music major or Christian worship minor (music track) in a local church under the direction of an academic and field supervisor, combining class preparation with practical experience. Prerequisite: MUSC 3062.

MUSC 4023. Church Music History 3 credits
A survey of vocal and instrumental music used in worship by the Christian Church from the third century to the present. Though designed for the church music major, others may be admitted upon approval of instructor. Prerequisites: MUSC 4093 or permission of instructor.

MUSC 4052. Arranging 2 credits
Students will learn how to use accompaniments, chord substitutions, style varieties, ensemble varieties, and performer skill level to create new and functional arrangements for a variety of ensembles including, but not limited to, strings, brass, woodwind and percussion ensembles, mixed instrumental ensembles, vocal ensembles, rhythm sections and solo keyboard as well as soloists with accompaniment. Students will learn and develop arranging skills that will be necessary to supplement published music for individual ensembles through extensive analytical, aural, and written exercises. Prerequisite: MUSC 4062.

MUSC 4062. Orchestration 2 credits
Students will learn and develop orchestrating skills that will be necessary to supplement published music for individual ensembles through extensive analytical, aural, and written exercises.

MUSC 4072. History of Western Music I 2 credits
This is the first in a comprehensive music history sequence. The course begins with an overview of music from ancient times to contemporary. It then covers, in depth, the history and stylistic characteristics of representative music literature, composers, and performers from the period of Ancient Greece through the Renaissance Period. We will explore musical master-works through listening, analysis, and discussion. There will be an ancillary focus on research writing for music with a project in process writing. Prerequisites: MUSC 2013 or permission of the instructor.

MUSC 4082. History of Western Music II 2 credits
This is the second in a comprehensive music history sequence. The course covers, in depth, the history and stylistic characteristics of representative music literature, composers, and performers from the Baroque Period through Beethoven. We will explore musical master-works through listening, analysis, and discussion with some attention to relevant non-Western cultural influences. There will be a culminating writing project. Prerequisites: MUSC 2023, MUSC 3032, MUSC 4072, or permission of instructor.

MUSC 4093. History of Western Music III 3 credits
This is the third in a comprehensive music history sequence. The course covers, in depth, the history and stylistic characteristics of representative music literature, composers, and performers from the Romantic Period through the Twentieth Century. We will explore musical master-works through listening, analysis, and discussion with some attention to relevant non-Western cultural influences. There will be a major, culminating writing project as well as an oral presentation on a non-western music topic. Prerequisites: MUSC 2023, MUSC 3032, MUSC 4082, or permission of instructor.

MUSC 411, 412. Senior Piano I, II (Hours to be determined) Variable credit
A synthesis of concepts studied in MUSC 111-312. Musical maturity, mastery of various stylistic periods, fluency of proper playing mechanism, and holistic approach to piano performance are demonstrated in the presentation of a memorized senior recital that serves as an exit exam. The senior recital will be graded by the music faculty.
Prerequisites: MUSC 111-312.

MUSC 413, 414. Senior Organ I, II (Hours to be determined) Variable credit
Preparation of graduation recital. Advanced preludes, fugues, fantasias, and toccatas of Bach. A study of representative composers of the early Baroque. Practical experience in service playing. A senior recital is the exit exam and will be graded by the music faculty. Prerequisites: MUSC 314; 413 is prerequisite to 414.

MUSC 415, 416. Senior Voice I, II (Hours to be determined) Variable credit
Synthesis of MUSC 115-316 in study of larger works: a song cycle and arias from church cantatas and opera literature. Comprehensive understanding of vocal production and performance is demonstrated in the presentation of a memorized senior recital that serves as an exit exam. The senior recital will be graded by the music faculty.

MUSC 4352. Vocal Pedagogy 2 credits
This is a foundational course in the study of vocal pedagogy as it pertains to studio and classroom teaching. It includes a study of physiology and acoustics as they apply to singing. Prerequisites: Senior voice standing or permission of instructor.

MUSC 4412. Elementary Music Methods 2 credits
A practical course designed to give the music major instructional skills needed to successfully teach music to elementary school students. Strategies that are unique to the Kodaly, Orff, and Dalcroze methods of instruction will be introduced. The course will also integrate examples of the folk songs and instrumental music that are indigenous to the Americas, Africa, and Asia. Pre-clinical experiences including observation and teaching in elementary-music classrooms will be included. Required of all P-12 music-education teacher candidates. Prerequisites: MUSC 2023; an Effective Methods course or the approval of the instructor. Music-education majors must be admitted to Lock I. (Fall)

MUSC 4422. Secondary Choral Music Methods and Materials 2 credits
Principles, methods, and materials for teaching choral music in middle school and high school. Includes administrative and supervisory practices, rehearsal and vocal techniques, classroom discipline, and eclectic, inclusive choral literature. Required of all P-12 music education teacher candidates. Prerequisites: MUSC 2023, MUSC 3062; an Effective Methods course or the approval of the instructor. Music education majors must be admitted to Lock I. (Spring)

MUSC 4432. Secondary Instrumental Music Methods and Materials 2 credits
Includes administrative and supervisory practices, marching band and jazz-ensemble techniques, instrumental music software and computer-assisted instruction, and secondary-instrumental literature. Required of all P-12 music-education teacher candidates. Prerequisites: MUSC 2023, MUSC 3062; an Effective Methods course or the approval of the instructor. Music education majors must be admitted to Lock I. (Spring)

MUSC 461, 462. Senior Woodwinds I, II (Hours to be determined) Variable credit
Involves preparation for senior recital. Continuation with advanced technical studies and solos. A senior recital is the exit exam and will be graded by the music faculty. Prerequisite: Second semester junior level of applied study.

MUSC 471, 472. Senior Brass I, II (Hours to be determined) Variable credit
Involves preparation for senior recital. Continuation with advanced technical studies and solos. A senior recital is the exit exam and will be graded by the music faculty. Prerequisite: Second semester junior level of applied study.

MUSC 481, 482. Senior Percussion I, II (Hours to be determined) Variable credit
Involves preparation for senior recital. Continuation with advanced technical studies and solos. A senior recital is the exit exam and will be graded by the music faculty. Prerequisite: Second semester junior level of applied study.

MUSC 491, 492. Senior Strings I, II (Hours to be determined) Variable credit
Involves preparation for senior recital. Continuation with advanced-technical studies and solos. A senior recital is the exit exam and will be graded by the music faculty. Prerequisite: Second semester junior level of applied study.

MUSC 493. Independent Study (1-3 hours per semester) Variable credit

MUSC 4993. Honors Research in Music 3 credits

NEW TESTAMENT GREEK

NTGK 2223. Language of the Greek New Testament 3 credits

An introductory study of New Testament Greek language that will teach students to read, write, and comprehend basic words, phrases, and clause constructions used in the Greek New Testament.

NTGK 2233. Using the Greek New Testament 3 credits

A continuing study in New Testament Greek language and beginning work with the New Testament Greek text. Sources, criticism, and translation will accompany examination of the text, along with consideration of translational differences in English Bibles. Also includes examination of Greek helps, selected commentaries, electronic aids, and software options. Prerequisite course: NTGK 2223.

NTGK 3223. New Testament Greek Exegesis I 3 credits

A study of selected passages from the Greek New Testament, to provide an introduction to intermediate-level Greek Grammar interpretive options, basic translation methods, and inductive-exegetical principles. High-frequency New Testament Greek vocabulary will also be emphasized. Prerequisite: NTGK 2233.

NTGK 3233. New Testament Greek Exegesis II 3 credits

The application of New Testament Greek grammar, syntax, translation methods, and inductive-exegetical principles to selected New Testament passages. High-frequency New Testament Greek vocabulary will also be emphasized. Prerequisite: NTGK 3233.

NTGK 490-498. Advanced Exegetical Study (To be determined) Variable credit

A student registering for this independent study must meet these requirements: (1) basic language requirements in Greek, (2) at least a 2.75 average in the student's last two semesters of Greek study; and (3) recommendation of both the Division Chair and the teacher supervising the study. P/NC

PHILOSOPHY COURSES

PHIL 3003. Introduction to Philosophy 3 credits

An introduction to the field of philosophy—people, terms, and ideas.

PHIL 3013. Ethics in a Global Context 3 credits

Study and analysis of the most commonly used standards of ethics in such a way as to encourage students to formulate for themselves practical standards by which to judge conduct.

PHIL 400. Philosophy Studies (Hours to be determined) Variable credit

PHIL 4013. Studies in Philosophy/London Experience 3 credits

An introduction to worldview issues with applications to ethics. Religious and cultural influences will also be emphasized. Some comparison between religions will be made through visits to Christian and other worship sites in London. Meets the general education requirement for three hours of Philosophy or Ethics. Permission to register must be secured from the director of the London Experience prior to registration.

PHYSICAL EDUCATION COURSES

Physical Education Activities

Three semester hours of physical education activities, including PHED 1031 Lifetime Fitness, are required of all traditional program college students for graduation. It is suggested that these be taken in the freshman and sophomore years.

Courses listed below are designed to acquaint students with individual and team activities; all are graded P/NC. One (1) credit each

PHED 1021. Swimming 1 credit

PHED 1101. Gymnastics Enrollment limited to 12, with P.E. majors given preference for positions. 1 credit

A course may be repeated once for elective credit; the repeated course does not satisfy the general education requirement, which requires two different activity courses.

PHED 1031. Lifetime Fitness 1 credit

An overview of the most current and accurate information available on fitness. Emphasis on the benefits of adopting a healthy lifestyle as a lifetime commitment.

PHED 1162. Rhythmic Activities 2 credits

Provides the basic knowledge and skills involved in teaching and leading social and rhythmic activities. Consideration will be given to the theory, value, characteristics, and ethnic sources of dance and rhythmic activities. Qualifies as a PE activities course (one-hour activities, with one hour as an elective).

PHED 2003. Organization and Administration of Health and Physical Education 3 credits

Planning, organizing, and directing health and physical education programs in the secondary school. Includes the role of the teacher in regard to budgeting, planning the physical education program, and teacher-pupil relationship.

PHED 2043. Scientific, Historical, and Philosophical Foundation of Physical Education 3 credits

The scientific, historical, and philosophical development of physical education and its implications to the educational development of the individual.

PHED 2022. Health Education 2 credits

Personal and community health problems, studied through analysis of the various forces that play upon the human organism. Attention is given to the application of scientific facts and principles for the maintenance and improvement of health. *Required of all physical education teacher candidates.*

PHED 3012. Principles, Ethics and Issues of Athletic Coaching 2 credits

Principles, strategies and methods used in teaching and coaching various sports. The nature of the coaching profession with particular attention to professional expectations and responsibilities, ethical considerations, applied principles of athletic coaching, problems and issues of interscholastic and intercollegiate athletics, as well as legal issues regarding the coaching profession. *Prerequisite: Acceptance into Lock 1, GPA 2.75.*

PHED 3023. Prevention and Treatment of Athletic Injuries 3 credits

Science of prevention, evaluation, treatment, and rehabilitation of athletic injuries. Emphasis is placed on developing an understanding of the mechanisms of injury and on acquiring practical training room skills, including protective wrapping and taping techniques. CPR/First Aid Certificate required for course completion. May include a field component and a fee.

PHED 3033. Physical Education, Health, and Recreation for the Adapted School Program 3 credits

A foundational course designed to help prospective teachers in the detection of physical, mental, social and emotional difficulties in order to be able to work with students with special needs. *Prerequisite: Acceptance into Lock 1, GPA 2.75.*

PHED 3052. Kinesiology 2 credits
The application and the analysis of bones, joints, ligaments, and muscles in the mechanism of the body movements involved in athletics, sports, and in the movement of everyday life; the relation of joints and the muscular mechanism to the problems of bodily development and efficiency; the adaptation of activity load to one recovering from injury and disease.

PHED 3062. Physiology of Exercise 2 credits
The study of the basic applied science that describes, explains, and uses the body's response to exercise and adaptation to exercise training in order to maximize human-physical potential.

Each 2 credits

PHED 3082. Methods of Teaching Soccer and Volleyball
PHED 3092. Methods of Teaching Basketball
PHED 3102. Methods of Teaching Football
PHED 3112. Methods of Teaching Baseball and Track and Field
PHED 3132. Methods of Teaching Minor Sports
PHED 3152. Methods of Teaching Physical Activity & Exercise

The above courses deal with the correct teaching techniques of the various skills involved with each particular sport. Rules, regulations, terminologies, and strategies will also be discussed as they relate to the basic concepts employed in the performance of the various sports.

PHED 400. Studies in Physical Education (Hours to be determined) Variable credit
Any topic in physical education meeting the approval of the Division Chair and the Academic Dean. Offered on sufficient demand.

PHED 4001. Athletic Coaching Internship 1 credit
All students pursuing the Minor in Physical Education/Athletic Coaching shall be required to complete a coaching internship with an approved athletic team. The team may be an interscholastic, intercollegiate, or Junior Olympic program, which will be approved by a faculty member from the School of Education/Coordinator of the Athletic Coaching Minor.

PHED 4033. Tests and Measurements in Physical Education 3 credits
The study of tests associated with a sound program in the area of health and physical education. Emphasis on the statistical procedures and the administration of tests in general-motor abilities, physical fitness, skills, and knowledge. *Prerequisite: Acceptance into Lock 1, GPA 2.75.*

PHED 4063. Physical Education and Health for the Elementary School 3 credits
The aims, objectives, and evaluation of physical education and health programs in the elementary school. Student participation in games and recreational activities for each grade level is required, as well as involvement in the health and safety practices necessary for the operations of an efficient health and physical-education program.

PHED 490-498. Independent Study (1-3 hours per semester) Variable credit

PHED 4993. Honors Research in Physical Education 3 credits

PHYSICAL SCIENCE COURSES

PHSC 1544. Introduction to Physical Sciences 4 credits
A general study of chemistry, physics, astronomy and earth science. Laboratory included. Lab fee required, unless students are required to buy lab packs.

PHSC 290-298. Physical Science Studies (1 to 4 semester hours) Variable credit
Study of any topic in physical science meeting the approval of the chair of the division and the dean of the college. Prerequisite: consent of the instructor and competency in mathematics. May require lab fee.

PHYSICS COURSES

PHYS 2044, 2054. Physics I, II

4 credits

An algebra-based physics course covering mechanics, thermodynamics, and waves including sound (first semester), and electricity and magnetism, optics, and "modern" physics (second semester). Prerequisite: 500 or better on SAT (comparable on ACT) or completion of Algebra and Trig course or higher level college course. Lab included. Lab fee required.

PSYCHOLOGY COURSES

PSYC 2003. General Psychology

3 credits

A general survey of the science of human behavior, designed to acquaint the student with principles of human development, learning, behavior, and with the experimental methods of psychology.

PSYC 2004. General Psychology for Majors

4 credits

The class will provide an introduction to major theories and principles of psychology as well as providing experience in research design, execution and presentation. Includes Laboratory.

PSYC 3013. Topics in Counseling

3 credits

Examines selected advanced or specialized topics in counseling. The topics vary from semester to semester. This course may be taken twice for credit. Prerequisite: PSYC 2003 General Psychology

PSYC 3103. Child Psychology

3 credits

A study of the child from conception to late childhood. Particular emphasis will be given to the physical, cognitive, moral, social, and personality development of the child. The interrelationship of biological and cultural factors will be considered. Offered every fall semester. Prerequisite: PSYC 2003.

PSYC 3113. Adolescent Psychology

3 credits

A study of development from childhood to adulthood. Physical, emotional, cognitive, and social-growth patterns will be considered. Practical applications of theory and research will be made, as this course seeks to prepare people to work with early to later adolescents.

PSYC 3123. Human Growth and Development

3 credits

An introductory course to human growth and development from conception through the different life stages. Will emphasize physical growth, cognitive development, personality development, and social interactions. Prerequisite: PSYC 2003. Offered every spring semester.

PSYC 3133. The Psychology of Adulthood and Aging

3 credits

A focus on human development from early to late adulthood. Topics include dynamics of mid-life crisis, death and dying, disorders in aging (Alzheimer's, for example) and the process of aging.

PSYC 3143. Human-Information Processing

3 credits

An introductory course in human-information processing, focusing on three domains (and their interaction in human behavior): perception, cognition, and emotion. Research methods in this domain will be considered, as well as a number of applied issues. Prerequisite: PSYC 2003. Offered every fall semester.

PSYC 3253. Psychological Assessment

3 credits

A survey of major approaches to psychological assessment. Psychometric theory is introduced, and practice work is done in administration and interpretation of selected tests. EDUC 3523 is not identical.

PSYC 3353. Forensic Psychology

3 credits

A general survey of psychology, the legal system, and their interaction. A number of special issues will be considered, such as eyewitness memory, and the insanity defense. Consideration will be given to Christian perspectives on specific issues.

PSYC 3403. Social Psychology

3 credits

The impact of social institutions and processes on behavior of the individual and of the individual upon groups. An analysis of the concepts and processes involved in the development of social goals and behaviors. Topics include

attitude formation and change, public opinion, propaganda and group phenomena, leadership, tension aggression, conflict and methods of resolution. Prerequisite: PSYC 2003. Offered every fall semester.

PSYC 3413. Abnormal Psychology 3 credits

The major forms of behavioral pathology with an emphasis on understanding, treatment, and prevention of these disorders. Prerequisite: PSYC 2003.

PSYC 3453. Child & Adolescent Abnormal Psychology 3 credits

This course examines the developmental course of abnormal psychology-specifically those disorders occurring in childhood and adolescence such as: Disorders of Attachment, Intellectual Disability, Autism Spectrum Disorders, ADD & ADHD, Oppositional Defiant Disorder, Conduct Disorder, etc. Etiology, assessment and treatment options are also explored.

PSYC 3603. Personality 3 credits

This first half of this course focuses on surveying and evaluating secular theories of personality from scientific and Christian perspectives. The second half of the course emphasizes the development of a comprehensive, Christian theory of personality. Prerequisite: PSYC 2003.

PSYC 3713. Introduction to Counseling 3 credits

An introductory course on the theories and techniques of individual and group counseling, stages of other counseling processes, the use of background materials and tests in counseling, counseling settings, and the counselor as a person. Prerequisite: PSYC 2003.

PSYC 3753. Practical Counseling Skills 3 credits

Counseling skills, techniques, and therapeutic factors involved in meeting client needs and goals. Includes brief overview of counseling theories and opportunities to build and practice skills and techniques.

PSYC 3763. Multicultural Counseling 3 credits

This course will focus on counseling techniques used to serve multi-ethnic populations. Various counseling techniques will be used to help students explore the significance of culture, religion, counseling competencies and ethical practices among these diverse groups. A key component will be the standards outlined by the Association for Multicultural Counseling & Development.

PSYC 400. Studies in Psychology (Hours to be determined) Variable credit

Study of any topics in psychology meeting the approval of the Division Chair and the Dean. Offered on sufficient demand. Prerequisite: PSYC 2003.

PSYC 4013. Studies in Psychology/London Experience 3 credits

A study of the influence on psychology of individuals in English thought and history. The contributions to the helping professions of Galton, Freud, Eysenck, Nightingale and others will be examined. Visits to the Freud Museum, The Museum of Natural History, The Florence Nightingale Museum and other sites will be included in the London itinerary. Permission to register must be secured from the Director of the London Experience prior to registration.

PSYC 4453. Negotiation and Conflict Resolution 3 credits

The development of the communication and management skills essential for successfully resolving conflict situations involving both labor and management practices. Uses simulation, case studies, and field-work assignments. Prerequisite: PSYC 2003.

PSYC 490-498. Independent Study (1-3 hours per semester) Variable credit

READING COURSE

RDNG 1003. College Reading 3 credits

Reading for students who wish to improve reading skills such as rate, comprehension, and skimming/scanning. Prerequisite: At least 12.0 on the Nelson-Denny Reading Test for College.

RECREATION COURSES

RECR 1001 Tennis
RECR 1001 Badminton
RECR 1011 Bowling
RECR 1051 Golf
RECR 1061 Essentials of Strength Training
RECR 1071 Tae Kwon Do
RECR 1081 Kayaking \$30 fee
RECR 1091 Asian Martial Arts
RECR 1201 Scuba

Courses listed above are designed to acquaint students with individual and team activities; all are graded P/NC. Courses may be repeated for elective credit.

RECR 1122. Wilderness Leadership Skills 2 credits

A foundation course designed to develop wilderness-leadership skills of the participants thereby enhancing their personal enjoyment of the outdoors, the conservation of wild areas, and improving the safety of outdoor trips. Offered on sufficient demand.

RECR 1131. Cooperative Recreational Games 1 credit

An introductory course for students who plan to work with children and youth. Enables the student to understand the nature and philosophy of cooperative recreation and to create and lead non-competitive, cooperative games and activities. Offered on sufficient demand. Qualifies as a P.E. activities course.

RECR 1171. Ballroom Dance 1 credit

This course is designed to introduce and instruct students in the art of ballroom dance on a social, casual basis. Students will be exposed to ballroom etiquette and instructed in the basics and a variety of patterns in the rumba, cha-cha and tango.

RECR 2003. Introduction to Recreation and Sport Management 3 credits

A foundation course dealing with the role that recreation and sport have in our society. Introduces theories of social and economic factors concerning recreation and sport management. Involves the history of recreation and sport in the world and in particular the United States. Additionally, governance structures and organizations related to recreation and sport will be discussed, to include local parks and recreation departments, intercollegiate athletics, the business of recreation and sport, as well as professional organizations and sport finance.

RECR 3023. Management and Leadership in Recreation and Sport 3 credits

Recreation systems (public and private) analyzed from the standpoint of organization, administration, finances, training, legislation, public relations, and coordination of community resources. Principles and methods of program development. Supervisory skills indigenous to public and/or private agency sports programs. Additionally, detailed structures and functions of intercollegiate, professional, and international organizations will be investigated.

RECR 3033. Camp Counseling and Administration 3 credits

Gives prospective-camp counselors and directors an understanding of the total camp program, duties and responsibilities of camp personnel, and various camp program skills. Emphasis on program planning, staff selection and development, health and safety, and evaluation.

RECR 3043. Recreation and Sport Facilities Management 3 credits

A study of sport and recreation planning principles, processes, and trends in facility development. Also includes maintenance techniques, materials use, job planning, and scheduling of facility use. Prerequisite: RECR 2003 Introduction to Recreation and Sport Management or PHED 2043 Foundations of Physical Education.

RECR 3173. Outdoor Recreation 3 credits

Examines the many factors specifically related to administration of outdoor recreation facilities, activities, programs, and education with an emphasis on risk management, safety, and planning. Prerequisite: RECR 2003.

RECR 3203. Legal Issues in Physical Education, Recreation, and Sport 3 credits
A study of the law relative to physical education, recreation and sport, with attention to tort law, liability issues and contracts as they relate to the fields. Prerequisite: RECR 2003.

RECR 3253. Social Issues in Recreation and Sport 3 credits
Global trends impacting recreation and sport management, including change drivers and their counter-forces will be examined. Topics include diversity, environment, technology, transportation, values, demography, economy, health, work and free time, and governance. This course will also include recreation service delivery to special populations. It will also include analyzing problems confronting disadvantaged individuals and groups including the aging, economically disadvantaged, mentally challenged, physically disabled, and youth. Prerequisite: RECR 2003.

RECR 3443. Marketing and Promotion for Recreation and Sport 3 credits
Provides students with basic knowledge and practical experience for developing strategic-marketing techniques specific to recreation and sport management. An integral part of this course will include the examination of regional agencies and organizations presently engaged in recreation and sport promotion, with special attention being given to the methods employed to attract participants as well as spectators.

RECR 3513. Practicum in Recreation and Sport 3 credits
Students who have chosen to work in recreation or a sport management setting may be eligible for placement in a internship setting, but will also have elements of a traditional course. Such students will receive supervised training in a setting appropriate to their interests. This experience is designed to take place ideally in the sophomore (second) year, but no later than the junior year. This course is designed to give students an experience beyond the snapshot from the introduction course, but not the length and depth of the 12 hour, semester long internship.
Maximum credit: 3 semester hours.

RECR 4003. Studies in Recreation and Sport 3 credits
This course will serve as a capstone course type of experience whereby students will have a major research paper to complete, they will examine current issues and trends in the recreation and sports world, develop and hone resume and interviewing skills, as well as be required to give their testimony in a setting away from campus (Church setting, civic club, etc.). Additionally, students will have an opportunity to have a dialogue with guest speakers in a roundtable format who are experts in their fields from this region of the country.

RECR 4613. Internship in Recreation and Sport Management (12 Hours) Variable credit
Varied practical on-the-job experience in one of many recreation or sport management agencies (for example, public-recreation departments, YM/YWCA, Boys/Girls Clubs, church recreation programs, camps, intercollegiate athletic programs, professional sport organizations, facilities, gyms, etc.). Students are supervised in directing, supervising, and managing recreation and sport management activities. Credit up to twelve hours.

RELIGION COURSES

RELG 2023. Cross-Cultural Ministry Experience 3 credits
Open to students who will be participating in a cross-cultural ministry experience. Designed to help them prepare for, participate in, and reflect upon entering into and ministering with persons in a culture other than their own. Pre-trip and post-trip reading and writing assignments are required. The cross-cultural ministry experience must take place during the term in which the student registers for the course. Prerequisite: Permission of instructor.

RELG 2103. American Religious History 3 credits
The development of religion in America from the Colonial period to the present. Attention to all branches of the Christian faith--Protestantism, Roman Catholicism, and Eastern Orthodoxy--and to non-Christian religions, as well as to variant groups. A special focus on the role of religion in American life.

RELG 2123. Religions of the World 3 credits
A study of the history and the fundamental teachings of the dominant religions of the world. The basic principles of evangelical Christianity will be used as a standard for evaluating these religions. Prerequisite: RELG 2403 Basic Christian Beliefs or permission of the instructor.

- RELG 2403. Basic Christian Beliefs** 3 credits
An introduction to the basics of the Christian faith, focusing on the biblical and doctrinal truths common to all denominations. (Prerequisite: BIBL 1003, 1013, or 1023)
- RELG 2551, 3551, 4551. Ministry Practicum I, II, & III** 1 credit (each)
A three-semester program with sequential format giving practical exposure, experience and evaluation in ministry. Placement in a parish setting with a supervising minister will be followed up through a system of reporting and reflection. Prerequisites: RELG 2703. Also must be taken in sequence and RELG 3551 and 4551 require upper division status in the Division of Religion. For Youth & Children's Ministry concentrations, SPFD 3551 Spiritual Formation and Discipleship Practicum substitutes for RELG 3551.
- RELG 2603. Contemporary Cults** 3 credits
Examines the causes and psychosocial dynamics of cults and looks specifically at some current cults on the American scene.
- RELG 2703. Launching your Ministry** 3 credits
An introduction to ministry that includes focus on God's call to ministry; exploration of various options and dimensions of vocational ministry; exploration of personal faith, interests, personality, talents, and gifts for ministry; spiritual foundations and habits in ministry; and an introduction to a praxis approach to learning in ministry through practicum settings. (Normally serves as prerequisite to practicum course sequence – RELG 2551, 3551, & 4551)
- RELG 2803. Biblical Foundations of Christian Mission** 3 credits
A foundation for the biblical and theological basis for missionary mandate, along with a general overview of the global-missionary enterprise of the church.
- RELG 2901. Personal Bible Study** 1 credit
A survey of the resources, models, and techniques available for enhancing a Christian's time with the Word.
- RELG 2921. Christian Devotional Classics** 1 credit
The best in a rich heritage of devotional literature from Augustine, Bunyan, and the Wesleys to modern writers like Dietrich Bonhoeffer, Elisabeth Elliot, and C. S. Lewis.
- RELG 2931. Theology and Practice of Prayer** 1 credit
Thinking through the meaning, uses, and forms of public and private prayer as a vital component of devotion and spiritual development.
- RELG 3001. Religion Seminar** 1 credit
A seminar for juniors and seniors who are majoring in religion. Emphasis on current developments in the field of religion. P/NC.
- RELG 3011. Seminar: Special Topics in Mission Studies** 1 credit
Designed for an interactive examination of current issues and developments in Christian missions.
- RELG 3013. Missional Outreach in Ministry** 3 credits
An introduction to biblical and theological foundations for local, intercultural, and global ministries. Attention is given to understanding the cultural context of ministry, the conversion experience, and the methods and process of discipleship in a variety of cultural contexts. Strategies for local church health and growth, as well as participation in both local and global outreach are explored.
- RELG 303x. Practicum in Cross Cultural Missions** (1, 2, or 3 credits) Variable credit
A ministry opportunity in another culture through a short-term missions program, applying the training received in cross-cultural missions studies. Prerequisite: completion of RELG 2551 Ministry Practicum I (if a DOR major) and RELG 3013 Missional Outreach in Ministry (all).
- RELG 3043. Ministry in Cultural Context** 3 credits
Explores the methodology for and practice of examining any ministry context – including exploration of the history and culture of the people, as well as unique features of worldview and/or particular theological views. Attention is given to demonstrating how deeper understanding and a Christian attitude of love foster sensitivity and respect for one's own and other cultures and help develop strategies for effective outreach of the Gospel. [Missional

engagement courses such as The Missional Church, Urban Ministry Plunge, Church Planting, and others may be substituted for this course, since they give attention to the same aspects of contextualizing ministry.]

RELG 3103. Evangelism and Church Health 3 credits
An introduction to the biblical and theological foundations for local and intercultural missions. Attention is given to understanding the culture, the conversion experience, and discipline. Strategies for local church growth and participating in missions are explored. *[being phased out for RELG 3013]*

RELG 3113. Evangelism and Church Planting 3 credits
A study of procedures and strategies appropriate for establishing and developing new congregations. Includes social context, potential needs, resources, action plan, and reporting accountability.

RELG 3203. Survey of Christian Denominations 3 credits
A comparative study of contemporary denominations and their teachings.

RELG 3213. Church Leadership and Planning 3 credits
Leadership course that focuses on pastoral role in guiding the visioning and planning processes of the local church.

RELG 3353. History of The Wesleyan Church 3 credits
A study of the history and Discipline of The Wesleyan Church. *[being phased out for RELG 3713]*

RELG 3363, 3373. Systematic Theology I, II 3 credits
The great truths and doctrines of God, His Word, and His will for His creatures, as set forth in the Bible and verified by reason and personal experience. Prerequisite for RELG 3373: RELG 3363. *[being phased out for RELG 3383 & 3393]*

RELG 3383. Theology for Ministry I 3 credits
A study of the traditional doctrines of Christianity from an evangelical and Wesleyan perspective in a systematic manner, including an overview of the study of theology, as well as the sources of theology, theological method, the nature of revelation, the nature and attributes of God, the doctrine of the Trinity, creation, the human condition and sin, and the nature and work of Jesus Christ.

RELG 3393. Theology for Ministry II 3 credits
A study of the traditional doctrines of Christianity from an evangelical and Wesleyan perspective in a systematic manner, including Christology and the doctrine of salvation, the doctrine and work of the Holy Spirit, the nature and ministry of the church, the means of grace, and a consideration of God's ultimate purpose and final acts in human history. Also includes some consideration of issues of hermeneutics, theological method, and the praxis of theology and ministry. Prerequisite: RELG 3383.

RELG 3422. Faith & Practice in The Wesleyan Church 2 credits
A study of the Discipline of The Wesleyan Church, focusing on the denomination's beliefs, ethos, and system of government. An overview of parliamentary law is included as an aid to pastoral leadership in church business sessions. (This is an elective course that should be completed by every Wesleyan student pursuing any form of ministerial credentials.)

RELG 3423. Planning and Leading Worship 3 credits
Since worship is more than music, this courses is designed to familiarize the student with the full range of Christian liturgy—the Word, the sacraments, prayers, praise, the creeds, the Christian Year, and, of course, worship music, including hymns, gospel songs, and contemporary choruses. It is intended to be a practical study examining the proper role of each element in traditional, contemporary, or blended worship design which is true to biblical and theological principles. Attention to planning is one side of the coin; the course will also highlight the methodologies of worship leadership. Recommended that student have completed RELG 4173 Christian Worship before enrolling for this course.

RELG 3503. Apologetics 3 credits
The inspiration, authority, and history of the Bible, studied with a view to establishing in the hearts and minds of the students the principles of the Christian faith. Prerequisite: RELG 2403 or permission of the instructor.

- RELG 3703. History of Christian Mission** 3 credits
A survey of the expansion of the Christian church through its missionary efforts, for the purpose of learning from the successes and failures of the past.
- RELG 3753. History of Christianity** 3 credits
A general survey of the Christian Church from the days of Christ and the apostles to the present day, dealing with great leaders, movements, and doctrines of the church.
- RELG 3803. Contemporary Mission Strategies** 3 credits
An examination of today's missionary and today's missionary methods, including trends and currents in modern missiology.
- RELG 400. Religion Studies** (Hours to be determined) Variable credit
Studies of any topics in religion that meet the approval of the division chair and the dean. Offered on demand.
- RELG 4013. Studies in Religion/London Experience** 3 credits
An introduction to Christian beliefs and history with emphasis on the English Reformation and on John Wesley. The course includes reading and visits to sites in London related to these topics. Permission to register must be secured from the Director of the London Experience prior to registration.
- RELG 4113. Film and Faith** 3 credits
Explores ways to think critically about popular culture in general and films in particular. Contemporary films are analyzed for spiritual concepts and faith issues helping the student develop skills for identifying and defining a Christian worldview and values.
- RELG 4203. The Ministry of Preaching** 3 credits
A study of the sermon with special attention to the steps in construction and writing. Various types and styles of sermons are considered in relationship to preaching situations and preacher personalities.
- RELG 4213. Leading in Ministry** 3 credits
Explores biblical, theological, and interpersonal dimensions for providing leadership and administrative direction to guide churches and ministry organizations in living out their God-given missions.
- RELG 4223. The Ministry of Worship** 3 credits
An exploration of public worship in all its dimensions: music, liturgy, sacraments, and the ministry of the Word. Attendance at worship services of various denominations and personal participation in structured worship experiences are required.
- RELG 4233. Ministry Caregiving** 3 credits
An introduction to how a minister integrates care and counsel holistically from biblical, theological, philosophical, and psychological frameworks in a variety of life situations, stages, environments, and circumstances.
- RELG 4441. Preaching Lab** 1 credit
Students gain experience in the preparation and delivery of sermons. Student sermons are evaluated by instructor, peers, and are video recorded for personal evaluation. Prerequisite: RELG 4403.
- RELG 4463. Theology of Holiness** 3 credits
An intensive study of the doctrine of entire sanctification and its relation to personal experience.
- RELG 4491. Seminar in Practical Theology** 1 credit
Designed to produce more effective ministerial leadership through research, discussions, and reports on practical problems confronting the minister because of the rapidly-changing emphases in contemporary church administration. Attention to administrative procedures involving cooperation with denominational leaders on all levels of administration with special attention to relevant subjects presented by those enrolled in the course. P/NC
- RELG 4553. Ministry Internship** 3 credits
Academically strong juniors and seniors who have completed or nearly completed the requirements for a ministry concentration and who have arranged for an approved placement in ministry may opt for a three-hour ministry internship experience. Prerequisite: RELG 2551.

RESEARCH COURSES

RSCH 3803. Research Methods

3 credits

An introduction to foundational scientific-research techniques, critical-thinking, and research-analysis skills within the social sciences. Emphasis of understanding and mastering the skills necessary to be both effective consumers of and effective contributors to current research in social sciences. Prerequisite or co-requisite: STAT 3203. Offered every spring semester.

SEMINARS - INTERDISCIPLINARY

SEMR 1001. Freshman Seminar

1 credit

Orientation to college and its rigorous intellectual, spiritual, social, and physical demands. Designed to introduce the student to the meanings of a Christian liberal arts education. Required of all freshmen in their first semester of college. P/NC

SEMR 1503. Life Calling

3 credits

This course focuses on students developing an understanding of the concept of life calling and the discovery of one's God-given design as a basis for this calling. Students then are led to understand how work and individual leadership is best understood from the life calling perspective. Students will evaluate values, spiritual gifts, interests, abilities, personality traits, and experience. Students will combine each component in an in-depth self-assessment paper, and will integrate this into a life and leadership plan.

SEMR 1551. Personal Wholeness I

1 credit

An introduction to the elements of personal wholeness with special attention given to the development of the attitudes, behaviors, and values that lead to successful learning across the lifespan. Students will utilize the Personal Wholeness Portfolio to document progress. Required of incoming residential-campus students with fewer than 24 transferrable credits (unless a student is required to take SEMR 1563).

SEMR 1563. Personal Wholeness I with Emphasis on Learning and Reading

3 credits

An introduction to the elements of personal wholeness with special attention given to the development of the attitudes, behaviors, and values that lead to successful learning across the lifespan. The primary emphasis of this course is on intellectual growth with an emphasis in reading and acquiring learning strategies that lead to success in college. Students will utilize the Personal Wholeness Portfolio to document progress. Required of incoming students with fewer than 24-transfer credits for whom more extensive assistance in college learning is appropriate.

SEMR 1751. SW Outdoor Orientation Program

1 credit

The heart of the SWOOP experience is a four-day wilderness backpacking experience that will take place on the Foothills Trail. The Foothills Trail is a 77-mile trail that traverses wilderness sections of northwest South Carolina and reaches a few places into North Carolina. The section that SWOOP will cover is approximately 33 miles. Backpacking in mountains is a strenuous activity. Therefore, in order to qualify for the course, participants must be able to carry a 30-pound pack over uneven terrain. Further, participants must have medical clearance to participate (think a sports physical). \$300 fee

SEMR 2001. Marriage and the Family Seminar

1 credit

Designed to help prepare the student for successful marriage within the Christian perspective. Includes courtship, lifestyle, problems of marriage, and strategies for Christian parenting. SOSC 2103 may be substituted for this requirement. Prerequisites: Writing competency and sophomore status.

SEMR 2013. College and the Working Adult

3 credits

Personal wholeness and self-management are explored within the context of the social dynamics and competing goals of work, school, family, and community. Special attention is given to the values and skills of leaning for personal growth and career enhancement. May substitute for SEMR 1551 in partial fulfillment of the Personal Wholeness requirement.

- SEMR 2021. Natural Science Cornerstone Seminar** 1 credit
An introductory seminar for natural science majors dealing with the use of the library, scientific methods and goals of research, integration of faith and science, philosophical aspects and limitations of science, and vocational options for the scientist. P/NC
- SEMR 2051. Scientific Literacy** 1 credit
A required course in which students learn to write for scientific “publications” and labs, and learn to critique scientific literature appropriately. This course should be taken with Genetics, Cell Biology or Biochemistry, whichever class is taken first. Chemistry majors and Environmental Science majors should consult their adviser as to when to take this course if they do not have plans to take one of the courses listed above.
- SEMR 2153. Information Literacy** 3 credits
This course aims to familiarize students with the basic principles of research writing in APA format. Students will also be introduced to online databases and peer reviewed journals. Basic statistical principles such as reliability, validity, standard deviation, correlation, etc. will be previewed.
- SEMR 2201. Wilderness and Spirituality** 1 credit
A discussion and experience-based course to examine the historical and current roles of wilderness in spiritual formation. Among other things, students will be expected to spend time alone in wilderness settings and keep a journal reflecting their experiences.
- SEMR 2301. Sustainability** 1 credit
An exploration of principles, concepts, and philosophies inherent to the study of sustainability in the 21st century. Topics will include ecological health, economic welfare, inter-generational responsibility, and social justice.
- SEMR 2403. Physical Wellness and the Good Life** 3 credits
Investigation of the total fitness aspects of individuals as they proceed through various areas of their lives. Specific emphases will be given to the physical, intellectual, social, emotional, spiritual, environmental, and occupational components encountered on a daily basis and how these components, if unattended and uncared for, can affect daily activities and personal development. As a specific requirement, individuals will be required to develop and participate in a personal-fitness program for the duration of the course. May substitute for SEMR 2551 in partial fulfillment of the Personal Wholeness requirement.
- SEMR 2551. Personal Wholeness II** 1 credit
An introduction to the elements of personal wholeness with special attention given to various aspects of physical wellness, such as health, fitness, nutrition, and mind-body interaction. Students will utilize the Personal Wholeness Portfolio to document progress.
- SEMR 3003. Character and Personal Effectiveness** 3 credits
Exploration of the relationship between an individual’s philosophy, goals, motivations, habits and character, and his or her personal effectiveness. Students will be encouraged to set an agenda for personal growth and document it through the Personal Wholeness Portfolio. Meets the general education requirement for SEMR 3551 and SEMR 4551.
- SEMR 3171. Christian Lifestyle and Values** 1 credit
A seminar in "applied Christianity" which addresses the question of Ezekiel 33:10--"How should we then live?" Biblical principles will be translated into the cultural context of today and related to moral decision-making. Prerequisite: Junior status.
- SEMR 3181. Leadership Development** 1 credit
Introduces students to the study of leadership from both a theoretical and practical perspective. Students will assess their current leadership behaviors, discover their leadership strengths and identify areas for improvement.
- SEMR 3201. Introduction to GIS** 1 credit
An introduction to the science and practice of geographic information systems (GIS). Content will focus on becoming familiar with GIS software and the practical application of principles and concepts of GIS to solve real-world problems in the context of conservation biology and natural resource management.

SEMR 3301. Environmental Law and Policy 1 credit

An introductory course focusing on key federal environmental laws, environmental policies, and regulatory structures in the United States. Topics will include property law, roots of environmental law, and analytical frameworks of use in understanding environmental law and policy. Case studies will be used heavily.

SEMR 3551. Personal Wholeness III 1 credit

An introduction to the elements of personal wholeness with special attention given to examination of the psychological, emotional and social aspects of personal wholeness. Students will utilize the Personal Wholeness Portfolio to document progress.

SEMR 4001. Study in Contemporary Issues 1 credit

Student designed independent-learning project developed around a faculty-approved contemporary issue with interdisciplinary implications. A final research-based paper is required. May be taken up to two times for credit, if a different issue is investigated each time.

SEMR 4501. Natural Science Capstone Seminar 1 credit

Study of concepts relating to the history and philosophy of science as they relate to various components and disciplines of science. It involves presenting scientific information in oral and written forms. The course also involves the completion of a final science comprehensive oral exam and the required final-assessment instrument (Major Field Test or equivalent). P/NC Prerequisites: Senior standing or permission of instructor.

SEMR 4551. Personal Wholeness IV 1 credit

An introduction to the elements of personal wholeness with special attention given to investigation of the spiritual dimension of personal wholeness and its implications for character, lifestyle, values, and social behavior. Students will utilize the Personal Wholeness Portfolio to document progress.

SOCIAL SCIENCES COURSES

SOSC 1003. Introduction to Sociology 3 credits

A general survey of sociological concepts aiming at a basic understanding of modern society and its complexities. Culture, society, and personality are studied within the framework of social institutions.

SOSC 2003. Cultural Anthropology 3 credits

An introduction to the cultural and social aspects of human behavior and a comparison of cultures.

SOSC 2021. Current Issues 1 credit

A study of national and international affairs and how these affect the individual. Special emphasis will be devoted to recognition of essential issues and how to analyze them. Maximum credit: four hours. Offered on sufficient demand.

SOSC 2053. Foundational Issues in Human Services 3 credits

This course focuses on the history of the development of the human-services sector and the political, economic, organizational, and social factors that currently affect it. Special attention is given to Christian involvement in human services and the role of faith-based social service agencies in American society.

SOSC 2103. Sex, Courtship, and Marriage 3 credits

A seminar studying the changing courtship and marriage patterns in America. Topics include changing sexual mores, open marriage, family planning, abortion, and divorce. Presents the traditional Christian view of marriage as a preferred alternative in contemporary society. Prerequisite: ENGL 1013, permission of the instructor.

SOSC 2123. Race and Ethnic Relations 3 credits

The course provides a sociological, anthropological and historical perspective on intergroup relations between different racial and ethnic groups. Cultural, structural and power issues involved in the perpetuation of inequality are explored. Additionally, the course helps students develop a theology of ethnicity and a Christian response to racism.

SOSC 2133. World Regional Geography 3 credits

A survey of the major regions of the earth's surface in both the eastern and western hemispheres. Emphasis on the economic, political, historical, and cultural development of the micro areas. Highlights interrelationships and interdependencies.

- SOSC 2153. Economic Geography** 3 credits
Spatial analysis of economic activity, with an emphasis on regional economics and development. Topics include world population, technology, and economic development; principles of spatial interaction; the geography of agriculture, energy, manufacturing and landscape activities.
- SOSC 2183. Human Diversity and Global Conflict** 3 credits
This course explores issues of race and cultural differences in a setting where questions and answers and a variety of perspectives may be debated. The nature of racial, ethnic, gender and class diversity is explored in historical and contemporary manifestations. Students are encouraged to think critically and reflectively on issues of diversity, social policy and practice.
- SOSC 2203. Introduction to U.S. Government** 3 credits
The constitution, American federalism, and political behavior. Includes analysis of the legislative, executive, and judicial functions of American central, state, and local governments.
- SOSC 2353. Washington Federal Seminar** 3 credits
An introduction to national and international affairs from a faith-based perspective. Includes participation in the Christian Student Leadership Conference in Washington, DC in January. Offered spring semester only.
- SOSC 2513. Family Studies** 3 credits
The family as a Christian institution. Analysis of the changing American family, the family in relation to personality development of its members, interaction among kin, changing familial roles, parenthood, and aging.
- SOSC 2603. Social and Psychological Issues of Exercise and Sport** 3 credits
A survey of the psychological and sociological concepts which are relevant to exercise and sport. Topics include personality, motivation, competition, group and team dynamics, leadership, sportsmanship, exercise and sport in society, and current issues.
- SOSC 3003. Topics in Case Management** 3 credits
Reviews the basics of case management in human services delivery, and explores advanced topics in the field.
- SOSC 3053. Professional and Ethical Issues in the Helping Professions** 3 credits
This course focuses on standards and practices with which individuals in the human-services sector are expected to be familiar. Topics include case management, interviewing, group facilitation, program planning, strategies of intervention, and diversity issues. Components of this course are designed to prepare students for an upcoming practicum in social science. Prerequisite: SOSC 2053.
- SOSC 3073. Management Issues in the Helping Professions** 3 credits
This course examines management issues in human services organizations and other helping professions. The course includes discussions of fund raising, clinical supervision, client confidentiality and volunteer management that are unique to the non-profit social service sector.
- SOSC 3213. Comparative Politics** 3 credits
The background organization, methods of government, and political problems of select world nations.
- SOSC 3503. Advanced Social Problems** 3 credits
An analysis of the major social problems of contemporary society resulting from technological and social change, population pressure and resources, urbanization, poverty, and minority groups. Special reference is given to conflicts regarding social values and goals, and social disorganization as related to the family, economic, religious, and other institutional relationships. Prerequisite: An introductory course in social science.
- SOSC 3603. Community Development** 3 credits
This course addresses fundamental issues in community development, including the nature of and need for community change, strategies and tactics for community change, and common areas of community change.
- SOSC 4003. Studies in Social Sciences** 3 credits
An advanced reading course in one of the following areas: economics, geography, political science, and sociology. Work will be tailored to the student's needs and interests. Requires permission of the Division Chair and the Academic Dean. Offered on sufficient demand.

SOSC 4213. Research Project 3 credits
A faculty supervised, independent research project. May be taken twice. Prerequisites: RSCH 3803; STAT 3203.

SOSC 4253. Criminological Theories 3 credits
This course is a study of the various theories of criminal causation and control, the identification of criminal typologies and the reaction of society to crime and criminals. Prerequisite: SOSC 1003

SOSC 4703. Capstone in Social Science 3 credits
A capstone course focusing on the evaluation of students in the social sciences, and the social-science curriculum, the relationship between Christian faith and social science, and preparation for graduate school and/or employment. Offered spring semesters. Prerequisite: Senior status.

SOSC 480. Practicum in Social Science Variable credit
Students in social sciences (e.g., criminal justice, human services) may be eligible for placement in an internship. Such students will receive supervised training in an appropriate setting. Credit: Up to sixteen semester hours.

SOSC 4993. Honors Research in Social Science 3 credits

SPANISH COURSES

SPAN 1003. Basic Spanish I 3 credits
An elementary course open to all beginners in the Spanish language. Introduction to grammar and practice in written and oral expression, supplemented by reading in Spanish.

SPIRITUAL FORMATION AND DISCIPLESHIP COURSES

SPFD 2153. Introduction to Spiritual Formation and Discipleship 3 credits
A basic introduction to the teaching ministry of the local church by examination of Biblical, theological, and philosophical foundations of educational ministry. Areas addressed are procedures and the teaching and learning processes for persons at various stages of the life-cycle.

SPFD 2303. Ministry to Children 3 credits
The development of children, evangelism and discipleship of children, organization and design of children's ministries, specific learning activities geared to age-level traits, and the preparation and use of various teaching aids. Equips students to work with children from infancy through grade six.

SPFD 3013. Teaching for Spiritual Impact 3 credits
An overview of the ministry of teaching as it relates to the propagation of the Gospel. Includes the biblical foundations for Christian teaching, a developmental approach to the teaching/learning process, and the methodology of the instructional process.

SPFD 3303. Spiritual Formation and Discipleship Ministry in the Local Church 3 credits
Focus on various educational ministries of the local church, including Sunday School, children's church, children's club ministries, youth groups, adult Bible studies, discipleship groups, missions education, and other related programs.

SPFD 3551. Spiritual Formation and Discipleship Practicum 1 credit
Designed to suit individual needs in a variety of settings, including the local church, social agencies, community projects, institutions and to apply theoretical understanding in a given situation. Prerequisite: competency in computer, math, oral communication, reading, and writing. Substitutes for RELG 3551 in Religion Division Practicum sequence.

SPFD 400. Studies in Spiritual Formation and Discipleship (To be determined) Variable credit
Any topic in Spiritual Formation and Discipleship meeting the approval of the division chair and the dean of the College of Arts and Sciences. Offered on sufficient demand.

SPFD 4303. Ministry with Adults 3 credits
A study of adult development, the needs and interests of adults at various stages of the life cycle, the organization of the church to serve adults, and the means of enlisting and empowering adults for ministry in the local church.

SPFD 4403. Family Life Ministry 3 credits
The sociological, psychological, and spiritual dynamics of family life and ministry for, to, and with families. Special emphasis on equipping families for discipleship in the home, education for parenting, and intergenerational ministry in the church. Prerequisite: SPFD 2153 or 3013.

SPFD 4491. Spiritual Formation & Discipleship Seminar (topical seminar—intensive module format) 1 credit
Possible topics include family-life ministry, curriculum and instructional media for Spiritual Formation and Discipleship, instructional simulation and discovery learning, small groups, young adult ministry, senior-adult ministry, Spiritual Formation and Discipleship ministry with exceptional learners, equipping and training for Spiritual Formation and Discipleship leadership, missions and Spiritual Formation and Discipleship.

SPFD. 490. Independent Study (1-3 hours) Variable credit

STATISTICS COURSES

STAT 3123. Statistics for Accounting and Business 3 credits
Elementary descriptive and inferential statistics. The course will include an understanding of concepts and practices related to basic data analysis, probability and statistics, including parametric statistical tests. An accounting and business orientation is used to illustrate data analysis and interpretation of experimental results. Computer programs will be used in the course.

STAT 3203. Statistics 3 credits
The fundamental concepts necessary for understanding the principles of organizing and analyzing data. Includes computerized analysis of data, using selected packaged-computer programs for data analysis. Prerequisites: Computer competency (CPSC 1103) and math competency. Computer lab included. Lab fee required.

STAT 3253. Statistics in the Social Sciences 3 credits
This course develops the fundamental concepts and skills necessary for organizing and analyzing, and interpreting data in the Social Sciences. Computer and Math competency.

YOUTH MINISTRIES COURSES

YMIN 2103. Foundations for Youth Ministry 3 credits
The core course of the youth ministry program, designed to help students formulate a personal philosophy of youth ministry based on biblical principles and proven models. Attention to setting objectives, locating resources, organizing the work, and measuring outcomes.

YMIN 3003. Bible Study and Programming for Youth 3 credits
Equips students for Bible teaching in youth ministry. Particular emphasis is given to inductive Bible study methods, evaluating curriculum, and planning, preparing, and delivering lessons in the local church teaching context.

YMIN 3103. Camps and Retreats Leadership 3 credits
A practical, hands-on approach to planning and conducting summer camps, local church retreats, wilderness camping, back-packing experiences, and other off-site events that are activity oriented and spiritually based. \$50.00 fee.

YMIN 4423. Administration of Youth Ministry 3 credits
Addresses the important issues related to leadership in youth ministry in the local church including developing a philosophy of youth ministry, leadership of people and programs, management of resources, and personal growth and development.

YMIN 4433. Adolescent Care 3 credits
A survey of the principles of pastoral care, specifically applied to youth ministry. Emphasis on developmental issues related to teens, the counseling of adolescents, and pastoral approaches for youth ministers.

DIRECTORY 2015-2016

BOARD OF TRUSTEES

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High Point, North Carolina

Archdale, North Carolina

High Point, North Carolina

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Clemson, South Carolina

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Church Representative

Jo Anne Lyon, General Superintendent

Indianapolis, Indiana

Trustee Emeriti

W. D. James

Winter Haven, Florida

Herschel A. Smith

Greer, South Carolina

PRESIDENT'S CABINET

| | |
|--|---|
| Todd S. Voss, EdD | President |
| BS, Michigan State University; MA, Western Michigan University; EdD, Western Michigan University | |
| Tonya T. Strickland, EdD | Provost and Vice President for Academic Affairs |
| BS, University of Wyoming; MA, University of Wyoming; EdD, Baylor University | |
| William "Joe" Brockinton, EdD | Vice President for Student Life |
| BA, Asbury College; MS, University of Kentucky; EdD, University of Louisville | |
| Lisa C. McWherter, EdD | Vice President for Advancement |
| BS, University of Tennessee; MBA, Middle Tennessee State University; EdD, Peabody College of Vanderbilt University | |
| Chad Peters, MSM | Vice President for Enrollment Management |
| BS, Indiana Wesleyan; MSM, Southern Wesleyan University | |
| Mark T. Reeves, MBA | Vice President for Finance and Treasurer |
| BSBA, Drake University; MBA, University of Wisconsin | |

ADMINISTRATIVE STAFF

ACADEMIC

| | |
|----------------------|--------------------------------------|
| Daryl Couch, PhD | Chair, Division of Social Sciences |
| Jane Dill, MFA | Chair, Division of Fine Arts |
| Mari Gonlag, PhD | Chair, Division of Religion |
| Janice Hartsoe | Registrar |
| Sandra McLendon, EdD | Dean, School of Education |
| Ken Myers, PhD | Chair, Division of Humanities |
| Rocky Nation, PhD | Chair, Division of Science |
| Shannon Brooks | Interim Director of Library Services |
| Walt Sinnamon, PhD | Dean, College of Arts & Sciences |
| Jeannie Trudel, PhD | Dean, School of Business |

ADMISSIONS

| | |
|----------------|------------------------|
| David Slabaugh | Director of Admissions |
|----------------|------------------------|

ATHLETICS

| | |
|----------------|-----------------------|
| Chris Williams | Director of Athletics |
|----------------|-----------------------|

PUBLIC RELATIONS/ALUMNI

| | |
|-------------|--|
| Joy Bryant | Executive Director of Alumni & Constituent Relations |
| Cody Thomas | Assistant Director of Marketing |
| Ed Welch | Assistant Director of Communications & Web Coordinator |

STUDENT FINANCIAL SERVICES

| | |
|-------------------|---------------------------|
| Melanie Gillespie | Director of Financial Aid |
|-------------------|---------------------------|

FINANCIAL AFFAIRS

| | |
|-----------------|------------------------------------|
| Devon Broome | Controller |
| Jonathan Catron | Director of Physical Plant |
| Michael Preusz | Director of Information Technology |
| Darlene Stancil | Bookstore Manager |

STUDENT LIFE

| | |
|---------------|--|
| Justin Carter | AVP for Student Life |
| Ken Dill | University Chaplain |
| Ellen Pate | Director of Career Services Center |
| Monica Perez | Director of Counseling & Health Services |
| Phil Pranger | Director of Resident Life |
| Maggie Turner | Director of Community Engagement |

FACULTY, FULL TIME

(Dates in parentheses indicate the year of joining the faculty.)

Joni Addis, Technical Services Librarian. BA, Southern Wesleyan University; MLIS, University of South Carolina.

Lavinia Anderson, Associate Professor of Education. BS, Anderson University; MS, Columbia College; EdD, University of Phoenix. (2009)

Franklin Aviles Santa, Assistant Professor of Business. BA/BBA, University of the Sacred Heart; MBA, University of Phoenix; PhD, Inter American University of Puerto Rico. (2015)

Robert E. Black, Professor of Religion. BA, Southern Wesleyan University; MDiv, Asbury Theological Seminary; PhD, Union Theological Seminary (VA). (1986)

Lynn Brown-Bulloch, Associate Professor of Business. BN, Medical University of South Carolina; MN, University of South Carolina; DBA, University of Phoenix. (2014)

Joy Bryant, Executive Director of Alumni and Constituent Relations. BA, Southern Wesleyan University; MS, Southern Wesleyan University. (1998)

Royce Caines, Professor of Business. BS, Clemson University; MS, Clemson University; PhD, Clemson University. (Jan 2009)

Don R. Campbell, Professor of Music. BA, California State University at Fullerton; MA, California State University at Fresno; DMA, Arizona State University. (1998)

Jacob W. Chapman, Assistant Professor of Mathematics. BS, University of Alabama (Birmingham); MS, University of Alabama (Birmingham); PhD, University of Alabama (Birmingham). (2014)

Raul Chavez-Negrete, Associate Dean of the School of Business; Associate Professor of Business. BS, Catholic University of Guayaquil; MS, Oregon State University; DBA, University of Sarasota. (2015)

Basil "Chad" Chisholm, Assistant Professor of English. AA, Hinds Community College; BA, The University of Mississippi; MA, Clemson University; PhD, The University of Texas-Arlington. (2014)

Daryl Couch, Assistant Professor of Psychology; Chair, Division of Social Science. BA, Spring Arbor College; M.T.S., Ontario Theological Seminary; MS, Shippensburg University; PhD, Clemson University. (1999)

Joseph Crosby, Assistant Professor of Recreation and Sport Management. BS, Clemson University; MS, Clemson University. (2015)

Gregory Day, Associate Professor of Music. BME, Furman University; MME, University of Southern Mississippi. (2000)

Jane Palmer Dill, Professor of Music; Chair, Division of Fine Arts. AA, Anderson College; BMus, Mars Hill College; MFA, University of Georgia. (1977-81, 1990)

Kenneth D. Dill, University Chaplain; Associate V.P. for Spiritual Life. BA, Southern Wesleyan University; MDiv, Emory University. (1990)

Keith East, Professor of Education. BA, Eastern Kentucky University; MA, Eastern Kentucky University; EdS., University of South Carolina; PhD, University of South Carolina. (2006)

Debra D. Eischen, Associate Professor of Business. BA, Columbia College; MS, Chapman University; PhD, Syracuse University. (2010)

Susan Finley, Assistant Professor of Education and Director of Field Studies. BA, University of North Carolina; MLD, Furman University. (2009)

Bradford L. Fipps, Professor of Religion; Coordinator of Studies in New Testament Greek. BA, Southern Wesleyan University; MDiv, Asbury Theological Seminary; MPhil, Drew University; PhD, Drew University. (1991)

Emily Germain, Assistant Professor of Psychology. BA, Southern Wesleyan University; MA Richmond Graduate University. (2011)

Mari Gonlag, Professor of Religion; Chair, Division of Religion; Director of Center for Women in Ministry. BA, Marion College; MDiv, Asbury Theological Seminary; PhD, Trinity Evangelical Divinity School. (1998)

Steven Hayduk, Professor of Psychology; Coordinator of Studies in Psychology. BA, University of Alberta; MA, McGill University; PhD, McGill University. (1996)

Kelli S. Horne, Assistant Professor of Accounting. BS, Brenau University; MBA, Strayer University; DBA, NOVA Southeastern University. (2013)

Charlotte Houke, Associate Professor of Accounting. BS, University of North Alabama; MBA, Augusta State University; DBA, Argosy University; CPA. (2010)

Patty Hovis, Associate Professor of Exercise Science. BS, University of South Florida; MS, University of Florida; PhD, University of Florida. (2015)

Darryl L. Jachens, Professor of Music; Coordinator of Studies in Music. BME, Florida State University; MM, University of Miami; PhD, Northwestern University. (1987)

Staci Johnson, Assistant Professor of Biology; Lab Coordinator; Safety Officer. BS, University of Tennessee; MS, Clemson University. (2012)

Paul Jordan, Professor of Computer Science. BS, Appalachian State University; MA, Appalachian State University; PhD, LaSalle University. (2000)

Michael Keaton, Assistant Professor of History. BS & BA, Southern Wesleyan University; MA, Clemson University. (2008)

Timothy Kirk, Assistant Professor of English. BA, Missouri State University; CGS, Dallas Theological Seminary; MA, University of Dallas. (2013)

Lee E. Kizer, Professor of Business. BS, Centenary College of Louisiana; MBA, University of Arkansas; ScD, Nova Southeastern University. (2002)

Lewis Knight, Assistant Professor of Media Communications and Media Communication Program Coordinator. BA, Glassboro State College; MA, Texas State University; PhD, University of Texas. (2013)

Lillie Lewis, Assistant Professor of Education. BA, Barber Scotia, MEd, Clemson University. (2007)

Norman Masters, Associate Professor of Business. BSBA, East Carolina University; MBA, University of Richmond; PhD University of South Carolina. (2010)

James McDonald, Associate Professor of Criminal Justice and Forensic Science. BS, Furman University; MPA, Clemson University. (2012)

Roger McKenzie, Professor of Religion. BA, Anderson College; MDiv, Anderson School of Theology; PhD, Trinity Evangelical Divinity School. (1998)

Sandra McLendon, Dean, School of Education; Associate Professor of Education. BA, Erskine College; MLS, University of North Carolina at Greensboro; EdD, Nova Southeastern University. (2007)

Martha Mishoe, Coordinator of Student Learning Services. BS, University of West Alabama; MEd, University of West Alabama. (2008)

Kenneth Myers, Chair, Division of Humanities; Professor of History. BA, Delta State University; MDiv, Oral Roberts University; MA, Mississippi State University; PhD, University of Oklahoma. (2009)

Travis Nation, Professor of Biology. BS, Furman University; MEd, Converse College; PhD Clemson University. (2002)

Paul Schleifer, Professor of English. BA, Davidson College; MA, University of Georgia; PhD, University of Georgia. (1995)

Patrice Shearin, Associate Professor of Physical Education. BA, Columbia College; MEd, South Carolina State University; PhD, University of South Carolina. (2015)

Paul Shotsberger, Professor of Education. BA, University of North Carolina at Chapel Hill; MA, University of North Carolina at Charlotte; PhD, University of North Carolina at Chapel Hill. (2009)

Walter B. Sinnamon, Dean, College of Arts and Sciences; Professor of Biology. BS, Houghton College; PhD, Clemson University. (1982)

David Stubblefield, Assistant Professor of English. BA, University of South Carolina; MA, University of South Carolina. (2015)

Mona W. Thornton, Associate Dean of the School of Education; Professor of Education. BS, Howard University; MS, Howard University; EdD, University of Massachusetts-Amherst. (2014)

Ashlee Tietje, Assistant Professor of Biology. BS, Southern Wesleyan University; PhD, Clemson University. (2015)

Laura Crews Timmerman, Assistant Professor of Economics. BS, Charleston Southern University; MA, Clemson University. (2013)

Jeannie Trudel, Dean, School of Business; Associate Professor of Business. BEC, Monash University; LLB, Monash University; MA, California State University; PhD, University of Louisville. (2012)

Jennifer Y. Wagner, Assistant Professor of Special Education. BA, Clemson University; Med, Clemson University; MA, Furman University; PhD, Clemson University. (2013)

Yanjun J. Wan, Assistant Professor of Chemistry. BA, Shanghai Jiao Tong University; BS, Shanghai Jiao Tong University; MS, North Carolina State University; PhD, Clemson University. (2013)

Kim Welborn, Associate Professor of English/Writing. BA, Clemson University; MEd, Clemson University. (2008)

Mildred Williams, Assistant Professor of Psychology. BA, Rutgers University; MA, Webster University; PhD, Capella University (ABD). (2009)

Jonathan Young, Associate Professor of Accounting. BA, Bates College; MBA, Plymouth State College; CMA; ABA. (2013)

FACULTY EMERITI

Gloria J. Bell, Professor of English. BA, Southern Wesleyan University; MA University of North Carolina; PhD, University of Colorado. (1977)

Laura N. Black, English. Professor of English. BA, Newberry College; MEd, University of South Carolina; PhD, University of South Carolina. (1980-1989, 1991-2006)

James L. Bowen, Professor of Accounting; Coordinator of Studies in Accounting. BS, University of South Carolina; MPA, Clemson University; CPA. (1987-2013)

James B. Bross, Sr., Professor of Religion. BA, Southern Wesleyan University; MA, University of Illinois; PhD, University of Iowa. (1973-2008)

C. Keith Connor, Professor of Physical Education. BS, High Point College; MAT, University of North Carolina; EdD, University of Georgia. (1969-2015)

Martha S. Evatt, Librarian. BA, Furman University; BS in L.S., Univ. of North Carolina. (1945-56, 1958-64, 1966-88)

Paul Faulkenberry, Professor of Psychology. AA, Southern Wesleyan University; BA, Indiana Wesleyan University; MS, Northern State University; PhD, Purdue University. (1990-98)

Kenneth Foutz, Professor of Religion. BA, Southern Wesleyan University; MDiv, Asbury Theological Seminary; MA, Presbyterian School of Christian Education; DMin, Emory University. (1970-98)

Thomas E. Jennings, Professor of Education. AB, Asbury College; MEd, Univ. of North Carolina; EdD, University of North Carolina. (1970-2004)

Jimmy J. Kimble, Registrar. BA, Southern Wesleyan University; MEd, University of North Carolina. (1968)

Martin LaBar, Professor of Science. BA Wisconsin State University, Superior; MS, Univ. of Wisconsin; PhD, Univ. of Wisconsin. (1964-2004)

W. James Mahony, Professor of Business. BS, U.S. Naval Academy; MS, Webb Institute; PhD, Clemson Univ. (1986)

Betty A. Mealy, Professor of English. BA, Indiana Wesleyan Univ.; MA TEFL, Ball State Univ.; EdD, Univ. of Sarasota. (2001-2014)

Robert R. Nash, Professor of Biology. BA, Southern Wesleyan University; MS, Clemson Univ.; PhD, Clemson Univ. (1966)

Claude M. Rickman, Professor of Mathematics; Coordinator of Studies in Mathematics. BA, Southern Wesleyan University; MEd, Clemson Univ.; EdD, Univ. of Georgia. (1978-2014)

Hal G. Robbins, Jr., Professor of Education. AB, Indiana Wesleyan University; MA, Longwood College; EdD, University of Virginia. (1972-74, 1976-1995)

Don Schaupp, Assistant Professor of Computer Science. BS, Arizona State University; MCS, Texas A & M University. (1988-2008)

James L. Schmutz, Professor of Chemistry; Coordinator of Studies in Chemistry. AB, Kansas Wesleyan University; MS, Middlebury College; PhD, Pennsylvania State University. (1977-2009)

Donald D. Wood, Professor of Religion. BA, Southern Wesleyan University; BD, Columbia Theological Seminary; Th.D., Fuller Theological Seminary. (1978)

Paul B. Wood, Professor Psychology. AB, Guilford College; MA, Univ. of North Carolina; PhD, Univ. of North Carolina. (1962-1994)

G. Fred Woodworth, Professor of Education. BA, Eastern Nazarene College; BEd, University of New Brunswick; MEd, University of New Brunswick; PhD, University of Connecticut. (1995-2014)

UNIVERSITY CALENDAR

ACADEMIC CALENDAR FOR RESIDENTIAL CAMPUS (2015 – 2017)

2015 FALL SEMESTER

| August | | |
|------------------|---------------------|--|
| 10 | Monday | New Faculty Orientation |
| 11,12 | Tuesday, Wednesday | Faculty Retreat |
| 14 - 16 | Friday-Sunday | New Student Orientation |
| 17 | Monday | Enrollment Day |
| 18 | Tuesday | Classes Begin |
| 19 | Wednesday | Opening Convocation |
| 21 | Friday | Last Day to Enroll |
| 27 | Thursday | Last Day to Add a Course (Provided 90% of class meetings remain) |
| September | | |
| 14 - 16 | Monday-Wednesday | Spiritual Emphasis |
| 14 | Monday | Last Day to Drop a Course without Record |
| 17 | Thursday | Constitution Day |
| October | | |
| 5 - 9 | Monday-Friday | Fall Break |
| 23 | Friday | Last Day to Drop a Course |
| 28,29 | Wednesday, Thursday | Trustees' Meeting |
| November | | |
| 2 | Monday | Registration for Spring Semester begins |
| 2 | Monday | Last Day to Apply for May Graduation |
| 2-5 | Monday-Thursday | Missions Conference |
| 25 - 27 | Wednesday-Friday | Thanksgiving Break |
| December | | |
| 5 - 10 | Saturday-Thursday | Finals Week |
| 11 | Friday | Baccalaureate |
| 11,12 | Friday, Saturday | Commencement Ceremonies |

2016 SPRING SEMESTER

| January | | |
|-----------------|---------------------|--|
| 8 | Friday | Faculty Professional Development Day |
| 9 | Saturday | New Student Orientation |
| 11 | Monday | Enrollment Day |
| 12 | Tuesday | Classes Begin |
| 15 | Friday | Last Day to Enroll |
| 18 | Monday | Martin Luther King, Jr. Day Holiday |
| 22 | Friday | Last Day to Add a Course (Provided 90% of class meetings remain) |
| 25 - 27 | Monday-Wednesday | Spiritual Emphasis |
| February | | |
| 8 | Monday | Last Day to Drop a Course without Record |
| 29 - March 4 | Monday-Friday | Spring Break |
| March | | |
| 15 | Tuesday | Day of Service |
| 18 | Friday | Last Day to Drop a Course |
| 25 | Friday | Good Friday Holiday |
| 28 | Monday | Registration for Fall Semester begins |
| 28 | Monday | Last Day to Apply for December Graduation |
| April | | |
| 13,14 | Wednesday, Thursday | Trustees' Meeting |
| 27 | Wednesday | Honors Convocation |
| 30 - May 5 | Saturday-Thursday | Finals Week |
| May | | |
| 6 | Friday | Baccalaureate |
| 6,7 | Friday, Saturday | Commencement Ceremonies |
| 9 - 11 | Monday-Wednesday | Planning, Assessment, and Development |
| 10 | Tuesday | Faculty Professional Development Day |

2016 SUMMER SESSIONS

| | |
|-----------|----------------------------------|
| May Term | Wednesday May 11 - Friday May 27 |
| June Term | Weekdays in the month of June |
| July Term | Weekdays in the month of July |

2016 FALL SEMESTER

| August | | |
|-----------|---------------------|--|
| 8, 9 | Monday, Tuesday | New Faculty Orientation |
| 10 | Wednesday | Faculty Retreat |
| 12 - 14 | Friday-Sunday | New Student Orientation |
| 15 | Monday | Enrollment Day |
| 16 | Tuesday | Classes Begin |
| 17 | Wednesday | Opening Convocation |
| 19 | Friday | Last Day to Enroll |
| 25 | Thursday | Last Day to Add a Course (Provided 90% of class meetings remain) |
| September | | |
| 12 - 14 | Monday-Wednesday | Spiritual Emphasis |
| 12 | Monday | Last Day to Drop a Course without Record |
| 17 | Saturday | Constitution Day |
| October | | |
| 3 - 7 | Monday-Friday | Fall Break |
| 21 | Friday | Last Day to Drop a Course |
| 26, 27 | Wednesday, Thursday | Trustees' Meeting |
| 31 | Monday | Registration for Spring Semester begins |
| 31 | Monday | Apply For May Graduation |
| November | | |
| 7 - 10 | Monday-Thursday | Missions Conference |
| 23 - 25 | Wednesday-Friday | Thanksgiving Break |
| December | | |
| 3 - 8 | Saturday-Thursday | Finals Week |
| 9 | Friday | Baccalaureate |
| 9, 10 | Friday, Saturday | Commencement Ceremonies |

2017 SPRING SEMESTER

| January | | |
|--------------|---------------------|--|
| 6 | Friday | Faculty Professional Development Day |
| 7 | Saturday | New Student Orientation |
| 9 | Monday | Enrollment Day |
| 10 | Tuesday | Classes Begin |
| 13 | Friday | Last Day to Enroll |
| 16 | Monday | Martin Luther King, Jr. Day Holiday |
| 20 | Friday | Last Day to Add a Course (Provided 90% of class meetings remain) |
| 23 - 25 | Monday-Wednesday | Spiritual Emphasis |
| February | | |
| 6 | Monday | Last Day to Drop a Course without Record |
| 27 - March 3 | Monday-Friday | Spring Break |
| March | | |
| 15 | Tuesday | Day of Service |
| 17 | Friday | Last Day to Drop a Course |
| 27 | Monday | Registration for Fall Semester begins |
| 27 | Monday | Last Day to Apply for December Graduation |
| April | | |
| 12, 13 | Wednesday, Thursday | Trustees' Meeting |
| 14 | Friday | Good Friday Holiday |
| 26 | Wednesday | Honors Convocation |
| 29 - May 4 | Saturday-Thursday | Finals Week |
| May | | |
| 5 | Friday | Baccalaureate |
| 5, 6 | Friday, Saturday | Commencement Ceremonies |
| 8 - 10 | Monday-Wednesday | Planning, Assessment, and Development |
| 9 | Tuesday | Faculty Professional Development Day |

2017 SUMMER SESSIONS

| | |
|-----------|----------------------------------|
| May Term | Wednesday May 10 - Friday May 26 |
| June Term | Weekdays in the month of June |
| July Term | Weekdays in the month of July |

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