

University Undergraduate Bulletin

2009-2010



**SOUTHERN
WESLEYAN
UNIVERSITY**

SOUTHERN WESLEYAN UNIVERSITY

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate's, bachelor's, and master's 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 National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. Its teacher education programs are also approved by the South Carolina State 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 nonimmigrant 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:

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Central, South Carolina 29630
(864) 644-5000

This catalog 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.

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ABOUT THE UNIVERSITY

STATEMENT OF PURPOSE

The mission of Southern Wesleyan University is . . .

To help men and women become all God intends them to be through an excellent learning experience that promotes intellectual inquiry, fosters spiritual maturity, equips for service, and mobilizes leaders whose lives transform their world through faith, knowledge, love and hope as they serve Jesus Christ and others.

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—religion, 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.

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 men 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 him righteous, freeing him of sin's dominion at conversion, purifying his heart by faith and perfecting him in love at entire sanctification, and providing for his growth in grace in every stage of his spiritual life, enabling him through the presence and power of the Holy Spirit to live a victorious life.

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.

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, medical technology, 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 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 associate degrees in business and general studies. Also offered are bachelor of science programs in management, business administration, elementary education and human services.

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 (MEd), the Master of Science in Management (MSM), and the Master of Ministry (MMin).

CAMPUS AND LEARNING CENTER FACILITIES

Central

Southern Wesleyan University occupies a two-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 (1964), Gibson Science Building (1964), 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 reading and study areas, the library now contains approximately 95,350 volumes, including the Wesleyana Collection.

Student residence halls include Childs Hall (1947), Stuart-Bennett Hall (1963, addition 1967), and apartments for upper-classmen. In addition, Mullinax Hall (May 2005) provides housing for 150 students.

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 (May 2005) houses conference services and student food services.

Most administrative offices are located in Correll Hall (1947). Academic Services offices are located in Terry Hall (1989).

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 16 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 10 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 10 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 Enrollment Management Committee. Applicants are notified in writing as soon as a decision is made.

Admission requirements vary depending on the program applied for.

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. (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 SAT (860- combined scores from Critical Reading & Math Section) or ACT (18), or a ranking in the upper half of the high school graduating class at the time of acceptance.
3. A GPA of 2.0 or higher on all previous college work (if applicable).
4. Willingness to conform to the community and lifestyle expectations of Southern Wesleyan University.

Students may be accepted on a conditional basis 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. Southern Wesleyan University physical examination form, including a shot record.
2. A housing form and \$200 housing security deposit (resident students only).
3. A \$300 tuition deposit (required of ALL students as an intention to reserve a place in the registration process).
4. 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.

Students not meeting the criteria for acceptance as a regular student may, after consideration by the Undergraduate Admissions Committee, be accepted on academic probation.

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 1.6 (C-) will not be accepted in transfer.

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 score.

International Application Procedures

The following documents must be completed before a letter of acceptance will be issued:

1. An application form with a \$25 non-refundable application fee (required).
2. An official transcript of all academic work and evaluated by an approved agency.
3. Official scores from either the SAT or ACT.
4. Official TOEFL score of 500 (paper test) or 173 (computer-based test), or equivalent score on other test format, or evidence that English is the student's native language.
5. Southern Wesleyan University physical examination form, including shot record.
6. A housing form and \$200 housing security deposit (resident students only).
7. A declaration of finances form, available from the Admissions Office, listing any scholarships and grants being applied toward the educational costs.

The above items must be completed for all international students, including Canadian students by November 1 for Spring Semester and June 1 for Fall Semester.

The applicant must complete these additional procedures:

1. After receiving the letter of acceptance from the university, make a deposit equal to the expenses for the first year. This deposit will reflect all expenses not met by institutional financial aid awarded by the university through the Financial Aid Office. The I-20 form will then be issued by the registrar.
2. Report to the American Consulate in the country of residence. Submit the I-20 and all other documents needed for a student visa (I-94 form).
3. After obtaining the student visa, make arrangements to arrive at the university no later than the date on the I-20.
4. Show proof of health insurance.
5. Registration to attend academic orientation.

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 a 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 all indications suggest that college level work is obtainable for them. They have a 2.00-2.29 GPA or are in the upper half of their graduating class and have obtained between 800 and 850 SAT (combined scores from Critical Reading and Math Section) or 17 ACT. These students will be limited to 12-13 hours the first semester. A student with satisfactory GPA who will be taking the SAT test on campus prior to registration may be classified as conditional until final status is given.

Preliminary

Students who meet requirements for regular admission but lack certain prerequisites are given preliminary admission status while they complete the required prerequisites.

Probation

These students are below the required GPA, class rank, or national test score minimum; but through a personal interview it has been determined that a limited number of hours is possible at the college level. All such students are considered on academic probation and are required to keep the terms of an accountability contract. Students on probation are subject to certain restrictions (see p.20). If good standing is not attained by the end of the semester, the student will be ineligible to return to Southern Wesleyan University for the next semester.

Provisional

Upon occasion, a student will 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).

Students Seeking Readmission

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 a readmit form (available in the Admissions Office).
2. If another college has been attended, an official transcript of all work must be submitted with the readmit 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 readmission process, or the process for interior 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 readmitted student is required to meet the requirements for graduation in effect at the time of readmission.

Review by the Undergraduate Admissions Committee is required for readmission 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 readmitted 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 traditional on-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.

Additional Information

Requests for general information about the residential campus programs or questions about 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.

ACADEMIC INFORMATION

GENERAL UNDERGRADUATE POLICIES

Degrees Offered

Southern Wesleyan University offers undergraduate courses of study leading to the Associate of Arts (A.A.), the Associate of Science (A.S.), the Bachelor of Arts (B.A.), and the Bachelor of Science (B.S.). 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 B.S. 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.

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 multidisciplinary 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:

- 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 128 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 1.6 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, Bible, biology, business administration, chemistry, criminal justice, e-commerce, English, finance and economics, history, human services, Internet computing, management, mathematics, missions, music, psychology, social science, 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 characterize 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

Competency Requirements

Satisfactory demonstration of competency in the following areas is required for graduation from all undergraduate programs.

COMPETENCY IN COMPUTING: Competency in computing may be established by earning a minimum of 1.6 on the lab exam in CPSC 1103 and a minimum of 1.6 in the course. Students in the traditional program may also establish competency by scoring 70% on the final written exam of CPSC 1103 and a 1.6 on the lab exam. A fee will be charged for such special examinations. Students in the adult evening program may establish competency by passing either CPSC 1103 or MGMT 2164 Introduction to Management for Information Systems. Competency may also be established through transfer of a course equivalent to CPSC 1103 from another accredited institution, or through a CLEP test. Students transferring credit to Southern Wesleyan University or reentering Southern Wesleyan University after not being a student here for five or more years cannot establish competency by a course, portfolio experience, or test taken five or more years previously.

COMPETENCY IN ORAL COMMUNICATION: Students are certified as having established competency in oral communication when they have successfully completed ENGL 2053, ENGL 2093, or ENGL 2103. Students transferring credit for all twelve hours of required general education English courses and having a course of study that allows no room for electives may satisfy the competency requirement through an oral presentation evaluated as satisfactory by a member of the English faculty or a designated trained alternate.

COMPETENCY IN WRITTEN COMMUNICATION: Students establish competency in written communication by successfully completing ENGL 1003, ENGL 1054, ENGL 2093 or transferable equivalent.

MATHEMATICS COMPETENCY: The math competency requirement may be satisfied by either a score of 50 or higher on the math competency test, a grade of 1.6 in MATH 1003, 1023, 1024, 1033, 2504 or transferable equivalent. SAT/ACT scores will be used for math placement for incoming freshmen.

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 may take the form of engagement in lectures, laboratories, recitations, discussion groups, field work, reading, individual study, simulations, academic writing, etc.

GRADES

THE MEANING OF GRADES

Southern Wesleyan University uses a four point scale 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 four point scale:

- 4.0** **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.
- 3.0** **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.
- 2.0** **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.
- 1.0** **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.
- 0.0** **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 increments of 0.1 and range from 4.0 to NC, according to following scale:

3.9-4.0	A	
3.6-3.8	A-	Superior
3.3-3.5	B+	
3.0-3.2	B	Excellent
2.7-2.9	B-	
2.3-2.6	C+	
1.9-2.2	C	Average
1.6-1.8	C-	
1.3-1.5	D+	

1.0-1.2	D	Passing
0.0		Failing
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. A GPA calculated on all work attempted includes all work earning an NC or 0.0 in the calculation, and the "NC" is given a value of 0.0 grade point.

Courses receiving grades of less than 1.6 (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.

The graduate cumulative GPA is calculated on all work attempted.

No grade below 2.0 may be applied toward a graduate degree. Students may view grades as soon as they are posted to the student database by logging into the MyCampus web portal.

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.

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 requirements, 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. Members of this community of learners (students, faculty, facilitators, staff, and administrators) are expected to treat each other as honorable unless this trust is betrayed.

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 confront offenders when academic dishonesty is observed. If the offender does not confess to the faculty member involved, students are expected to report the dishonesty to the faculty member directly.

Faculty members are in charge of their classrooms and are encouraged to be present during exams. All community members are encouraged to avoid increasing temptations for dishonesty. At the beginning of the semester, 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).

Students are required to sign the following pledge on work turned in for credit. "I have neither been dishonest nor do I know of any dishonesty by others on this work." Any violation in fact or spirit is considered academic dishonesty.

If a student cheats and confesses, the penalty is no credit (NC) or zero (0) on the work involved. This confession may result from the student's own conscience or as a result of confrontation by a fellow student.

If a student admits cheating after confrontation by a faculty member, the penalty is no credit (NC) or zero (0) on the work involved and a 10% grade reduction in the course.

If there is evidence of academic dishonesty either by voluntary confession, report of another student, or on the basis of work submitted, the faculty member should follow this procedure:

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 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 to the provost.
 - A. student's 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 - 0 for the course

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 not 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 appeal able 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 0. 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 not 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 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 complete 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 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 Vice President for Academic Services 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 10 days of the decision. The provost will investigate and render a decision. A decision by the provost that the matter is not appeal able 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 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.

Dean's List

At the close of each semester, the provost & vice president for academic affairs will publish a list of those undergraduate students who have carried at least 12 hours of college credit within the preceding semester (or the previous 6 months in the case of continuous enrollment students), have no grade for any single course below 3.0, 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:

Cum Laude: A cumulative GPA of at least 3.4 on all college work attempted
(NC and 0.0 count as 0.0).

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 60 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.

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.

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).

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 traditional 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 will 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 Instruction 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.

Senior Practicum

Students who have demonstrated the potential for profiting from an extended field experience may be placed in a senior practicum. Prerequisite for senior practicum is competency in computer, math, oral communication, and writing.

Eligibility for the practicum 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 practicum.

Students on social probation are not allowed to register for a senior practicum, including directed teaching. Students who are placed on probation during a semester or session will not be allowed to complete a senior practicum course.

Travel Courses

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.

RESIDENTIAL CAMPUS UNDERGRADUATE PROGRAMS ACADEMIC INFORMATION

Requirements for Graduation

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

General Education

1. Completion of the following program of general education (In some majors, specific courses are designated.)

DIVISION

HOURS

FINE ARTS

ASTH 2053 Aesthetics or ASTH 4013 Studies in Aesthetics or two consecutive semesters of music ensemble totaling 3 hrs.	3
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MODERN LANGUAGES

All 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.

ENGL 1003, 1013 Freshman English I, II	6
ENGL 2053 World Cultural Literature	3
ENGL 2103 Speech Communication	3

RELIGION

BIBL 1013 Old Testament Survey	3
BIBL 1003 The Life and Teachings of Jesus or BIBL 1023 New Testament Survey	3
RELG 2403 Basic Christian Beliefs	3
3 hours in philosophy or BIOL 3313	3

SCIENCE/MATH

CPSC 1103 Intro. to Computers & Info. Processing (some majors may require repetition if taken more than 5 years previously)	3
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2 science lab courses	6
3 hours of math or statistics	3
SOCIAL SCIENCES/EDUCATION	
6 hours of history	6
3 hours of economics, psychology, or social studies	3
PHED 1031 Lifetime Fitness	1
2 hours physical education activities (two different activities) or ROTC	2
INTER-DISCIPLINARY SEMINARS	
SEMR 1001 Freshman Seminar	1
SEMR 2001 Marriage and the Family Seminar or SOSC 2103 or 2513	1
SEMR 3171 Christian Lifestyles and Values	1
TOTAL GENERAL EDUCATION HOURS	54

Additional Requirements

2. 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. Competency in computing, mathematics, oral and written composition.
4. A total of 128 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 60 semester hours must be in institutions granting the baccalaureate (bachelor's) degree.
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 participation in graduation activities is permitted.

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

Incoming students with excellent high school records and national assessment tests (SAT, ACT) are invited to join the Honors Program at Southern Wesleyan. Once accepted for admission to the university, students with these credentials will be evaluated, and letters will be sent to those who qualify.

Benefits of the program include academic leadership opportunities, alternative or expanded engagements in class and coursework, opportunities to explore a topic or area of choice in a more in-depth format, preparation for post-graduate work, and notation on transcript and in the graduation ceremony.

Students in the Honors Program are expected to demonstrate a high level of participation in class—discussion, reports, debates, and presentations. They are also expected to demonstrate abilities like the following: thinking, discussing, writing; analyzing, synthesizing, and gathering and presenting information from a variety of sources and viewpoints.

The honors program consists of coursework as well as non-credit and service opportunities. Students are expected to maintain an overall grade point average of 3.5 or higher.

The coursework consists of 18 semester hours in the following breakdown:

Honors Freshman Seminar	1
Honors New Testament Survey	3
Honors Seminar: Intro to Research	1
Honors Christian Lifestyle and Values	1
Honors Courses in Major	6
Honors Independent Study	1
Research Proposal	
Honors Major Project	3
Honors Jr./Sr. Seminar	2

Major Honors

Outstanding students may, during the first semester of their junior year, petition the Academic Council for permission to undertake an honors project in the field of their major. To be eligible, the student must have a cumulative GPA of 3.0 in all work attempted and at least a 3.25 in the major.

This honors program will consist of study, reading, and possibly laboratory work or music practice, and will culminate in a scholarly production. The entire program is supervised by a committee selected by the major advisor in conjunction with the Academic Council.

Three hours of elective credit is awarded during the second semester of the senior year for successful projects. Additional details are available from the faculty advisor.

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 four hours 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 16 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 (for a fee) 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 O, 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:

Hrs. 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 readmitted 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.)
- *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, even if on academic probation.

The provost will issue 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 cohort-based, lock-step format on a year-round evening schedule. The degrees available at any given learning center may vary.

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

Bachelor's Step I and II and the Associate of Science Degree

The Southern Wesleyan University AGS program provides structured degree preparation programs (Bachelor's Step I and Bachelor's Step II) for students who do not have sufficient college credits to be admitted to a bachelor's degree-completion core program. Students may earn an Associate of Science degree by completing a total of 64 semester hours, including specified elements of Step I and Step II.

Step I is a lock-step program consisting of 29 semester credit hours of general education requirements. Step II consists of 34 semester credit hours, most of which are additional required courses for the associate's degree. Step II courses can also serve as elective credits for the bachelor's degree.

Generally, the Step II core will be provided on a rolling or cyclical basis.

In many cases, students with 30 to 59 hours of transfer credit will be advised to register for blocks of Step I or II courses to earn general education or elective hours to qualify for admission to a bachelor's degree completion core.

Associate Degree Graduation Requirements

The Associate of Science and the Associate of Arts degrees require a minimum of 64 semester hours of credit, including required general education course work, specified courses, and any remaining elective credits. Students who have no college credit can earn the associate's degree by completing the Associate of Arts sequence or all the courses in Step I (general education requirements), Step II (required business and elective courses), and one additional elective credit to total 64 semester credits in the Associate of Science. A minimum of 16 credits of required course work in Step II must be earned under instruction of Southern Wesleyan University faculty to be awarded the Associate of Science degree. In each degree program, some courses must be taken at Southern Wesleyan University in order to count toward the degree.

The following are the graduation requirements at the Associate level:

1. Completion of 28 semester hours of credit in the following general education areas:

English Composition I	3
Additional English Composition or Speech	3
Literature (sophomore level or above)	3
Aesthetics (any Fine Arts)	3
Bible (Old Testament)	3
Bible (New Testament)	3
Christian Theology	3
Science with lab	3
History	3
Physical Education	1

(Completion of the courses required in the sequence meets general education requirements.)

2. Completion of the required courses in the sequence or their transferable equivalent.
3. Completion of 64 semester hours with a minimum cumulative GPA of 2.0.
4. Establishment of competency in computing, math, oral communication, and writing.
5. Satisfactory participation in all required divisional and university assessment activities.
6. Recommendation by the faculty and approval by the Trustees of Southern Wesleyan University.
7. 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.
8. Payment of all tuition, fees, and other charges.

Bachelor of Science Graduation Requirements

A minimum of 32 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. The following general education requirements:

Freshman English Composition I	3 semester hours
Additional English Composition or Speech	3
Literature	3
Aesthetics (any Fine Arts)	3
Bible (Old Testament)	3
Bible (New Testament)	3
Christian Theology	3
Lab Science	3
History	3
Physical Education	1

28 semester hours

(Twelve additional general education hours are included in the core courses of each bachelor's program.)

2. Completion of each course in the specified core with a minimum grade of 1.6.
3. Completion of 128 semester credits with a minimum cumulative GPA of 2.0.
4. Demonstration of competency in computing, math, oral communication, and writing.
5. Satisfactory participation in all required divisional and university assessment activities.
6. Recommendation by the faculty and approval by the Trustees of Southern Wesleyan University.
7. 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.
8. Payment of all tuition, fees, and other charges.

Learning Teams

Learning in groups is a foundational methodology of our programs. It is a core presupposition of our university that transformational learning best takes place in the context of intentional learning communities. Learning teams will be structured and used in unique ways that foster particular learning outcomes. Their design may vary from course to course depending on the goals of the particular curriculum. When learning teams are used, all students are expected to contribute to the learning experience by supporting and encouraging their teammates.

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 maintain a 2.0 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 readmission for six months. After that period, a formal application for readmission 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 readmission.

If a student has received two sequential course grades of incomplete (I), two grades of 0.0, or a combination of one incomplete and one grade of 0.0 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.

Further information

For pricing, class start, and general program information, call 1-877-644-5557. For financial aid, grade information, and specific class schedules, call 1-877-644-5557.

SPECIAL PROGRAMS

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

GATEWAY TO LEARNING

Southern Wesleyan University, as a community of scholars, opens its doors to students who may not be pursuing a degree at the time they are taking classes. Those students who choose not to work toward a degree at Southern Wesleyan may register for up to two courses per semester by completing the GATEWAY TO LEARNING application, which must be completed for each term in attendance. The student may earn a maximum of eighteen hours before being required to register as a regular student. This program is also available for students who desire to audit classes. The following describes the special categories of Gateway students.

1. High School Students

High school students enrolled in their senior year or (with special permission) their junior 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 \$50.00 per semester hour. High school Gateway students will also be charged a \$125.00 per semester technology fee.

2. Degreed Students

Students who have been awarded a baccalaureate degree by an accredited college or university and have been out of college for more than one year may enroll for courses at Southern Wesleyan University by completing the GATEWAY TO LEARNING application. Tuition for regular courses is 50% of the normal rate. For special arrangements (such as tutorial, directed study, summer school or private lessons), tuition will be at the normal rate. Degreed Gateway students will also be charged a \$125.00 per semester technology fee.

3. Transient Students

Transient students will be accepted for this program with the written approval of the home institution. The regular tuition schedule applies. Unclassified Gateway students will also be charged a \$125.00 per semester technology fee in addition to regular tuition costs.

4. Senior Citizens

Persons aged sixty or above may enroll in regular courses at Southern Wesleyan University at no cost as a GATEWAY TO LEARNING student on a space-available basis. If credit is desired, a \$5.00 per hour recording fee will be charged. Specific course fees (for

example, laboratory, private lessons) will be charged.

COOPERATIVE PROGRAMS

Clemson University

Students who have been accepted by Southern Wesleyan University may take courses at Clemson University through the Clemson University Cooperative Program. The goals of this program are as follows.

- To supplement and customize a current SWU major.
- To create the possibility of a strong specialized major predominantly made up of SWU courses. (Specialized majors must be approved by the Academic Council.)
- To supplement SWU offerings to better prepare students for a specialized vocation.

Students who wish to participate in this cooperative program must register for the course and pay tuition fees at Southern Wesleyan University. No fees are paid to Clemson University by the student. The following regulations apply:

1. Enrollment in courses in the cooperative program with Clemson University is separate and distinct from regular admission to Southern Wesleyan University.
2. The student must have never been denied regular undergraduate admission to Clemson University.
3. The courses must not be offered at Southern Wesleyan during the school session the student desires to register for the course.
4. Students (during their undergraduate program) cannot enroll for more than a cumulative maximum of 15 semester hours.
5. No more than one course may be taken through the cooperative program in any given semester without the approval of the provost. (Total maximum of 15 credits.)
6. Desired courses must be recommended by the student's advisor and certified by the program coordinator as meeting one of the goals stated above.
7. The cooperative program may not be used to take courses toward a major not offered by Southern Wesleyan University (unless a part of a formal joint degree program with Clemson University).
8. The cooperative program may not be used by students to meet requirements for general education, electives, or to establish a minor.
9. Permission to take course work through the CU-Southern Wesleyan University Cooperative Program will require prior satisfactory completion of at least twelve semester hours at Southern Wesleyan University and a GPA of 2.5 on all work attempted or permission of the coordinator of the cooperative program.
10. Copies of the Southern Wesleyan University transcript, Special Student Admission Form from Clemson University, and Request For Courses Form from Southern Wesleyan University are to be submitted to the coordinator of the cooperative program during the registration prior to the semester in which the course work is to be taken.
11. Students who drop a course for which they are registered in the cooperative program must complete drop forms at both institutions. If dropping a course causes a student to fall to zero hours at Clemson University, the student must also separately withdraw from that university.
12. Students participating in the cooperative program must abide by the regulations of both Southern Wesleyan University and Clemson University.
13. Arrangements for participation in the CU-Southern Wesleyan University Cooperative Program must be made with the coordinator of the program.
14. A flat fee of \$100 per credit hour will be charged.
15. Participation in the program is available during May and summer sessions only if the student pays regular Southern Wesleyan University tuition and any charges exceeding that amount.

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 in two years. This option will result in earning a B.A. degree with a major in psychology and a minor in criminal justice. More information may be obtained from the Office of Admissions at Southern Wesleyan University.

Medical Technology

Students accepted by Southern Wesleyan University may receive specialized training in medical technology by spending their final year of college residence at an institution that offers the necessary courses in medical technology and is acceptable to Southern Wesleyan University. The university cannot guarantee acceptance at such an institution. A total of 33 or more semester credit hours will be recorded on a P or NC basis upon completion of the year of hospital residence. Students who desire specialized training in medical technology should complete all the general requirements for graduation during their residence at Southern Wesleyan University and have 95 semester hours of credit before entering a medical technology school.

A student must have a minimum cumulative 2.0 GPA and the approval of the chair of the Division of Science before application for hospital residence is submitted. Upon satisfactory completion of the prescribed program in medical technology, the student is awarded a B.S. in Medical Technology from Southern Wesleyan University and is eligible to take the examination for certification as a Medical Technologist.

Certified Medical Laboratory Technicians may work toward Medical Technology certification at Southern Wesleyan University in two ways. First, they may earn a B.A. in biology, and, with specified work experience, establish eligibility to take the certification exam. Second, they may establish such eligibility by earning a B.S. in medical technology. (See descriptions of these programs under Science Division for requirements.) In either case, at least 60 hours of post-junior college credit, including 32 hours in residence at Southern Wesleyan University, and all of the general graduation requirements must be earned.

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.

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 111 members in North America and 71 affiliate institutions in 36 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 Dr. Steve Hayduk, the SWU Coordinator of CCCU Cooperative Programs.

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 2.75 (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, however, is not automatically available. Generally, institutional aid is limited to two students 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 Dr. Steven Hayduk, SWU Coordinator of CCCU programs.
2. Dr. Hayduk 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 February 1 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 as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field and explore pressing national and international issues in public policy seminars which are issue-oriented, interdisciplinary, and led by ASP faculty and Washington professionals. Internships are tailored to fit the student's talents and aspirations and are available in a wide range of fields. ASP bridges classroom and marketplace, combining biblical reflection, policy analysis, and real-world experience. Students earn 16 semester hours of credit.

Australia Studies Centre at Wesley Institute

The ASC seeks to prepare students to live the Christian life in a world that is religiously and culturally pluralistic, whether that's in Australia, North America, or other parts of the world. Students are encouraged to think through their role as kingdom builders in a Western world that is increasingly secular both intellectually and culturally. Students are further challenged to grapple with the meaning of being salt and light in the culture-shaping arena of the professional performing artist.

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. Students earn 16 semester hours of credit.

Contemporary Music Center

Students spend their semester gaining hands-on experience in recording, performing, producing, and marketing contemporary music. Students choose to study within either an artist track or an executive track. The artist track program includes song writing, studio recording and performance, and composing music in preparation for a concert tour. The focus of the executive track program is artist management; artists, repertoire, and music; marketing; and sales. Students earn 16 semester hours of credit.

Latin American Studies Program (LASP)

The Latin American Studies Program (based in San Jose, Costa Rica) seeks to introduce students to as wide a range of Latin American experiences as possible through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also participate in a service opportunity and travel for three weeks to nearby Latin American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (limited to Spanish majors and offered both fall and spring terms); International Business and Management (offered only in the fall term); and Tropical Sciences (offered only in the spring term). Students in all concentrations earn 16 semester hours of credit.

Los Angeles Film Studies Center (LAFSC)

The Los Angeles Film Studies Center is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live, learn, and work in the Los Angeles area near major studios. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work in this very important industry. In addition, students choose two elective courses from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. Students earn 16 semester hours of credit.

Middle East Studies Program (MESP)

The Middle East Studies Program, based in Cairo, Egypt, allows students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and political traditions of Middle Eastern people. In addition to seminars, students study the Arabic language and work as volunteers with

various organizations in Cairo. Through travel to Israel, Palestine, Jordan, Syria, and Turkey, students are exposed to the diversity and dynamism of the region. The MESP encourages and equips students to relate to the Muslim world in an informed, constructive, and Christ-centered manner at a time of tension and change. Students earn 16 semester hours of credit.

Oxford Honors Program (OHP)

Honors and other highly qualified students of council member institutions have the opportunity to study in England through an interdisciplinary semester at Oxford University. The rigorous academic program, aimed at increasing critical thinking skills and scholarship from an integrated Christian perspective, allows participants to choose from a wide variety of tutorial study programs in numerous disciplines, including the arts, religion, history, literature, and philosophy. In addition to two Oxford tutorials, students participate in a seminar and an integrative course through which they produce a scholarly project or term paper. Field trips provide opportunities for experiential learning in England's rich historical setting. Students earn 16 semester hours of credit.

Oxford Summer School

The summer equivalent of the Oxford Honors Program allows students of council member institutions to spend a summer term studying at the Centre for Medieval and Renaissance Studies (CMRS) of Keble College at Oxford University. The program includes multi-disciplinary study of the Renaissance and Reformation through examination of philosophy, art, literature, science, music, politics, and religion of early modern Europe in a choice of lectures, seminars, and field trips. Students earn 6-9 semester credits, which are administered directly to member institutions by CMRS.

Russian Studies Program (RSP)

Students in the Russian Studies Program are exposed to the depth and diversity of Russian culture during a semester spent in Russia's three largest cities: Moscow, St. Petersburg, and Nizhni Novgorod. Students complete three seminar courses: History and Sociology of Religion in Russia; Russian Peoples, Cultures and Literature; and Russia in Transition; they also receive instruction in the Russian language, choosing either four or six semester hours of language coursework. For those opting for four hours of Russian, a seminar course entitled International Relations and Business in Russia is available. Students begin with time in Moscow; then spend twelve weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students also participate in a service opportunity in Nizhni Novgorod. The program concludes with time in St. Petersburg, the Russian "window to the West." Students earn 16 semester hours of credit.

Summer Institute of Journalism (SIJ)

Council campuses are invited to choose two student journalists to apply for this four-week, all-expenses paid experience in Washington, DC. Fifteen students are selected to participate in the institute, which lasts from mid-May to mid-June. The institute blends classroom experience with hands-on work and is an excellent opportunity to learn through lectures and panels with leading journalists who share a strong Christian commitment. Participants also participate in seminars taught by communications professors from council member institutions, take part in field trips, and complete workshop projects for local newspapers. The course provides valuable insight and training in gathering and writing news, editing copy, and designing layout. Students earn four semester hours of credit.

Uganda Studies Program

The Uganda Studies Program (USP) seeks to prepare students to live the Christian life in a world that is religiously and culturally pluralistic, whether in Africa, North America, or other parts of the world. The USP seeks to introduce students to the dynamic world of the Global South, focused in the vibrant East African nation of Uganda. Christianity here is joyful and growing rapidly, even as it engages Islam and secularization. USP students will move through this society first in the classes and dormitories of Uganda Christian University and then as humble learners observing places and people of interest around the country.

FINANCIAL INFORMATION

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

ROOM AND BOARD

Room – Mullinax Hall (double occupancy) and Board (21 meal plan)	\$3600.00
Private room Mullinax Hall (if available) and Board (21 meal plan)	\$4225.00
Room – Stuart Bennett Dorm (double occupancy) and Board (21 meal plan)	\$3450.00
Private Room – Stuart Bennett Dorm (if available) and Board (21 meal plan)	\$4075.00
Room – Childs Hall (double occupancy) and Board (21 meal plan)	\$3450.00
Private Room – Childs Hall (if available) and Board (21 meal plan)	\$4075.00
Apartment (14 meal plan)	\$4375.00
Apartment (21 meal plan)	\$4650.00
Room Security Deposit	\$ 200.00
Key Replacement (per key) Dorms	\$ 25.00
Key Replacement (per key) Apartments	\$ 75.00

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.

Boarding students participating in either student teaching or a practicum will be reimbursed the per-meal cost of the current board plan for any lunches missed if student is on the 21-meal plan.

TUITION AND FEES

Residential campus - Undergraduate

Application Fee (non-refundable)	\$ 25.00
Matriculation Fee (non-refundable after June 1)	\$ 100.00

Regular Tuition:

Fewer than 12 hours (per hour)	\$ 755.00
12-18 hours (block)	\$9100.00
More than 18 (per hour above 18)	\$ 375.00
Summer School for regular on campus courses only (per hour)	\$ 300.00
Activity Fee	\$ 125.00
Technology Fee (each semester) (includes part-time & Gateway students)	\$ 125.00
Late Registration	\$ 25.00
Auditing or Credit by Testing Fee (per hour)	\$ 30.00
Credit by Exam (CLEP, PEP, USAFI, DANTES)	\$ 25.00
Drop/Add Fee (A Drop/Add Fee of \$25.00 will be added to each course change made after the fourth week of each semester.)	\$ 25.00
Directed Study Fee (\$100 per credit hour, in addition to tuition)	\$ 100.00
EDUC 2501 Fee	\$ 25.00
ENGL 0990 Fee	\$ 150.00
Laboratory Fee (lab science & computer program., per course)	\$ 100.00
Private Music Lesson (one 30-min. lesson per week, including instrument fee, in addition to tuition, per credit hour)	\$ 195.00
Clemson University Cooperative Program (per credit hour)	\$ 100.00
Directed Teaching Fee (semester of teaching, only)	\$ 125.00
Graduation Fee (semester of graduation, only) (Undergraduate)	\$ 65.00
Transcript Fee	\$ 5.00

Adult & Graduate Studies

In all programs with a lock-step cohort sequence (i.e. all adult and graduate programs except the M.Min.), set tuition and fee rates are guaranteed for students who complete a core sequence according to the prescribed curriculum schedule. This policy applies to the

student's core curriculum only. The charge for drop-in courses, or for other special courses, will be applied according to the current schedule. Each course must be paid for in advance, prior to attending the first workshop. A late charge will be added to any account that is overdue as stated in the original payment plan. Supplemental materials give details about financial policies.

Information concerning current tuition & fees for the undergraduate adult evening programs and graduate programs may be obtained by calling the appropriate admissions office.

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

PAYMENT OF ACCOUNTS

Southern Wesleyan University makes every effort to work with students making payment for college. However, SWU is limited in the flexibility it can extend. Students need to be aware of the following policies.

- A service charge will be added to delinquent accounts.
- A student will be allowed to participate in graduation only if all financial obligations to the university have been met.
- No diplomas or transcripts will be released until all accounts with the university (including parking fines, library fines, and business office and bookstore bills) have been settled.

Residential Campus Payment Plans

The following describes acceptable payment plans for the residential campus programs. (MASTERCARD, DISCOVER, or VISA cards may be used for any or all payments.)

- (a) Payment in full at registration.
- (b) 50% at registration, 50% in six weeks (\$20 service charge).
- (c) 25% at registration, balance in three equal monthly payments (\$60 service charge).
- (d) Ten payment plan offered in fall only – consult Director of Student Accounts for details.
- (e) Traditional students may make secure payments online through My Campus. Please note that a student log-in is required. You may view the help tab on My Campus, <http://mycampus.swu.edu/ics>, for more information on how to make a payment online.

Traditional Student – Delinquency Policy

Traditional 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. Either payment in full or the first payment of approved payment plans should be received by the Business Office on or before registration day of the current semester. Students who have not met their initial financial obligation will be considered delinquent ten days after the current semester's registration day. In addition, any student with an outstanding balance at the end of the current semester will be considered in default.

Adult & Graduate Studies Payment Plans

A variety of payment options is 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.

Adult & Graduate Studies (AGS) Program – Delinquency Policy

All AGS tuition is due three weeks prior to class start dates, and any outstanding student account balances are considered delinquent thirty days after the due date. Outstanding balances of AGS students receiving financial aid and/or that participate in third-party billing will be considered delinquent sixty days past the due date. Outstanding balances of AGS students participating in Deferred Billing are considered in default three days after a delinquency occurs. Any AGS Accounting Office approved payment plan will be considered in default immediately if a payment is not received by its due date.

Refund Policies

Residential 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: 75%
	3rd week of the semester: 50%
	4th week of the semester: 25%

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

There will be no refund of fees.

Board 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 computed as equal to one week of regular session. Summer school refunds are at the rate of 25% per day.

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

Withdrawal forms must be obtained from the Counseling Center and returned there when all required signatures are collected. 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 graduate and adult evening programs.

1. Application fees are not refundable.
2. The Education Resource Fee is partially refundable for materials not yet used. 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 class that the student has attended one or more times.
3. A refund of 90% of the Educational Resource Fee will be made for withdrawal for the following reasons: work transfer, military obligations, death in the immediate family, and serious personal or family illness.
4. If written notification of withdrawal is received prior to the first workshop of a course, the student is eligible for a full tuition refund for that course. If notification is received after the first workshop but before the second workshop, 90% of the tuition will be refunded (whether or not the student ever attended).
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.

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.

There are two types of financial aid: institutional aid and government aid. 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 prorated 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 128 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)

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 128 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, who will gather information and present it to the Enrollment Management Committee for approval.

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.

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), have a GPA of at least 3.0, or ranking in upper 30% of graduating class. Eligible students attending a private institution will receive up to \$4,700 plus a \$300 book allowance.

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 \$7500 for the second year through the fourth year and is maintainable with satisfactory academic progress. Recipients are chosen by the state. Application details are available from high school guidance counselors.

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 attending a private institution will receive up to \$2,800 (including a \$300 book allowance) during the first year of attendance only. To qualify for the SC HOPE Scholarship, first-time entering freshmen must have a high school cumulative grade point average of 3.0 or higher.

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 a 50% discount on regular course tuition. Students are eligible only if a minimum of one year has elapsed from time of graduation to application for the post-baccalaureate degree tuition grant. 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.

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 that federal 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 1.8 by the end of the freshman year and maintain a 2.0 average thereafter. In determining eligibility, the cumulative grade point average will be calculated on all work attempted.

- Complete 75% 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 timeframe not to exceed 150 percent of the published length of the program (measured in credit hours). For example, if the academic program length requires 128 hours, the maximum timeframe cannot exceed 192 credit hours attempted.

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

Institutional 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. Only those students who have been identified by the federal government through its audit checks of the Free Application for Federal Student Aid will be required to complete the verification process.

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 up to \$3,200 per year in tuition aid. The specific amount of aid is determined by the state each year. Southern Wesleyan University students who have been legal residents of South Carolina for at least one year must submit the Free Application for FSA so that it may be electronically submitted and received by the state by June 30 to determine eligibility. Incoming freshmen must have an SAT score of 900 or higher or be in the upper 75% of graduating class. Returning students must file the FAFSA and make satisfactory academic progress in order to qualify for continuing grants.

Federal Pell Grants

The Federal Government provides individual grants of up to \$4,310 per year, based on family need, for educational expenses. Application forms (the Free Application for Federal Student Aid) may be obtained through high school guidance counselors or university aid officers. 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/PORTALS WebApp/Students/english/PellGrants.jsp>.

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/PORTALS WebApp/Students/english/FSEOG.jsp>.

Academic Competitiveness Grant (ACG)

This federally funded grant will provide up to \$750 for the first year undergraduate study and up to \$1,300 for the second year of undergraduate study to full-time students who are a U.S. citizen, are receiving the Federal Pell Grant and who have successfully completed a rigorous high school program. Second year students must maintain a cumulative grade point average (GPA) of at least a 3.0. (Additional eligibility requirements are necessary.) For additional information, go to:

<http://studentaid.ed.gov/PORTALS WebApp/Students/english/NewPrograms.jsp>.

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

This federally funded grant will provide up to \$4,000 for each of the third and fourth years of undergraduate study to full-time students who are a U.S. citizen, are receiving the Federal Pell Grant and who are majoring in physical, life, or computer sciences, mathematics, technology, or engineering or in a foreign language determined critical to national security. Students must maintain a cumulative grade

point average (GPA) of at least a 3.0 in coursework required to the major. (Additional eligibility requirements are necessary.) For additional information, go to: <http://studentaid.ed.gov/PORTALS WebApp/Students/english/NewPrograms.jsp>.

Federal Stafford Loans

Students enrolled in the university may borrow up to \$3,500 per year (\$4500 for sophomore year and \$5500 for junior and senior years) at 6.8% fixed interest with repayment to commence six months after termination of enrollment. Additional information may be obtained from the Office of Financial Aid.

Federal Perkins Loans (NDSL)

Up to \$20,000 (\$4000 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 10 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.

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.

Special Programs

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

RESIDENTIAL CAMPUS STUDENT LIFE INFORMATION

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.

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.

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 Resource Office is responsible for overall campus security. A copy of the most recent campus crime report is available in the Office of Student Life, the Safety and Security Office, or on our website under "Welcome Center."

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) or responsible family member 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. Single students over twenty-five years of age or under eighteen years of age must receive permission from the Office of Student Life to reside in University housing.

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.

Dormitory 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 ala 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 Safety and Security 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. (See p. 39.)

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.

COLLEGE OF ARTS & SCIENCES

Dr. Walt Sinnamon, 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 for students with no previous college credits or for students who do not have sufficient college credits to be admitted to a bachelor's degree-completion core 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 64 semester hours listed below. Completion of this degree would also provide the courses necessary to move into the Bachelor of Science in Education (BSE) or Bachelor of Science in Human Services (BSHS) programs at Southern Wesleyan University.

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

SEMR 2013	College and Working Adults	BIBL 2013	Studies in the New Testament
ENGL 1003	Freshman English I	SOSC 2123	Race and Ethnic Relations
CPSC 1103	Intro. to Computers and Info. Systems	ENGL 2053	World Cultural Literature
PSYC 2003	General Psychology	ASTH 2053	Aesthetics
MATH 1003	Fundamentals of Math I	SOSC 2513	Sociology of the Family
PHSC 1513	Intro. to Astronomy and Earth Science	PSYC 3123	Human Growth and Development
ENGL 1013	Freshman English II	ENGL 2103	Speech
BIOL 1103	Biology for Non-Majors	PHED 1181	Lifetime Leisure Studies
SOSC 1003	Introduction to Sociology	HIST 1063	Survey of World Civilization
BIBL 1013	Old Testament Survey	RELG 2403	Basic Christian Beliefs
PHSC 1503	Introduction to Chemistry and Physics	HIST 2053	Survey of American History

DIVISION OF FINE ARTS

Prof. Jane P. Dill, Chair

The Division of Fine Arts offers a B.A. degree with a major in music, a concentration in music education, and an emphasis in church music. Courses are also offered in aesthetics and art.

MUSIC

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) equip the student with skills necessary to excel in a variety of musical settings; (2) 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

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.

The B.A. 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 B.A. in Music majors concentrate in performance by taking additional hours in applied areas of study, particularly in their freshmen and sophomore years.

MUSIC B.A. REQUIREMENTS

Major Courses (Core Curriculum)

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 2081	Music Literature	1
MUSC 3052	Basic Conducting	2
MUSC 3073	History Western Music I	3
MUSC 119L	Diction Lab (4 semesters) (Voice majors only)	
MUSC	Private Voice/Instrument	8
MUSC	Ensemble (Every Semester)	6
MUSC	Applied Minor	4

Specified General Education Courses

MUSC 3303	Philosophical Foundations for the Musician	3
MUSC 3083	History of Western Music II	3
Aesthetics Option		3

Summary:

Gen. Educ. Requirements	54
Major Requirements	40
Electives	<u>34</u>
	128 hrs.

The B.A. in Music with an emphasis in Church Music prepares an individual to serve as a minister of music in a local church setting.

MUSIC B.A. REQUIREMENTS WITH CHURCH MUSIC EMPHASIS

Major Courses

Courses Listed Above (Core Curriculum) 40 hrs.

Additional Music Courses Required

EDUC 4092	Elem. Music Methods	2
MUSC 3022	Tonal Counterpoint	2
MUSC 3062	Adv. Conducting	2
MUSC 3093	Hymnology	3
MUSC 4016	Church Music Practicum	6
MUSC 4032	Analytical Techniques	2
MUSC 4063	Orchestration-Arranging	3
MUSC	Applied Major	4
RELG 4173	Christian Worship	3

Specified General Education Courses

MUSC 3303	Philosophical Foundations for the Musician	3
MUSC 3083	History of Western Music II	3
Aesthetics Option		3

Summary:

Gen. Educ. Requirements	54
Major Requirements	40
Additional Music Courses Req.	27
Electives	<u>7</u>
	128 hrs.

The B.A. in Music with a concentration 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

B.A. REQUIREMENTS FOR CERTIFICATION

Music education majors must maintain an overall GPA of 2.5 with no grade lower than a 2.0 in music and/or professional education courses.

Major Courses

Courses Listed Above (Core Curriculum) 40 hrs.

Additional Music Courses Required

MUSC 2211	String Methods	1
MUSC 2241	Woodwinds Methods	1
MUSC 2251	Brass Methods	1
MUSC 2261	Percussion Methods	1
MUSC 3062	Advanced Conducting	2
MUSC 4063	Orchestration-Arranging	3
MUSC	Applied Major	4

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.

Specified General Education Courses

ENGL 2053	World Cultural Literature	3
MUSC 3303	Philosophical Foundations for the Musician	3
MUSC 3083	History of Western Music II	3
PSYC 2003	General Psychology	3
Aesthetics Option		3

Any American History	3
Any Biology	3
Any Math course	3
Any Physical Science	3

Professional Education Courses

EDUC 1201	Introduction to Education	1
EDUC 2113	Foundations of Education	3
EDUC 3123	Effective Methods for Sec. School	3
EDUC 3203	Intro. Psy. Exceptional Children	3
EDUC 3273	Teach. Read. in the Sec. School	3
EDUC 3292	Classroom Management	2
EDUC 4092	Elem. Music Methods	2
EDUC 4112	Sec. Choral Methods	2
	or EDUC 4122 Sec. Instrumental Methods	
EDUC 4502	Pre-Clinical Experience	2
EDUC 4606	Clinical Experience	6
EDUC 4616	Clinical Experience	6
PSYC 3123	Human Growth & Dev.	3

Summary:

Gen. Educ. Requirements	54
Major Requirements	40
Additional Music Courses Required	13
Professional Education Courses	<u>36</u>
	143

MUSIC MINOR REQUIREMENTS

Twenty-four (24) hours as follows:

MUSC 1013	Freshman Theory I
MUSC 1023	Freshman Theory II
MUSC 1061	Freshman Aural Fundamentals I
MUSC 1071	Freshman Aural Fundamentals II
MUSC 2013	Sophomore Theory I
MUSC 2023	Sophomore Theory II
MUSC 2061	Sophomore Aural Fundamentals I
MUSC 2071	Sophomore Aural Fundamentals II
MUSC 3052	Basic Conducting
MUSC	Private Voice or Instrumental Instruction (4 hours)
MUSC	Ensemble (2 hours)

For additional guidelines and requirements see the Music Department Handbook.

DIVISION OF MODERN LANGUAGES

Dr. Betty A. Mealy, Chair

The Division of Modern Languages offers B.A. degrees in English and Communication; minors in English, Communication, and TESOL; and concentration in communication within the English major.

ENGLISH

ENGLISH B.A. REQUIREMENTS

Major Courses

ENGL 1151	Cornerstone English Seminar	1
ENGL 3013	American Literature	3
ENGL 3053	English Literature I	3
ENGL 3063	English Literature II	3
ENGL 3153	Advanced Writing or ENGL 3183 Creative Writing	3
ENGL 4151	Capstone English Seminar	1

ENGL 4303	History of the English Lang.	3
ENGL 4503	Shakespeare	3
ENGL 4703	Literary Criticism	3
Electives approved by advisor		9

Specified General Education Courses

ENGL 1003	Freshman Composition I	3
ENGL 1013	Freshman Composition II	3
ENGL 2053	World Cultural Literature	3
ENGL 2103	Speech Communication	3

Summary:

Gen. Educ Requirements	54
Major Requirements	32
Electives	<u>42</u>
	128 hrs.

ENGLISH EDUCATION REQUIREMENTS

English education majors must maintain an overall GPA of 2.5 with no grade lower than a 2.0 in English and/or professional education courses.

Major Courses

ENGL 1151	Cornerstone English Seminar	1
ENGL 3003	Adolescent Literature	3
ENGL 3013	American Literature	3
ENGL 3053	English Literature I	3
ENGL 3063	English Literature II	3
ENGL 3153	Advanced Writing	3
	or ENGL 3183 Creative Writing	
ENGL 4151	Capstone English Seminar	1
ENGL 4203	Modern Grammar & Linguistics	3
ENGL 4303	History of the English Lang.	3
ENGL 4503	Shakespeare	3
ENGL 4703	Literary Criticism	3
Electives approved by advisor		3

Specified General Education Courses

ENGL 2053	World Cultural Literature	3
ENGL 2103	Speech Communication	3
PSYC 2003	General Psychology	3
Any American History		3
Any Biological Science (lab)		3
Any Math		3
Any Physical Science (lab)		3
Any World Civilization		3

Professional Education Courses

EDUC 1201	Intro. to Education	1
EDUC 2113	Foundations of Education	3
EDUC 3203	Intro. Psych of Except.Child.	3
EDUC 3272	Teach.Read in the Sec. Sch.	2
EDUC 3292	Classroom Management	2
EDUC 3123	Effective Meth for Sec. Sch.	3
EDUC 4153	Meth. of Teach Secondary/ Middle School English	3
EDUC 4502	School Practicum	2
EDUC 4628	Clinical Experience I	8
EDUC 4638	Clinical Experience II	8
PSYC 3113	Adolescent Psychology	3

Summary:		
Gen. Educ Require.	54	
Major English Courses	31	
Profess. Educ. Courses	38	
Electives	<u>5</u>	
	128 hrs.	

ADD-ON CERTIFICATE PROGRAM IN MIDDLE SCHOOL

Courses:		
EDUC 3123	Effective methods for Middle and Secondary School with Field Experience	3
EDUC 3383	Curriculum for the Middle School with Field Experience	3
	Plus 24 hours in content area classes	24

Communication Concentration

Twelve hours as follows:

ENGL 2123	Interpersonal Communication
ENGL 1703	Introduction to Mass Media or ENGL 1713 Multimedia Journalism
ENGL 3153	Advanced Writing
ENGL 4203	Modern Grammar & Linguistics

REQUIREMENTS FOR MINOR IN ENGLISH

Twenty-four (24) hours as follows:

ENGL 1003	Freshman English I
ENGL 1013	Freshman English II
ENGL 2053	World Cultural Literature
ENGL 2103	Speech Communication
ENGL 3153	Advanced Writing or ENGL 3183 Creative Writing
ENGL 4703	Literary Criticism
	Any Literature (3 hrs.)
	Any English Course (3 hrs.)

BACHELOR OF ARTS IN MEDIA COMMUNICATION

Southern Wesleyan'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 graduating with a Bachelor of Arts in Media Communication degree will be equipped to pursue diverse careers such as on-line journalism, media producer, advertising, writer, web page design or teaching.

Major 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.

Media Communication Core

COMM	1003	Intro to Communication Studies	3 hours
COMM	1203	History of Media	3
COMM	2123	Interpersonal Communication	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/>			
Total			27 hours

Media Production Concentration

COMM	1503	Multi-Media Production	3 hours
COMM	2153	Writing for Public Media	3
COMM	2503	Introduction to Digital Media	3
COMM	3153	Reporting	3
COMM	3753	Media Law	3
COMM	4503	Public Relations	3

Total 18 hours

Mass Media Studies Concentration

COMM	2403	Introduction to Popular Culture	3 hours
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

Total 18 hours

Minor Requirements:

Students pursuing a minor in Media Communication must earn 21 units, 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	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)

Eighteen (18) hours as follows:

ENGL	3103	Introduction to Principles and Strategies for Teaching ESOL
ENGL	4203	Modern Grammar and Linguistics
ENGL	4303	History of the English Language
EDUC	3153	Teaching Reading and Writing to Limited English Proficient (LEP) Learners
EDUC	3163	Testing/Assessment for Language Minority Learners
ENGL	4813	Practicum in TESOL

DIVISION OF RELIGION

Dr. Christina Accornero, Chair

The Division of Religion offers a major in religion with concentrations in Bible, Children's Ministry, Christian Ministry, New Testament Greek, Sports Ministry, and Youth Ministry.

ORDINATION

Those preparing for ordination in The Wesleyan Church should complete one of the following five programs: Bible, Christian Education, Missions, Pastoral Ministry, or Youth Ministry. A program consists of the concentration in Christian ministry and the appropriate minor or cognate. Each of these programs will meet academic requirements for ordination in The Wesleyan Church.

RELIGION - CONCENTRATION IN BIBLE

B.A. REQUIREMENTS

Major Courses

BIBL	4893	Survey of Biblical Study	3
*BIBL		Bible Electives	12
NTGK	1203	Intro. to N. T. Greek I	3
NTGK	1213	Intro. to N. T. Greek II	3
NTGK		N. T. Greek electives	6
RELG	3503	Apologetics	3
RELG	3753	History of Christianity	3

One of the following: 1 hr.

RELG	2901	Personal Bible Study
RELG	2921	Christian Dev. Classics
RELG	2931	Theology & Practice of Prayer

* Bible hours (general education plus Bible electives) must include no fewer than six hours from each testament.

Specified General Education Course

BIBL	1063	New Testament Survey for Majors	3
BIBL	1053	Old Testament Survey for Majors	3

Summary:

Gen. Educ. Require.	54
Major Requirements	34
Electives	<u>40</u>
	128 hrs.

RELIGION - CONCENTRATION IN CHILDREN'S MINISTRY

B.A. REQUIREMENTS

CHED	2013	Teaching for Spiritual Impact	3
CHED	2153	Intro. to Christian Education	3
CHED	2303	Ministry to Children	3
CHED	3303	Christian Ed. Ministry in Local Church	3
CHED	4301	Christian Education Practicum	1
CHED	4403	Family Life Ministry	3
BIBL	2XX3	Inductive Bible Study Methods (BIBL 2363 Mark or BIBL 2113 Genesis)	3
BIBL		Upper Division Bible Electives	6
PSYC	3103	Child Psychology	3
RELG	3103	Evangelism/Mission/Discipleship	3
RELG	3XX3	Denominational Study (RELG 3353 History of The Wesleyan Church or RELG 3203 Survey Christian Denom.)	3

RELG 3373	Systematic Theology II	3
RELG 3753	History of Christianity	3
RELG 4173	Christian Worship	3
RELG 4463	Theology of Holiness	3
RELG 4511	Field Ministry	1
RELG 4521	Field Ministry	1

Specified General Education Courses

BIBL 1063	New Testament Survey for Majors	3
BIBL 1053	Old Testament Survey for Majors	3
PSYC 2003	General Psychology	3
RELG 2103	American Religious History	3
RELG 3363	Systematic Theology I (in place of RELG 2403)	3
RELG 4403	Introduction to Homiletics (in place of ENGL 2103)	3

Summary:

Gen. Educ. Requirements	54
Major Requirements	48
Electives	<u>26</u>
	128 hrs.

RELIGION - CONCENTRATION IN CHRISTIAN MINISTRY

B.A. REQUIREMENTS

BIBL 2363	Mark (if Mark, Bible elective in minor must be OT) or BIBL 2113 Genesis	3
NTGK 1203	Intro. to N. T. Greek I	3
NTGK 1213	Intro. to N. T. Greek II	3
NTGK 2203	N. T. Greek Exegesis I	3
NTGK 2213	N. T. Greek Exegesis II	3
RELG 3103	Evangelism/Missions/Discipleship	3
RELG 3203	Intro. to Cross-Cultural Ministry	3
RELG 3373	Systematic Theology II	3
RELG 3753	History of Christianity	3
RELG 4173	Christian Worship	3
RELG 4403	Introduction to Homiletics	3
RELG 4441	Preaching Lab	1
RELG 4433	Pastoral Care	3
	or YMIN 4433 Youth Minister as Pastor	
RELG 4463	Theology of Holiness	3
RELG 4511	Field Ministry	1
RELG 4521	Field Ministry	1
CHED 2153	Intro. to Christian Education	3
RELG 3353	History of The Wesleyan Church	3
	(required for Wesleyan ordination)	
	or RELG 3203 Survey of Christian Denominations	
RELG 4491	Seminar Practical Theology	1
SOSC 2103	Sex, Courtship, & Marriage	2
	(1 hr. gen. ed., 2 hrs. major requirement)	

Specified General Education Courses

BIBL 1063	New Testament Survey for Majors	3
BIBL 1053	Old Testament Survey for Majors	3
PHIL 3003	Introduction to Philosophy	3
	or PHIL 3013 Ethics	
	or PHIL 3023 History of Philosophy	
PSYC 2003	General Psychology	3
RELG 2103	American Religious History	3
RELG 3363	Systematic Theology I	3
SOSC 2103	Sex, Courtship, and Marriage	1
	(1 hr. gen. ed., 2 hrs. major requirement)	

Summary:		
Gen. Educ. Requirements		54
Major Requirements		52
Electives		<u>24</u>
		130 hrs.

RELIGION - CONCENTRATION IN NEW TESTAMENT GREEK

B.A. REQUIREMENTS

Major Courses			
BIBL	4893	Survey of Biblical Study	3
NTGK	1203	Intro. to N. T. Greek I	3
NTGK	1213	Intro. to N. T. Greek II	3
NTGK		N. T. Greek electives	18
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	
Specified General Education Course			
BIBL	1063	New Testament Survey for Majors	3
BIBL	1053	Old Testament Survey for Majors	3

Summary:		
Gen. Educ. Requirements		54
Major Requirements		34
Electives		<u>40</u>
		128 hrs.

RELIGION - CONCENTRATION IN SPORTS MINISTRY

B.A. REQUIREMENTS

BIBL	2363	Mark or BIBL 2113 Genesis	3
BIBL		Upper Division Bible Electives (one in each Testament)	6
PHED	3023	Prevention & Treatment of Athletic Injuries	3
PHED	3XX2	Methods Course	2
PHED	3152	Methods of Teaching Physical Activity	2
PHED	3012	Prin., Ethics and Issues of Athletic Coach.	2
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	3103	Evangelism/Mission/Discipleship	3
RELG	3373	Systematic Theology II	3
RELG	4463	Theology of Holiness	3
YMIN	2103	YMIN Strategies	3
YMIN	3003	Bible Study/Program	3
YMIN	3103	Camps & Retreats	3
YMIN	4433	Youth Minister as Pastor	3
Specified General Education Courses			
BIBL	1053	Old Testament Survey for Majors	3
BIBL	1063	New Testament Survey for Majors	3
BIOL	1054	Survey of Anatomy & Physiology	4
PSYC	2003	General Psychology	3

RELG 3363	Systematic Theology I (in place of RELG 2403)	3
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It is recommended that students in the Youth Ministry concentration elect to take additional Bible and religion courses.

RELIGION - CONCENTRATION IN YOUTH MINISTRY

B.A. REQUIREMENTS

BIBL 2363	Mark or BIBL 2113 Genesis	3
BIBL	Upper Division Bible Electives (one in each Testament)	9
CHED 2153	Intro. to Christian Education	3
CHED 4301	Christian Education Practicum	1
CHED 4491	Christian Education Seminar	1
CHED 4403	Family Life Ministry	3
PSYC 3113	Adolescent Psychology	3
RELG 3103	Evangelism/Mission/Discipleship	3
RELG 3XX3	Denominational Study (RELG 3353 History of The Wesleyan Church or RELG 3203 Survey Christian Denom.)	3
RELG 3373	Systematic Theology II	3
RELG 3753	History of Christianity	3
RELG 4173	Christian Worship	3
RELG 4463	Theology of Holiness	3
RELG 4511	Field Ministry	1
SOSC 1003	Intro. to Sociology	3
YMIN 2103	YMIN Strategies or CHED 2103	3
YMIN 3003	Bible Study/Program	3
YMIN 3103	Camps & Retreats	3
YMIN 4423	Admin. of Youth Ministry	3

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 3363		Systematic Theology I (in place of RELG 2403)	3
RELG 4403		Introduction to Homiletics (in place of ENGL 2103)	3

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

REQUIREMENTS FOR MINOR IN BIBLE

Twenty-three (23) hours as follows:

BIBL	4893	Survey of Biblical Study	3
BIBL		Bible (BIBL) courses beyond general education	9
RELG	3503	Apologetics (RELG 3753 or 3373 may substitute by permission of the Religion Division Chair)	3
SOSC	2003	Cultural Anthropology	3
CHED	4301	Christian Education Pract.	1
CHED	4491	Christian Education Sem. or RELG 3011 Missions Seminar or RELG 3001 Religion Seminar	1

Three hours from the following 3

CHED 3303	CE Min. Local Church
RELG 4423	Church Administration
YMIN 4423	Admin. of Youth Ministry

REQUIREMENTS FOR MINOR IN CHRISTIAN EDUCATION

Twenty-three (23) hours as follows:			
BIBL		Bible Elective	3
CHED	2013	Teach. for Spiritual Impact	3
CHED	3303	CE Min. Local Church	3
CHED	4301	Christian Education Prac.	1
CHED	4491	Christian Education Sem.	1
PSYC	3123	Human Growth & Dev.	3
Six hours from the following:			6
CHED	2303	Ministry to Children	
CHED	4303	Ministry with Adults	
YMIN	2103	Youth Ministry Strategies or YMIN 2103 Bible Study & Prog.	
Three hours from the following:			3
CHED		Any CHED not taken above	
SOSC	1003	Introduction to Sociology	
YMIN		Any YMIN not taken above	

REQUIREMENTS FOR MINOR IN MISSIONS

Twenty-three (23) hours as follows:			
BIBL		Bible Elective	3
RELG	1123	Religions of the World or RELG 2603 Contemporary Cults	3
RELG	2803	Found. Christian Mission	3
RELG	3011	Missions Seminar	1
RELG	3023	Intro. Cross-Cultural Miss.	3
RELG	3031	Field Exp. in Cross-Cultural Ministry	1
RELG	3703	Hist. of Christian Mission	3
RELG	3803	Contem. Missions Strategy	3
SOSC	2003	Cultural Anthropology	3

REQUIREMENTS FOR COGNATE IN PASTORAL STUDIES

Twenty-three (23) hours as follows:			
BIBL		Bible Elective	3
CHED	4491	Christian Education Sem. or RELG 3011 Missions Seminar or RELG 3001 Religion Seminar	1
RELG	3213	Church Leadership & Plan.	3
RELG	3503	Apologetics	3
RELG	4423	Church Administration	3
RELG	4511	Field Ministry	1
SOSC	1003	Intro to Sociology	3
Three hours from the following:			3
PSYC	3713	Introduction to Counseling	
PSYC	3753	Practical Counseling Skills	
PSYC	4453	Negotia. & Conflict Resol.	
Three hours from the following:			3
BIBL	4893	Survey of Biblical Study	
RELG	1123	Religions of the World	
RELG	2603	Contemporary Cults	

REQUIREMENTS FOR MINOR IN RELIGIOUS STUDY

Nineteen (19) hours as follows:

BIBL	Any Bible course (except BIBL 1003, 1012, 1023, 1053, 1063, 2013, 490-499, or 5XX)	
CHED	Any CHED course (except CHED 430 or 490)	
RELG	Any Religion course (except RELG 240)	
YMIN	Any YMIN course	

REQUIREMENTS FOR MINOR IN YOUTH MINISTRY

Twenty-three (23) hours as follows:

BIBL		Bible Elective	3
CHED	4301	Practicum	1
CHED	4491	CE Seminar	1
PSYC	3113	Adolescent Psychology	3
SOSC	1003	Intro to Sociology	3
YMIN	4423	Admin. of Youth Ministry	3

Nine hours (9) as follows:

YMIN	2103	YMIN Strategies	9
YMIN	3003	Bible St. & Program.	
YMIN	3103	Camps and Retreats	

DIVISION OF SCIENCE

Dr. Walt Sinnamon, Chair

The Division of Science offers the B.A. degree with majors in biology, chemistry, and mathematics; and the B.S. degree with majors in applied computer science, biology, chemistry, forensic computer science, forensic science, medical technology, mathematics, pre-medicine, and pre-dentistry. Additional courses are offered in physics and physical science. Students who make proper arrangements may take specialized courses at Clemson University through the cooperative program. 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, chemistry, mathematics, pre-medicine, or pre-dentistry are required to take the Major Field Test in the major area (pre-dentistry and pre-medicine majors may choose either the biology or chemistry test) as seniors and have the scores sent to the chair of the division. First-semester students who have identified themselves as such a major, and who are taking a course toward that major, will also be required to take this test.

All Sophomore Applied Computer Science majors, including transfer students, are required to take and pass an entrance exam, based on the 100 and 200 level computer science courses, before they may be admitted to 300 and 400 level computer science courses. A grade of 2.5 or better on a 100 and 200 level computer courses at Southern Wesleyan University or equivalent college transfer courses from any regionally accredited institution will exempt the student from the portion of the exam drawn from that course. Successfully passing the sophomore exam by scoring at least a 2.0 on each portion of the exam allows a student to move on to 300 and 400 level computer science courses. Individual portions of the exam may be retaken one time or the courses represented by those portions of the exam may be retaken.

BIOLOGY

BIOLOGY B. A. REQUIREMENTS:

Major Courses

BIOL	1004	Biology I	4
BIOL	1014	Biology II	4
BIOL	2001	Biology Cornerstone Sem.	1
BIOL	2254	Ecology, or BIOL 2074 Envir. Biology	4

BIOL 3104	Microbiology	4
BIOL 3454	Cellular & Molecular Biol	4
BIOL 3504	Genetics	4
BIOL 4501	Biology Capstone Sem.	1
SEMR 2051	Scientific Literacy	1
Eight hours of (200 to 400 level) biology electives which must include a course in physiology		8
Specified General Education Courses		
BIOL 3313	Bioethics	3 hrs.
CHEM 1004	General Chemistry I	4
CHEM 1054	General Chemistry II	4
MATH 1033	Applied Calculus	3/4
or MATH 2504 Calculus		

Summary:		
Gen. Educ. Requirements		54
Major Requirements		33
Electives		<u>41</u>
		128 hrs.

Students entering SWU with Medical Laboratory Technician certification can substitute that certification for some of the Biology B.A. requirements, as follows: BIOL 1033, BIOL 3204-3214 for either the ecology or environmental science requirement or the cellular and molecular biology requirement; CHEM 3154 (Biochemistry) for CHEM 1004-1054. (See pp. 32 for statement on graduation requirements for those with Medical Laboratory Technician certification.)

BIOLOGY B. S. REQUIREMENTS:

Major Courses		
BIOL 1004	Biology I	4
BIOL 1014	Biology II	4
BIOL 2001	Biol. Cornerstone Sem.	1
BIOL 2254	Ecology or BIOL 2074 Envir. Biology	4
BIOL 3104	Microbiology	4
BIOL 3454	Cell. & Molecular Biol.	4
BIOL 3504	Genetics	4
BIOL 4354	Compar. & Envir.Physio.	4
BIOL 4501	Biol. Capstone Sem.	1
CHEM 2504	Organic Chemistry I	4
CHEM 2514	Organic Chemistry II	4
CHEM XXX4	Advanced Chemistry	4
PHYS 2044	Physics I	4
PHYS 2054	Physics II	4
SEMR 2051	Scientific Literacy	1
STAT 3203	Statistics	3
Eight hours of (200-400 level) Biology electives		8
Specified General Education Courses		
BIOL 3313	Bioethics	3
CHEM 1004	General Chemistry I	4
CHEM 1054	General Chemistry II	4
MATH 2504	Calculus	4

Summary:		
Gen. Educ. Requirements		54
Major Requirements		57
Electives		<u>17</u>
		128 hrs.

BIOLOGY CERTIFICATION REQUIREMENTS

Major Courses

BIOL 1004	Biology I	4
BIOL 1014	Biology II	4
BIOL 2001	Biol. Cornerstone Sem.	1
BIOL 2254	Ecology or BIOL 2074 Envir. Biology	4
BIOL 3104	Microbiology	4
BIOL 3204	Anatomy & Physiology	4
BIOL 3214	Anatomy & Physiology	4
BIOL 3454	Cellular/Molecular Biol.	4
BIOL 3504	Genetics	4
BIOL 4501	Biology Capstone Sem.	1
CHEM 1054	General Chemistry II	4
PHYS 2044	Physics	4
PHYS 2054	Physics	4
SEMR 2051	Scientific Literacy	1

Specified General Education Courses

BIOL 3313	Bioethics	3
CHEM 1004	General Chemistry I	4
MATH 1033	Applied Calculus	3
PSYC 2003	General Psychology	3
	Any American History	3
	Any World Civilization	3

Professional Education Courses

EDUC 1201	Introduction to Education	1
EDUC 2113	Foundations of Education	3
EDUC 3123	Effective Meth. Sec. & Field Experience	3
EDUC 3203	Intro. Exceptional Child	3
EDUC 3272	Teaching Reading Sec.	2
EDUC 3292	Classroom Management	2
EDUC 4203	Meth. Teach.Science Sec.	3
EDUC 4502	Preclinical Experience	2
EDUC 4626	Clinical Experience I	6
EDUC 4636	Clinical Experience II	6
PSYC 3113	Adolescent Psychology	3

Summary:

Gen. Educ. Requirements	54
Major Requirements	47
Professional Educ. Req.	<u>34</u>
	135 hrs.

ADD-ON CERTIFICATE PROGRAM IN MIDDLE SCHOOL

Courses:

EDUC 3123	Effective methods for Middle and Secondary School with Field Experience	3
EDUC 3383	Curriculum for the Middle School with Field Experience	3
	Plus 24 hours in content area classes	24

BIOLOGY MINOR REQUIREMENTS:

Twenty-three (23) hours as follows:

BIOL 1004	Biology	4
BIOL 1033	Botany	3
BIOL 1054	Survey of Anat. & Physiology	4
	or BIOL 3204 Anat. & Physiology I	
	or BIOL 3214 Anat. & Physiology II	

BIOL 2034	Zoology	4
BIOL 2254	Ecology	4
	or BIOL 2074 Environmental Biology	
	or BIOL 3074 Field Biology	
BIOL 3504	Genetics	4
		23 hrs.

CONCENTRATION IN ECOLOGY

BIOL 1033	Botany	3
BIOL 2034	Zoology	4
BIOL 2074	Environmental Science	4
BIOL 2254	Ecology	4
BIOL 3074	Field Biology	4
BIOL 3104	Microbiology	4
BIOL 3303	Animal Behavior	3
BIOL 4354	Comparative/Environ. Physiology	4

CHEMISTRY

CHEMISTRY B. A. REQUIREMENTS:

Major Courses

CHEM 2001	Chem. Cornerstone Sem.	1
CHEM 2504	Organic Chemistry I	4
CHEM 2514	Organic Chemistry II	4
CHEM 3404	Inorganic Analysis	4
CHEM 3414	Organic Analysis	4
	or CHEM 3254 Biochemistry	
CHEM 4001	Chemistry Studies	1
	or CHEM 4901 Indep. Study	
CHEM 4501	Chemistry Capstone Sem.	1
PHYS 2044	Physics I	4
PHYS 2054	Physics II	4
Computer course beyond CPSC 1103, acceptable to the Coordinator of Studies in Chemistry		3

Specified General Education Courses

CHEM 1004	General Chemistry I	4 hrs.
CHEM 1054	General Chemistry II	4
MATH 2504	Calculus	4

12 hrs.

Summary:

Gen. Educ. Requirements	54
Major Requirements	30
Electives	<u>44</u>
	128 hrs.

CHEMISTRY B. S. REQUIREMENTS:

Major Courses

CHEM 2001	Chem. Cornerstone Sem.	1
CHEM 2504	Organic Chemistry I	4
CHEM 2514	Organic Chemistry II	4
CHEM 3404	Inorganic Analysis	4
CHEM 3414	Organic Analysis	4
	or CHEM 3254 Biochemistry	
CHEM 4001	Chemistry Studies	1
	or CHEM 4901 Independent Study	
CHEM 4501	Chemistry Capstone Sem.	1
Physical Chem (at Clemson Univ.)		8

Options vary - consult advisor – two semesters required

PHYS 2044	Physics I	4
PHYS 2054	Physics II	4
MATH 2514	Calculus II	4
MATH 3524	Calculus III	4

A course in differential equations is strongly recommended.

Computer course beyond CPSC 1103, acceptable to the Coordinator of Studies in Chemistry is strongly recommended.	3
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Specified General Education Courses

CHEM 1004	General Chemistry I	4
CHEM 1054	General Chemistry II	4
MATH 2504	Calculus I	4

Summary:

Gen. Educ Requirements	54
Major Requirements	43
Electives	<u>31</u>
	128 hrs.

CHEMISTRY MINOR REQUIREMENTS:

Twenty (20) hours as follows:

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	

20 hrs.

PRE-MEDICINE AND PRE-DENTISTRY

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

BIOL 1004	Biology I	4
BIOL 1014	Biology II	4
BIOL/CHEM 2001	Cornerstone Sem.	1
BIOL 2074	Environmental Sci. or BIOL 2254 Ecology	4
BIOL 3104	Microbiology	4
BIOL 3204	Anatomy & Physiology I	4
BIOL 3214	Anatomy & Physiology II	4
BIOL 3254	Biochemistry	4
BIOL 3454	Cellular & Molecular Biol.	4
BIOL 3504	Genetics	4
BIOL/CHEM 4501	Capstone Seminar	1
CHEM 2504	Organic Chemistry I	4
CHEM 2514	Organic Chem. II	4
	(some schools may require CHEM 3404 Inorganic Analysis additionally, or in place of CHEM 2514)	
PHYS 2044	Physics I	4
PHYS 2054	Physics II	4
SEMR 2051	Scientific Literacy	1
STAT 3203	Statistics	3
Four hours of (200-400 level) Biology electives		4

Specified General Education		
BIOL 3313	Bioethics	3
CHEM 1004	General Chemistry I	4
CHEM 1054	General Chemistry II	4
MATH 2504	Calculus I	4

Summary:

Gen. Educ. Require.	54
Major Requirements	56/57
Electives	<u>17/18</u>
	128 hrs.

Recommended

MATH 2514	Calculus II	4
STAT 3203	Stat. Methods Research	3

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, history, and psychology have been accepted to medical or dental schools.

FORENSIC SCIENCE (FRSC)

Major Courses

BIOL 1004	General Biology (or BIOL 2034, Zoology)	4
BIOL 3204 & 3214	Anatomy and Physiology	8
BIOL 3254	Biochemistry	4
BIOL 3454	Cellular and Molecular Biology	4
BIOL 3504	Genetics	4
CHEM 2504 & 2514	Organic Chemistry I and II	8
CHEM 3404	Inorganic Analysis (including instrum. analysis)	4
CHEM 3414	Organic Analysis (including instrum. analysis)	4
FRSC 2103	Introduction to Forensic Science	3
FRSC 3101	Forensic Science Seminar (3 seminars required)	3
FRSC 4803	Forensic Science Internship	3
PHYS 2044 & 2054	General Physics I and II	8

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Specified General Education

BIOL 3313	Bioethics	3
CHEM 1004 & 1054	General Chemistry I and II	8
MATH 2504	Calculus I or alternate approved by Division Chair	4
PSYC 3353	Forensic Psychology	3

Suggested Electives:

BIOL 3104	Microbiology (strongly recommended)	4
CPSC 3403	Digital Imaging	3
STAT 3203	Statistics (strongly recommended)	3
PSYC 3713	Introduction to Counseling	3
PSYC 4413	Disorders of Personality	3
SOSC 1003	Introduction to Sociology	3
SOSC 2003	Cultural Anthropology	3
SOSC 2253	Intro. to Criminal Justice (recommended)	3

COMPUTER SCIENCE

Competency in computing is required of all students.

All Sophomore Applied Computer Science majors, including transfer students, are required to take and pass an entrance exam, based on the 100 and 200 level computer science courses, before they may be admitted to 300 and 400 level computer science courses. A grade of 2.5 or better on a 100 and 200 level computer courses at Southern Wesleyan University or equivalent college transfer courses from any regionally accredited institution will exempt the student from the portion of the exam drawn from that course. Successfully passing the

sophomore exam by scoring at least a 2.0 on each portion of the exam allows a student to move on to 300 and 400 level computer science courses. Individual portions of the exam may be retaken one time or the courses represented by those portions of the exam may be retaken.

APPLIED COMPUTER SCIENCE

B.S. REQUIREMENTS

Major Core Courses

CPSC 1203	Intro. Internet & On-line Res.	3
CPSC 1903	Intro. to Programming	3
CPSC 2203	Desktop Design	3
CPSC 2253	Object Oriented PGMG I	3
CPSC 2293	Web Page Design & PGMG	3
CPSC 2303	Hardware & Software Config. & Support	
CPSC 2503	Networking I	3
CPSC 3003	Database Design I	3
CPSC 3103	Systems Analysis & Design	3
CPSC 3354	Operat. Systems & Servers	4
CPSC 4201	Ethics & Professional Issues	1
CPSC 4523	Advanced Web Site Design	3
MGMT 2003	e-Commerce I	3
	Advanced Writing Course	3

Specified General Education Course

MATH 1153	Discrete Mathematics advised	3
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Concentration I, Internet Applications Dev.

CPSC 3013	Database Design II	3
CPSC 3303	Object-Oriented PGMG II	3
CPSC 4303	Advanced Scripting	3
MGMT 3453	e-Commerce MGMT II	3

Concentration II, Networking

CPSC 3623	Networking II	3
CPSC 3633	Networking III	3
CPSC 4423	Advanced Networking App.	3
CPSC 4503	Webmastering	3

Summary:

Gen. Educ. Requirements	54
Major Requirements	41
Concentration Courses	12
Electives	<u>21</u>
	128 hrs.

Applied Computer Science Minor

Twenty-one (21) hours as follows:

- CPSC 1003 Fundamentals of Programming
- CPSC 1203 Intro. Internet & On-line Research
- CPSC 2203 Desktop Design
- CPSC 2293 Web Page Design & PGMG
- MGMT 2003 e-Commerce I
- Six additional hours in CPSC courses (above CPSC 1103)

MANAGEMENT OF INFORMATION TECHNOLOGY (MOIT)

Major Courses

ACCT 2003	Principles of Accounting I	3
ACCT 2013	Principles of Accounting II	3
MGMT 2003	e-Commerce I	3
MGMT 3203	Business Law I	3
MGMT 3313	Principles of Management	3
MGMT 3503	Principles of Marketing	3
MGMT 3613	Managerial Finance I	3
STAT 3123	Statistics for Accounting & Business	3
CPSC 1003	Fundamentals of Programming	3
CPSC 1203	Intro to the Internet & Online Research	3
CPSC 1903	Intro to Computer Science Programming	3
CPSC 2103	Advanced Software	3
CPSC 2293	Web Page Design & Programming	3
CPSC 2303	Hardware & Software Configuration	3
CPSC 2503	Networking I	3
CPSC 3003	Database Design & Implementation I	3
CPSC 3103	Systems Analysis & Design	3
CPSC 3623	Networking II	3
CPSC 4201	Ethics and Professional Issues in Computing	1
	TOTAL	55 hrs

Summary:

General Education	54
Major Courses	55
Electives	<u>19</u>
	128

FORENSIC COMPUTER SCIENCE

Major Courses

BIOL 1004	Biology (or BIOL 2034, Zoology)	4
BIOL 3254	Biochemistry (or Cellular & Molecular Biol BIOL 3454, or Genetics, BIOL 3504)	4
BIOL 3204	Anatomy & Physiology I	4
CHEM 3404	Inorganic Analysis	4
CHEM 3414	Organic Analysis	4
FRSC 2103	Intro to Forensic Science	3
FRSC 3101	Forensic Seminars (three 1 credit seminars)	3
CPSC 1003	Fundamentals of Programming	3
CPSC 1203	Intro to the Internet & Online Research	3
CPSC 1903	Intro to Computer Science Programming	3
CPSC 2303	Hardware & Software Configuration	3
CPSC 2503	Networking I	3
CPSC 3003	Database Design & Implementation I	3
CPSC 3354	Operating Systems & Servers	4
CPSC 3633	Networking III	3
FRCS 4103	Forensic Computing	3
	TOTAL	54 hrs

Specified General Education

CHEM 1004	General Chemistry I	4
CHEM 1054	General Chemistry II	4
MATH 2153	Discrete Math	3
PSYC 3353	Forensic Psychology	3
	TOTAL	14

Suggested Elective

FRSC 4803	Forensic Science Internship
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Summary:		
General Education		54
Major Courses		54
Electives		<u>20</u>
Total		128

MATHEMATICS

MATHEMATICS B. A. REQUIREMENTS:

Major Courses		
MATH 2514	Calculus II	4
MATH 3063	College Geometry	3
	*Linear Algebra or Differential Equat.	3 or 4
	*Abstract Algebra	3
	or Adv. Calculus	
	or Math Analysis	
MATH 3524	Calculus III	4
STAT 3123	Statistics for Acct. & Bus.	3
	or STAT 3203 Stat. Methods for Research	
One computer course selected from the following:		
	CPSC 1003 Fund. of Programming	3
	CPSC 1203 Intro. Internet & On-line Res.	
	CPSC 2103 Advanced Software	
Additional math or science course acceptable to the coordinator of mathematics		3
Specified General Education Course		
MATH 2504	Calculus I	4
Summary:	Gen. Educ. Req.	54
	Major Requirements	27/28
	Electives	<u>47/48</u>
		128 hrs.

MATHEMATICS B. S. REQUIREMENTS

Major Courses		
MATH 2514	Calculus II	4
MATH 3063	College Geometry	3
	*Linear Algebra	3
	*Differential Equations	4
	*Abstract Algebra	3
	*Advanced Calculus	3
	*Math Analysis	3
MATH 3524	Calculus III	4
STAT 3123	Statistics for Acct. & Bus.	3
	or STAT 3203 Stat. Methods for Res.	
Three hours selected from:		
	CPSC 1003 Fun. of Programming	3
	CPSC 1203 Intro. to the Internet & On-line Res.	
	CPSC 2103 Advanced Software	

One additional three-hour math course, acceptable to the coordinator of studies in mathematics. Usually, this will be a course taken at Clemson University through the cooperative program.

Specified General Education Course		
MATH 2504	Calculus I	4

Summary:

Gen. Educ. Req.	54
Major Requirements	36
Electives	<u>38</u>
	128 hrs.

MATH EDUCATION REQUIREMENTS

Major Courses

CPSC 1003	Fund. of Programming	3
CPSC 1203	Intro. Internet & On-line Res. or CPSC 2103 Advanced Software	3
MATH 2504	Calculus I	4
MATH 2514	Calculus II	4
MATH 3063	College Geometry *Linear Algebra	3
MATH 3524	Calculus III *Abstract Algebra	3
STAT 3123	Statistics for Acct & Bus. or STAT 3203 Statistical Methods Research	3

Specified General Education Courses

BIOL 1104	Biology for non-majors or BIOL 1033 Botany	4/3
ENGL 2053	World Cultural Literature	3
MATH 2153	Discrete Mathematics	3
PSYC 2003	General Psychology	3
	Any American History	3
	Any Physical Science	3
	Any World Civilization	3

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

Professional Education Courses

EDUC 1201	Introduction to Education	1
EDUC 2113	Found. of Education	3
EDUC 3123	Effect. Teach. Sec.Sch. & Field Experience	3
EDUC 3203	Intro-Exceptional Child	3
EDUC 3272	Teaching Reading Sec.	2
EDUC 3292	Classroom Management	2
EDUC 4223	Meth. Teach. Math Sec.	3
EDUC 4502	Pre-Clinical Experience	2
EDUC 4626	Clinical Experience I	6
EDUC 4636	Clinical Experience II	6
PSYC 3113	Adoles. Psychology	3
Any Science		3
		37

Summary:

Gen. Educ. Req.	54
Major Requirements	30
Professional Educ. Req.	36
Electives	<u>9</u>
	130 hrs.

ADD-ON CERTIFICATE PROGRAM IN MIDDLE SCHOOL

Courses:

EDUC 3123	Effective methods for Middle and Secondary School with Field Experience	3
EDUC 3383	Curriculum for the Middle School with Field Experience	3
	Plus 24 hours in content area classes	24

MATH MINOR REQUIREMENTS

Twenty-one (21) hours as follows:	21	
MATH 2504	Calculus I	
MATH 2514	Calculus II	
MATH 3524	Calculus II	
STAT 3203	Stat. Meth. Research	
	or STAT 3123 Stat. for Account. & Bus.	

Six hours of MATH courses above 1013 (may include one computer course which must be acceptable to the coordinator of studies in Mathematics)

MEDICAL TECHNOLOGY

MEDICAL TECHNOLOGY

B. S. REQUIREMENTS

Major Courses

BIOL 3033	Immunology	3
BIOL 3104	Microbiology	4
BIOL 3204	Anat. and Physiology I	4
BIOL 3214	Anat. and Physiology II	4
CHEM 1004	General Chemistry I	4
CHEM 1054	General Chemistry II	4
CHEM 2504	Organic Chemistry I	4
CHEM 2514	Organic Chemistry II	4
CHEM 3254	Biochemistry	4
BIOL 2001	Biology Cornerstone Sem.	1
	or CHEM 2001 Chem. Cornerstone Sem.	
BIOL 4501	Biology Capstone Sem.	1
	or CHEM 4501 Chem. Capstone Sem.	
STAT 3123	Stat. for Account. & Bus.	3
	or STAT 3203 Stat. Meth. Research	

Medical Technology Instruction **33**

Specified General Education Courses

BIOL 1004	Biology	4 hrs.
BIOL 2034	Zoology	4
MATH 1024	Algebra & Trig.	3 (4)*
	or MATH 1033	Applied Calculus
	or MATH 2504	Calculus (preferred)

Summary:

Gen. Educ. Requirements	54
Major Requirements	73
*Elective (or 1 hr. of Math)	<u>1</u>
	128 hrs.

A year of physics and a course in management selected from MGMT 3313 or MGMT 3323 are recommended.

One year or more of medical technology instruction at an approved institution, taking the courses specified by that institution to qualify the student for national certification, and furnishing SWU with satisfactory evidence that grades of C or better in all such courses were earned, is required. The university cannot guarantee acceptance at such an institution.

For those who have been certified as Medical Laboratory Technicians (MLT), the requirements, including successful completion of a year of medical technology instruction at an approved institution, are the same, except that a three-hour advanced biology course is required rather than BIOL 3033, 3104, and 3204, 3214; CHEM 1004 and 1054 are not required; one hour of capstone biology or chemistry seminar is required. Students with MLT certification pursuing the Medical Technology degree should note that there is a time limit on acceptance of certain courses toward qualifying to stand the Medical Technology certifying examination.

DIVISION OF SOCIAL SCIENCES

Dr. Steven Hayduk, Chair

The Division of Social Sciences offers the B.A. and B.S. degree with majors in criminal justice, history, human services, psychology, recreation and leisure services administration (with three concentrations), and social science (with one concentration). In addition, courses are offered in military science and statistics.

CRIMINAL JUSTICE

CRIMINAL JUSTICE B.A. REQUIREMENTS

Major Courses

PSYC 2003	General Psychology	3 hrs.
SOSC 1003	Introduction to Sociology	3
SOSC 2253	Introduction to Criminal Justice	3

The following three courses 9 hrs.

(Methodology and social theory)

FRSC 2103	Introduction to Forensic Science
RSCH 3803	Research Methods
STAT 3203	Statistics

The following two courses 6 hrs.

(Cultural competence)

SOSC 2123	Race and Ethnic Relations
HIST 3303	Gender Issues in American History or SEMR 3283 Gender Issues

The following two courses 6 hrs.

SOSC 3503	Advanced Social Problems
SOSC 4153	Readings in Behavioral Theory

One of the following courses 3 hrs.

SOSC 4703	Capstone in Social Science
SOSC 4993	Major Honors

Professional Development Courses 12 hours

SOSC 3433	Criminal Justice Management
SOSC 3453	Criminal Investigation
PSYC 3353	Forensic Psychology
SOSC 400.	Studies in Social Sciences

Note: At least 27 credit hours must come from courses that are 300-level or above.

Total Major Hours 45 hrs.

Summary:	General Education Requirements	54
	Major Requirements	45
	Electives	<u>29</u>
		128 hrs.

REQUIREMENTS FOR MINOR IN CRIMINAL JUSTICE

Twenty-one hours as follows.

SOSC 2253	Introduction to Criminal Justice	3 hrs.
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Any eighteen credit hours related to Forensic Science, Criminal Justice, or from the following list: 18 hrs.

FRSC 2103	Introduction to Forensic Science
MGMT 3203	Introduction to Business Law I
PSYC 3353	Forensic Psychology
PSYC 4413	Abnormal Psychology
PSYC 4453	Negotiation and Conflict Resolution

SOSC 2123	Race and Ethnic Relations
SOSC 2283	Police and Community
SOSC 3503	Social Problems
SOSC 3453	Criminal Investigation
SOSC 3433	Criminal Justice Management
SOSC 3471	Special Topics in Criminal Justice
SOSC 4803	Practicum in Social Science
SOSC 4153	Behavioral Theories of Deviance

Any independent study or honors course in which student reading
And/or research focuses on a topic related to criminal justice.

HISTORY

HISTORY B.A. REQUIREMENTS

Major Courses		
HIST 3003	History Seminar	3 hrs.
HIST 4373	Global Issues in Historical Perspective	3
Three of the following four courses (American History)		9 hrs.
	HIST 3103 History of the South to Reconstruction	
	HIST 3303 Gender Issues in American History	
	HIST 4003 British History	
	RELG 2103 American Religious History	
	SOSC 2353 Washington Federal Seminar	
Three of the following four courses (European History)		9 hrs.
	HIST 3403 Modern Russian History	
	HIST 4073 Ancient and Medieval History	
	HIST 4223 Nineteenth Century Europe	
	HIST 4353 Europe Since 1914	
Two History Electives (including one RELG course in church or Christian history – RELG 2103, 2373, or 3753)		6 hrs.
		30 hrs.
Specified General Education Courses		
HIST 1063	Survey of World Civilization	3 hrs.
HIST 2053	Survey of American History	3
		6 hrs.
Summary:		
	General Education Requirements	48
	Major Requirements	30
	Specified General Education	6
	Electives	<u>44</u>
		128

REQUIREMENTS FOR MINOR IN HISTORY

Specified General Education Courses		
HIST 1063	Survey of World Civilization	3 hrs.
HIST 2053	Survey of American History	3
		6 hrs.
Eighteen (18) hours as follows:		
Two American History courses		6
Two European or World History courses		6

One church history course (may also fulfill part of the above requirement) from the following:

- RELG 2103 American Religious History
- RELG 3753 History of Christianity
- HIST 3353 Russian Church History

Two additional upper division history courses 6 hrs.

HUMAN SERVICES

HUMAN SERVICES B.S. REQUIREMENTS (RESIDENTIAL CAMPUS PROGRAM)

Common Core:

SOSC 1003	Intro. to Sociology	3	
PSYC 2003	General Psychology	3	
RSCH 3803	Research Methods	3	
STAT 3203	Statistics	3	
SOSC 2123	Race & Ethnic Relations	3	
HIST 3303	Women's Roles in History or SEMR3283 Gender Issues	3	
SOSC 3503	Advanced Social Problems	3	
SOSC 4153	Readings in Behavioral Theory	3	
SOSC 4803	Practicum in Social Science	3	
SOSC 4703	Capstone Course in Social Science or SOSC 4993 Major Honors	3	
	TOTAL		30 hrs.

Professional Core:

SOSC 2053	Foundational Issues in Human Services	3	
SOSC 3053	Profess. and Ethical Issues in Helping Prof.	3	
	At least 12 hours of professional development courses	12	
	TOTAL		18 hrs.

Summary:	General Education Requirements	54	
	Major Requirements	48	
	Electives	<u>26</u>	
		128 hrs.	

REQUIREMENTS FOR MINOR IN HUMAN SERVICES (RESIDENTIAL CAMPUS PROGRAM)

Twenty-one hours as follows:

SOSC 2053	Foundational Issues in Human Services	3	
SOSC 3053	Prof. & Ethic Issues in Helping Professions	3	
SOSC 3503	Advanced Social Problems	3	
	Take one of these courses	3	
SOSC 2123	Race & Ethnic Relations		
SOSC 2513	Sociology of the Family		
SEMR 3283	Gender Issues		
	At least one Cultural Competency Course	3	
	At least two electives in Psychology or Social Science	6	
	TOTAL		21 hrs.

HUMAN SERVICES B.S. REQUIREMENTS (ADULT EVENING PROGRAM)

Major Courses

SOSC 2053	Foundational Issues in Human Services	3
ENGL 3173	Technical Writing	3
SOSC 3053	Prof. & Ethical Issues in Human Services	3
RSCH 3803	Research Methods (Research Project 1)	3
STAT 3253	Statistics in the Social Sciences	3
SOSC 3703	Management Issues in Helping Profession	3
PSYC 3753	Practical Counseling Skills	3
RSCH 3853	Practical Issues in Research (RP 2)	3

SOSC 3503	Advanced Social Problems	3	
SEMR 3283	Gender Issues	3	
SOSC 3603	Community Development	3	
PSYC 4453	Negotiation & Conflict Resolution	3	
SOSC 4703	Capstone Course in Social Science (RP 3)	3	
SOSC 4053	Readings in Behavioral Theory	3	
SOSC 4803	Practicum in Social Science	3	
SOSC 4003	Studies in Social Science	3	
TOTAL MAJOR HOURS			48 hrs.

Summary

General Education Requirements	54
Major Requirements	48
Electives	<u>26</u>
	128

PSYCHOLOGY

PSYCHOLOGY B.S. REQUIREMENTS

Major Courses

PSYC 3503	Found. & Prof. Issues	3 hrs.	
PSYC 3123	Human Growth & Dev.	3	
PSYC 3143	Human Info. Processing	3	
PSYC 3403	Social Psychology	3	
PSYC 4403	Personality	3	
RSCH 3803	Research Methods	3	
SOSC 4703	Capstone Course in Social Science	3	
STAT 3203	Statistics	3	
Nine (9) hours from upper level Psychology courses (300 or higher)		9	33

Specified General Education Courses

BIOL 1054	Sur. of Anatomy & Phys. or BIOL 3403 Phys. of Behavior	3/4	
BIOL 3303	Animal Behavior	3	
PSYC 2003	General Psychology	3	9 or 10

Summary:

Gen. Educ. Requirements	54
Major Requirements	32-33
Electives	43
	128

REQUIREMENTS FOR MINOR IN PSYCHOLOGY

Fifteen hours of upper level Psychology courses (300 or higher)	15 hrs.	
Either RSCH 3803 Research Methods in Psychology or STAT 3203 Statistics	3	18 hrs.

RECREATION AND LEISURE SERVICES ADMINISTRATION

RECREATION AND LEISURE SERVICES ADMINISTRATION (RLSA) B.A. REQUIREMENTS - RECREATION CONCENTRATION

Core Courses

RECR 2003	Intro. to Recreation & Leisure Services Adm.	3 hrs.
RECR 2013	Recreation Program Leadership	3
RECR 3013	Inclusive Recreation and Leisure Services	3

RECR 3203	Legal Issues for P.E., Recreation, and Sport	3	
RECR 3253	Trends & Issues in Recr., Sport & Leisure Services	3	
RECR 4613	Professional Internship (12 hrs.)	12 hrs.	27 hrs.

Recreation Concentration Courses 15 hrs.

At least nine hours from the following:

RECR 3023	Admin. of Recreation Services
RECR 3043	Sp. Fac. Plan. Oper. And Management
RECR 3163	Tourism
RECR 3173	Outdoor Recreation
RECR 4143	Leisure and Aging

At least six hours from the following: 6 hrs.

CPSC 2203	Desktop Design
PHED 1122	Wilderness Leadership Skills
PHED 1131	Cooperative Rec. Games
PHED 1162	Rhythmic Activities
PHED 2003	Org. & Administration of P.E.
PHED 3132	Methods of Teaching Minor Sports I
PHED 3152	Methods of Teaching Minor Sports II
PSYC 3103	Child Psychology
PSYC 3113	Adolescent Psychology
PSYC 3403	Social Psychology
SOSC 3503	Social Problems
YMIN 3103	Youth Camps and Retreats

Summary

Gen. Educ. Requirements	54
RLSA Core	27
Recreation Concentration	15
Electives	32
	128 hrs.

RECREATION AND LEISURE SERVICES ADMINISTRATION (RLSA) B.A. REQUIREMENTS – SPORT MANAGEMENT CONCENTRATION

Core Courses

RECR 2003	Intro. to Recreation & Leisure Services Adm.	3 hrs.	
RECR 2013	Recreation Program Leadership	3	
RECR 3013	Inclusive Recreation and Leisure Services	3	
RECR 3203	Legal Issues for P.E., Recreation, and Sport	3	
RECR 3253	Trends & Issues in Recr., Sport & Leisure Services	3	
RECR 4613	Professional Internship (12 hrs.)	12 hrs.	27 hrs.

Sport Management Concentration Courses 15 hrs.

At least nine hours from the following:

MGMT 3313	Prin. of Management
MGMT 3323	Human Resource Management
MCMT 3503	Prin. of Marketing
RECR 3353	Sport Finance

At least six hours from the following:

ACCT 2003	Principles of Accounting I
CPSC 2203	Desktop Design
MGMT 2403	Entrepreneurship
PHED 2003	Org. & Administration of P.E.
RECR 3023	Admin. of Recreation & Leisure Service
RECR 3043	Sport Fac. Plan. Oper. & Management

Summary		
Gen. Educ. Requirements	54	
RLSA Core	27	
Recreation Concentration	15	
Electives	32	
	128 hrs	

RECREATION AND LEISURE SERVICES ADMINISTRATION (RLSA) B.A. REQUIREMENTS – TOURISM CONCENTRATION

Core Courses		
RECR 2003	Intro. to Recreation & Leisure Services Adm.	3 hrs.
RECR 2013	Recreation Program Leadership	3
RECR 3013	Inclusive Recreation and Leisure Services	3
RECR 3203	Legal Issues for P.E., Recreation, and Sport	3
RECR 3253	Trends & Issues in Recr., Sport & Leisure Services	3
RECR 461	Professional Internship (12 hrs.)	12 hrs.
		27 hrs.

Tourism Concentration Courses		12 hrs.
RECR 3163	Tourism	
RECR 3483	Special Events Planning	
RECR 3443	Tourism Marketing and Promotion	
	Or MGMT 3503 Principles of Marketing	
RECR 3463	Cultural and Heritage Tourism	
	Or PSYC 3403 Social Psychology	

At least six hours from the following:		6 hrs.
CPSC 2203	Desktop Design	
CPSC 2293	Web Page Design and Programming	
MGMT 3133	Principles of Management	
MGMT 3233	Human Resource Management	

Summary		
Gen. Educ. Requirements	54	
RECR Core	27	
Tourism Core	12	
Tourism Required electives	6	
Electives	29	
	128 hrs	

SOCIAL SCIENCE

SOCIAL SCIENCE B.A. REQUIREMENTS (RESIDENTIAL CAMPUS PROGRAM)

Common Core:		
SOSC 1003	Intro. to Sociology	3
PSYC 2003	General Psychology	3
RSCH 3803	Research Methods	3
STAT 3203	Statistics	3
SOSC 2123	Race & Ethnic Relations	3
HIST 3303	Women's Roles in History or SEMR3283 Gender Issues	3
SOSC 3503	Advanced Social Problems	3
SOSC 4153	Readings in Behavioral Theory	3
SOSC 4703	Capstone Course in Social Science or SOSC 4993 Major Honors	3
	TOTAL	27 hrs.

Professional Core:	
18 hours of Social Science or Economics Courses	18 hrs.

Summary:	
General Education Requirements	54
Major Requirements	45
Electives	29
	128

Concentration in Global Studies

At least 15 hours from: 15 hrs.
 SOSC 2123 World Regional Geography
 SOSC 2152 Economic Geography
 SOSC 4003 Studies in Social Science
 ECON 2053 Microeconomics
 ECON 2063 Macroeconomics
 SOSC 2003 Cultural Anthropology
 RELG 3023 Intro. CC Ministry
 History courses 300 level or higher

Concentration in Law and Public Policy
 Limited to Social Science majors.
 Courses must include at least twelve hours from the following: 15 hrs.
 HIST 4373 Global Issues in Historical Perspective
 MGMT 3203 Business Law I
 MGMT 3213 Business Law II
 SOSC 2053 Foundational Issues in Human Services
 SOSC 2253 Introduction to Criminal Justice
 SOSC 2353 Washington Federal Seminar
 SOSC 3213 Comparative Politics
 SOSC 3413 Criminal Law

Concentration in General Sociology
 At least five of the following: 15 hrs.
 HIST 3303 Women's Roles in History or SEMR 3283 Gender Issues
 MGMT 3413 Organizational Behavior
 SOSC 2003 Cultural Anthropology
 SOSC 2103 Sex, Courtship, and Marriage
 SOSC 2513 Sociology of the Family
 SOSC 3403 Social Psychology

Concentration in Human Services
 The following courses: 15 hrs.
 SOSC 2053 Foundational Issues in Human Services
 SOSC 3053 Professional and Ethical Issues in the Help Prof.
 SOSC 3073 Management Issues in the Helping Prof.
 SOSC 3503 Advanced Social Problems
 SOSC 4803 Practicum in Social Science

REQUIREMENTS FOR MINOR IN SOCIAL SCIENCE (RESIDENTIAL CAMPUS PROGRAM)

PSYC 2003 General Psychology 3
 SOSC 1003 Introduction to Sociology 3
 At least fifteen hours in criminal justice, economics 15 hrs.
 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.
 Total Minor Hours 21 hrs.

SCHOOL OF BUSINESS

Dr. Royce Caines, Dean

VISION STATEMENT

The School of Business will build on the student-centered tradition of Southern Wesleyan University to become the program of choice for students seeking a high quality business education delivered with a Christian perspective. The School will be responsive to the educational needs of all stakeholders in an atmosphere that helps men and women become all that God intends them to be.

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.

Degrees Offered

Degree programs are offered in two different formats for different student populations. Business degrees are offered in a traditional two semester setting at the main campus and in an accelerated format for adult students at five learning centers.

For **Traditional students**, the Bachelors of Science in Accounting and the Bachelor's of Science in Business Administration are offered.

For **Adult students**, the School offers degrees at three levels.

- (1) Associates in Business
- (2) Bachelor of Science in Business Administration and B.S. in Management
- (3) Graduate degrees offered are the Master's of Business Administration (MBA) and the Master's of Science in Management (MSM)

The degree requirements for the various degree programs are listed below.

Traditional Program

Program Goals

Southern Wesleyan University graduates in business administration....

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

Bachelor of Science (B.S.) Accounting

Courses in Major

ACCT	2003	Principles of Accounting I	3
ACCT	2013	Principles of Accounting II	3
ACCT	1051	Accounting with Quickbooks	3
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	Managerial Accounting	3
ACCT	4013	Advanced Accounting I	3
ACCT	4023	Advanced Accounting II	3
ACCT	4303	Auditing	3
ACCT	4511	Accounting Seminar	1

Additional Requirements

CPSC	2013	Advanced Software	3
ECON	2053	Microeconomics	3
MGMT	3203	Business Law I	3
MGMT	3213	Business Law II	3
MGMT	3613	Managerial Finance I	3
MGMT	3623	Managerial Finance II	3
MGMT	1501	Freshman Business Seminar	1
MGMT	4501	Management Seminar	1
STAT	3123	Statistics for Accounting and Business	3

Specified General Education Courses

ECON	2063	Macroeconomics	3
MATH	1024	Algebra & Trigonometry or MATH 1033 Applied Calculus or MATH 2504 Calculus (preferred)	3

Summary:

Total General Education Requirements	54	
Courses in Major	32	
Additional Requirements	26	
Electives	16	
Total		128

Bachelor of Science (B.S.) Business Administration

Courses in Major

MGMT	1003	Introduction to Business	3
MGMT	1501	Freshman Business Seminar	1
ACCT	2003	Principles of Accounting I	3
ACCT	2013	Principles of Accounting II	3
ACCT	3113	Income Tax I	3
ECON	2053	Microeconomics	3
MGMT	3203	Business Law I	3
		or MGMT 3213 Business Law II	
MGMT	3313	Principles of Management	3
MGMT	3323	Human Resources Management	3
MGMT	3413	Organizational Behavior	3
MGMT	3503	Principles of Marketing	3
MGMT	3613	Managerial Finance I	3
MGMT	3623	Managerial Finance II	3
MGMT	4403	Management Policy	3
MGMT	4511	Senior Business Seminar	1
MGMT	4803	Management Practicum	3

Additional Requirements

CPSC	2013	Advanced Software	3
STAT	3123	Statistics for Accounting and Business	3

Specified General Education Courses

ECON	2063	Macroeconomics	3
MATH	1024	Algebra & Trigonometry	3
		or MATH 1033 Applied Calculus	
		or MATH 2504 Calculus (preferred)	

Summary:

Total General Education Requirements	54	
Courses in Major	44	
Additional Requirements	6	
Electives	24	
Total		128

Available Minors in School of Business Traditional Program

Accounting Minor

Eighteen (18) Hours selected from following courses

ACCT	2003	Principles of Accounting I	3
ACCT	2013	Principles of Accounting II	3
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	Managerial Accounting	3
ACCT	4303	Auditing	3
MGMT	3213	Business Law II	3

Business Administration Minor

Eighteen (18) Hours selected from following courses

ACCT	2003	Principles of Accounting I	3
ECON	2063	Macroeconomics	3
MGMT	3313	Principles of Management	3
MGMT	3323	Human Resources Management	3
MGMT	3413	Organizational Behavior	3
MGMT	3503	Principles of Marketing	3
MGMT	4303	Production and Operations Management	3

Management Minor

Eighteen (18) Hours selected from following courses

MGMT	3203	Business Law I	3
MGMT	3213	Business Law II	3
MGMT	3313	Principles of Management	3
MGMT	3323	Human Resources Management	3
MGMT	3413	Organizational Behavior	3
MGMT	3503	Principles of Marketing	3
MGMT	4303	Production and Operations Management	3
MGMT	4403	Management Policy	3

Adult & Graduate Studies Programs

Associate of Science in Business

The following courses are offered in Bachelor's Step I and Step II cores which can lead to an Associate of Science in Business.

Bachelor's Step I (32 Semester Hours)

SEMR	2013	College and the Working Adult
ENGL	1054	Writing for Adults
BIBL	1013	Old Testament Survey
PHED	1181	Lifetime Leisure Studies
PHSC	1513	Physical Science II
BIBL	2013	Studies in the New Testament
ASTH	2053	Aesthetics
ENGL	2053	World Cultural Literature
ELG	2403*	Basic Christian Beliefs
HIST	2203	America in a Changing World

Bachelor's Step II (31 Semester Hours) Minimum grade of 1.6 required

CPSC	1103*	Introduction to Computers
ENGL	2103*	Public Speaking
MGMT	2023*	Introduction to Issues in Management
MGMT	3503*	Principles of Marketing
ACCT	1204*	Survey of Accounting
ECON	2003	Principles of Macroeconomics
MGMT	2403	Entrepreneurship
MGMT	3303	Introduction to Production/Operations MGMT
MGMT	3363	Principles of Quality Management
SEMR	3803+	Issues in Careers and Leisure

*Equivalent course work may transfer for these courses.
 +Offered for Elective credit, Not a required course for the major.
 64 total semester hours required.

B. S. Business Administration (Adult Evening Program)

Core Courses (49 Semester Hours)

ACCT	1204	Survey of Accounting	4
PSYC	1204*	Applied Psychology and Effective Management is a required alternative for students transferring credit for ACCT 1204	
ACCT	3053	Financial and Managerial Accounting	3
ECON	2013	Principles of Microeconomics	3
ENGL	2093	Communications for College and Career	3
MGMT	2164	Introduction to MIS	4
MGMT	3013	Management and Leadership	3
MGMT	3233	Business Law and Government Relations	3
MGMT	3553	Marketing for Managers	3
MGMT	3603	Financial Management	3
MGMT	4053	Management Policy and Strategy	3
MGMT	4203	International Business	3
PHIL	4253	Management Ethics	3
RSCH	4873	Research Project I	3
RSCH	4882	Research Project II	2
RSCH	4891	Research Project III	1
SEMR	2222	Tools & Techniques of Self-Management	2
STAT	3013	Statistics I	3
Total Business Core			49
General Education			28
Additional Requirements (electives)			51
Total Hours Required			128

B. S. Management (Adult Evening Program)

Core Courses (49 Semester Hours)

ACCT	1204	Survey of Accounting	4
PSYC	1204*	Applied Psychology and Effective Management is a required alternative for students transferring credit for ACCT 1204	
ECON	2013	Principles of Microeconomics	3
ENGL	2093	Communications for College and Career	3
MGMT	2164	Introduction to MIS	4
MGMT	3013	Management and Leadership	3
MGMT	3343	Human Resources Management	3
MGMT	3353	Organizational Behavior	3
MGMT	3603	Financial Management	3
MGMT	4053	Management Policy and Strategy	3
MGMT	4363	Labor Relations	3
PHIL	4253	Management Ethics	3
PSYC	4453	Negotiation and Conflict Resolution	3
RSCH	4873	Research Project I	3
RSCH	4882	Research Project II	2
RSCH	4891	Research Project III	1
SEMR	2222	Tools & Techniques of Self-Management	2
STAT	3013	Statistics I	3
Total Management			49
General Education			28
Additional Requirements (electives)			51
Total Hours Required			128

SCHOOL OF EDUCATION

Dr. Paul Shotsberger, 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

The goals of the School of Education are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles:

- Principle 1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
- Principle 7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.
- Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Principle 11: The teacher demonstrates dispositions that promote scholarship within a Christian ethic of care. (Southern Wesleyan University)

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, 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, music, and physical education.

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	K-3
Elementary Education	2-6
Early Childhood/Elementary Combination	K-6
Biology Education	9-12
English Education	9-12
Mathematics Education	9-12
Music Education	9-12
Physical Education	PK-12
Special Education	PK-12

The teacher candidate must complete 30 hours of professional education courses and 29 hours 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 I: Academic Skills Assessments

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 I: Academic Skills Assessments, 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 when the application for admission to Lock I is submitted in order to be on schedule for program completion.

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 their respective education advisor or the Dean of the School of Education.

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 National Council for Accreditation of Teacher Education (NCATE) 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 on line at <http://www.swu.edu/academics/education>

Lock I Admission to the Teacher Education Program

Area I: Program Requirements and Criteria

Requirement	Criteria
Lock I Application	<ul style="list-style-type: none"> ● application for admission to Lock I ● statement indicating adherence to a Code of Professional Ethics. ● minimum cumulative grade point average (GPA) of 2.5 ● successful completion of Praxis I ● within 80 hours of the completion of the education curriculum.
Program Completion Proposal	<ul style="list-style-type: none"> ● curriculum sequence proposal indicating that all course work will be completed prior to the semester of Clinical Experience I.

Area II: Performance Requirements and Criteria

- | | |
|-----------------------------|--|
| Interview/ Portfolio Review | <ul style="list-style-type: none"> • presentation/interview assessed by an education committee regarding competency in INTASC principles 6 (communication techniques), 10 (student’s perceptions concerning relations among constituents), and 11 (disposition towards a Christian ethic of care). • electronic portfolio presentation |
|-----------------------------|--|

Area III: Content Requirements and Criteria

- | | |
|----------------------------|---|
| Field Component Assessment | <ul style="list-style-type: none"> • Initial Assessments of the Pre-Teacher Candidate |
| Faculty Recommendations | <ul style="list-style-type: none"> • Faculty Recommendations for the Teacher Candidate |

Lock II Admission to the Clinical Experience

Area I: Program Requirements and Criteria

- | Requirement | Criteria |
|---------------------------------|---|
| Lock II Application | <ul style="list-style-type: none"> • application for admission to Lock II • minimum cumulative grade point average (GPA) of 2.5. • statement indicating adherence to a Code of Professional Ethics. • recommendation of the Office of Student Life. |
| Clinical Experience Application | <ul style="list-style-type: none"> • transcript indicating all course work will be completed prior to enrollment in Clinical Experience I. • submission of all necessary materials/documents to facilitate an application for teacher certification |

Area II: Performance Requirements and Criteria

- | | |
|------------------|---|
| Portfolio Review | <ul style="list-style-type: none"> • electronic portfolio presentation |
|------------------|---|
- Area III: Content Requirements and Criteria**
- | | |
|----------------------------|--|
| Field Component Assessment | <ul style="list-style-type: none"> • Pre-Clinical Assessment form |
| Praxis II Tests | <ul style="list-style-type: none"> • evidence that Praxis II: Subject Assessment Tests and the Praxis II: Principles of Learning and Teaching (PLT) Test have either been <u>attempted or passed</u>. |

Lock III Exit from the Teacher Education Program

Area I: Program Requirements and Criteria

- | Requirement | Criteria |
|----------------------|---|
| Lock III Application | <ul style="list-style-type: none"> • application for admission to Lock III • statement indicating adherence to a Code of Professional Ethics. • minimum cumulative grade point average (GPA) of 2.5. |

Area II: Performance Requirements and Criteria

- | Requirement | Criteria |
|--------------------------------|--|
| Portfolio Review | <ul style="list-style-type: none"> • electronic portfolio presentation |
| Clinical Experience Assessment | <ul style="list-style-type: none"> • minimum final grades of 2.5 in Clinical Experience I, II • ADEPT Performance Standards rating |

Area III: Content Requirements and Criteria

- | Requirement | Criteria |
|-------------------------------|--|
| Clinical Component Assessment | <ul style="list-style-type: none"> • Clinical Assessment of the Teacher Candidate |

Certification
Recommendation

- recommendation by the Coordinator of Field Studies for teacher certification by the SC State Department of Education
- minimum scores on Praxis II: Subject Assessment Tests and the Praxis II: Principles of Learning and Teaching (PLT) Test.

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 part-time employment during the clinical experience semester is strongly discouraged. Permission from the Coordinator of Field Studies must be obtained to maintain part-time 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 Documents” link.

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

Title II Report

Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The table below presents the latest data submitted to the Department of Education by the Southern Wesleyan University School of Education.

Title II Report for Academic Year 2007-2008

Table C2: Aggregate And Summary Institution-Level Pass-Rate Data:
Regular Teacher Preparation Program

Institution Name: Southern Wesleyan University				
Academic year: 2006-2007				
Total number of program completers: 42				

Type of Assessment	Number taking One or More Assessments	Number Passing Assessments	Institutional Pass Rate	2005-06 Statewide Pass Rate
Aggregate: Basic Skills	42	42	100%	99%
Aggregate: Professional Knowledge	42	42	100%	95%
Aggregate: Academic Content Areas (Math, English, Biology etc.)	6	6	100%	97%
Aggregate: Other Content Areas (Career/Technical Ed, Health Ed, etc.)	29	29	100%	96%
Aggregate: Teaching Special Populations (Special Education, ESL, etc.)	7	7	100%	97%
Performance Assessments				
Summary Totals and Pass Rates	42	42	100%	98%

Number of Students in the Program 171
 Average Number of Hours of Supervised Practice Teaching 578
 Student/Faculty Ratio in Supervised Practice Teaching 3:1
 Institution's Accreditation Status Approval

EARLY CHILDHOOD EDUCATION - B.S. REQUIREMENTS

Major Courses			Hours	Minimum GPA
EDUC	2033	Early Childhood Math Methods	3	2.0
EDUC	3072	Emergent Literacy	2	2.0
EDUC	3042	Children's Literature	2	2.0
EDUC	3742	Teaching Creative Arts in the Elem. School	2	2.0
EDUC	3362	Behavior of the Preschool Child	2	2.0
EDUC	3773	Meth of Teaching Science/Field Exp – Early Childhood	3	2.0
EDUC	4043	Teaching Reading for Gen. and Special Ed.	3	2.0
EDUC	4052	Assessing Reading and Guiding Instruction	2	2.0
EDUC	4013	Meth of Teaching Social Studies—Early Childhood	3	2.0
MATH	1013	Fundamentals of Math II	3	1.6
PHED	4063	Health & P.E. in the Elem. School	3	2.0
SOSC	2152	Economic Geography	2	1.6
Specified General Education Courses				
ENGL	2053	World Literature (Cultural)	3	1.6
MATH	1003	Fundamentals of Math I	3	1.6
PSYC	2003	General Psychology	3	1.6
HIST	2053	Survey of American History	3	1.6
BIOL	1103	Biology for Non-majors	3	1.6
PHSC	1503	Intro. to Chemistry & Physics	3	1.6
PHSC	1513	Intro. to Astronomy & Earth Science	3	1.6
HIST	1063	Survey of World Civilization	3	1.6
Professional Education Courses				
EDUC	1201	Introduction to Education	1	2.0
EDUC	2113	Foundations of Education	3	2.0
EDUC	3203	Intro Psych of Exceptional Child	3	2.0
EDUC	3292	Classroom Management	2	2.0
EDUC	3523	Curriculum, Instruct, Assess Gen/Special Education	3	2.0
EDUC	3663	Effective Methods Early Childhood/Field Experience	3	2.0
EDUC	4502	Pre-clinical Experience	2	P
EDUC	4628	Clinical Experience I	8	2.5
EDUC	4638	Clinical Experience II	8	2.5
PSYC	3103	Child Psychology	3	2.0

<u>Summary:</u>		
General Education Requirements		57 (24 specified)
Major Requirements		30
Professional Education Courses		36
Electives		5
<hr/>		
Total Number Credit Hours		128 hrs.

Any course substituted for EDUC course must have a minimum GPA of 2.0.

ELEMENTARY EDUCATION - B.S. REQUIREMENTS

Major Courses			Hours	Minimum GPA
EDUC	2043	Elementary School Math Methods	3	2.0
EDUC	3042	Children's Literature	2	2.0
EDUC	3702	Teaching Language Arts in Elem. School	2	2.0
EDUC	3763	Teaching Science in the Elem. Sch/Field Experience	3	2.0
EDUC	3742	Teaching Creative Arts in the Elem. School	2	2.0
EDUC	3783	Teaching Social Studies in Elem. School	3	2.0
EDUC	4043	Teaching Reading for General and Special Ed	3	2.0
EDUC	4052	Assessing Reading and Guiding Instruction	2	2.0
MATH	1013	Fundamentals of Math II	3	1.6
PHED	4063	Health & P.E. in the Elem. School	3	2.0
SOSC	2152	Economic Geography	2	1.6
<hr/>				
Specified General Education Courses				
ENGL	2053	World Literature (Cultural)	3	1.6
HIST	1063	Survey of World Civilization	3	1.6
HIST	2053	Survey of American History	3	1.6
MATH	1003	Fundamentals of Math I	3	1.6
PHSC	1503	Intro. to Chemistry & Physics	3	1.6
PHSC	1513	Intro. to Astronomy & Earth Science	3	1.6
PSYC	2003	General Psychology	3	1.6
BIOL	1103	Biology for Non-Majors	3	1.6
<hr/>				
Professional Education Courses				
EDUC	1201	Introduction to Education	1	2.0
EDUC	2113	Foundations of Education	3	2.0
EDUC	3003	Effective Methods for Elem. Sch/Field Exp	3	2.0
EDUC	3203	Intro. to Psychology of Exceptional Children	3	2.0
EDUC	3292	Classroom Management	2	2.0
EDUC	3523	Curriculum, Instruct., Assess. Gen/Special Education	3	2.0
EDUC	4502	Pre-Clinical Experience	2	P
EDUC	4628	Clinical Experience I	8	2.5
EDUC	4638	Clinical Experience II	8	2.5
PSYC	3103	Child Psychology	3	2.0

<u>Summary:</u>		
General Education Requirements		57
Major Requirements		28
Professional Education Courses		36
Electives		7
<hr/>		
Total Credit Hours	128 hrs.	

Any course substituted for EDUC course must have a minimum GPA of 2.0.

ADD-ON CERTIFICATE PROGRAM IN MIDDLE SCHOOL

Courses:		
EDUC	3123	Effective Methods for Middle and Secondary School w/ Field Experience
EDUC	3383	Curriculum for the Middle School w/ Field Experience
EDUC	3273	Teaching Reading & Writing in Middle & Secondary School w/Field Experience plus 24 hours in content area classes

PHYSICAL EDUCATION

B.S. REQUIREMENTS

Major Courses

PHED	2002	Health Education	2
PHED	1162	Rhythmic Activities	2
PHED	2003	Organ.& Adm. Health & P.E.	3
PHED	2043	Foundations of P.E.	3
PHED	3023	Prev. & Treat. Athlet. Injur	3
PHED	3033	P.E. & Rec. Adapt Sch. Prog.	3
PHED	3052	Kinesiology	2
PHED	3062	Physiology of Exercise	2
PHED	3082	Meth. Teach. Soccer/Vball	2
PHED	3092	Methods of Teach. Basketball	2
PHED	3102	Methods of Teach. Football	2
PHED	3132	Minor Sports I	2
PHED	3152	Minor Sports II	2
PHED	4033	Tests & Measure. in P.E.	3
PHED	4063	Health & P.E. Elem. Sch.	3

Professional Education Courses

EDUC	1201	Introduction to Education	1
EDUC	2113	Foundations of Education	3
EDUC	3003	Effective Methods Elem. Sch./Field Exp.	3
EDUC	3272	Teach. Reading in the Sec. Sch. w/ Field Exp.	2
EDUC	3292	Classroom Management	2
EDUC	4502	School Practicum	2
EDUC	4628	Clinical Experience I	8
EDUC	4638	Clinical Experience II	8
PSYC	3123	Human Growth & Dev.	3

Specified General Education Courses

BIOL	1054	Survey of Anat. & Physiology	4
ENGL	2053	World Literature (Cultural)	3
HIST	1063	Survey of World Civilization	3
HIST	2053	Survey of American History	3
MATH	1003	Fundamentals of Math	3
PHED	1021	Swimming	1
PHED	1101	Gymnastics	1
PHSC	1503	Intro. to Chemistry & Physics	3
PHSC	1513	Intro. to Astronomy & Earth Science	3
PSYC	2003	General Psychology	3

Summary:

General Education Requirements	54
Major Requirements	36
Professional Education Courses	32
Electives	6

Total Credit Hours 128 hrs.

SPECIAL EDUCATION (Multi-Categorical, Mild to Moderate Disabilities)

B.S. REQUIREMENTS

Major Courses			Hours	Minimum GPA
EDUC	2043	Elem School Math Meth.	3	2.0
EDUC	3742	Teaching Creative Arts Elem. School	2	2.0
EDUC	3233	Meth. of Teach. Learn. Dis.	3	2.0
EDUC	3243	Psych. of the Mental. Retarded/Field Exp.	3	2.0
EDUC	3253	Proc. for Mildly Handicapped	3	2.0
EDUC	4043	Teaching Reading in General and Special Edu.	3	2.0
EDUC	4233	Character. of Learn. Disabilities	3	2.0
EDUC	4243	Psychology of Behavior/Emotional Disorders	3	2.0
EDUC	4253	Educational Proc. for Emotionally Handicapped and/or Behavior Disordered Student	3	2.0

EDUC	4413	Disorders of Personality	3	2.0
PHED	3033	P.E. & Recreation for Adapted School Program	3	2.0
SOSC	2152	Economic Geography	2	1.6

Specified General Education Courses

ENGL	2053	World Literature (Cultural)	3	1.6
HIST	1063	Survey of World Civilization	3	1.6
HIST	2053	Survey of American History	3	1.6
MATH	1003	Fundamentals of Math I	3	1.6
PHSC	1503	Intro. to Chemistry & Physics	3	1.6
PHSC	1513	Intro. to Astronomy & Earth Science	3	1.6
PSYC	2003	General Psychology	3	1.6
BIOL	1103	Biology for Non-Majors	3	1.6

Professional Education Courses

EDUC	1201	Introduction to Education	1	2.0
EDUC	2113	Foundations of Educ.	3	2.0
EDUC	3003	Effective Meth. Elem. Sch./Field Exp.	3	2.0
EDUC	3203	Intro. to Exceptional Child	3	2.0
EDUC	3292	Classroom Management	2	2.0
EDUC	3523	Curriculum, Instruct., Assess. General/ Special Ed	3	2.0
EDUC	4502	Pre-Clinical Experience	2	P
EDUC	4628	Clinical Experience I	8	2.5
EDUC	4638	Clinical Experience II	8	2.5
PSYC	3123	Human Growth & Dev.	3	2.0

Summary:

General Education Requirements	57
Major Requirements	34
Professional Education Courses	36
Electives	1
Total Credit Hours	128 hrs.

ADD-ON CERTIFICATE PROGRAM IN SPECIAL EDUCATION

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.

Courses:

EDUC	3203	Intro. to Psych. Except. Child
EDUC	3233	Meth. Teach. Learn. Disabled
EDUC	3523	Curriculum, Instruct., Assess. for General/Special Education
EDUC	3292	Classroom Management
EDUC	4043	Teach. Reading and Writing Elem. School & Spec.Ed.
EDUC	4233	Character. Learning Disabilities
EDUC	4503	Learning Disabled Practicum

For further information, including sequencing of courses and financial aid arrangements, call 1-800-282-8798.

ADD-ON CERTIFICATE PROGRAM IN SPECIAL EDUCATION

Mentally Retarded

The Add-On Certificate Program in Special Education is offered only to teachers holding a current up-to-date certificate in some teaching field.

Courses:

EDUC	3203	Intro. to Psych. Except. Child
EDUC	3243	Psych. of the Mental. Retarded w/ Field Exp.
EDUC	3253	Proc. for the Mildly Handicapped
EDUC	3523	Curriculum, Instruct., Assess. for General/Special Education
EDUC	3292	Classroom Management
EDUC	4043	Teaching Reading and Writing Elem. School & Sp. Educ.
EDUC	4233	Character. of Learn. Disabilities
EDUC	4503	Mental Retardation Practicum

For further information, including sequencing of courses and financial aid arrangements, call 1-800-282-8798.

Any course substituted for EDUC course must have a minimum GPA of 2.0.

REQUIREMENTS FOR ATHLETIC COACHING MINOR

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	3xx2	Principles Ethics & Issues of Athletic Coaching	2
PHED	4001	Studies in P.E./Coaching Internship	1

Two of the Following (4 credits)

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 Minor Sports	2
PHED	3152	Methods of Teaching Physical Activity & Exercise	2

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.

Graduate courses carry 5 as the first digit.

ACCOUNTING COURSES

ACCT 0990 ACCOUNTING PREREQUISITE

An introductory course in accounting, designed to prepare students for accounting courses in Southern Wesleyan graduate programs.

ACCT 1204 SURVEY OF ACCOUNTING

The preparation, reporting, and analysis of financial data for a sole proprietorship, a partnership, and corporations. Qualitative characteristics of accounting information, inventory evaluation, depreciation, and cash flow analysis.

ACCT 2003 PRINCIPLES OF ACCOUNTING I

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 MANAGERIAL ACCOUNTING II

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

An introduction to computer software used in accounting practice. Required for all business majors with a concentration in Accounting.

ACCT 3003 INTERMEDIATE ACCOUNTING I

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

A continuation of ACCT 3013 with emphasis on generally accepted accounting practices (GAAP) with more complexity. Prerequisite: ACCT 3003.

ACCT 3113. INCOME TAX I

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

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. MANAGERIAL ACCOUNTING

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 400. STUDIES IN ACCOUNTING

Special topics in accounting not covered in other accounting courses. One to three hours depending on the topic.

ACCT 4013. ADVANCED ACCOUNTING I

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 4023: ADVANCED ACCOUNTING 11

A continuation and extension of the concepts in ACCT 4013. Prerequisite: ACCT 4013

ACCT 4203. AUDITING

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 480.ACCOUNTING INTERNSHIP

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)

ACCT 4993. Major Honors

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 2053. Aesthetics

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)

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

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.

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)

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)

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)

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)

Continuation of AS 209.

AS 309C. Air Force Leadership and Management III 4 (3, 2)

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)

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)

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)

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

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

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

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)

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)

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 2013. Studies in the New Testament (AGS)

An exploration of issues of interest and importance in understanding the New Testament. Among the topics examined: the Roman world of the first century A.D.; development of the New Testament canon; interpretive principles for New Testament study; the so-called "Synoptic Problem"; textual considerations; profiles of New Testament authors; and major themes of the New Testament.

BIBL 2113. Genesis – Inductive Bible Study

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 2363. Mark – Inductive Bible Study

A basic introduction to inductive Bible study methods, aimed at enabling the student to begin developing and refining his or her ability to study the Bible accurately, systematically, and independently. Emphasis on developing skills in observation, interpretation, and application. Parts of the Gospel of Mark are used to demonstrate and practice a methodical approach to Bible study that may be used as a basis for subsequent study in other biblical books.

BIBL 3343. Early Pauline Epistles

A doctrinal and historical study of Romans through Galatians and Thessalonians. Prerequisite: BIBL 1003, 1023, 1063, or 2013.

BIBL 3353. Later Pauline Epistles

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. Prerequisite: BIBL 1003, 1023, 1063, or 2013.

BIBL 3363. Hebrews and General Epistles

An analytical study of the doctrinal and practical truths set forth in the New Testament books of Hebrews through Jude. Prerequisite: BIBL 1003, 1023, 1063, or 2013.

BIBL 3393. Acts

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 missions. Prerequisite: BIBL 1003, 1023, or 2013.

BIBL 3503. The Gospel of John

An inductive study of the Fourth Gospel. Special attention will be given to Johannine theology and the unique characteristics of this non-synoptic gospel. Prerequisite: BIBL 1003, 1023, 1063, or 2013.

BIBL 4003. Studies in Bible

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

Any topic in Bible that meets the approval of the division chair and academic dean. 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, 1053 or 2013

BIBL 4073: The Holy Land Prerequisite BIBL 1003, 1013, 1023, 1053, or 2013

Offered on sufficient demand.

BIBL 4353. Women in the Bible

This course is designed to introduce students to the female characters in the Old and New Testaments. In addition to detailed studies of a number of women who appear in the Bible, the course will explore the role of women in the religious and social culture of the Old and New Testaments.

BIBL 4433. Psalms and Wisdom Literature

An analysis of Old Testament Israel's devotional and wisdom resources in Psalms, Proverbs, Job, Ecclesiastes, and the Song of Solomon. Prerequisite: BIBL 1003, 1013, 1053, or 2013.

BIBL 4463. The Revelation and Biblical Prophecy

A study of biblical eschatology and apocalyptic literature in both the Old and New Testaments. The primary focus will be on the Revelation to St. John—its historical setting, the varieties of interpretations of its message, and its relevance to the church today. Prerequisite: BIBL 1003, 1013, 1023, 1053, or 2013.

BIBL 4473. Pre-Exilic Prophets

The minor prophets Hosea to Zephaniah and the major prophet Isaiah, studied in the light of their historical background and message. Prerequisite: BIBL 1013 or 1053.

BIBL 4483. Exilic and Post-Exilic Prophets

The books of Jeremiah through Daniel and the minor prophets Haggai through Malachi, studied in the light of their historical background and message. Prerequisite: BIBL 1013 or 1053

BIBL 4893. Survey of Biblical Study

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: Either BIBL 1003, 1013, 1023, 1053, or 2013.

BIBL 490-498. Independent Study (1-3 hours each semester)

BIOLOGY COURSES

BIOL 1004, BIOL 1014. General Biology I, II

General Biology I would encompass scientific philosophy and methodology, chemistry and biochemistry, cell biology and genetics. General Biology II would encompass evolution, taxonomy and diversity, basic plant anatomy and physiology, basic animal anatomy and physiology, and ecology. Both semesters include laboratory. Lab fee required.

BIOL 1054. Survey of Anatomy and Physiology

A one-semester survey emphasizing the interrelationships between the various human organ systems. Does not give credit toward a biology, medical technology, pre-medical/pre-dental majors, or nursing. Prerequisite: BIOL 1103, 1004, 2033 or 2034 or PSYC 2003 or permission of instructor. Includes laboratory. Lab fee required.

BIOL 1104. Biology for Non-Majors

An introduction for non-majors emphasizing philosophy of science, cell biology, genetics, diversity of organisms, ecology, and evolution. Includes laboratory. Lab fee required.

BIOL 2001. Biology Cornerstone Seminar

An introductory seminar for biology majors dealing with the use of library, methods and goals of research, and vocational options for the biologist. Prerequisite: Instructor's permission. P/NC. May be taught concurrently with CHEM 2001.

BIOL 2024. Botany

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. Lab fee required.

BIOL 2034. Zoology

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. Lab fee required.

BIOL 2051. Scientific Literacy. Course required the second semester of the freshman year in which students learn to write for scientific "publications" and labs, and learn to critique scientific literature appropriately.

BIOL 2074. Environmental Biology

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. Lab fee required.

BIOL 2102 (or 2103). Medical Terminology

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

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

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. Lab fee required.

BIOL 2263. Ecology of the Rocky Mountains

An on-site study of the interrelationships that exist between the geology, geography, flora and fauna of the Colorado Rocky Mountains. Offered May Term only. Extra fee. Prerequisite: two semesters of lab science.

BIOL 2351. Ornithology Seminar

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. (Offered in alternate spring semesters; course will begin in March.)

BIOL 2371 Wildlife and Conservation Biology Seminar

An exploration of basic principles of ecology and how they apply to the management and conservation of wildlife. Course lecture and student research material will be supplemented with lectures by representative from local natural resource agencies and through field trips, which might require minimal cost, to local wildlife management demonstration areas. Current trends in wildlife and conservation biology will be addressed through reviews of current research literature. (Offered in alternate spring semesters.)

BIOL 2393 Biology in the News

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 3033. Immunology

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

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. Lab fee required.

BIOL 3074. Field Biology

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. Lab fee required.

BIOL 3104. Microbiology

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. Lab fee required.

BIOL 3204, 3214. Anatomy and Physiology I, II

A two-semester study of human structure and function as an integrated whole. Prerequisites: BIOL 1004, 2034. BIOL 3204, or instructor's permission, is a prerequisite for BIOL 3214. Includes laboratory. Lab fee required.

BIOL 3254 (CHEM 3254). Biochemistry

A study of physiologically significant organic molecules. Prerequisites: BIOL 1004, CHEM 2504, or Medical Laboratory Technician or equivalent certification. Includes laboratory. Lab fee required.

BIOL 3303. Animal Behavior

Designed to investigate the physiological bases of animal behavior and the behavior of animals in response to their environment. PSYC 3303 is identical. Prerequisites: PSYC 2003; BIOL 1004, 1054, 1103, 2033 or 2034; ENGL 1013.

BIOL 3313. Bioethics

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, medical technology, pre-dentistry, and pre-medicine majors.

BIOL 3403. Physiology of Behavior.

Designed to investigate the anatomical and physiological basis of human behavior, including the physiological bases of dis and disorders which affect human behavior. Prerequisites: PSYC 2003; BIOL 1004, 1054, 1103, 2033 or 2034. (May not be used to meet the physiology requirement in a biology major.)

BIOL 3454. Cellular and Molecular Biology

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. Lab fee required.

BIOL 3504. Genetics

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. Lab fee required.

BIOL 3653. The Ecology of South Carolina—Mountains to the Sea

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 Mayterm.)

BIOL 3753/5753. Natural History for Teachers – Bringing Nature to the Classroom

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 400-419. Biology Studies (1 to 4 semester hours)

Any topic in biology 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.

BIOL 4253. Neurobiology

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

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.

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. Lab fee required.

BIOL 4501. Biology Capstone Seminar

Study of philosophy of science, presenting scientific information in oral and written form, final science comprehensive oral examinations, administration of required final assessment instrument (Major Field Test, or equivalent). Prerequisites: Senior standing or permission of instructor. ENGL 1013 and BIOL 2001 or CHEM 2001.

BIOL 480. Biology Senior Practicum (Hours to be determined)

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)

BIOL 4993. Major Honors

BIOL 5753/BIOL 3753. Natural History for Teachers

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.

CHEMISTRY COURSES – See CHEM

CHRISTIAN EDUCATION COURSES

CHED 2013. Teaching for Spiritual Impact

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.

CHED 2153. Introduction to Christian Education

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.

CHED 2303. Ministry to Children

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.

CHED 3303. Christian Education Ministry in the Local Church

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.

CHED 400. Studies in Christian Education (To be determined)

Any topic in Christian Education meeting the approval of the division chair and the academic dean. Offered on sufficient demand.

CHED 4301. Practicum

Designed to suit individual needs in a variety of settings, including the local church, social agencies, community projects, institutions. Designed to apply theoretical understanding in a given situation. Prerequisite: competency in computer, math, oral communication, reading, and writing. P/NC

CHED 4303. Ministry with Adults

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.

CHED 4403. Family Life Ministry

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.

CHED 4491. Christian Education Seminar (topical seminar—intensive module format)

Possible topics include family life ministry, curriculum and instructional media for CE, instructional simulation and discovery learning, small groups, young adult ministry, senior adult ministry, CE ministry with exceptional learners, equipping and training for CE leadership, missions and CE.

CHED. 490. Independent Study (1-3 hours)

CHEMISTRY COURSES

CHEM 1004, 1054. General Chemistry I, II

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: Mathematics competency. CHEM 1004 is a prerequisite for taking CHEM 1054 along with math competency..

CHEM 2001. Chemistry Cornerstone Seminar

An introductory seminar for chemistry majors dealing with the use of library, methods and goals of research, and vocational options for the chemist. P/NC. May be taught concurrently with BIOL 2001. Prerequisites: Mathematics competency and instructor's permission.

CHEM 2504. Organic Chemistry I

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, and mathematics competency. Includes laboratory. Lab fee required.

CHEM 2514. Organic Chemistry II

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, and mathematics competency. Includes laboratory. Lab fee required.

CHEM 3254 (BIOL 3254). Biochemistry

A study of physiologically significant organic molecules. Prerequisites: BIOL 1003 or 1004, CHEM 2503; or Medical Laboratory Technician or equivalent certification, and mathematics competency. Includes laboratory. Lab fee required.

CHEM 3404. Inorganic Analysis

Analysis of inorganic compounds and inorganic elements in organometallic compounds. Laboratory included. Prerequisites: CHEM 1054 and mathematics competency. Lab fee required.

CHEM 3414. Organic Analysis

Chemical and instrumental methods commonly used on organic compounds and mixtures. Laboratory included. Prerequisites: CHEM 1054 and mathematics competency. Lab fee required.

CHEM 400-419. Chemistry Studies (1 to 4 semester hours)

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 4501. Chemistry Capstone Seminar

Study of philosophy of science literature, presenting scientific information in oral and written form, final science comprehensive oral examinations, administration of required final assessment instrument (Major Field Test, or equivalent). Prerequisites: Senior standing or permission of instructor, ENGL 1013, and BIOL 2001 or CHEM 2001, and mathematics competency.

CHEM 480. Chemistry Senior Practicum (Hours to be determined)

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)

CHEM 490-498. Independent Study (1-3 hours per semester)

CHEM 4993. Major Honor

CHINESE

CHIN 1013. Elementary Chinese

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

Continuation of CHIN 1013.

COMMUNICATION

COMM 1003. Introduction to Communication Studies

Students will develop an understanding of the broad academic discipline of communication and will explore the Communication Studies program at Southern Wesleyan University. Students will learn biblical principles of communication, research skills needed for the major, and career options for communication majors.

COMM 1203. History of Media

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

Students will learn the basics of audio and video production. Students will learn techniques of non-linear editing and the process of digital storytelling.

COMM 2303. Persuasion

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. Students will apply theories of persuasion to a contemporary media campaign of their own creation.

COMM 2123. Interpersonal Communication

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 2153. Writing for Public Media

Students will learn the essentials of writing for various public media. Students will discover the various types of writing that are possible with the media industry and learn how to adapt to particular media situations, such as news reporting or column writing. They will create a portfolio demonstrating their writing abilities. Pre-requisite: ENGL 1003 and ENGL 1013.

COMM 2403. Introduction to Popular Culture

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

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

Students will learn the complex dynamics of the communication process. Specifically, students will learn different models and contexts of communication and the importance of symbols in communication. Pre-requisite: COMM 1003 Introduction to Communication Studies.

COMM 3053. Media Theory

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. Pre-requisite: COMM 1003 Introduction to Communication Studies.

COMM 3153. Reporting

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. Pre-requisite: COMM 2153.

COMM 3203. Rhetorical Theory

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. Pre-requisite: COMM 2303.

COMM 3403. Media Criticism

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. Pre-requisite: COMM 3203.

COMM 3703. Communication and the Christian Faith

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

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 internet media.

COMM 4243. Media and Society

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. Pre-requisite: COMM 2403 and COMM 3403.

COMM 4423. Seminar in Popular Culture

Students will deepen their understanding of specialized topics within popular culture, such as advertising, film genres, or television shows, or video games. Pre-requisite: COMM 2403 or instructor approval.

COMM 4503. Public Relations

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. Pre-requisite: COMM 1503, COMM 2503, COMM 3153.

COMM 4703. Communication Ethics

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. Pre-requisite: Senior standing or instructor approval.

COMM 4903. Communication Capstone

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. Pre-requisite: Senior standing.

COMPUTING COURSES

CPSC 1003. Fundamentals of Programming

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 program documentation and debugging. Lab fee required.

CPSC 1103. Introduction to Computers and Information Processing

Introduction to the history, vocabulary, and use of computer information systems. Includes word processing, spreadsheet, and presentation applications using the integrated package Microsoft Office. Lab fee required.

CPSC 1113. Introduction to Computers and Music Software

Introduction to the history, vocabulary, and use of computer information systems. Includes word processing, spreadsheet, and presentation applications using the integrated package *Microsoft Office*. The music software program *Finale* will serve as a foundation for computer-assisted music notation. Musical Instrument Digital Interface (MIDI) and digital music formats will be discussed, explored, and used in unrelated music software programs such as *Windows Media*, *Band in a Box*, and *Smart Music*. Open only to music majors and minors. Lab fee required.

CPSC 1203. Introduction to the Internet, Online Research, and Web Site Design

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. Lab fee required.

CPSC 1903. Introduction to Computer Science Programming

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. Lab fee required.

CPSC 2103 (MGMT 2103). Advanced Software

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. Lab fee required.

CPSC 2203. Desktop Design

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. Lab fee required.

CPSC 2253. Object-Oriented Programming I

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. Lab fee required.

CPSC 2293. Web Page Design and Programming

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. Lab fee required.

CPSC 2303. Hardware and Software Configuration and Support

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. Lab fee required.

CPSC 2313. Elements of Graphic Design

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. Lab fee required.

CPSC 2453. Special Topics I

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

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

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. Lab fee required.

CPSC 3013. Database Design and Implementation II

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. Lab fee required.

CPSC 3103. Systems Analysis and Design

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 3303. Object-Oriented Programming II

Advanced study of the concepts and application of an Object-Oriented Event Driven (OOED) approach to developing solutions to business problems. Prerequisite: CPSC 2253. Lab fee required.

CPSC 3313. Developing Distributed Applications

Advanced concepts and the associated technologies required to develop and implement distributed software solutions to business problems. Prerequisite: CPSC 3003 and 3303. Lab fee required.

CPSC 3354. Operating Systems and Servers

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. Lab fee required.

CPSC 3403. Digital Photography and Image Rendering

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. Lab fee required.

CPSC 3413. Designing Electronic Multimedia

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. Lab fee required.

CPSC 3623. Networking II

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. Lab fee required

CPSC 3633. Networking III

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. Lab fee required

CPSC 4201. Ethics and Professional Issues in Computing

Ethical and professional issues relating to the use of computer software, hardware, and information systems. Prerequisite: Senior standing and permission of instructor.

CPSC 4303. Advanced Scripting and Common Language Interfaces

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. Lab fee required

CPSC 4423. Advanced Networking Applications

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. Lab fee required

CPSC 4453. Special Topics II

Advanced programming techniques and theories currently implemented in a variety of computer programming languages.

CPSC 4523. Advanced Web Site Design

Advanced concepts and elements of web site design. Advanced web page editors are used to build the web pages. On-line research and analysis provide the foundation for building a small enterprise environment group project. Prerequisites: CPSC 3103. Lab fee required

CPSC 400-419. Studies in Computer Science (1 to 4 semester hours)

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. May require lab fee.

CPSC 4603. Advanced Business Solutions (Project)

Prerequisite: Junior/senior status and permission of coordinator of studies in computer science.

CPSC 4613. Advanced Application Development

Prerequisite: Junior/senior status and permission of coordinator of studies in computer science.

CPSC 4623. Special Topics in Internet Computing

Prerequisite: Junior/senior status and permission of coordinator of studies in computer science.

CPSC 470. Internship with Business

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.

ECONOMICS COURSES

ECON 2003. PRINCIPLES OF ECONOMICS I

An introduction to the principles of an economic system, economic efficiency, national income accounting, the role of money within the economy, fiscal and monetary policy, and economic growth.

ECON 2013. PRINCIPLES OF ECONOMICS II

An introduction to supply and demand, price elasticity, costs of production, profit maximization, market structure, and resource markets.

ECON 2103. PERSONAL FINANCE

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

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

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

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 1201, EDUC 2113, EDUC 3003, EDUC 3123, EDUC 3663, and EDUC 3203, is the completion of the requirements of the Lock I Assessment.

Education courses, except EDUC 1003, EDUC 1013, EDUC 3153, and EDUC 3163, are designed only for those seeking teacher certification.

EDUC 1151 Teacher Cadet

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 one hour of elective credit in Education.

EDUC 1003 American Sign Language I

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

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 1201 Cornerstone in Education

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.* (Fall, Spring)

EDUC 2033 Early Childhood Math Methods

Methods and materials for teaching mathematics from pre-kindergarten through grade three. *Required of all early childhood teacher candidates. Prerequisite: Math competency (MATH 1003 and MATH 1013)* (Spring)

EDUC 2043 Elementary School Math Methods

Methods and materials for teaching mathematics from grades two through six. *Required of all elementary education teacher candidates. Prerequisite: Math competency (MATH 1003 and MATH 1013)* (Spring)

EDUC 2113 Foundations of Education

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.* (Fall, Spring)

EDUC 3003 Effective Methods for the Elementary School/Field Experience

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. (Replaces practicum EDUC 250.) Prerequisites: GPA 2.5, sophomore status.* (Fall, Spring)

EDUC 3042 Children's Literature

A survey intended to provide prospective teachers with opportunity for interpretative 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)

EDUC 3072 Emergent Literacy

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.* (Fall)

EDUC 3123 Effective Methods for Middle and Secondary School/ Field Experience

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. (Replaces practicum EDUC 250). Prerequisites: GPA 2.5, sophomore status.* (Fall)

EDUC 3183 Ethics in Education

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. May meet general education philosophy requirement.* (Fall)

EDUC 3203 Introduction to Psychology of Exceptional Children

The history of educating exceptional children. An examination of the special problems confronted in dealing with the gifted, retarded, 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.. This course is a prerequisite for all other Special Education courses.* (Fall, Spring)

EDUC 3233 Methods of Teaching the Learning Disabled

Principles, methods, and materials for teaching the learning-disabled student. *Required of all special education teacher candidates. Prerequisite: EDUC 4233* (Spring, Even Years)

EDUC 3243 Characteristics of Mild to Moderate Mental Disabilities/Field Experience

The causes and treatment of the mentally subnormal individual with attention given to the special psychological problems of this group. The social issues involved in the prevention and treatment of mental deficiency will be presented. *Included in this course will be a field placement experience. Required of all special education teacher candidates. Prerequisite: EDUC 3203.* (Fall, Even Years)

EDUC 3253 Procedures for the Mildly Disabled in the Content Areas

Materials, methods, curriculum development, and writing specific objectives for the mildly handicapped. Also practical instructional strategies in the self-help skills. *Required of all special education teacher candidates. Elective for regular education teacher candidates.. Prerequisites: EDUC 3203, EDUC 3243, EDUC 4233.* (Spring, Odd Years)

EDUC 3273 Teaching Reading in the Middle and Secondary School/Field Experience

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). *Included in this course will be 36 hours of field placement experience. Includes former practicum EDUC 350. Required of all secondary and P-12 teacher candidates.* (Fall)

EDUC 3292 Classroom Management

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. *Prerequisite: Enrollment in EDUC 450, Pre-Clinical Field Experience with placement in a cooperating school as arranged by the Director of Field Placements.* (Fall, Spring)

EDUC 3362 Behavior of the Preschool Child

The preschool child, including systematic observation and participation. *Required of all early childhood education teacher candidates. Prerequisites: Junior status, PSYC 2003.* (Spring)

EDUC 3383. Curriculum for the Middle School with Field Experience

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. *Prerequisite: Acceptance into Lock 1, sophomore status.*

EDUC 3423. Instructional Technology for Education Majors

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, sophomore status.*

EDUC 3523 (PSYC 3523) Curriculum, Instruction, Assessment for General/Special Education

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. (Spring)

EDUC 3663 Effective Methods for Early Childhood Education/Field Experience

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. (Replaces practicum EDUC 250).* (Fall)

EDUC 3702 Teaching Language Arts in the Elementary School

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.* (Fall)

EDUC 3742 Creative Arts in the Elementary School

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.* (Fall)

EDUC 3763 Teaching Science in the Elementary School/Field Experience

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. (Replaces practicum EDUC 350). Prerequisites: BIOL 1103, PHSC 1503, PHSC 1513.* (Fall)

EDUC 3773 Early Childhood Science Methods/Field Experience

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. Included in this course will be 36 hours of field placement experience. (Replaces practicum EDUC 350). Prerequisites: BIOL 1103, PHSC 1503, PHSC 1513; Junior status; Corequisite: EDUC 3362. (Spring)*

EDUC 3783 Teaching Social Studies in the Elementary School

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. (Spring)*

EDUC 4013 Teaching Social Studies in Early Childhood Settings

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. (Fall)*

EDUC 4043 The Teaching of Reading in General and Special Education

Issues and problems in reading and writing instruction are introduced with an emphasis on current theory and methods that enhance the literacy program in the elementary school. *Required of all early childhood, elementary education, and special education teacher candidates. (Spring)*

EDUC 4052 Assessing Reading and Guiding Instruction

Introduction to reading diagnosis and diagnostic/prescriptive reading exercises. *Required of all early childhood and elementary education teacher candidates. Prerequisite: EDUC 4043. (Spring)*

EDUC 4092. Elementary Music Methods

A practical course designed to give the music major instructional skills needed to successfully teach music to elementary students (grades 1-6) in the context of the South Carolina Visual Performing Arts Curriculum Standards. The students will be acquainted with the strategies that are unique to the Kodaly methods and the Orff approach of learning and experiencing music. The course will also integrate the folk songs and instrumental music that are indigenous to the Americas, Africa, and Asia. Pre-clinical experiences including observation and teaching in selected elementary school music classrooms will be included. Prerequisite: MUSC 2023.

EDUC 4112 Secondary Choral Music Methods and Materials.

Principles, methods, and materials for teaching choral music in middle school and high school, in the framework of the S.C. Visual and Performing Arts Curriculum Standards. Includes administrative and supervisory practices, rehearsal and vocal techniques, classroom discipline, and literature, including the music of the Americas, Africa, and Asia. *Required of all P-12 music education teacher candidates.. Prerequisites: MUSC 2023, MUSC 3062. (Spring)*

EDUC 4122 Secondary Instrumental Music Methods and Materials

Includes administrative and supervisory practices, marching band and jazz ensemble techniques, instrumental music software and computer-assisted instruction, and secondary instrumental literature including music of the Americas, Africa, and Asia. *Required of all P-12 music education teacher candidates.. Prerequisites: MUSC 2023, MUSC 3062. (Spring)*

EDUC 4153 Methods of Teaching English in the Secondary/Middle School

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.*

EDUC 4202 Methods of Teaching Science in the Secondary/Middle School

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.*

EDUC 4223 Methods of Teaching Mathematics in the Secondary/Middle School

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.*

EDUC 4233 Characteristics of Learning Disabilities

The etiology, characteristics, curriculum adaptations, and techniques of intervention with learning-disabled children. *Required of all special education teacher candidates. Prerequisite: EDUC 3203. (Fall, Odd Years)*

EDUC 4243 Psychology of the Behavior/Emotional Disorders

Identifying, understanding, and planning for the behavior disordered and emotionally disabled students in a special education placement or an inclusion-type classroom setting. Includes study of the field, current trends, identifying characteristics, and possible causes of these disorders. Incorporation of assessment data, observational findings, and other sources of information to aid in the appropriate educational planning for children and youth. *Required of all special education teacher candidates. Prerequisite: EDUC 3203. (Spring, Even Years)*

EDUC 4253 Educational Procedures for the Emotionally Handicapped and/or Behavior Disordered Student

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: EDUC 4243. (Fall, Even Years)*

EDUC 4502 Pre-Clinical Experience

The last school practicum experience prior to the clinical experience. Candidates are assigned to two preclinical 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, GPA of at least 2.5, competency in computer, math, oral communication, reading, and writing skills. (Fall, Spring)*

EDUC 4628 Clinical Experience I

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. (Fall, Spring)*

EDUC 4638 Clinical Experience II

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. *Prerequisite: EDUC 4628.* (Fall, Spring)

EDUC 4813. TESOL Practicum

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

EDUC 490-498. Independent Study (1-3 hours per semester)

EDUC 4993. Major Honors

ENGLISH COURSES

All 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.

Prerequisite to all courses numbered 1013 and higher is competency in written composition as established in ENGL 1003.

ENGL 1003. Freshman English I

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 English II

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 and writing competency.

ENGL 1054. Writing for Adults (AGS)

Designed to provide the writing skills required for success in college and career. Research essay required. Successful performance on the writing portfolio satisfies writing competency requirements for graduation.

ENGL 1151. Cornerstone English Seminar

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 1703. Introduction to Mass Media

This course provides an introduction to various written venues of mass media. It covers the convergence of print, broadcast, and online media and focuses on writing style, appropriate techniques and procedures for various media, and professional ethics. Basic skills in editing and preparation for production are also covered. Prerequisite: Writing competency.

ENGL 1713. Multimedia Journalism

An introduction to basic reporting techniques used in television, radio, and various print and electronic media. Headline and layout skills will be covered, as well as specialized reporting for print and non-print media. Prerequisite: Writing competency.

ENGL 2053. World Cultural Literature

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 2093. Communications for College and Career (AGS)

An overview of practical communication for college and career. Includes English usage, punctuation, and mechanics; diction, syntax, and paragraphing; the writing process; memos, letters, reports, abstracts, and essays; and oral presentations.

ENGL 2103. Speech Communication

The fundamentals of speech, with emphasis on components of communication, critical thinking, and formal and informal presentations. Offered most semesters. Prerequisites: ENGL 1003.

ENGL 2113. Oral Interpretation

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

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 2303. Literature and Life (AGS)

Selections of world literature, studied from two major perspectives—*aesthetic* (literature as an art form) and *world-view* (life and faith issues raised in literature). Prerequisite: Three hours of composition, writing competency, and reading competency. Will not meet literature requirement in the traditional program. Not open to students who need credit for both ENGL 1013 and 2053.

ENGL 3003. Adolescent Literature

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

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 3053, 3063. English Literature

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 3103. Introduction to Principles and Strategies for Teaching English as a Second Language

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. Pre-requisites: ENGL 2053 and writing competency.

ENGL 3153. Advanced Writing

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

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

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

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

The English novel from the eighteenth century into the present. Offered on demand. Prerequisite: ENGL 2053 or permission of instructor.

ENGL 3303. American Novel

A selection of major American novels. Research paper is required. Offered on demand. Prerequisite: ENGL 3013 or permission of instructor.

ENGL 4151. Capstone English Seminar

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 both a resume and a curriculum vitae. It will ideally be taken in the first semester of the senior year, and must be taken before graduation. The major post-test, a requirement for graduation, will be taken in this seminar. Pre-requisite: Senior standing or permission of the Division Chair.

ENGL 400. Studies in English (Hours to be determined)

Study of any topic in English meeting the approval of the division chair and the academic dean. Offered on sufficient demand.

ENGL 4203. Modern Grammar and Linguistics

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. History of the English Language

The development of the English language from its beginning to the present. Offered spring of odd years. Prerequisite: ENGL 1013.

ENGL 4503. Shakespeare

The main comedies, histories, and tragedies. Offered spring of even years. Prerequisite: ENGL 3053 or permission of instructor.

ENGL 4553. Senior Issues, Practices, and Ethics in Communication

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

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)

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 4813. TESOL Practicum

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)

ENGL 4993. Major Honors

FORENSIC SCIENCE

FRSC 2103. Introduction to Forensic Science

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 Seminar

This seminar provides 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 4103. Forensic Computing

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

An internship off-campus, to provide professional development for senior level students. Prerequisites: FRSC 2103, FRSC 3101, and FRSC 4103 (if applicable).

HISTORY COURSES

HIST 1063. Survey of World Civilization

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.

HIST 2053. Survey of American History

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.

HIST 2203. America in a Changing World (AGS)

Intertwines the story of the United States following World War II with many of the developments that challenge the West: Russian hegemony, Korean and Vietnamese unifications, disarmament, fall of the Berlin wall, world terrorism, and global economics.

HIST 3003. History Seminar

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

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 3302. Women's Roles in History

Explores the educational, political, social and religious institutions that have shaped, and been shaped by, women in U.S. history.

HIST 3353. Russian Church History

A survey of Russian church history and church-state relations from the tenth century to the present, including Orthodoxy, Catholicism, and Protestantism, with particular attention being given to the Soviet and post-Soviet periods. Prerequisite: HIST 1063.

HIST 3403. Modern Russian History

A survey of modern Russian history, with particular attention devoted to political, social, and cultural developments from Peter the Great to the present. Prerequisite: HIST 1063.

HIST 4003. History of England and the British Empire

History of England and the British Empire from the Roman conquest to the present. Prerequisite: HIST 1063.

HIST 4073. Ancient and Medieval History

A survey of European history tracing developments from the ancient world through the Middle Ages. Prerequisite: HIST 1063.

HIST 4223. Nineteenth Century Europe

European history from the Congress of Vienna (1815) to the outbreak of World War I (1914). Prerequisite: HIST 1063.

HIST 4353. Europe Since 1914

European history from the outbreak of World War I (1914) to the present. Prerequisite: HIST 1063.

HIST 4373. Global Issues in Historical Perspective

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. Special Topics in History

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 4803. History Internship

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)

HIST 4993. Major Honors

HONORS SEMINAR

HNRS 1001. Honors Freshman Seminar

Modification of the university's First-Year Experience to prepare students for involvement in the Honors Program.

HNRS 2001. Honors Introduction to Research I

An introduction to the process and mechanics of writing a research proposal.

HNRS 2011. Honors Introduction to Research II

Selections of topic for honors project and first draft of honors project proposal. Attendance at student honors presentations is required. Prerequisite: HNRS 2001.

HNRS 4001. Honors Senior Seminar

Completion of honors project. Requirements include an oral presentation and completion of creative and written research results.

INTERDISCIPLINARY COURSES

INST 400. Interdisciplinary Seminar (Hours to be determined)

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

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 0903. Basic Mathematics (Institutional Credit only)

Designed to assist students in making up deficiencies in mathematics.

MATH 1003. Fundamentals of Mathematics I

Introduction to number systems, sets, algebra, fundamentals of geometry and mathematics applications. A score of at least 40 on math competency is prerequisite. A grade of 1.6 establishes competency in mathematics.

MATH 1013. Fundamentals of Mathematics II

Study of geometry topics, probability, statistics, discrete mathematics, and mathematics and computers for those planning to teach. Does not establish competency.

MATH 1024 (or 1023). Algebra and Trigonometry

Functions, equations, inequalities, exponentials, logarithms, identities, circular functions, and other topics. Prerequisite: A score of 27 or higher on the arithmetic portion of the competency exam or permission of the instructor. A 1.6 or higher grade in the course establishes math competency.

MATH 1033. Applied Calculus

Concepts and applications of functions, graphing, differentiation and integration from an intuitive approach. Prerequisites: permission of instructor and math competency. Not open to students receiving credit for MATH 2504.

MATH 2153. Discrete Mathematics

Topics in logic and proof, set theory, functions and matrices, algorithms and recursion, graph theory and trees, number theory, counting and probability. Prerequisite: math competency.

MATH 2504, 2514, 3524. Calculus I, II, III

Study of analytical geometry, differentiation, and integration with applications. Prerequisite: Math competency and consent of instructor; 2504 is prerequisite to 2514; 2514 to 3524.

MATH 3063. College Geometry

Introduction to Euclidean and non-Euclidean geometry, based on investigation of Euclid's postulates. Prerequisite: Math competency.

MATH 400-419. Mathematical Studies (1 to 4 semester hours)

Study of any topic in mathematics meeting the approval of the division chair and the academic dean. Courses number 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: Math competency and consent of instructor.

MATH 480. Math Senior Practicum (Hours to be determined)

An internship off-campus, to provide professional development for senior level students. Prerequisite: competency in computer, math, oral communication, reading, and writing. (See p. 19) (P/NC)

MATH 490-498. Independent Study (1-3 hours per semester)

MATH 4993. Major Honors

MATH 4XX3. Abstract Algebra

Introduction to the fundamental concepts of modern abstract algebra. Topics to include the number system and the elementary theory of groups, rings, and fields. The course bridges the gap from manipulative to theoretical mathematics. Prerequisites: MATH 2153, 2504, 2514, and 3524 or permission of the instructor.

MANAGEMENT COURSES – UNDERGRADUATE

MGMT 1003. Introduction to Business

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 1501. Freshman Business Seminar

This introductory course is designed to provide basic personal finance resources that will allow any student to learn basic truths about money and how to develop a personal budget. We will be following the Dave Ramsey Financial Peace materials. We will be discussing the importance of personal relationships based on Biblical principles. This three part lecture is essential to discovering relational freedom.

MGMT 2003. e-Commerce I

Introduction to using the Internet to conduct business. Topics will include advertising, market research, customer prospecting, distribution of products and services, and adapting to changing technology. Students will analyze existing e-commerce operations, including nonprofit. Prerequisite: CPSC 1203 or permission of instructor.

MGMT 2023. Introduction to Issues in Management(AGS)

Application of management theory to the problems of the first-line supervisor, with emphasis on supervising individuals and groups and techniques for productivity improvement.

MGMT 2043. Legal Environment of Business (AGS)

An introduction to the legal environment of business, with emphasis on the application of business principles to everyday business situations.

MGMT 2103. Advanced Software

Advanced topics in word processing, spreadsheets, databases, electronic presentations, the Internet, peer-to-peer networking, and the integration of the above, using the Windows operating system and Microsoft Office. This course and CPSC 1103 provide the textbook preparation required to take Microsoft's MOUS Ten (10) Exams. Prerequisite: CPSC 1103. Lab fee required.

MGMT 2153. Case Studies in Business (AGS)

An introduction to the analysis of business strategy using an integration of accounting, marketing, and supervisory principles to make business decisions.

MGMT 2164. Introduction to Management Information Systems (AGS)

A review of the factors that influence the design and implementation of management information systems in service and manufacturing organizations. Includes lab sessions that cover the use of operating systems and utilities, word processor, spreadsheet, database, and communication software.

MGMT 2203. The Strategic Role of Human Resources (AGS)

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 2223. Safety and Health (AGS)

The basics of safety management for a manager with no formal safety training. Focuses on the relationship of safety management to the sciences, alerts students to the legal responsibilities for safety and associated liabilities, and introduces students to the Occupational Safety and Health Administration (OSHA). Also addresses Worker's Compensation, the legal requirements of supervisors for safety, the impact of management systems on safety performance, and ethical and moral dilemmas in safety management.

MGMT 2243. Wage, Salary, and Benefits Administration (AGS)

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 (AGS)

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 (AGS)

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 (AGS)

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. Entrepreneurship

Presents the concepts of entrepreneurship, develops the skills needed for success, and provides opportunity for practical application.

MGMT 2551. Investment Experiential Learning

Investment internship credit to be awarded by satisfactory participation in the SWU Investment Club activities. Attendance at club meetings, Business School events, participation in presentations, and a reflective paper describing benefits received during the semester will be considered in assigning a grade for the experience.

MGMT 2561. Human Resource Management Experiential Learning

Human Resource internship credit to be awarded by satisfactory participation in the Human Resource Club activities. Participation in planning club activities, attendance at club meetings, field trips, Business School events, and a reflective paper describing benefits received during the semester will be considered in assigning a grade for the experience.

MGMT 2571. Income Tax Experiential Learning

Income tax internship credit to be awarded by satisfactory participation in a program that provides assistance in annual personal tax report preparations for clients who need the assistance in the preparation of simple individual tax returns.. Attendance at Business School events and a reflective paper describing benefits received during the semester will be considered in assigning a grade for the experience.

MGMT 280. Management Internship (Hours to be determined)

An experiential work experience to provide professional management development for freshman and sophomore-level students. Involves placement in business for supervised training in management (with or without pay), or by participation in the Human Resource or Investment Clubs. Prerequisite: competency in computer, math, oral communication, reading, and writing. (The course is graded.)

MGMT 3013. Management and Leadership (AGS)

The techniques of management and leadership and their application to the development of improved managerial effectiveness.

MGMT 3203. Business Law I

Emphasis upon the legal environment of business. Includes an overview of the court system, criminal law, governmental agencies and regulations, torts and contracts.

MGMT 3213. Business Law II

Emphasis upon the Uniform Commercial Code and the legal aspects related to the formation and operation of business organizations.

MGMT 3233. Business Law and Governmental Regulation (AGS)

Examination, analysis, and application of the nature, formation, and system of law in the United States to the modern business environment.

MGMT 3273. e-Commerce Management (AGS)

The techniques of management and leadership and their application to the development of improved managerial effectiveness within an e-commerce environment. Examines management issues unique to e-commerce in areas of complexity, international leadership requirements, and multicultural diversity.

MGMT 3303. Introduction to Production/Operations Management (AGS)

A qualitative approach to the issues that affect the delivery of goods and services. Includes the operations function and its relation to other functions, the importance of strategy, design of facilities, job design, planning for operations and global competition.

MGMT 3313. Principles of Management

Emphasis on the theories and principles of organization and the decision-making processes of management.

MGMT 3323. Human Resources Management

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 3343. Human Resources Management (AGS)

The development of policies and techniques to ensure effective management within complex organizations. Civil Service regulations, unions in the public and private sectors, and organizational training and development will be examined.

MGMT 3353. Organizational Behavior

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 3363. Principles of Total Quality Management (AGS)

A survey of the essential tenets of total quality management as utilized in manufacturing service and non-profit organizations. Covers the requirements of the Malcolm Baldrige National Quality Award and ISO 9000.

MGMT 3383. Marketing on the World Wide Web (AGS)

Examines the fundamentals of marketing (product, price, place, and promotion) with an emphasis on e-commerce developments. Focus is on factors affecting consumer behavior, development of e-commerce marketing strategies, and the recognition of marketing variables. Issues related to WWW marketing are explored.

MGMT 3413. Organizational Behavior

The management of behavior within the business organization. Emphasis on integrating management theory with recent developments in the behavioral sciences. Prerequisite: MGMT 3323.

MGMT 3423. Cyberlaw (AGS)

Prepares aspiring business managers to recognize the legal issues relevant to maintaining and doing business on a company Web site. Covers relevant legal issues, applicable court decisions, federal and state statutes, administrative rulings, legal literature, and ethical considerations relating to Internet Law.

MGMT 3453. e-Commerce Management II

Presents the strategic themes and issues associated with success in the new economy and compares them to the fundamentals of old economy success. Also identifies organizational processes and relationships that may have value added through the application of an e-business strategy. Student teams will develop an e-business plan to be implemented on-line in e-Commerce Management III. Prerequisite: MGMT 2003.

MGMT 3463. e-Commerce Management III

Develops student capacity to think strategically about an e-commerce company, its present business position, its long-term direction, its resources and competitive capabilities, the caliber of its strategy, and its opportunities for gaining sustainable competitive advantage. Student teams will implement an e-business plan and create an e-business on the web. Prerequisite: MGMT 3453.

MGMT 3503. Principles of Marketing

The forces operating, institutions employed, and methods followed in distribution of goods and services from the social and economic viewpoint.

MGMT 3553. Marketing for Managers (AGS)

The role of marketing within the organization. Examines the factors affecting consumer behavior, development of marketing strategies, and the recognition of marketing variables.

MGMT 3593. Redesigning Enterprise Processes for e-Business (AGS)

Develops the ability to describe, analyze, diagnose, and redesign a business process through robust Business Process Reengineering (BRP) methodologies and tools.

MGMT 3603. Financial Management (AGS)

An overview of the fundamentals of financial management. Techniques used in the development of financial thought, financial decisions and risk-return relationships, legal forms to the organization, tax implications on the business, tools of financial analysis, working capital management, the determination of long-term sources of capital, the use of funds, a firm's financial structure, cost of capital, leverage, internal financing mechanisms, and long-term financing policies. Prerequisite: Either ACCT 1204, ACCT 2003 and 2013, or equivalent (taken within previous five years).

MGMT 3613, 3623. Managerial Finance I, II

The impact that alternate decisions have on the price of a firm's common stock. The financial environment, working capital, financial statements, capital budgeting, financial planning, long-term financing, and international financial management. Prerequisites: ACCT 2003, 2013.

MGMT 3643. e-Commerce Customer Services: Solutions & Case Studies (AGS)

An introduction to the analysis of business strategy using an integration of accounting, marketing, and management principles to make e-commerce business decisions.

MGMT 3683 (CPSC 3683). Web Site Design and Implementation

The concepts and elements of web site design. Microsoft FrontPage and an HTML editor will be used to build the web pages. On-line research and analysis provide the foundation for building a web site and producing a research paper. Design elements include text, forms, tables, frames, graphics, sound, white space, images, animation, and intra-page, intra-site, and inter-site hyperlinks. Also includes an introduction to and application of PERL and CGI scripting, JAVASCRIPT, and JAVA applets to produce effective and efficient web pages.

MGMT 3703. Marketing Research

Study of the techniques used in collection and analysis of secondary and primary data and use of that format for decision-making in marketing environment. Student teams work on real business marketing research projects. Prerequisite: MGMT 2503 Principles of Marketing or consent of instructor.

MGMT 3753. Global E-Commerce Business Issues (AGS)

Addresses the broad range of current issues facing e-commerce business in an international environment, including privacy concerns, intellectual property rights, security, and ethical practices. Describes the institutions and operations of international businesses and develop the ability to adapt managerial policies and practices to the global business environment.

MGMT 380. Management Internship (Hours to be determined)

An experiential work experience to provide professional management development for sophomore and junior-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 400. Studies in Management (Hours to be determined)

Any topic in management meeting the approval of the division chair and the academic dean. Offered on sufficient demand.

MGMT 4053. Management Policy and Strategy (AGS)

The impact of relevant business issues on the practice of effective management in both the public and private sectors. Prerequisite: MGMT 3013.

MGMT 4203. International Business (AGS)

Survey of the complexity of international business operations. Exporting, importing, foreign investment, multinational corporations and the international payment system are analyzed.

MGMT 4303. Production and Operations Management

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. (2004-2005)

MGMT 4363. Labor Relations (AGS)

Managerial decision-making and action as these concepts apply to labor-management relations. Examines negotiations involved in resolving labor issues including arbitration, mediation, fact-finding, meet, and confer. Negotiation principles are applied to current business conflicts.

MGMT 4403. Management Policy

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.

MGMT 4453 (PSYC 4453). Negotiation and Conflict Resolution

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.

MGMT 4501. Business Seminar I

Exposure to a number of speakers from various business fields. Emphasizes certain written and verbal skills, including resume writing and interview technique, and ethical analysis from a Christian perspective.

MGMT 4503 (CPSC 4503). Webmastering

Brings together knowledge and skills in technology, content, marketing, budgeting, and business management, with a focus on the management of web site creation, computer and communication equipment selection, and stakeholder interaction. Uses case studies and projects.

MGMT 4511. Business Seminar II

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 480. Management Internship (Hours to be determined)

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 490-498. Independent Study (1-3 hours per semester)

MGMT 4993. Major Honors

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)

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)

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)

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)

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)

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)

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)

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)

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)

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 010-019. Pre-Freshman Voice (Hours to be determined)

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 020-029. Pre-Freshman Piano (Hours to be determined)

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 030-039. Pre-Freshman Organ (Hours to be determined)

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 061-062. Pre-Freshman Woodwinds (Hours to be determined)

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 071-072. Pre-Freshman Brass (Hours to be determined)

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. P/NC

MUSC 081-082. Pre-Freshman Percussion (Hours to be determined)

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 091-092. Pre-Freshman Strings (Hours to be determined)

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 1002. Fundamentals of Music

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

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

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

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

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)

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, sonatas, and character pieces are studied. Prerequisite: Entrance audition or piano jury.

MUSC 113, 114. Freshman Organ I, II (Hours to be determined)

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)

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)

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 119L. Diction Lab

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 1191. Class Piano

Lab course in piano designed to provide elementary level students with fundamental skills in note-reading, technical studies, and theoretical concepts. Available to any non-music major. Vocal music majors may be in class piano at the direction of their advisor. Performance on recitals and semester juries as requested by the instructor. Lab fee required.

MUSC 1221. Class Guitar

Designed for beginning-level non-guitar majors who want to study the fundamental skills involved with guitar performance. Lab fee required.

MUSC 125L. Recital Hour

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

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

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

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

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 151L. Chamber Singers

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

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

Students participating in the concert choir as well as pursuing the aesthetics option (see page 99) register for this course during the spring semester.

MUSC 1521. Wind Ensemble

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

Students participating in the wind ensemble as well as pursuing the aesthetics option (see page 99) register for this course during the spring semester.

MUSC 1531. Jazz Ensemble

Expands the 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

Students participating in the jazz ensemble as well as pursuing the aesthetics option (see page 99) register for this course during the spring semester.

MUSC 161, 162. Freshman Woodwinds I, II (Hours to be determined)

Emphasis on proper fundamentals of performance. Scales, technical studies and representative literature are studied. Prerequisite: Successful audition or jury.

MUSC 171, 172. Freshman Brass I, II (Hours to be determined)

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)

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)

Emphasis on proper fundamentals of performance. Scales and/or rudiments, technical studies and representative literature are studied. Prerequisite: Successful audition or jury.

MUSC 2013. Sophomore Theory I

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

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

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 2081. Music Literature

An introductory-level course in music history required of all music majors. Exploration of musical master-works through listening, analysis, and discussion.

MUSC 211, 212. Sophomore Piano I, II (Hours to be determined)

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)

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)

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

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

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

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

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)

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)

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)

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)

Sophomore-level technical studies and solos as suggested in the Music Department Handbook. Prerequisite: Second semester freshman level of applied study.

MUSC 3022. Tonal Counterpoint

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 3052. Basic Conducting

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

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 3073. History of Western Music I

History and stylistic characteristics of representative music literature from the period of Ancient Greece to the Pre-Classic Era, with some attention to relevant non-Western cultural influences. Prerequisites: MUSC 2023, MUSC 2081.

MUSC 3083. History of Western Music II

Continuation of MUSC 3073 exploring music literature from 18th-century Classicism to 20th-century Contemporary, including significant non-Western cultural influences. Prerequisite: MUSC 3073.

MUSC 3093. Hymnology

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.

MUSC 311, 312. Junior Piano I, II (Hours to be determined)

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)

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)

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

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 361, 362. Junior Woodwinds I, II (Hours to be determined)

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)

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)

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)

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)

Any topic in music meeting the approval of the division chair and the academic dean. Offered on sufficient demand.

MUSC 4016. Church Music Practicum

A structured in-service program for the senior church music major in a local church under the direction of an academic and field supervisor, combining class preparation with practical experience. Prerequisite: MUSC 3062. P/NC

MUSC 4023. Church Music History

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 3083 or permission of instructor.

MUSC 4032. Analytical Techniques

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 4063. Orchestration-Arranging

Practical application of the principles of arranging musical examples for various instrumental and vocal combinations. Includes principles of orchestration, including ranges of instruments, transposition problems, and scoring. Prerequisite: MUSC 2023.

MUSC 411, 412. Senior Piano I, II (Hours to be determined)

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)

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)

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

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 461, 462. Senior Woodwinds I, II (Hours to be determined)

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)

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)

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)

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)

MUSC 4993. Major Honors

NEW TESTAMENT GREEK

NTGK 1203. Introduction to New Testament Greek I

A basic introduction to the alphabet, vocabulary, and grammatical structures of New Testament Greek.

NTGK 1213. Introduction to New Testament Greek II

A continued study of basic vocabulary, grammar, and syntax of New Testament Greek. Prerequisite: NTGK 1203.

NTGK 2203. New Testament Greek Exegesis I

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 1213.

NTGK 2213. New Testament Greek Exegesis II

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 2203.

NTGK 490-498. Advanced Exegetical Study (To be determined)

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 2503. Introduction to Logic

Study of orderly and consistent thinking, including both inductive and deductive methods. Brief treatment of symbolic logic.

PHIL 3003. Introduction to Philosophy

An introduction to the field of philosophy—people, terms, and ideas.

PHIL 3013. Ethics

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 3023. History of Philosophy

Introduction to the history of Western philosophy from ancient Greece to the twentieth century. The writings of selected philosophers compose the core of the course.

PHIL 400. Philosophy Studies (Hours to be determined)

PHIL 4013. Studies in Philosophy/London Experience

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.

PHIL 4253. Management Ethics (AGS)

A study of representative ethical theories as they relate to contemporary issues in business or management. Emphasis on the relationship of values to various ethical perspectives, emphasizing a Christian world view. Central to the course are approaches to ethical analysis of issues related to business and management.

PHYSICAL EDUCATION COURSES

Physical Education Activities

Three semester hours of physical education activities, including PHED 1031 Lifetime Fitness, are required of all 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.

PHED 1001 Tennis and Badminton

PHED 1011 Bowling

PHED 1021 Swimming

PHED 1041 Archery and Golf
PHED 1061 Conditioning and Weight Training
PHED 1071. Tae Kwon Do
PHED 1081. Kayaking
PHED 1101 Gymnastics (2007-2008). Enrollment limited to twelve, with P.E. majors given preference for positions.
PHED 1131 Cooperative Recreational Games
PHED 1201 Scuba

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

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 1071. Tae Kwon Do

Designed to provide the basic knowledge and skills necessary to help develop the sport of Tae Kwon Do. Each student will have an opportunity to acquire and utilize the basic knowledge and skills of this course through instruction and participation.

PHED 1122. Wilderness Leadership Skills

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.

PHED 1162 Rhythmic Activities

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 1181. Lifetime Leisure Studies (AGS)

Introduction to such lifetime leisure activities as bowling, tennis, golf, fly casting, walking, jogging, and aerobics. Rules, etiquette, equipment, and basic instructional procedures will be presented. A leisure inventory will help guide students to activity choices. May not be repeated for credit.

PHED 2002. Health Education

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 2003. Organization and Administration of Health and Physical Education

Planning, organizing, and directing health and physical education programs in the secondary school. Includes the role of the teacher in regards to budgeting, planning the physical education program, and teacher-pupil relationship.

PHED 2043. Scientific, Historical, and Philosophical Foundation of Physical Education

The scientific, historical, and philosophical development of physical education and its implications to the educational development of the individual.

PHED 3012. Principles, Ethics and Issues of Athletic Coaching

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.

PHED 3023. Prevention and Treatment of Athletic Injuries

The preventive, treatment, and rehabilitative techniques associated with athletic injuries. Protective wrapping and taping techniques are also studied and practiced. CPR/First Aid Certificate required for course completion.

PHED 3033. Physical Education, Health, and Recreation for the Adapted School Program

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.

PHED 3052. Kinesiology

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 muscular mechanism to the problems of bodily development and efficiency; the adaptation of activity load to one recovering from injury and dis. Prerequisite: Health Education or Anatomy and Physiology.

PHED 3062. Physiology of Exercise

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.

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)

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

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

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.

PHED 4063. Physical Education and Health for the Elementary School

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)

PHED 4993. Major Honors

PHYSICAL SCIENCE COURSES

Competency in mathematics is a prerequisite to all physical science courses numbered 1503 and higher.

PHSC 1503. Introduction to Chemistry and Physics

A general study of chemistry, physics. Laboratory included. Prerequisite: Competency in mathematics. Lab fee required.

PHSC 1513. Introduction to Astronomy and Earth Science

A general study of astronomy and earth science. Laboratory included. Prerequisite: Competency in mathematics. Lab fee required.

PHSC 1523. Astronomy

A survey of astronomy. Laboratory included. Prerequisite: Competency in mathematics. Lab fee required.

PHSC 1533. Introduction to Meteorology

An introductory course in meteorology (weather and climate) offered in cooperation with the American Meteorological Society (AMS). Includes an on-line laboratory in which students follow and learn to interpret daily weather patterns as they develop. Topics include the atmosphere, weather, climate, climate change and severe storms. Lab fee required.

PHSC 400-419. Physical Science Studies (1 to 4 semester hours)

Study of any topic in physical science meeting the approval of the chair of the division and the dean of the college. 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 the instructor and competency in mathematics. May require lab fee.

PHYSICS COURSES

PHYS 2044, 2054. Physics I, II

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: Math competency. Lab included. Lab fee required.

PSYCHOLOGY COURSES

PSYC 1204. Applied Psychology and Effective Management (AGS)

A study of adult development and processes that affect the effective coping and adaptive skills of the individual. Attention is given to the commitments, demands, and responsibilities of personal, professional, family, and community concerns.

PSYC 2003. General Psychology

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 3053. Understanding Self and Others

Focuses on developing the necessary knowledge, skills, and values for individuals working in the helping professions. Includes use of tools for development of knowledge and skills in self-monitoring and management, analysis of human social systems, and interpersonal communications.

PSYC 3103. Child Psychology

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

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 adolescents. Offered every spring semester. Prerequisite: PSYC 2003.

PSYC 3123. Human Growth and Development

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

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

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 3353. Forensic Psychology

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

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 3713. Introduction to Counseling

An introductory course on the theories and techniques of individual and group counseling, stages of other counseling process, 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

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 400. Studies in Psychology (Hours to be determined)

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

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.

PSYC 4403. Personality

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 4413. Abnormal Psychology

The major forms of behavioral pathology of children and adults, with an emphasis on understanding, treatment, and prevention of these personality disorders. Prerequisite: PSYC 2003.

PSYC 4453 (MGMT 4453). Negotiation and Conflict Resolution

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 489. Senior Practicum (Hours to be determined)

Superior students who show promise of professional development and who have completed course requirements for their degree may be eligible for placement in a community service agency. Such students will receive supervised training in some setting appropriate to their interests in psychology. A training fee will be determined by the nature of the placement. Credit: Up to seventeen semester hours. Prerequisite: competency in computer, math, oral communication, and writing. P/NC.

PSYC 490-498. Independent Study (1-3 hours per semester)

PSYC 4993. Major Honors

READING COURSE

RDNG 1003. College Reading

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 1131. Cooperative Recreational Games

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 2003. Introduction to Recreation, Sport Management, and Leisure Service Administration

A foundation course dealing with the role that recreation and leisure behaviors have in our society. Theories of leisure, social and economic factors concerning recreation, and how public, private, and commercial interests all interface to effect organized recreation programs, parks, and natural resources.

RECR 2013. Recreation Program Leadership

Gives the student hands-on skills in recreation program leadership. Includes arts and crafts, social functions, low organizational games, hobbies and special interest groups, activities in the cultural and performing arts, and trip planning.

RECR 3013. Inclusive Recreation and Leisure Services

Recreation service delivery to special populations. Analyzes problems confronting disadvantaged individuals and groups including the aging, economically disadvantaged, mentally retarded, physically disabled, and youth. Explores techniques and application of various recreation programs.

RECR 3023. Administration of Recreation and Sports Services

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.

RECR 3033. Camp Counseling and Administration

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. Sport Facilities, Planning, Operations and Maintenance

A study of basic sport, recreation, and park planning principles, processes, and trends in facility development. Also includes maintenance techniques, materials use, job planning, and scheduling of facility use. Marketing, and special problems will be analyzed as they relate to sport and recreation areas. Prerequisite: RECR 2003 Introduction to Recreation and Sports Management or PHED 2043 Foundations of Physical Education.

RECR 3163. Tourism

An introduction to the broad field of tourism. Emphases will be placed on the economic role of tourism, primarily in the southeast region of the U.S., and potential careers in the industry. Classroom activities and field trips may be required. Prerequisite: RECR 2003.

RECR 3173. Outdoor Recreation

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

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. Trends and Issues in Recreation, Sports, and Leisure Services

Global trends impacting sports, recreation, and leisure services, including change drivers and their counter-forces will be examined. Topics include the environment, technology, transportation, values, demography, economy, health, work and free time, and governance, and the necessity to rethink sports, recreation, and leisure services in the future. Prerequisite: RECR 2003.

RECR 3353. Sports Finance

Focuses on understanding principles of finance and how these principles can be applied to the sports industry. The course will address revenue generation and financing trends within the following sport settings: youth, interscholastic, intercollegiate, and professional. Prerequisite: RECR 2003.

RECR 3443. Tourism Marketing and Promotion

Provides students with basic knowledge and practical experience for developing strategic marketing techniques specific to tourism destinations. An integral part of this course will include the examination of regional agencies and organizations presently engaged in tourism promotion, with special attention given to the methods employed to attract participants to popular regional tourism destinations. Prerequisite: RECR 2003, RECR 2013, or permission of the instructor.

RECR 3463. Cultural and Heritage Tourism

Focuses on cross-disciplinary interpretation of culture and heritage in tourism at the local, national, and international levels. Insights into heritage and culture related to ethnicity, place, community, power and the global tourism industry will be examined. This course introduces the insights and tools for management of heritage sites/attractions, and heritage related resources. Prerequisite: RECR 2003, RECR 2013, or permission of the instructor.

RECR 3483. Special Events Planning

Leadership and management techniques for operating meetings, conventions, and special events for specified segments of the recreation, sports, and leisure service industry will be examined. Integration and application of basic business principles will be introduced. Planning of meetings, conventions, and special events in recreation, sports, tourism, and leisure services venues will be emphasized. Prerequisite: RECR 2003, RECR 2013, or permission of the instructor.

RECR 3511. Recreation Practicum

Students who have chosen to work in recreation or health centers may be eligible for placement in an internship. Such students will receive supervised training in a setting appropriate to their interests. Maximum credit: 6 semester hours. P/NC

RECR 4003. Adventure Dynamics

This course will examine the theoretical basis, historical context, and practical application skills required to facilitate adventure experiences. The history of challenge course development will be explored, as well as the parallel evolution of adventure processing techniques. Elements and initiatives will be presented and critically examined for their potential with varying program types and populations. Students will be instructed in the assessment of user or client needs, designing and implementing appropriate programs with focus on program type, integration of persons with disabilities and persons without disabilities, and depth of processing.

RECR 4143. Leisure and Aging

A survey in gerontology and geriatrics as fields of study and professional services as they relate to the leisure behaviors of the aging. Tour planning and resort organization for senior citizens. Internships and visits to local service facilities will provide practical experiences.

RECR 461. Internship in Recreation, Sports, and Leisure Administration (12 Hours)

Varied practical on-the-job experience in one of many recreation agencies (for example, public recreation departments, YM/YWCA, Boys/Girls Clubs, church recreation programs, camps). Students are supervised in directing, supervising, and managing recreation activities. Credit up to twelve hours.

RELIGION COURSES - UNDERGRADUATE

RELG 1123. Religions of the World

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 2023. Cross-Cultural Ministry Experience

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

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 2363. Archeology of the Middle East

A study of important archeological discoveries and their relationship to different historical eras. May be taken for Bible credit by permission of the chair of the Division of Religion.

RELG 2373. The Reformation

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.

RELG 2403. Basic Christian Beliefs

An introduction to the basics of the Christian faith, focusing on the biblical and doctrinal truths common to all denominations.

RELG 2413. Religious Studies/London Experience

A survey of basic Christian beliefs and of church history with emphasis on the history of the Christian church in England. Religious and cultural influences on America will also be emphasized. Some comparison with other religions will be made through visits to Christian and other worship sites in London. This course will meet the same general education requirement as RELG 2403 Basic Christian Beliefs.

RELG 2603. Contemporary Cults

Examines the causes and psychosocial dynamics of cults and looks specifically at some current cults on the American scene.

RELG 2803. Biblical Foundations of Christian Missions

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

A survey of the resources, models, and techniques available for enhancing a Christian's time with the Word.

RELG 2921. Christian Devotional Classics

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

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

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 Intercultural Studies

Designed for an interactive examination of current issues and developments in Christian missions.

RELG 3023. Introduction to Intercultural Studies

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.

RELG 3103. Evangelism and Discipleship

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.

RELG 3113. Evangelism/Church Planting

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

A comparative study of contemporary denominations and their teachings.

RELG 3213. Church Leadership and Planning

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

A study of the history and Discipline of The Wesleyan Church.

RELG 3363, 3373. Systematic Theology I, II

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.

RELG 3503. Apologetics

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

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

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 3763. Urban Studies

This course seeks to introduce students to urban ministries through in-class readings, writings, and exposure to the current texts of urban studies. We live in a rapidly urbanizing world. We need to move toward understanding our increasingly urban world, as well as understanding our own responses and fears as we encounter this world. This course explores these dynamics, as well as various themes related to urban ministry: what can we learn from the history of the church's relationship to the city, the importance of narrative in urban evangelism, connecting urban and suburban churches (poor and affluent), moving beyond charity in our relationship with the poor; community-based approaches to ministry; and the relationship between globalization and urbanization.

RELG 3803. Contemporary Mission Strategy

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)

Studies of any topics in religion that meet the approval of the division chair and the dean. Offered on demand.

RELG 4113. Film and Faith

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 4173. Christian Worship

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 4403. Introduction to Homiletics

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 4413. Biblical Exposition

The development and delivery of expository sermons. Content and delivery effectiveness are analyzed through peer evaluation and video re-play. Prerequisite: RELG 4403.

RELG 4441. Preaching Lab

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 4423. Church Administration

The duties of the pastor as a church administrator, including practice in parliamentary law and procedures.

RELG 4433. Pastoral Care

Various approaches to pastoral problems and the duties of the pastor to persons in need. The focus is on gaining an understanding of ministry appropriate to pastoral care. The approach is from a psychological and theological frame of reference.

RELG 4463. Theology of Holiness

An intensive study of the doctrine of entire sanctification and its relation to personal experience.

RELG 4491. Seminar in Practical Theology

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 4511, 4521, 4531. Field Ministry

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.

RELG 4533. Field Ministry III

Academically strong seniors who have completed or nearly completed the requirements for Christian ministry concentration and who have arranged for at least half-time placement in parish ministry may opt for a three-hour field ministry experience.

RELG 490-498. Independent Study

RELG 4993. Major Honors

RESEARCH COURSES

RSCH 3803. Research Methods

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 corequisite: STAT 3203. Offered every spring semester.

RSCH 3853. Practical Issues in Research (RP II)

This course is the second course in the research project sequence. It addresses practical problems in understanding current literature, and in developing and implementing a research methodology.

RSCH 4873. Research Project I (AGS)

The study of research methods and completion of a logical, professional document that demonstrates acquired skills in problem definition, research planning, data collection and analysis, and problem solution. Integrates the theoretical and practical aspects of management education through the identification and solution of a relevant business problem. Requires the completion of the research proposal, chapter one (Introduction), the beginning of chapter two (Review of Literature), and chapter three (Research Design).

RSCH 4882. Research Project II (AGS)

The completion of chapter two (Review of Literature), conclusions and chapter four (Presentation of the Data), and chapter five (Conclusions and Recommendations). Prerequisites: RSCH 4873, STAT 3013.

RSCH 4891. Research Project III (AGS)

Final editing and oral presentation of the project. Prerequisite: RSCH 4882.

RSCH 5043. Analysis and Decision Making for Managers (AGS)

Using case analysis as the basic tool, this course will aid the student in identifying the root causes of problems in business, identifying and analyzing options, and proposing solutions. Methods of research and creative problem solving will be explored.

RSCH 5083. Research Methods (AGS)

Study of competent design and use of research for managers. Students will learn how to engage in a business-related research activity by completing five chapters of research project. Data manipulation will require knowledge in spreadsheets and word processing. Statistical component of the research will be done by statistics software available in Excel. Prerequisite: Three semester hours of statistics including descriptive and inferential statistics, and linear regression or equivalent.

SEMINARS - INTERDISCIPLINARY

SEMR 1001. Freshman Seminar

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 2001. Marriage and the Family Seminar

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 (AGS)

Group interaction skills and the management of individual and professional priorities. Issues include behavioral and learning style analysis, communication processes within groups, versatility in dealing with other people, goal setting and prioritizing, and time and stress management.

SEMR 2051. Scientific Literacy.

A one-semester seminar class focusing on the skills associated with written scientific communication. Students learn how to interpret and critically analyze scientific research literature and how to write scientific papers. Designed for science majors but open to all students.

SEMR 2222. Tools and Techniques of Self-Management (AGS)

The tools for self-assessment, self-understanding, and self-improvement. Includes group communication, self-management, learning and management styles, and the value of differing styles and strengths.

SEMR 3171. Christian Lifestyle and Values

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

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 3283. Gender Issues

Analysis of changes in sex role behavior and life style in different classes and ethnic groups in society and their impact on individuals and the social structure.

SEMR 3803. Issues in Careers and Leisure

A study of work and leisure attitudes and roles in modern American society, emphasizing such topics as occupational choice, leisure choice, socialization at work and play, worker adjustment, prestige, and mobility. Studies human relations in the industrial and recreational settings and will explore how these relations impact the individual, community and society. (2007-2008)

SEMR 4203. Ethics and Legal Issues

Ethical and legal issues, including privacy and property rights, surrounding computer software, hardware, and information systems. Prerequisite: Permission of instructor.

SOCIAL STUDIES COURSES

SOSC 1003. Introduction to Sociology

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

An introduction to the cultural and social aspects of human behavior and a comparison of cultures.

SOSC 2021. Current Issues

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

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

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

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

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

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 2203. Introduction to U.S. Government

The constitution, American federalism, and political behavior. Includes analysis of, the legislative, executive, and judicial functions of American central, state, and local governments.

SOSC 2253. Introduction to Criminal Justice

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.

SOSC 2283. Police and Community

Explores strategies of community policing and ways to manage police work when it conflicts with constituencies within the community.

SOSC 2353. Washington Federal Seminar

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. Sociology of the Family

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 3053. Professional and Ethical Issues in the Helping Professions

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

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

The background organization, methods of government, and political problems of select world nations.

SOSC 3413. Criminal Law

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.

SOSC 3433. Criminal Justice Management

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.

SOSC 3453. Criminal Investigation

Introduces students to techniques of crime-scene analysis and subsequent investigation.

SOSC 3471. Special Topics in Criminal Justice

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.

SOSC 3503. Advanced Social Problems

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

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

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 4053. Planning and Assessment for Nonprofit Organizations

This course focuses on strategic planning and program assessment within nonprofit organizations such as human services and public agencies. Students are expected to learn techniques of strategic planning and evidence-based assessment in light of current best practices and reporting expectations in social services and public administration..

SOSC 4153. Readings in Behavioral Theory

Provides an overview of the key theories driving research on human behavior, including biological, psychological, and sociological approaches. Prerequisite: An introductory course in social science.

SOSC 4703. Capstone Course in Social Science

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

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. Major Honors

SPANISH COURSES

SPAN 1003. Beginning Spanish

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.

SPAN 1023. Intermediate Spanish

A review of grammar and further practice in oral expression. Pre-requisite: SPAN 1003

STATISTICS COURSES

STAT 0990. Basic Statistics (AGS) (No Credit)

An introductory course for graduate students who have not had recent statistical experience and practice. Includes descriptive and inferential statistics, probability, hypothesis testing, correlation and regression.

STAT 3013. Statistics I (AGS)

Probability, measures of central tendencies, measures of dispersion, t-tests, z-scores, and chi-square. Also includes the use of graphs and charts needed to complete chapter four of student's research project. Prerequisite: CPSC 1103 and RSCH 4873.

STAT 3123. Statistics for Accounting and Business

Elementary descriptive and inferential statistics. An accounting and business orientation is used to illustrate data analysis and interpretation of experimental results. Introduction to basic data analysis and parametric statistical tests. Computer programs will be used in the course. Prerequisite: CPSC 1103, math competency.

STAT 3203. Statistics

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

This course develops the fundamental concepts and skills necessary for organizing and analyzing, and interpreting data in the Social Sciences. The use of statistical packages is integral to the course. Prerequisites: Computer and Math competency.

YOUTH MINISTRIES COURSES

YMIN 2103. Youth Ministry Strategies

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

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. Youth Camps and Retreats

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.

YMIN 4423. Administration of Youth Ministry

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. Youth Minister as Pastor

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 2009-2010

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B.A., Asbury College; M.S., University of Kentucky; Ed.D., University of Louisville	
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B.S., Southwestern A/G University; M.B.A., Regent University	
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B.A., Southern Wesleyan University; M.Ed., Clemson University	

ADMINISTRATIVE STAFF

ACADEMIC

Christina Accornero, Ph.D.	Chair, Division of Religion
Judy Black, B.A.	Director of Student Records
Benita Butler, M.B.A.	Assoc. VP for Student Serv. AGS
Royce Caines, Ph.D.	Dean, School of Business
Shelley Chapman, Ph.D.	V.P. for Academic Services
Daryl Couch, Ph.D.	Associate Academic Dean
Jane Dill, M.F.A.	Chair, Division of Fine Arts
Steven Hayduk, Ph.D.	Chair, Division of Social Sciences
Cecil "Rock" McCaskill, M.P.A.	Registrar
Betty Mealy, Ph.D.	Chair, Division of Humanities
Martha Mishoe, M.Ed.	Assist. Director of Center for Transformational Learning
Robert Sears, M.L.S.	Director of Library Services
Walt Sinnamon, Ph.D.	Dean, College of Arts & Sciences
Paul Shotsberger, Ph.D.	Dean, School of Education

ADMISSIONS

Amanda Young, B.A.	Director of Admissions
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ATHLETICS

Chris Williams, M.S.	Director of Athletics
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DEVELOPMENT

Mary Costello, M.S.	Executive Director
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Joy Bryant, M.S.	Executive Director of Alumni & Constituent Relations
Janelle Montgomery, M.S.M.	Director Public Relations
Ed Welch, M.M.C.	Assist. Director of Public Relations & Web Coordinator

STUDENT FINANCIAL SERVICES

Jeff Dennis, M.Div.	Assoc. VP of Financial Aid
Melanie Gillespie, M.S.M.	Assist. Director of Financial Aid Traditional & General Operations
Victoria K. Hayes, B.S.	Director of Student Accounts
Holly Wood, B.S.	Assist. Dir. of Financial Aid AGS

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Jonathan Catron	Director of Physical Plant
Karl Ekberg	ARA Food Service Manager
Michael Preusz, B.A.	Director of Info. Technology
Darlene Stancil	Bookstore Manager

STUDENT LIFE

Ken Dill, M.Div.	University Chaplain
Yvonne Duckett, M.A.	Dir. of Career Services Center
Samantha Murfree, M.A.	Assist. V.P. for Student Life
Phil Pranger, B.S.	Director of Resident Life
Carol Sinnamon, M.Ed.	Director of Counseling & Health Services

FACULTY, FULL TIME

(Dates in parentheses indicate the year of joining the faculty.)

Christina Accornero, Associate Professor of Religion; Chair, Division of Religion. B.S., University of California; M.S., University of California; Ph.D., Fuller Theological Seminary. (2008)

Joni Addis, Technical Services Librarian., B.A., Southern Wesleyan University; M.L.I.S, University of South Carolina.

Lavinia Anderson

Betty Baskin. Associate Director of the Center for Transformational Learning. A.B., Tift College; M.Ed., Clemson University. (2008)

Pascal Binda, Assistant Professor of Chemistry.B.S., University of Buea, Cameroon, West Africa; Ph.D., University of North Dakota. (2009)

Robert E. Black, Professor of Religion. B.A., Southern Wesleyan University; M.Div., Asbury Theological Seminary; Ph.D., Union Theological Seminary (VA). (1986)

Terry Blackwell

James L. Bowen, Professor of Accounting; Coordinator of Studies in Accounting. B.S, University of South Carolina; M.P.A., Clemson University. C.P.A. (1987)

Joy Bryant, Executive Director of Alumni and Constituent Relations. B.A., Southern Wesleyan University; M.S., Southern Wesleyan University. (1998)

Royce Caines

Don R. Campbell, Professor of Music. B.A., California State University at Fullerton; M.A., California State University at Fresno; D.M.A., Arizona State University. (1998)

Shelley Chapman, Vice President for Academic Services. Th.B., Penn View Bible Institute; M.A.R., Wesley Biblical Seminary; M.A., University of Maryland; Ph.D., Antioch University. (2007)

C. Keith Connor, Professor of Physical Education; Director of Athletics. B.S., High Point College; M.A.T., University of North Carolina; Ed.D., University of Georgia. (1969)

Daryl Couch, Associate Academic Dean. B.A., Spring Arbor College; M.T.S., Ontario Theological Seminary; M.S., Shippensburg University; Ph.D., Clemson University. (1999)

Paul Creasman, Associate Professor of Communication. B.A., Pepperdine University; M.A., Arizona State University; Ph.D., Regent University.(2008)

Gregory Day, Associate Professor of Music. B.M.E., Furman University; M.M.E., University of Southern Mississippi. (2000)

Jane Palmer Dill, Professor of Music; Chair, Division of Fine Arts. A.A., Anderson College; B.Mus., Mars Hill College; M.F.A., University of Georgia. (1977-81, 1990)

Kenneth D. Dill, University Chaplain; Assistant Professor of Religion. B.A., Southern Wesleyan University; M. Div., Emory University. (1990)

Keith East, Associate Professor of Education; Director of Academic Programs – Greenville Learning Center. B.A., Eastern Kentucky University; M.A., Eastern Kentucky University; Ed.S., University of South Carolina; Ph.D., University of South Carolina. (2006)

Sharon Feaster-Lewis, Associate Professor of Education. B.A. , Furman University; M.Ed., Stephen F. Austin State University; Ed.D., Texas A & M. (2006)

Susan Finley. B.A., University of North Carolina; M.L.D., Furman University. (2009)

Bradford L. Fipps, Professor of Religion; Coordinator of Studies in New Testament Greek. B.A., Southern Wesleyan University; M.Div., Asbury Theological Seminary; M.Phil, Drew University; Ph.D., Drew University. (1991)

John Frazier, Associate Professor of Business. B.S., Roberts Wesleyan College; M.S.M., Roberts Wesleyan College; Ph.D., Anderson University. (2005)

Mari Gonlag, Professor of Religion; Director of Master of Ministry Program . B.A., Marion College; M.Div., Asbury Theological Seminary; Ph.D., Trinity Evangelical Divinity School. (1998)

Anita Gray. Assistant Director of Library Services. B.A., Grand Rapids Baptist College; M.S.L..S., Wayne State University; Ed.D., Indiana University (ABD). (2009)

Steven Hayduk, Professor of Psychology; Coordinator of Studies in Psychology. B.A., University of Alberta; M.A., McGill University; Ph.D., McGill University. (1996)

Suzanne Holcombe, Math Instructor. B.S., Northeast Louisiana University; M.Ed., Clemson University, (2006)

Keith Iddings, Provost. B.A., Asbury College; M.Div., Asbury Theological Seminary; Ph.D., University of Wisconsin. (2004)

Darryl L. Jachens, Professor of Music; Coordinator of Studies in Music. B.M.E., Florida State University; M.M., University of Miami; Ph.D., Northwestern University. (1987)

Philip Jeon, Associate Professor of Economics. B.A., Hankuk University of Foreign Studies, M.A., University of Kentucky, Ph.D., University of Kentucky. (2006)

Paul Jordan, Professor of Computer Science. B.S., Appalachian State University; M.A., Appalachian State University; Ph.D., LaSalle University. (2000)

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Michael Keaton, History Instructor. B.S. & B.A., Southern Wesleyan University; M.A., Clemson University. (2008)

Ken Kennedy, Assistant Professor of Computer Science. B.A., Mercer University; Ph.D., Clemson University. (2008)

Lee E. Kizer, Associate Professor of Business. B.S., Centenary College of Louisiana; M.B.A., University of Arkansas; Sc.D., Nova Southeastern University. (2002)

Lillie Lewis, Assistant Professor of Education. B.A., Barber Scotia, M.Ed., Clemson University. (2007)

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Russell Merritt, Regional Director-North Augusta and Assistant Professor of Education. B.A., Furman University; M.A., University of South Carolina; Ed.D., University of South Carolina. (2009)

Martha Mishoe. B.S., University of West Alabama; M.Ed., University of West Alabama. (2008)

Gary Mosley, Computer Science Instructor. B.S., Southern Wesleyan University; M.E.T., Mid-America Nazarene University. (2008)

Samantha Murfree, Assistant Vice President for Student Life. B.A., Tougaloo College; M.A., University of Missouri-Columbia. (2003)

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Travis Nation, Associate Professor of Biology. B.S., Furman University; M.Ed., Converse College; Ph.D. Clemson University. (2002)

Tamara Powell, Regional Director—Columbia and Assistant Professor of Education. B.S., Old Dominion University; M.S., Francis Marion University; Ed.D., University of South Carolina. (2009)

Randolph B. Rankin, Associate Professor of English (non-tenure track). B.A., University of South Carolina; M.Th., Southeastern Baptist Theological Seminary; M.Ed., University of South Carolina; Ph.D. (ABD), University of Georgia. (1991)

Claude M. Rickman, Professor of Mathematics; Coordinator of Studies in Mathematics. B.A., Southern Wesleyan University; M.Ed., Clemson Univ.; Ed.D., Univ. of Georgia. (1978)

Beth Roe, Director of Retention and First Year Experience. B.A., Furman University; MSM, Southern Wesleyan University. (2007)

Richard Rogers, Associate Professor of Sociology. B.A., University of Illinois at Chicago; Ph.D., Princeton University. (2005)

Susan Rouse, Associate Professor of Biology. B.S., Georgia College; Ph.D., Emory University. (2005)

Melanie Rowell, Assistant Professor of Music. B.S., Southern Wesleyan University; M.M, University of Georgia; D.M.A., University of Georgia. (2006)

Paul Schleifer, Professor of English. B.A., Davidson College; M.A., University of Georgia; Ph.D., University of Georgia. (1995)

Robert E. Sears, Director of Library Services. B.S., Indiana University; M.A., Trinity Evangelical Divinity School; M.L.S., Indiana University. (1999)

Paul Shotsberger, Dean, School of Education. B.A., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Charlotte; Ph.D., University of North Carolina at Chapel Hill. (2009)

Carol Sinnamon, Director of Counseling and Health Services; Assistant Professor of Social Sciences. B.A., Southern Wesleyan University; M.Ed., Clemson University. (1985)

Walter B. Sinnamon, Professor of Biology; Chair, Division of Science. B.S., Houghton College; Ph.D., Clemson University. (1982)

Ronald L. Snyder, Associate Professor of Business; B.S.B.A., Franklin University; M.B.A., New York Institute of Technology; D.B.A., Nova Southeastern University (2002)

Graydon Vadas, Associate Professor of Management (non-tenure track). B.S.E.E., Rochester Institute of Technology; M.B.A., Pace University; Ph.D., Walden University. (1992)

Erin Washington, Reference Librarian. B.M., University of Georgia; M.M., University of Maryland; M.L.S., University of Maryland. (2009)

Harold M. Waters, Associate Professor of Education. B.S., Armstrong College; M.Ed., Clemson University; Ed.D., Nova Southeastern University. (2005)

Kim Welborn, Assistant Professor of English/Writing. B.A., Clemson University; M.Ed., Clemson University. (2008)

Mildred Williams. Assistant Professor of Psychology. B.A., Rutgers University; M.A., Webster University; Ph.D., Capella University (ABD). (2009)

Donald D. Wood, Professor of Religion. B.A., Southern Wesleyan University; B.D., Columbia Theological Seminary; Th.D., Fuller Theological Seminary. (1978)

Sally S. Wood, Assistant Professor of English. A.B., Georgia State University; Developmental Education Specialist Certificate, Appalachian State Univ.; M.Ed., Clemson Univ. (1980)

G. Fred Woodworth, Professor of Education. B.A., Eastern Nazarene College; B.Ed., University of New Brunswick; M.Ed., University of New Brunswick; Ph.D., University of Connecticut. (1995)

Ben Xie, Assistant Professor of English. M.A., Suzhou University; M.S., Louisiana University; Ph.D., Louisiana University. (2008)

Faculty Emeriti

- Gloria J. Bell, Professor of English *emeritus*. B.A., Southern Wesleyan University; M.A. University of North Carolina; Ph.D., University of Colorado. (1977)
- Laura N. Black, English. Professor of English *emeritus*. B.A., Newberry College; M.Ed., University of South Carolina; Ph.D., University of South Carolina. (1980-1989, 1991-2006)
- James B. Bross, Sr., Professor of Religion. B.A., Southern Wesleyan University; M.A., University of Illinois; Ph.D., University of Iowa. (1973)
- Stephen W. Calhoon, Jr., Academic Dean. B.S., Houghton College; M.S., The Ohio State University; Ph.D., The Ohio State University; Sc.D. (honorary), Houghton College. (1978-1993)
- Martha S. Evatt, Librarian. B.A., Furman University; B.S. in L.S., Univ. of North Carolina. (1945-56, 1958-64, 1966-88)
- Paul Faulkenberry, Psychology. A.A., Southern Wesleyan University; B.A., Indiana Wesleyan University; M.S., Northern State University; Ph.D., Purdue University. (1990-98)
- Kenneth Foutz, Religion. B.A., Southern Wesleyan University; M.Div., Asbury Theological Seminary; M.A., Presbyterian School of Christian Education; D.Min., Emory University. (1970-98)
- Thomas E. Jennings, Education. A.B., Asbury College; M.Ed., University of North Carolina; Ed.D., University of North Carolina. (1970)
- Jimmy J. Kimble, Registrar. B.A., Southern Wesleyan University; M.Ed., University of North Carolina. (1968)
- Martin LaBar, Professor of Science. B.A. Wisconsin State University, Superior; M.S., University of Wisconsin; Ph.D., University of Wisconsin. (1964)
- W. James Mahony, Business. B.S., U.S. Naval Academy; M.S., Webb Institute; Ph.D., Clemson University. (1986)
- Robert G. McDonald, Professor of Social Sciences & Recreation. B.A., University of North Carolina - Chapel Hill; M.A., Furman University; Ed.D., University of Georgia. (1988)
- Robert R. Nash, Biology. B.A., Southern Wesleyan University; M.S., Clemson University; Ph.D., Clemson University. (1966)
- Hal G. Robbins, Jr., Education. A.B., Indiana Wesleyan University; M.A., Longwood College; Ed.D., University of Virginia. (1972-74, 1976-1995)
- Don Schaupp, Assistant Professor of Computer Science; Coordinator of Studies in Computing. B.S., Arizona State University; M.C.S., Texas A & M University. (1988)
- Paul B. Wood, Psychology. A.B., Guilford College; M.A., University of North Carolina; Ph.D., University of North Carolina. (1962-1994)

ACADEMIC CALENDAR FOR RESIDENTIAL CAMPUS (2010 – 2014)

2010 FALL SEMESTER

Aug	9	New Faculty Orientation
	10-11	Faculty Retreat
	13-15	New Student Orientation
	16	Enrollment Day
	17	Classes Begin, Convocation
	20	Last Day to Enroll
	26	Last Day to Add a Course (Provided 90% of class meetings remain)
Sept	12-14	Spiritual Emphasis (modified chapel schedule)
	13	Last Day to Drop a Course without Record
	17	Constitution Day
Oct	11-15	Fall Break
	22	Last Day to Drop a Course
	28-29	Trustees Meeting
Nov	1-4	Missions Conference (includes Monday chapel)
	1	Registration for Spring Semester begins
	3	Last Day to Apply for May Graduation
	24-26	Thanksgiving Break
Dec	3-8	Finals Week
	9	Baccalaureate
	9, 11	Commencement Ceremonies

2011 SPRING SEMESTER

Jan	7	Faculty Workshop
	8	New Student Orientation
	10	Enrollment Day
	11	Classes Begin, Opening Chapel
	14	Last Day to Enroll
	17	Martin Luther King, Jr. Day Holiday
	21	Last Day to Add a Course (Provided 90% of class meetings remain)
	23-25	Spiritual Emphasis (modified chapel schedule)
Feb	7	Last Day to Drop a Course without Record
28-Mar	4	Spring Break
	11	Last Day to Drop a Course
	14	Last Day to Apply for December Graduation
	28	Registration for Fall Semester begins
Apr	5-6	Trustees Meeting
	22	Good Friday Holiday
	26	Honors Convocation
29-May	4	Finals Week
	5	Baccalaureate
	5, 7	Commencement
	9-11	Planning, Assessment, and Development
	10	Faculty Workshop

2011 SUMMER SESSIONS

May 11-27	May Term
May 16-27	Summer Institute of Ministerial Studies
	June Term
	July Term

2011 FALL SEMESTER

Aug	8	New Faculty Orientation
	9-10	Faculty Retreat
	12-14	New Student Orientation
	15	Enrollment Day
	16	Classes Begin, Convocation
	19	Last Day to Enroll
	25	Last Day to Add a Course (Provided 90% of class meetings remain)
Sept	11-13	Spiritual Emphasis (modified chapel schedule)
	12	Last Day to Drop a Course without Record
	17	Constitution Day

Oct	3-7	Fall Break
	14	Last Day to Drop a Course
	27-28	Trustees Meeting
31-Nov	3	Missions Conference (includes Monday chapel)
Oct	31	Registration for Spring Semester begins
Nov	2	Last Day to Apply for May Graduation
	23-25	Thanksgiving Break
Dec	2-7	Finals Week
	8	Baccalaureate
	8, 10	Commencement Ceremonies

2012 SPRING SEMESTER

Jan	6	Faculty Workshop
	7	New Student Orientation
	9	Enrollment Day
	10	Classes Begin, Opening Chapel
	13	Last Day to Enroll
	16	Martin Luther King, Jr. Day Holiday
	20	Last Day to Add a Course (Provided 90% of class meetings remain)
	22-24	Spiritual Emphasis (modified chapel schedule)
Feb	6	Last Day to Drop a Course without Record
29-Mar	2	Spring Break
Mar	9	Last Day to Drop a Course
	12	Last Day to Apply for December Graduation
	26	Registration for Fall Semester begins
Apr	6	Good Friday Holiday
	10-11	Trustees Meeting
	24	Honors Convocation
27-May	2	Finals Week
	3	Baccalaureate
	3, 5	Commencement Ceremonies
	7-9	Planning, Assessment, and Development
	8	Faculty Workshop

2012 SUMMER SESSIONS

May 9-25	May Term
May 14-25	Summer Institute of Ministerial Studies
	June Term
	July Term

2012 FALL SEMESTER

Aug	13	New Faculty Orientation
	14-15	Faculty Retreat
	16-19	New Student Orientation
	20	Enrollment Day
	21	Classes Begin, Convocation
	24	Last Day to Enroll
	30	Last Day to Add a Course (Provided 90% of class meetings remain)
Sept	9-11	Spiritual Emphasis (modified chapel schedule)
	10	Last Day to Drop a Course without Record
	17	Constitution Day
Oct	8-12	Fall Break
	19	Last Day to Drop a Course
	25-26	Trustees Meeting
Nov	5-8	Missions Conference (includes Monday chapel)
	5	Registration for Spring Semester begins
	7	Last Day to Apply for May Graduation
	21-23	Thanksgiving Break
Dec	7-12	Finals Week
	13	Baccalaureate
	13, 15	Commencement Ceremonies

2013 SPRING SEMESTER

Jan	11	Faculty Workshop
	12	New Student Orientation
	14	Enrollment Day
	15	Classes Begin, Opening Chapel
	18	Last Day to Enroll
	21	Martin Luther King, Jr. Day Holiday
	25	Last Day to Add a Course (Provided 90% of class meetings remain)
	27-29	Spiritual Emphasis (modified chapel schedule)
Feb	4	Last Day to Drop a Course without Record
Mar	4-8	Spring Break
	11	Last Day to Apply for December Graduation
	15	Last Day to Drop a Course
	25	Registration for Fall Semester begins
	29	Good Friday Holiday
Apr	9-10	Trustees Meeting
	23	Honors Convocation
May	3-8	Finals Week
	9	Baccalaureate
	9, 11	Commencement Ceremonies
	13-15	Planning, Assessment, and Development
	14	Faculty Workshop

2013 SUMMER SESSIONS

May 15-31	May Term
May 20-31	Summer Institute of Ministerial Studies
	June Term
	July Term

2013 FALL SEMESTER

Aug	12	New Faculty Orientation
	13-14	Faculty Retreat
	15-18	New Student Orientation
	19	Enrollment Day
	20	Classes Begin, Convocation
	23	Last Day to Enroll
	29	Last Day to Add a Course (Provided 90% of class meetings remain)
Sept	8-10	Spiritual Emphasis (modified chapel schedule)
	9	Last Day to Drop a Course without Record
	17	Constitution Day
Oct	7-11	Fall Break
	18	Last Day to Drop a Course
	24-25	Trustees Meeting
Nov	4-7	Missions Conference (includes Monday chapel)
	4	Registration for Spring Semester begins
	6	Last Day to Apply for May Graduation
	27-29	Thanksgiving Break
Dec	6-12	Finals Week
	12	Baccalaureate
	12, 14	Commencement Ceremonies

2014 SPRING SEMESTER

Jan	8	Faculty Workshop
	10	New Student Orientation
	13	Enrollment Day
	14	Classes Begin, Opening Chapel
	17	Last Day to Enroll
	20	Martin Luther King, Jr. Day Holiday
	24	Last Day to Add a Course (Provided 90% of class meetings remain)
	26-28	Spiritual Emphasis (modified chapel schedule)
Feb	3	Last Day to Drop a Course without Record
Mar	3-7	Spring Break
	10	Last Day to Apply for December Graduation
	14	Last Day to Drop a Course
	24	Registration for Fall Semester begins
Apr	8-9	Trustees Meeting

	18	Good Friday Holiday
	22	Honors Convocation
May	25-30	Finals Week
	8	Baccalaureate
	8, 10	Commencement Ceremonies
	12-14	Planning, Assessment, and Development
	13	Faculty Workshop

2014 SUMMER SESSIONS

May 14-30	May Term
May 19-30	Summer Institute of Ministerial Studies
	June Term
	July Term

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