

A photograph of two students sitting at a table outdoors, likely on a campus. The student in the foreground is a young man with dark hair and glasses, wearing a dark polo shirt with purple and white stripes on the sleeves. He is smiling and looking towards the right. The student in the background is partially visible, wearing a grey beanie and a plaid shirt. They are both looking at papers on the table. The background is a bright, out-of-focus outdoor setting with trees and a blue sky. A blue diagonal line pattern is overlaid on the left side of the image.

SOUTHERN
WESLEYAN
UNIVERSITY

UNDERGRADUATE BULLETIN

2016-2017



**Southern Wesleyan University
Undergraduate Bulletin**

2016-2017

Central, South Carolina 29630

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

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Southern Wesleyan University

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

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

Southern Wesleyan University announces that the Society for Human Resource Management (SHRM) has acknowledged that its Bachelor of Science in Business Administration with a Concentration in Human Resource Management has renewal of its alignment with SHRM's HR Curriculum Guidebook and Templates. Throughout the world, 421 programs in 319 educational institutions have been acknowledged by SHRM as being in alignment with its suggested guides and templates. The HR Curriculum Guidebook and Templates were developed by SHRM to define the minimum HR content areas that should be studied by HR students at the undergraduate and graduate levels. The guidelines -- created in 2006 and revalidated in 2010 and 2013 -- are part of SHRM's Academic Initiative to define HR education standards taught in university business schools and help universities develop degree programs that follow these standards.

Since 2008, Southern Wesleyan University has been a member of the National Association of Schools of Music (NASM) having met its rigorous artistic and educational standards. NASM standards address resources and policies in areas such as curricula, library, instruments, equipment, facilities, budget, technology, and faculty development. Recognition by this association of over 650 members affirms the high quality of music programs at SWU and is a distinct advantage both for the reputation of its programs and for the recognition of its graduates. NASM seeks the best learning conditions for music students and promotes the strength and quality of music in higher education by assisting institutional members and their faculties to do their best work.

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 (CCCCU) and of the South Carolina Independent Colleges and Universities (SCICU). Its students who are residents of South Carolina are eligible to apply for South Carolina Tuition Grants.

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

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

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972 and with Section 504 of the Rehabilitation Act of 1973, Southern Wesleyan University does not discriminate on the basis of race, national origin, sex, or physical handicap in any of its policies, practices, or procedures. The university reserves

its right to operate as a church-related institution and to develop policies consistent with the religious tenets of its sponsoring denomination, The Wesleyan Church.

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

About the University

Aspirations

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

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

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

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

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

Mission and Values

University Core Values

Christ Centered: Purpose, Scholarship, Community, Transformation

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

Comprehensive Statement

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

University Mission

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

Doctrinal Statement

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

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

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

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

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

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

Southern Wesleyan University Learning Outcomes

The learning community at Southern Wesleyan University fosters in participants

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

Such that graduates . . .

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

Undergraduate Competencies

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

Programs and Formats

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

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

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

Campus and Learning Center Facilities

Central

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

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

Greenville

In Greenville, SWU offers its Adult and Graduate programs at its Learning Center in the Park East Office Park, 150 Executive Center Drive, Greenville, SC. The facility has seven 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 300, Columbia, SC 29223. The facility has seven classrooms, a computer lab, and office space.

Charleston

In Charleston, SWU offers its Adult and Graduate programs at its Learning Center at 4055 Faber Place Drive, Suite 301, Charleston, SC. The facility has ten classrooms, a computer lab and office space.

North Augusta

In North Augusta, SWU offers its Adult and Graduate programs at its Learning Center in the Business Technology Center, 802 East Martintown Road, N. Augusta, SC. The facility has ten classrooms, a computer lab, a study room, 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. Applicants are notified in writing as soon as a decision is made.

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

Admission to the Residential Campus Program

Freshman Applicants

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

- A completed application form along with a \$25 non-refundable application fee. Waivers for this fee include: campus visitors, students receiving an SAT/ACT waiver, students who attend a Wesleyan church, and students who submitted all documents for application review.
- A high-school diploma-not a certificate of attendance-or its equivalent must be received. If a high school diploma was not received, official GED test scores must be provided. 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.
- Regular admission - grade point average of 2.3 or higher or a ranking in the upper half of the high-school graduating class at the time of acceptance and a superscore of 860 SAT (combined Evidence Reading/Writing and Math) or an 18 ACT (superscore).
- Conditional admission - grade point average of less than 2.3 and/or an SAT superscore of 850 or below (combined Evidence Reading/Writing and Math) or an ACT of 17 (superscore) will be considered on a case by case basis and must go through the University Admissions Committee process for consideration.
- The final high school transcript must be submitted following high school graduation.
- Willingness to conform to the community and lifestyle expectations of Southern Wesleyan University.

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 cumulative 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.

Transfer credit is generally accepted from regionally accredited colleges and universities and from postsecondary higher education institutions that are recognized by the US Department of Education, provided such transfer courses meet the degree requirements at Southern Wesleyan University as well as transfer-quality accreditation standards. Courses that are identified by the institution as intended for transfer must demonstrate comparable course content, comparable learning outcomes, and the nature, content, and level of the course learning experience and its

appropriateness must be applicable to the programs offered by SWU. Southern Wesleyan University reserves the right to deny credit from institutions that are not regionally accredited.

Grades lower than C- will not be accepted in transfer.

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.

Transfer Admissions Requirements

- A completed application form along with a \$25 non-refundable application fee. Waivers for this fee include: campus visitors, students receiving an SAT/ACT waiver, students who attend a Wesleyan church, and students who submitted all documents for application review.
- Official university transcripts from all previously attended institutions regardless of credits earned or unearned.
- Regular admission - cumulative collegiate grade point average of at least a 2.0.
- Conditional admission - Grade point average of less than 2.0 will be considered on a case by case basis and must go through the Undergraduate Admissions Committee process for consideration.
- International transfer students requiring an I-20 must also provide TOEFL scores or meet one of the university approved waivers for consideration. Official transcripts of all foreign academic work, evaluated by a NACES (National Association of Credential Evaluation Services) association member is required for admission. Additionally, a word-for-word, line-by-line certified English translation of all foreign academic transcripts by an NCAA approved agency is a pre-certification requirement for NCAA eligibility.
- The final transcript must be sent following the completion of the semester if courses are still in progress at time of application.
- Willingness to conform to the community and lifestyle expectations of Southern Wesleyan University.

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:

- The student must submit an application for admission (available online and in the Admissions Office).
- If another college has been attended, an official transcript of all work must be submitted with the application for admission. 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.
- Before a student may begin the readmission process, or the process for internal transfer to or from Adult and Graduate Studies, approval must be given by the Office of Student Accounts, 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 Undergraduate Admissions Committee.

Home School Applicants

Upon verification of home schooling registered with the department of education within the home state, Southern Wesleyan University will review the application of each home schooler. Home schoolers will submit official HS transcript and official SAT, and/or ACT scores for review. See Freshman Applicants section for admissions criteria.

International Application Procedures

The following documents must be completed before a letter of acceptance will be considered. The deadline for acceptance is November 1st for Spring Semester and July 1st for Fall Semester:

- A completed application with a US \$25 non-refundable application fee or application fee waiver if applicable.
- Official transcripts of all foreign academic work, evaluated by a NACES (National Association of Credential Evaluation Services) association member. Contact the Office of Undergraduate Admissions for a list of association members or visit International Students (<http://www.swu.edu/admissions/residential-campus/international-students/>). For transfer students, the evaluation must include all foreign university or college transcripts. For freshmen, the evaluation must include all high school transcripts.
- Official scores from either the SAT or ACT for freshmen.
- Official TOEFL score of 500 (paper test), 61 (online test), or 173 (computer-based test), or official IELTS score of 6. Evidence that English is the student's primary language may also be considered. IF TOEFL or IELTS are not available, student may request waiver if student meets certain other requirements considered by the university. This waiver request may be obtained from the student's admissions counselor. Waivers are not guaranteed.

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

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

After submitting the deposit for the first semester and documentary evidence for the full academic year, the I-20 form will then be issued by a Designated School Official. All items necessary for the processing of the I-20 must be completed by the appropriate deadlines in order for an I-20 to be issued in a timely manner. The deadline for issuing an I-20 for a given semester is November 15th for the Spring and July 15th for the Fall.

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

1. After receiving the I-20 form, the student must then pay government fees, obtain student visa, and prepare to travel.
 - a. For more information regarding the process of coming to the United States, visit studyinthestates.dhs.gov for step-by-step instructions on how to pay the SEVIS I-901 fee, request a

visa (and pay applicable fees), schedule a visa interview, and prepare to travel to the U.S. For a complete list of documentation necessary for your appointment, visit www.usembassy.gov. Select your embassy to determine your requirements.

- b. For an overview of the entire process, you may also visit travel.state.gov. Click links regarding an "F" visa.

2. After obtaining the student visa, make arrangements to arrive at the university no earlier than Orientation to your start date, and no later than the date on the I-20.

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

A complete list of international student-athlete pre-certification requirements is available on the [NCAA website](http://www.ncaa.org/student-athletes/future/international-student-athletes) (<http://www.ncaa.org/student-athletes/future/international-student-athletes>). A word-for-word, line-by-line certified English translation of all foreign academic work is one of the NCAA pre-certification requirements for student-athlete eligibility. SWU faculty cannot provide certified English translations. To search for ATA (American Translators Association) certified translators, go to www.atanet.org. SWU recommends students use Educational Credential Evaluators (ECE) www.ece.org for certified English translations.

Admission Status

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

Distinction

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

Regular

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

Conditional (Academic Warning)

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

Provisional

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

Special (Gateway)

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

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.)

Health Policies and Class Attendance

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

Additional Information

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

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

-or-

www.swu.edu.

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

Adult and Online Undergraduate Programs

Admission to the Adult and Online Undergraduate Programs

In addition to its residential campus programs, SWU offers undergraduate degrees through evening courses at its regional sites or through online courses. Admission to these programs is open to transfer students with a minimum 2.0 cumulative combined GPA for all accredited colleges attended or first-time college students who rank in the upper half of their high school graduating class or who earn a General Education (GED) Passing Score (at least 150 on each of the four test subjects). Additional admission requirements vary by degree program.

Associate and Bachelor Degree Programs:

- Submission of a completed AGS application.
- \$25 application fee.
- An official high-school transcript if transferring fewer than 15 credit hours from accredited colleges or universities. Minimum high school cumulative grade point average of 2.0.
- Home school students must provide evidence of membership in an approved home school association and provide an official transcript with a 2.0 grade point average on a 4.0 scale; otherwise, applicant must submit GED scores.
- Transfer students who have attended other colleges or universities must provide official transcripts¹ from each school attended. Students must have earned a minimum 2.0 cumulative GPA for all college work attempted¹.
- Submission of all military transcripts, if applicable.
- Applicants for whom English is a second language must meet the official TOEFL score of at least 550 (paper test), 213 (computer test), or demonstrate equivalent evidence of proficiency in English, such as an overall band score of 6.0 or higher on the IELTS test.
- Satisfactory interview with a designated committee or academic division, if required.

¹*International transcripts must be evaluated by an approved agency. American Association of Collegiate Registrars and Admissions Officers can do this evaluation, and National Association of Credential Evaluation Services provides a list of approved agencies. From the NACES list, Southern Wesleyan recommends using World Education Services or Josef Silny.*

Transfer Credit

Transfer credit is generally accepted from regionally accredited colleges and universities and from postsecondary higher education institutions that are recognized by the US Department of Education, provided such transfer courses meet the degree requirements at Southern Wesleyan University as well as transfer-quality accreditation standards. Courses that are identified by the institution as intended for transfer must demonstrate comparable course content, comparable learning outcomes, and the nature, content, and level of the course learning experience and its appropriateness must be applicable to the programs offered by SWU. Southern Wesleyan University reserves the right to deny credit from institutions that are not regionally accredited.

Grades lower than C- will not be accepted in transfer.

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.

Conditional Admittance

First-time students who do not rank in the upper half of their high school graduating class and transfer students who do not have a minimum 2.0 cumulative combined GPA for all accredited colleges may apply for conditional admittance on appeal to the Undergraduate Admissions Committee. Students must appeal in writing, explaining their past circumstances and their plan for success. An interview (in-person, video, or phone) may be required. High school transcripts may also be requested by the Undergraduate Admissions Committee. The appeals process occurs only at the student's request and is not automatically implemented. Students whose appeals are granted may be limited in their course registration or have mandatory requirements for tutoring. The decision of the Undergraduate Admissions Committee is final.

If accepted, these students must maintain a 2.0 GPA over the next two courses of enrollment.

Students Seeking Re-Admission

Students who have been dismissed or suspended, have left on academic warning or probation, have left during the semester without officially withdrawing, or have withdrawn with a GPA less than 2.0 may appeal for re-admittance to the Undergraduate Admissions Committee. Students must appeal in writing, explaining their past circumstances and their plan for success. An interview may be required. The appeals process occurs only at the student's request and is not automatically implemented. Students whose appeals are granted may be limited in their course registration or have mandatory requirements for tutoring. The student's status may be determined to be probation, academic warning, or good standing, as determined by the Undergraduate Admissions Committee. The decision of the Undergraduate Admissions Committee is final.

Traditional Student Enrollment in Adult and Online Courses

Students who are enrolled in a minimum of 12 hours on SWU's residential campus program may take up to two courses/semester in the AGS program, as space is available. AGS summer enrollment is not limited for traditional students but is offered on a space-available basis.

Additional Information

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

Central 864-644-5557

Charleston 843-266-7981

Columbia 803-744-7981

Greenville 864-672-7981

North Augusta 803-426-7981

Or inquire at www.swu.edu.

Academics

Undergraduate Academic Information

Degrees Offered

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

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

Conceptual Framework for Core Curriculum

John Wesley advocated using four sources for reflection that would permit relevant, theologically-informed engagement with a rapidly changing world (as named the Wesleyan "quadrilateral" by Albert C. Outler in 1964). Scripture is Wesley's main source, along with reason, tradition, and experience. Wesley also emphasized the major themes of the redemption narrative (i.e., (1) sinful human nature infused by God's prevenient grace, (2) justification by faith in Jesus Christ, and (3) sanctification into the fullness of love through the power of the Holy Spirit).

The four elements of Wesley's quadrilateral form the framework for our 31 general education credits and 9 credits above this core that are required of all undergraduate students. Our curriculum is taught from a Christian perspective that incorporates the four areas identified by Wesley:

1. Scripture-Students will need to be well-grounded in the content of the Bible such that they are able to think theologically about the issues they confront.
2. Tradition-Students will need exposure to the great thinking of the past.
3. Experience-Students will need to learn experientially, drawing from methods and insights in their discipline.
4. Reason-Students must be able to reason, developing and refining abilities in critical thinking, reasoning, and creative problem-solving, using today's technological tools.

This curriculum reflects the belief that our graduates must be able to create a reasoned defense of the Christian faith, demonstrate Christian character traits, and be able to articulate a Christian worldview in their chosen field.

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

John Wesley advocated using four sources for reflection that would permit relevant, theologically informed engagement with a rapidly changing world (as named the Wesleyan "quadrilateral" by Albert C. Outler in 1964). Scripture is Wesley's main source, along with reason, tradition, and experience.

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Core Curriculum

Required Courses (9-12 Hours)

Required courses, in addition to General Education Requirements:

- SEMR 2323 Foundations for Success 3 credits ¹ or HNRS 2323 Honors Foundations for Success 3 credits¹
- CPSC 1103 Introduction to Computers and Information Processing 3 credits or EDUC 3423 Instructional Technology for Education Majors 3 credits or a passing score on the CPSC 1103 Challenge Exam²
- RELG 2403 Basic Christian Beliefs 3 credits or RELG 3383 Theology for Ministry I 3 credits and RELG 3393 Theology for Ministry II 3 credits

General Education Requirements (31-32 Hours)

Specified programs require specific core curriculum courses within the major. Students should refer to their program requirements.

Humanities/Fine Arts (21 Hours)

- ASTH 2053 Music and Art Appreciation 3 credits
- BIBL 1013 Old Testament Survey 3 credits **or** BIBL 1053 Old Testament 3 credits
- BIBL 1023 New Testament Survey 3 credits **or** BIBL 1063 New Testament 3 credits
- ENGL 1003 Freshman Composition I 3 credits¹
- ENGL 1013 Freshman Composition II 3 credits¹
- ENGL 2103 Speech Communication 3 credits

Choose one of the following:

- HIST 1023 Western Civilization I 3 credits
- HIST 1033 Western Civilization II 3 credits
- HIST 1063 Survey of Western Civilization 3 credits
- HIST 2003 American History I 3 credits
- HIST 2013 American History II 3 credits
- HIST 2053 Survey of American History 3 credits

Natural Sciences (7-8 Hours)

Choose one of the following:

- MATH 1023 Algebra 3 credits
- MATH 1024 Algebra and Trigonometry 4 credits
- MATH 1053 Quantitative Reasoning 3 credits
- Any higher level math not specific to a discipline (3-4 credits)

Choose one of the following:

- BIOL 1004 General Biology I 4 credits
- BIOL 1014 General Biology II 4 credits
- BIOL 1054 Survey of Anatomy and Physiology 4 credits

- BIOL 1104 Introduction to Biology 4 credits
- BIOL 2024 Botany 4 credits
- BIOL 2034 Zoology 4 credits
- BIOL 2074 Environmental Science 4 credits
- CHEM 1004 General Chemistry I 4 credits
- CHEM 1104 Introduction to Chemistry 4 credits
- PHSC 1544 Introduction to Physical Sciences 4 credits
- PHYS 2044 Physics I 4 credits
- PHYS 2054 Physics II 4 credits

Social/Behavioral Sciences (3 hours)

Choose one of the following:

- ECON 2053 Microeconomics 3 credits
- ECON 2063 Macroeconomics 3 credits
- INCS 2023 Introduction to Intercultural Studies 3 credits
- PSYC 2003 General Psychology 3 credits
- SOSC 1003 Introduction to Sociology 3 credits
- SOSC 2003 Cultural Anthropology 3 credits
- SOSC 2123 Race and Ethnic Relations 3 credits
- SOSC 2203 Introduction to U.S. Government 3 credits
- SOSC 2513 Family Studies 3 credits

Total Hours: 40-44

Notes:

¹All traditional students must enroll in Freshman Composition (ENGL 1003 followed by ENGL 1013) and Foundations for Success (SEMR 2323 or HNRS 2323) until they earn the minimum required grade. Please note that a required grade of C- or higher is required in ENGL 1003 and ENGL 1013.) Withdrawal is not permitted from any of these courses until after the last day to drop without record, but the withdrawal must be completed before the final withdrawal date. Students must first consult both their advisor and the instructor before withdrawing from a course.

²Challenge Exam for CPSC 1103: For a testing fee of \$80, students can take a challenge exam for CPSC 1103. Information concerning preparing for the exam or scheduling it is available from the Center for Teaching Excellence, 864.644.5038. Students who have previously failed CPSC 1103 at this institution and students who are currently enrolled in the course are not eligible to take the challenge exam. There is no provision for a retest. Transfer and re-admitted students: Please note that no credit toward our computer literacy requirement will be awarded for computer fundamental classes that are more than five years old at the time of transfer or re-admittance.

Specialized Major

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

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

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

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

At least 30 hours of coursework at the 300-400 level in the areas of concentration

- Meet the following academic criteria in the program of study:
 - A grade of 1.7 or higher in all courses taken in designated areas of concentration
 - A cumulative grade point average of 2.0 or higher

Minor

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

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

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

Cognate

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

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.

Credit Hour

In accordance with federal government guidelines, Southern Wesleyan University defines a credit hour as the amount of student time investment that reasonably approximates one hour of classroom (or direct faculty instruction) and a minimum of two hours out-of-class student work for approximately fifteen weeks for one semester or the equivalent amount of that work as established by Southern Wesleyan, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

In accordance with commonly accepted practices in higher education, SWU operates on a 50-minute hour for this definition. Fifty clock minutes per week per credit hour for approximately 15 weeks provides approximately 750 minutes of direct faculty instruction time per credit hour based on the Carnegie Unit.

Transfer Credit

Transfer credit is generally accepted from regionally accredited colleges and universities and from postsecondary higher education institutions that are recognized by the US Department of Education, provided such transfer courses meet the degree requirements at Southern Wesleyan University as well as transfer-quality accreditation standards. Courses that are identified by the institution as intended for transfer must demonstrate comparable course content, comparable learning outcomes, and the nature, content, and level of the course learning experience and its appropriateness must be applicable to the programs offered by SWU. Southern Wesleyan University reserves the right to deny credit from institutions that are not regionally accredited.

Grades lower than C- will not be accepted in transfer.

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.

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 awarded 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 competitions, or musical performances).

Once students have missed 25% of the class meetings in a course, they are no longer permitted to participate in activities outside of the classroom that would result in an additional absence.

A student who must miss the first class session of any course must contact the instructor before the course is scheduled to start. If no prior arrangement is made between the student and the instructor, a student who misses the first class session will be administratively dropped from the course. The student may seek re-entry according to the schedule adjustment procedure outlined above, but reinstatement in the course is not guaranteed.

Attendance in online courses is based on the completion of at least one designated assignment by the due date/time posted within the course site for each week of the course. Online activities may include lecture, assignments, readings, forums, and assessments (for example; quizzes or tests).

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

Advisement and Registration

Each student is assigned an advisor at the time of admission. Students enrolled in the Traditional Program are assigned a Faculty Advisor, and students enrolled in the Adult Evening Undergraduate (AGS) Program are assigned an Academic Coordinator. It is the responsibility of the student to consult with the Faculty Advisor or Academic Coordinator each semester before the student's designated window for course registration begins.

For AGS students, their Academic Coordinator serves as the first point of contact. Academic Coordinators may assist with degree planning and answer questions regarding degree requirements, course registration, re-entry to SWU, withdrawing, or other academic policies. Mandatory advisement sessions are scheduled for AGS students, including a session prior to the start of the AGS program and throughout the duration of the student's program.

Students may arrange advisement sessions by contacting either their Faculty Advisor or Academic Coordinator.

All students enrolled in the Traditional Program 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.

Schedule adjustments (course add/course drop/course withdrawal) may occur after the published registration time period according to the following procedure:

- The last day to add a class as published on the University calendar has not passed.
- The student's Faculty Advisor or Academic Coordinator and the Financial Aid Office have reviewed and approved the drop/add request.
- The drop/add form is submitted to the Office of Academic Records for processing prior to the last day to add a class.

Courses dropped between the last day to drop without record and the last day to drop a course without penalty as published on the University Calendar will be dropped with a grade of "W." A grade of "W" is not calculated into the GPA.

Courses dropped after the last day to drop a course without penalty as published on the University Calendar will be dropped with an NC or F, except in the case of withdrawal from the University when a grade of W may be assigned.

A student who must miss the first class session of any course must contact the instructor before the course is scheduled to start. If no prior arrangement is made between the student and the instructor, a student who misses the first class session will be administratively dropped from the course. The student may seek re-entry according to the schedule adjustment procedure outlined above, but reinstatement in the course is not guaranteed.

Course Load

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

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

Students who are enrolled in a minimum of 12 hours on SWU's residential campus program may take up to two courses/semester in the Adult Evening Undergraduate (AGS) Program, as space is available. AGS summer enrollment is not limited for traditional students but is offered on a space-available basis.

May and Summer Terms

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 fall and spring semesters. Because of the accelerated nature of these programs, no unexcused absences are allowed.

No course may be entered after the second day of the session.

Refer to Fees and Expenses for information regarding refund policies.

Withdrawal from Courses

For students enrolled in the Traditional Program course withdrawal may occur after the published registration time period according to the following procedure:

- The last day to add a class as published on the University calendar has not passed.
- The student's Faculty Advisor or Academic Coordinator and the Financial Aid Office have reviewed and approved the withdrawal request.
- The withdrawal form is submitted to the Office of Academic Records for processing prior to the last day to add a class.

Courses dropped between the last day to drop without record and the last day to drop a course without penalty as published on the University Calendar will be dropped with a grade of "W." A grade of "W" is not calculated into the GPA.

Courses dropped after the last day to drop a course without penalty as published on the University Calendar will be dropped with an NC or F, except in the case of withdrawal from the University when a grade of W may be assigned.

Traditional students who are withdrawing as student from SWU should contact the Counseling Center prior to submitting a withdrawal form.

For students enrolled in the Adult Evening Undergraduate (AGS) Program, a temporary withdrawal is recorded when a student requests to withdraw from a course that is in progress, whether or not the student attended. A temporary withdrawal must be submitted prior to the midpoint of the course to avoid a final grade of F. If the student fails to submit a temporary withdrawal through his or her Academic Coordinator prior to the midpoint of the course, a final grade of F will be recorded for the course. A temporary withdrawal may affect a student's anticipated graduation date, and the student will be dropped from future courses for which the withdrawn course is a prerequisite.

For AGS students, a permanent withdrawal is recorded when a student wishes to withdraw from his or her entire schedule and discontinue enrollment in the AGS program. To avoid final course grades of F, students must contact their Academic Coordinator to request a permanent withdrawal prior to the midpoint for each of their current courses. If the student fails to submit a permanent withdrawal through his or her Academic Coordinator prior to the midpoint of each of his or her current courses, a final grade of F will be recorded for the courses.

A temporary or permanent withdrawal during an academic award period may reduce or eliminate financial aid or VA assistance and/or eligibility and require that all or part of the assistance received be refunded to the lender. A student who wishes to withdraw should contact his or her Academic Coordinator and the Office of Financial Aid before initiating any schedule changes or withdrawals.

Exceptions to the withdrawal policy must be approved by the student's academic dean.

Military Withdrawal

Enrolled active duty military personnel or military reservists who receive emergency orders to active duty during the semester may be administratively withdrawn from SWU and receive a full refund of tuition and fees.* The refunding of other charges may be prorated based on the date of the withdrawal. The grade of 'WM' (Military Withdrawal) will be given in each course from which the student is withdrawn. Service members who request a military withdrawal must submit a copy of their official orders to the Office of Academic Records prior to departure or before grades are posted for the semester for the withdrawal to be processed on the student's academic record. Military withdrawals may not be granted for TDY (temporary duty), short-term assignments, or for semesters that are complete.

* Students who enlist in the military or in the reserves once classes in the semester have begun are not eligible for a military withdrawal during that semester.

Grades

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

Grades serve the school in many ways, including:

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

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

The following meanings are represented by the letter grades:

- A **Advanced:** The student has gone beyond the simple mastery of the course objectives. He or she can integrate the concepts presented with previously learned material as appropriate to the course. In addition, key ideas can be applied in new and complex settings bringing fresh insights and creativity. Work is of consistently high quality.
- B **Proficient:** The student has gained competence with respect to the course objectives and is able to satisfactorily apply concepts most of the time. Work is of moderate to high quality.
- C **Basic:** The student performs adequately in relation to most of the course objectives. There may be some areas of weakness and he or she sometimes applies ideas incorrectly or incompletely. Work is of moderate quality with some inconsistency.
- D **Below Basic:** The student has minimal grasp of the course objectives. Many important concepts are only partially mastered and he or she struggles to make adequate application. The quality of work is inconsistent and/or marginal.

- F **Failure:** The student has not demonstrated mastery of many or most of the course objectives. The quality of work is not sufficient to warrant gaining credit for the course.

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

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

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

Grade Point Average

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

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

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

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

Pass-No Credit Courses

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

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

Incomplete Grades

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.

Good Standing and Academic Probation

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

Traditional Program

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

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

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

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

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

Adult Evening Undergraduate (AGS) Program

An undergraduate AGS student in good academic standing must maintain a cumulative 2.0 (C) GPA or higher on all SWU coursework attempted. Students whose cumulative SWU GPA falls below 2.0 (C) will be placed on academic probation for the following semester. Failure to attain a minimum 2.0 (C) cumulative SWU GPA at the end of the semester of academic probation will result in academic suspension.

An undergraduate AGS student who is admitted conditionally due to an undergraduate collegiate GPA of less than 2.0 (C) on all course work attempted must attain a minimum 2.0 (C) SWU GPA for his or her first semester of enrollment at SWU. If the minimum cumulative SWU 2.0 (C) GPA is not attained, the student will be administratively withdrawn from the AGS Program with no semester of academic probation.

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

Representing the University

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

- membership in the homecoming court
- holding office in University organizations

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

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

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, are notified each semester about students who have been placed on academic probation, and will take action to advise against or prohibit participation. Students who have been placed on social probation during a semester by the Vice President for Student Life may be advised against or prohibited participation in events that represent the University.

Academic Suspension

Academic suspension results if the terms of academic probation are not met. Suspended students are not eligible for re-admission for six months. After that period, the student must submit a petition for re-admission to the University in accordance with the re-admission procedures of Southern Wesleyan University. The student's petition for re-admission will be reviewed by the Undergraduate Admissions Committee. If the student's petition is approved, the student may be re-admitted on academic probation and will have one semester to attain good standing or risk permanent exclusion.

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.

Transient Course Credit

Current students may request to complete courses at another institution as a transient student. Traditional Program students may submit an online Transient Letter Request via mySWU prior to the semester in which the student would like to enroll in transient courses. Students enrolled in the Adult Evening Undergraduate (AGS) Program may submit a Permission to Take Undergraduate Courses(s) at Another College Form to their Academic Coordinator. Students who do not request or receive transient permission to attend another institution or who complete courses that were not approved by the Office of Academic Records risk not having their transient courses transfer to SWU.

Once the student submits the Transient Permission Request, the Office of Academic Records will send the student notification of whether or not the transient request was approved. If approved, the student will be sent a Certified Transient Permission Letter that may be presented to the transient institution for purposes of admission. The student is responsible for sending a copy of the official transcript from the transient institution to the Office of Academic Records at SWU once the transient courses are completed in order for the transfer credit to be included in the student's academic record.

Alternative Sources of Academic Credit

A maximum of 68 credit hours will be awarded to a student in any combination of the following: College Level Examination Program (CLEP), DSST (formerly, DANTES Subject Standardized Tests), Advanced Placement (AP) credit, military credit, and departmental exams. American Council on Education (ACE) standards are utilized to determine minimum credit awarded.

The minimum test scores required and AP, CLEP and DSST transfer course equivalencies are available on the University website. Course equivalencies are subject to change without notice. A fee will be charged for granting all CLEP and DSST credit. Official score reports are required from each testing provider prior to credit being awarded.

Students should discuss their intent to complete an examination and its applicability to the students' degree program with their academic advisor BEFORE registering for the exam.

Students completing exams to meet final graduation requirements should plan to take the exam at least six weeks prior to the anticipated graduation ceremony in order to allow time for official score reports to be received.

Classification of Students

Degree-seeking 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

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.

Textbooks

Textbooks can be purchased at the virtual bookstore: <http://swu.ecampus.com/>

Graduation Requirements and Degree Conferral

Associate Degree Graduation Requirements

The Associate of Arts degree requires a minimum of 60 semester hours of credit, including required Core Curriculum course work and remaining elective credits.

The following are the graduation requirements at the associate level:

1. Completion of the Core Curriculum.
2. Completion of ENGL 1003 and ENGL 1013 with a minimum grade of C-.
3. Completion of 60 semester hours (at least 15 credit hours from SWU) with a minimum cumulative GPA of 2.0.
4. Satisfactory participation in all required divisional and University assessment activities.

5. Recommendation by the faculty and approval by the Trustees of Southern Wesleyan University.
6. Completion of the application for graduation. It is the student's responsibility to meet all requirements for graduation and apply for graduation by the dates specified in the University calendar.
7. Payment of all financial obligations.

Bachelor Degree Graduation Requirements

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

1. Completion of the Core Curriculum. In some majors, specific courses are designated.
2. Completion of a concentration of studies constituting a major. (Transfer students must complete at least nine hours of upper-level courses in the major discipline at Southern Wesleyan.)
3. Completion of major courses, ENGL 1003, and ENGL 1013 with a minimum grade of C-.
4. Completion of a total of 120 semester credits with a minimum cumulative grade point average (GPA) of at least 2.0. At least 32 semester hours must be taken by study under the faculty of Southern Wesleyan University, and except in some cooperative programs, these must be the final 32 semester hours. At least the last 52 semester hours must be completed 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 for students enrolled in the Traditional Program.
7. Recommendation by the faculty and approval by the Trustees of Southern Wesleyan University.
8. Completion of the application for graduation. It is the student's responsibility to meet all requirements for graduation and apply for graduation by the dates specified in the University calendar.
9. Payment of all financial obligations.

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

Degree Conferral

Degrees are conferred during the May and December graduation ceremonies. Final degree requirements must be completed or in progress to participate in commencement.

The graduation application, the application deadline as published on the University calendar, and related graduation information and instructions are emailed to graduation candidates via their SWU email account several months prior to commencement. Graduation candidates must apply for graduation prior to the stated deadline to have their degree conferred.

Diplomas are mailed to graduates' permanent address within 4-6 weeks following commencement.

Graduates who have outstanding financial obligations to the University will not receive their diploma until all financial holds are resolved.

Academic Honors

Alpha Chi

Southern Wesleyan University sponsors a chapter of the National Honorary Society, Alpha Chi. To be eligible for selection, a student must be enrolled in the residential-campus program and have completed at least 60 hours of course work at Southern Wesleyan University. Membership is limited to the top ten percent (all college work included) of the

senior class and top five percent of the junior class. Eligibility for membership is determined by the Provost and election is by the Academic Council during the spring semester of each year.

Alpha Sigma Lambda

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

Sigma Tau Delta

Under the sponsorship of the Modern Languages Division, Southern Wesleyan University initiated the Alpha Xi Lambda Chapter of Sigma Tau Delta, the International Honorary English Society during the Spring semester of 2007. Founded in 1924 by Professor Judson Q. Owen at Dakota Wesleyan College, Sigma Tau Delta is now one of the largest members of the Association of College Honor Societies. Sigma Tau Delta's purpose is to confer distinction upon students of English language and literature in undergraduate, graduate, and professional studies. Sigma Tau Delta also recognizes the accomplishments of professional writers who have contributed to the fields of language and literature. The Alpha Xi Lambda Chapter began with 12 charter members. New members will be added each year as qualifying criteria are met.

Dean's List

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

Graduation Honors

Graduating seniors with outstanding scholarship will qualify for the following honors, to be recognized at commencement.

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

To be eligible for graduation honors, a student transferring from another college must complete at least 52 credit hours at Southern Wesleyan University with a cumulative GPA of at least 3.4 on all collegiate work attempted.

Grades earned in SWU courses and also in courses from accredited institutions that are equivalent to SWU offerings or are applicable to SWU degree programs are included in the calculation for graduation honors. Non-credit courses and 0.0 courses count as 0.0.

University Honors

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

Who's Who

During the spring 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. Eligible students will have completed a minimum of 90 hours with at least 45 hours at SWU, will meet or exceed a GPA of 3.0, and will have received less than three NC, O, or F grades. Eligible students also should have demonstrated campus/community involvement and/or leadership or leadership potential.

Honors Program

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

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

- Incoming freshmen with a high-school GPA of at least 3.5 and a score of 1200 on the SAT or equivalent on the ACT are admitted as candidates of the Honors Program at Southern Wesleyan University. Once accepted for admission to the university, students with these credentials will be evaluated, and letters will be sent to those who qualify for candidacy. These students will also be enrolled in HNRS 2323 in place of SEMR 2323. Participation in this courses is a privilege of candidacy.
- Transfer students with freshmen or sophomore standing entering with a college GPA of at least 3.5 will also be admitted as candidates of the Honors Program at Southern Wesleyan University. These students will also be enrolled in HNRS 2323 in place of SEMR 2323. Participation in this courses is a privilege of candidacy.
- Existing freshmen and sophomore students at Southern Wesleyan University with at least a 3.5 college GPA can request to become candidates of the Honors Program at Southern Wesleyan University.
- Southern Wesleyan faculty members can recommend existing freshmen and sophomore students with at least a 3.5 college GPA for candidacy in the Honors Program at Southern Wesleyan University.

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

Once the candidate has accepted the invitation, he or she will become a member of the Honors Program.

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

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

1. Integration of faith, learning, and living is important. We believe God expects us to be good stewards of the intellectual gifts He has given us.

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

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

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

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

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

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

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

Research Sequence: 5 credits

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

- HNRS 2011, Honors Introduction to Research or Creative Projects (1 credit)-fall of junior year after admittance into the Honors Program

- HNRS 4993 or XXXX 4993, Honors Research or Creative Project (3 credits)--spring junior year or fall senior year

Students will choose a faculty advisor in their major field who will guide them in the preparation of a proposal for the scholarly research or creative project. At least two additional faculty, one in the discipline area and one outside of the discipline, will be chosen by the student in conjunction with the faculty advisor to serve as a supervisory committee for the project.

The proposal for the research or creative project should be presented to the Honors Oversight Committee for approval before the research or creative project is started, no later than 12 months before the final presentation of the project (usually late fall or early spring of the junior year)

- HNRS 400X, Honors Senior Seminar (1-2 credit)--fall or spring of senior year, written research or creative project and oral presentation

The final research paper or creative project and oral presentation and defense of the research or creative project should be at least 6 weeks prior to graduation and will require approval of the supervisory and Honors Oversight committees (1 credit).

An additional academic credit can be earned if the student applies for extramural funding for their project or presents his or her project outside of SWU at an appropriate professional meeting or symposium.

Academic Honesty

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

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

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

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

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

1. Talk with the student in the presence of another faculty member or an appropriate administrator. If the student is taking classes online only, then the faculty member should email the student and copy the dean or designated representative.
2. Inform the student of the resulting discipline, based upon the situation:
 - a. student's unprompted confession - NC or 0 for work involved
 - b. admission after confrontation by faculty member - NC or 0 on work and 10% course grade reduction

- c. denial of guilt and faculty member believes innocence - no penalty
 - d. denial of guilt but faculty member believes guilt - F for the course
 - e. In the event that there is evidence the student either encouraged others to be involved in the academic dishonesty, or conspired with others in the process by giving, receiving or using unauthorized aid, the faculty member should consult with his or her academic dean and recommend to the provost a response that may include academic dismissal from the University.
3. Explain the appeal process to the student, which is thus detailed in the catalog:
 - a. If a student is charged with academic dishonesty and the matter is not resolved with the faculty member, the student may appeal to the instructor's division chair, in writing, within ten working days after being informed that the grade for the course will be F. If the division chair can mediate an agreement between the student and instructor, a grade-change request may be processed, if necessary.
 - b. If no agreement can be reached or if the instructor is also the division chair, or if there is no division chair as in the case of Business & Education, the student may appeal the decision to the appropriate academic dean, in writing, again within ten working days. The academic dean shall investigate and render a decision.
 - c. Within ten working days after being informed of the decision, either the instructor or the student may appeal the dean's decision to the provost who will determine if the case should be considered by the Academic Council. The Academic Council or its designated Appeals Committee will review all appropriate material, consult the parties involved, and determine the final penalty. The decision of the Academic Council is final. Academic dishonesty discovered outside the context of a course or after a course is completed will be dealt with in a manner appropriate to the situation. The penalty may include such sanctions as rescinding of credit previously awarded, expulsion from the University, revocation of certificates, honors or diplomas, and, in case of fraud, appropriate legal action. Appeals in these cases will be heard by the Provost, with a final appeal to the Academic Council.
 4. Submit a written report to the provost, including the discipline implemented. Upon receipt of the report, the provost will take the following action:
 - a. For a first offense, the provost will send a letter to the student indicating that evidence of the incident will be kept on file and warning of possible dismissal should the student be implicated in academic dishonesty again.
 - b. For a first offense involving multiple students or outside parties that results in a recommendation of dismissal, the provost will meet with the students.
 - c. For a second offense, the student will meet with the provost to discuss the evidence and appropriate action. This meeting may result in the student's dismissal from the institution.
 - d. Should a student not enrolled in the course be implicated in an act of academic dishonesty, that student will meet with the provost, who will place a record of the event in the student's file. A second offense would result in dismissal from the University.

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

Academic Appeals

Grade-Appeal Procedures

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

1. No later than four weeks after the grade is posted, the student will confer with the instructor. If a grade inaccuracy is determined, the instructor will process a grade-change request.
2. If agreement cannot be reached, the student may appeal to the instructor's division chair, in writing, within ten working days after the meeting with the instructor. If the division chair can mediate an agreement between the student and instructor, a grade-change request may be processed. If no agreement can be

reached, or if the instructor is also the division chair, or if there is no division chair as in the case of Business & Education, the next step is applicable.

3. The student may appeal the decision to the academic dean of the appropriate college or school, in writing, again within ten working days. The academic dean shall investigate and render a decision. A decision by the academic dean that the grade is not appealable is final. If the decision is to reconsider the grade, the academic dean shall within ten working days in consultation with the provost, assign the appeal to the Academic Council or its designated Appeals Committee to review all appropriate material, consult the parties involved, and determine the final grade. The Council may retain the original grade or assign a new grade (which may be the same as, higher than, or lower than the grade in question), and it will so inform the registrar. The decision of the Academic Council is final.

Appeals (Cases of Alleged Academic Dishonesty)

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

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

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

Other Academic Appeals

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

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

Classes

Co-Curricular Instructional Workshops

All students who are conditionally admitted to SWU, and ESL students who score below 550 paper test or 213 computer test on the TOEFL, will be enrolled in co-curricular online workshops that provide instructional support for ENGL 1003 and MATH 1053.

English Foundations Workshop

Students who are admitted conditionally and/or those who score below the official minimum TOEFL score (550-paper test, 213-computer test) will be enrolled in our co-curricular English Foundations Workshop concurrently with ENGL 1003. Using coordinated reading and writing assignments that help students work with concepts in context, the workshop provides assistance with ENGL 1003 assignments as well as the essential skills needed to be successful in ENGL 1003.

Students who do not earn a C- or better in ENGL 1003 must retake ENGL 1003 concurrently with the English Foundations Workshop until they earn a C- or higher in ENGL 1003.

Math Foundation Workshop

Students who are admitted conditionally will be enrolled in our co-curricular Math Foundations Workshop concurrently with MATH 1053. The workshop provides assistance with MATH 1053 assignments as well as the essential skills needed to be successful in MATH 1053.

Students who do not receive a passing grade in MATH 1053 must retake MATH 1053 concurrently with the Math Foundations Workshop until they receive a passing grade.

Directed Study Courses

Directed study is a method of instruction permitting the student to complete a course in an independent context. Essentially, the course work is completed independently but under the supervision of the faculty member, a grade is assigned, and college credit is posted to the student's academic record upon successful completion of the course.

Directed study courses are designed as an exception for students and may be offered as an option for students who are nearing graduation and are required to enroll in a course that is currently not offered.

In general, students must have earned at least 60 credit hours and a minimum cumulative GPA of 2.5 to enroll in a directed study course. Students may be limited to a maximum of 3 hours of directed study credit each semester. Additionally, students may apply no more than 12 credit hours of directed study credit in their degree program and no more than 25% of their core course work in their major or minor.

Approval to register for a directed study course must be obtained in writing by the dean prior to the faculty assigning any work for credit.

All students (students in either the traditional or the nontraditional program) seeking a directed study course will be charged an additional \$100 per credit hour over regular tuition, which will then be used for remuneration for the faculty member directing the study, except in extenuating circumstances, including the following:

- In the event that there is insufficient enrollment for a class to make, students who need the class to graduate on time, as determined by the dean, will be offered the class as a directed study, with no additional charge to the student.
- If a class needed to graduate is not being offered, or if the class time conflicts with another class required for graduation, the student will not be charged the additional fee for enrolling in the directed study necessary to graduate on time.
- Students taking directed study as part of the Honors Program will not be charged the additional fee.

Permission for directed study, as well as fee waivers, must be approved in writing by the dean.

Experiential Learning (Credit-bearing) Courses

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

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

Hybrid Courses

Some courses at Southern Wesleyan University are offered in hybrid format in which some traditional face-to-face "seat time" is replaced by online learning activities that extend and reinforce the classroom learning. If a hybrid meeting date for "seat time" falls on a holiday, the instruction for that meeting will be given online.

Independent Study Courses

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.

Online Courses

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

In addition, all those participating in a distance learning course must have completed SWU's online learning orientation.

Travel Courses

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

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.

Tutoring Services

SMARTHINKING

SMARTHINKING is an online tutoring service offered by Southern Wesleyan University to students who are enrolled in the Adult Evening Undergraduate (AGS) Program. The service is free to SWU students, and most subject areas are available 24 hours a day, 7 days a week. With SMARTHINKING, students can connect with a tutor and interact live, submit writing for any class to the Online Writing Lab, or submit a question and receive a reply from a tutor. Students may connect with SMARTHINKING when assistance is needed in any one of several subject areas including writing, math, science, or business.

Smarthinking can be accessed via course modules in Canvas or via the student tab in mySWU.

For help using SMARTHINKING, click on the SMARTHINKING Student Handbook in the Customer Support & FAQ area of your homepage or contact Customer Support at (888) 430-7429 ext. 1 (Mon-Fri; 8am - 6pm ET).

For on campus help, contact Tutoring Services at 864.644.5036.

Library Services

The Claude R. Rickman Library engages the Southern Wesleyan University community by supporting and cultivating scholarship and creativity through access to staff, services, and resources. The library collection contains books, eBooks, reference materials, audiovisual (DVDs, CDs, etc.) and curriculum materials. The library also has access to thousands of journals through online databases that provide access to millions of full text journal articles.

Name of Resource	Description
Library Website	Your starting point for accessing all library resources, including databases and catalogs.
ONEsearch	Use ONEsearch to find books, ebooks, and articles in one single search.
About Rickman Library	Contact information, library hours, and services.
Adult/Evening Students (AGS Program)	A page just for AGS students that may addresses the special needs of AGS students.

LibGuides (Research Guides)	LibGuides are research guides and useful resources compiled by your friendly librarians.
Citing Sources (APA, MLA)	How to cite your sources in different styles.

Access to many of the services and resources provided through the Rickman Library are available through the library homepage. Students can search the online catalog, SWUcat, for books and other materials that are housed in the library. You may request these items using the Interlibrary Loan Form. AGS students may be particularly interested in exploring and requesting holdings from other academic libraries across the state of South Carolina through the statewide catalog, Encore. If you locate materials that you need, you may choose the closest academic library to you and the items will be delivered there. You will then return the book to that same library.

Over 100 databases are available from the library, arranged by title or subject. These databases provide access to millions of full-text journal articles. When accessing databases from off-campus, you should use the same username and password you use to access your SWU email account, mySWU, and Canvas.

Please contact a librarian if you have any questions about accessing or using library resources. We are here to assist you with your research needs!

Special Programs

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

Gateway to Learning (Special Student Categories)

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

High School Students

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

Transient & Continuing-Education Students

Transient students enrolling for credit will be accepted for this program with the written approval of the home institution. Transient students may not earn more than 18 credit hours unless a full application for admission is

completed and approved. In addition, students wishing to take courses for personal or professional development may also enroll as Gateway students. The regular tuition schedule applies as well as the standard per semester technology fee and any other course-specific fees.

Auditors

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

Senior Citizens

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

Cooperative Programs

Air Force ROTC

Students who are accepted by Southern Wesleyan University may register for the Air Force Reserve Officers Training Corps (AFROTC) at Clemson University and pursue a commission as an Air Force officer upon graduation. Eight semesters of enrollment in AFROTC is highly recommended, but the program may be completed in as few as six semesters. Successful completion of the program requires cadets to attend AFROTC academic classes, participate in physical training sessions twice per week, and attend a two-hour Leadership Laboratory on Thursday afternoons. Additionally, cadets must successfully complete a 22-day field training program between their sophomore and junior years.

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.

Scholarship opportunities are available for freshman and sophomore students enrolled in AFROTC. All students on scholarship can receive up to \$18,000 for tuition and fees, a \$600 per year textbook payment and a monthly stipend. Air Force ROTC juniors and seniors who are not receiving a scholarship will receive a monthly stipend.

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

Cadets who complete AFROTC and satisfy all physical fitness and medical requirements will be commissioned as active duty officers upon graduation. Opportunities exist for graduate study once on active duty, with temporary deferments to active duty possible in special cases.

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

Criminal Justice (Police Science)

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

Nursing

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

CCCU "Best-Semester" Off-Campus Programs

Council for Christian Colleges and Universities

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

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

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

Applying to CCCU Off-Campus Programs

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

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

Eligibility

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

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

Cost

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

Financial Aid

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

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

Permission to Use Institutional Aid

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

Note that being selected to use institutional aid does not guarantee acceptance into a CCCU program. Application and acceptance to CCCU off-campus programs is a completely separate process and is done through the CCCU.

If a student is granted permission to use institutional aid and is not selected to a CCCU program, the permission may be granted to another applicant.

Deadline for Permission to Use Institutional Aid

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

Selection Criteria for Granting the Use of Institutional Aid

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

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

American Studies Program (ASP)

The American Studies Program uses Washington, D.C. as a stimulating educational laboratory where students dive into a network of internship opportunities and mentoring relationships. Students choose a track of courses centering on

either public policy or global development.. Students earn 16 semester hours of credit. To learn more about the American Studies Program, go to www.bestsemester.com/asp.

Australia Studies Centre (ASC)

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

China Studies Program (CSP)

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

Contemporary Music Center (CMC)

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

India Studies Program (ISP)

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

Latin American Studies Program (LASP)

The Latin American Studies Program (based in San Jose, Costa Rica) will expose students to the beauty and complexity of Latin American history, religion, people and cultures. Students will also have the opportunity to experience life in several Latin American countries. Students choose from the following academic concentrations in addition to their core coursework: Latin American Studies, Advanced Language & Literature, International Business (offered fall semesters only), or Environmental Science (offered spring semesters only). To learn more about the Latin American Studies Program, go to www.bestsemester.com/lasp.

Los Angeles Film Studies Center (LAFSC)

The Los Angeles Film Studies Center students will study various aspects of film production, faith and artistic development, and will hold an internship in the industry. Additionally, students may choose an elective course in the

areas of narrative storytelling, professional screenwriting, professional acting for the camera, or carry out an independent study. To learn more about the Los Angeles Film Studies Center, go to www.bestsemester.com/lafsc.

Middle East Studies Program (MESP)

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

Oxford Summer Programme (OSP)

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

Scholars' Semester in Oxford (SSO)

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

Uganda Studies Program (USP)

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

Washington Journalism Center (WJC)

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

Workplace Policies

Children in the Classroom

Southern Wesleyan University supports an academic environment that is conducive to learning for all students and is not equipped to offer child care accommodations or services. SWU cannot assume the responsibility for supervising children who accompany their parent or legal guardian into the classroom or into other instructional settings or leave children unattended at any campus site.

Email Policy

Upon admission to Southern Wesleyan University, students are provided with an email account, which is the official channel of communication between the University and its students. It is the responsibility of the student to periodically monitor his or her student email account and to be aware of the information sent by the University. Students are expected to check their email on a frequent and consistent basis in order to stay current with University-related communications. Students are responsible for recognizing that certain communications may be time-critical. Failure to manage email accounts is not an acceptable excuse for missing official University communications via email and will not excuse students from complying with University policies, procedures, and deadlines. There is no grounds for appeal for relief from those policies, procedures and deadlines communicated through email to students.

Inclement Weather

In the event of inclement weather, Southern Wesleyan University will determine whether or not the offices and academic programs for AGS will operate on schedule, delay opening, or be closed. This decision will be made by 3:00 p.m., after which, students and faculty may call the SWU Inclement Weather Information Hotline at 1-864-644-5998 or log on to the university's website at www.swu.edu.

Canceled classes must be made up. The faculty member and students should reach a consensus on an alternate meeting time. The faculty member will contact site the Academic Coordinator to make arrangements for an alternate meeting time and location. The Academic Coordinator will communicate the available room and times to the faculty member. The faculty member will notify the students via telephone and/or email of the need for a new meeting time and will have a consensus amongst the students on the reassigned class date.

If classes are already in progress and weather conditions worsen, site administration will notify the faculty who will announce the information to the class. Students should use their best judgment as to whether or not they need to leave class.

Pets in the Workplace

Unless a service animal is required, and the accommodation has been documented, dogs and other pets are not to be brought to work. It is important to maintain a professional workplace and pets can be a distraction to employees and their work, the work of others and university guests.

Photo and Video Policy

Southern Wesleyan University takes photographs and videos of students throughout the year. These images often include students in classrooms, residence halls, laboratories, at athletic events, and other University activities and venues. SWU reserves the right to use these photographs and videos in the promotion of the University. Students who enroll at SWU do so with the understanding that photographs/videos may be taken which would include them, and these photos/videos may be used in University publications, websites, social media, and other media for promotional purposes only. Names of students may be released to the press regarding student involvement in academic, athletic and other extracurricular activities.

Privacy of Student Educational Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a Federal law administered by the Family Policy Compliance Office in the U.S. Department of Education: 20 U.S.C. §1232g; 34 CFR Part 99. FERPA applies to educational institutions that receive any federal funding. Southern Wesleyan University is subject to FERPA.

The student's education record is maintained by the Office of Academic Records. FERPA affords eligible students certain rights with respect to the education records. An eligible student is a student who is at least 18 years of age or is enrolled at a postsecondary institution. Education records are records that contain information directly related to a student and are maintained by the University or by a party acting for the University. FERPA rights include:

1. The right to inspect and review the student's education records within 45 days after SWU receives the student's request. The University will make arrangements for access to the records and will notify the student of these arrangements. The student will be required to present proof of identification for access to the records.
2. The right to challenge, in writing, the content of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. The student shall be granted a hearing if the outcome of the challenge is unsatisfactory to the student. The student may submit an explanatory statement for inclusion in the education record if the outcome of the hearing is deemed unsatisfactory by the student.
3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

4. The right to prevent disclosure of the student's education record except to the extent that FERPA authorizes disclosure without the student's consent. A student's education record may be released without the student's written consent:
 - to school officials with legitimate educational interests: a school official is an individual who has a legitimate need to review an education record in order to fulfill his or her professional responsibilities;
 - to third parties endorsed by SWU who perform an institutional service or function for the University;
 - to officials of another postsecondary institution at which a student seeks or intends to enroll;
 - in response to a judicial order or lawfully issued subpoena;
 - to authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the University's state-supported education programs;
 - in connection with financial aid for which the student has applied or which the student has received;
 - to parents of an eligible student if the student is a dependent for IRS tax purposes as defined in Section 152 of the Internal Revenue Code;
 - to appropriate officials in connection with a health or safety emergency;
 - to parents of a student under 21 years of age who is found in violation of any Federal, State, or local law, or of any rule or policy of SWU, governing the use or possession of alcohol or a controlled substance;
 - when directory information is requested. Directory information at SWU includes student's 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 request non-disclosure of directory information by completing the Request for Non-disclosure form available in the Office of Academic Records. Written requests for non-disclosure will be honored for a maximum of one year. In the absence of a non-disclosure form, SWU may release directory information about a student accordingly.

Smoking Policy

Since 1906, Southern Wesleyan University has been committed to guiding students to reach their highest potential academically, physically, socially, and spiritually. In keeping with this commitment in terms of physical well-being, Southern Wesleyan has taken the positive step of declaring itself to be a smoke-free campus. Off-campus facilities are also smoke-free areas. This is done in light of the overwhelming evidence that smoking is harmful to the individual who smokes and also to those individuals around the smoker.

University policy for the AGS program is that no smoking takes place inside the classrooms and related space. When the facility in which a specific class meets has another smoking policy, AGS enforces the no-smoking rule in AGS classrooms, hallways and common areas. The current policy has worked well, and the faculty and staff hope that all of our students put forth an effort not to smoke at all, especially during the hours of class.

Fees and Expenses

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

Room and Board 2016-2017 (per semester)

Mullinax Residence Hall - Single	\$2,650.00
Mullinax Residence Hall - Double	\$1,950.00
Mullinax Residence Hall - Triple	\$1,500.00
Stuart Bennett Residence Hall - Single	\$2,250.00
Stuart Bennett Residence Hall - Double	\$1,550.00
Childs Residence Hall - Single	\$2,250.00
Childs Residence Hall - Double	\$1,550.00
Apartments - Occupancy of 4	\$2,395.00
Apartments - Occupancy of 5, Single	\$2,200.00
Apartments - Occupancy of 5, Double ¹	\$2,000.00
14 Meal Plan ²	\$2,160.00
21 Meal Plan ³	\$2,460.00
Room security deposit (all housing) ⁴	\$200.00
Key Replacement (per key) Residence Hall	\$35.00
Key Replacement (per key) Apartments	\$85.00
Key Replacement (per key) Unreported ⁵	\$100.00

¹ The rate for the two individuals sharing a room in an apartment with an occupancy of 5.

² The 14 meal plan is a minimum requirement for apartment residents.

³ The 21 meal plan is required of all students who reside in Stuart Bennett, Childs, and Mullinax.

⁴ Rooms are reserved upon receipt of the room security deposit (incoming students).

⁵ Lost keys must be reported and replaced immediately by students for the safety of the entire living community. This charge is representative of the respective student not initiating replacement of a lost key.

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

Tuition and Fees

Traditional Program - Undergraduate

(All prices are per semester unless otherwise indicated.)

(US Dollars)

Tuition:

Tuition (block of 12-18 credit hours)	\$11,830.00
Part-time Tuition - Fewer than 12 hours (per credit hour under block)	\$960.00
Overload Tuition- More than 18 hours (per credit hour over block)	\$415.00
Summer School Tuition (per credit hour charge)	\$350.00
Senior Citizen Tuition (65 and older) (10% of Part-time Tuition) (per credit hour)	\$96.00
High School Student Tuition (10% of Part-time Tuition) (per credit hour)	\$96.00

Fees:

Application Fee (non-refundable)	\$25.00
Tuition Deposit (non-refundable after May 1 st /Fall and Dec 1 st /Spring)	\$200.00
Activity Fee (Full-time)	\$125.00
Activity Fee (6-11 credit hours)	\$63.00
Technology Fee	\$100.00
Technology Fee for High School Student (per credit hour)	\$15.00
Private Music Lessons (per credit hour)	\$245.00

Student Teaching Fee (semester of teaching only)	\$125.00
Departmental Exam Fee (10% of Part-time Tuition) (per credit hour)	\$96.00
Kayaking Laboratory Fee	\$30.00
Scuba Laboratory Fee	\$275.00
Clemson Coop Fee (per credit hour)	\$110.00
Directed Study Fee (per credit hour)	\$100.00
Auditing Fee (10% of Part-time Tuition) (per credit hour)	\$96.00
Credit by Exam (CLEP, PEP, USAFI, DANTES)	\$50.00
Returned Check Fee	\$32.00
Transcript Fee	\$8.00
Dance Lab Fee	\$225.00
Urban Ministry Plunge Fee	\$375.00
Basic Painting Fee	\$100.00

Adult & Graduate Studies

Tuition and Fees:

Application Fee	\$25.00
Tuition Deposit (refundable upon request, if student does not enroll)	\$50.00
AGS Tuition - Undergraduate (per course)	\$1,275.00
SEMR 4001 Course Independent Study	\$500.00
Directed Study Fee (per credit hour)	\$100.00
CLEP/DSST Posting Fee	\$50.00

Late Fee	\$25.00
Transcript Fee	\$8.00

Payment of Accounts

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

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

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

Traditional Payment Plans

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

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

- **Payment in full** prior to Enrollment Day.
- **Two Pay Plan** - The balance on the student account is divided into two equal payments. This plan has a per semester finance charge of \$20.00. A \$25 late fee will be charged for any payment not received in full by last day of the month.
- **Four Pay Plan** - The balance on the student account is divided into two equal payments. This plan has a per semester finance charge of \$60.00. A \$25 late fee will be charged for any payment not received in full by last day of the month.

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

Adult and Graduate Studies Payment Plans

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

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

- **Payment in full** prior to first day of class.
- **Two Pay Plan** - The balance on the student account is divided into two equal payments. This plan has a per term finance charge of \$20.00. A \$25.00 late fee will be charged for any payment not received in full by last day of the month.

- **Four Pay Plan** - The balance on the student's account is divided into four equal payments. This plan has a per term finance charge of \$60.00. A \$25.00 late fee will be charged for any payment not received in full by the last day of the month. This plan is not offered for the summer term.
- **Direct Bill Plan** - Approved company tuition vouchers must be received and approved by the Student Accounts Office. If the recipient will not have 100% of their bill paid through funding, a payment plan for the remaining balance must be selected.
- **Veteran's Assistance** - Signed and approved forms must be on file with SWU's VA representative for this option to be chosen. If the recipient will not have 100% of their bill paid through funding, a payment plan for the remaining balance must be selected.
- **Deferred Billing** - Signed and approved deferred-billing forms must be on file with Student Accounts for this option to be chosen. Deferred billing is a delayed payment option where outstanding balances for each course must be paid no later than 31 days after the class ends. Payment is deferred because the student is awaiting their employer's reimbursement. To qualify for this option, the employer must be able to reimburse the student for at least 75% of tuition cost per year. There is a \$20 service charge assessed per course for this payment option.

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

Delinquency Policy

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

In general, AGS students who have not met their financial obligation will be considered delinquent ten days after beginning the first course of the current term. In addition, any AGS student with an outstanding balance at the end of the current term will be considered in default. An AGS student participating in Deferred Billing is considered delinquent 32 days after course end date, allowing students 31 days to remit payment. Those participating in Direct Billing will be considered delinquent sixty days past the due date.

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

AUTHORIZATION- By completing registration for any period of enrollment at Southern Wesleyan University, the student authorizes the University, its vendor partners, its collection agencies, and its respective agents and contractors to contact them regarding their loan request, loan(s), including repayment of my loan(s), and/ or student account at the current or any future number that the student provides for their cellular phone or other wireless device using automated telephone dialing equipment or artificial or pre-recorded voice or text messages.

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

Refund Policies

Traditional Undergraduate Campus Program

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

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

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

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

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

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

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

One day of summer session is equivalent to one week of regular session. Summer school is charged at the rate of 25% per day.

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

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

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

Refunds calculated are returned to sources in the following order:

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

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

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

Adult and Graduate Studies

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

1. Application fees are not refundable. Tuition deposits are refundable upon request, if student does not enroll.

2. If submission of appropriate withdrawal paperwork is received prior to the course start date, the student is eligible for a full-tuition credit for that course.
3. If submission of appropriate withdrawal paperwork is received after the course start date but before the second workshop, 90% of the tuition (whether or not the student ever attended) will be credited.
4. 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.

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

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

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

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

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

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

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

Institutional Financial Aid

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

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

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

The following process is used:

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

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

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. An amount of \$500 or less will be applied to the first academic year rather than split evenly among remaining semesters. An amount of \$500 or less will be applied to the first academic year rather than split evenly among remaining semesters.

Athletic Grants-in-Aid

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

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

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

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

Baccalaureate Degree Grant

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

Wesleyan Ministers Dependent Grant

Wesleyan Ministers Dependent Grant (WMDG) is awarded to dependent students of licensed or ordained Wesleyan ministers who are considered full-time by their district or actively serving career Wesleyan missionaries who are

appointed by Global Partners. WMDG covers 50% of tuition costs during the fall and spring semesters. Up to 100% of tuition costs may be covered through the combination of other institutional aid and South Carolina Tuition Grants (SC residents only) for which a student may be eligible. If eligible, federal grants, state scholarships, and civic organization awards may be applied toward the cost of room and board and other institutional fees, not to exceed direct university charges. (Updates to the WMDG begin in Fall 2016.)

The parent must remain as appointed and at full-time status at the time of the student's university acceptance and matriculation. If the student gets married prior to the start of the academic year, the WMDG is no longer applicable.

Active Duty Military

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

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

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

Federal and State Financial Aid

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

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

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

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

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

Verification Policy and Procedures

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

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

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

South Carolina LIFE Scholarship

The Legislative Incentive for Future Excellence (LIFE) Scholarship is a merit-based scholarship available only to a student who is a resident of South Carolina at the time of high-school graduation and at the time of college enrollment. Students must meet two of these criteria: score 1100 on SAT (24 on ACT), and/or graduate with a minimum GPA of at least 3.0, and/or a final ranking in the top 30% of graduating class. Eligible students may receive up to \$5,000.00. See the website for complete information.

South Carolina Palmetto Fellows Scholarship Program

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

South Carolina HOPE Scholarship

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

South Carolina Tuition Grant

South Carolina residents who attend Southern Wesleyan University may be eligible to receive a South Carolina Tuition Grant. Funds are appropriated yearly by the SC Legislature. SC residents who have been legal residents for at least one year must submit the FAFSA by June 30 each year. Incoming freshmen must graduate in the top 75% of their high school (based on South Carolina Uniform Grading Policy [UGP]) class OR score a minimum 900 on the SAT (critical reading and math sections only) OR score an ACT composite minimum 19 OR graduate from a South Carolina high school with at least a final GPA of 2.00 on the South Carolina UGP as evidenced on the student's final high-school transcript. Returning students must make satisfactory academic progress and earn 24 hours yearly (based on full-time enrollment).

Federal Pell Grants

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

Federal Supplemental Educational Opportunity Grants (SEOG)

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

Federal Direct Loans

Students enrolled in the university may borrow up to \$5,500 per year (\$6,500 for sophomore year and \$7,500 for junior and senior years). Additional information may be obtained from the Office of Financial Aid. You may access <https://studentaid.ed.gov/sa/types/loans/interest-rates> for information on current interest rates.

Federal Perkins Loans (NDSL)

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

Work-Study Programs

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

ROTC (Army and Air Force) Grants

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

Employer Tuition Reimbursement

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

Veterans' Benefits

Certain armed forces veterans and dependents, who qualify under Federal laws administered by the Veterans' Administration, are eligible to receive educational benefits. Information about these programs is available through state

or county V.A. offices, or from the Office of Academic Records. Funding is available to eligible, active military students. SWU participates in all educational offerings for our Veterans and is a Yellow Ribbon participant.

Special Programs

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

Student Life

Community Expectations

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

The Ideal

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

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

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

The Minimum

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

Respect

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

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

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

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

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

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

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

Privacy

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

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

Property

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

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

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

A Final Word About Rights & Responsibilities

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

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

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

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

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

Residential Campus Life and Conduct

Basic Principles

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

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

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

All student organizations and extracurricular activities are considered integral parts of the total educational program for which Southern Wesleyan strives. These activities encourage faculty involvement with students and are under the

supervision and direction of the Office of Student Life. Students are encouraged to familiarize themselves with the opportunities of extracurricular activities and to take advantage of these activities.

Spiritual Life

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

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

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

Campus Security

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

Campus Regulations

Housing Policy

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

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

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

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

Rooms

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

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

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

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

Board

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

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

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

Motor-Vehicle Policy

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

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

Student Discipline

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

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

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

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

Private Withdrawal

In light of the basic principles of the university, any student whose conduct is considered detrimental to the best interests of the university, whose overall influence is negative to campus morale, whose attitude is persistently antagonistic toward others, whose academic performance is regularly delinquent, or whose stay in college seems to be

of small personal benefit or inimical to others, may be informed privately that further stay at Southern Wesleyan is not desired. Such a student will be notified, given the opportunity to be heard, and allowed to withdraw privately or may be dismissed without formal charges.

Policy on Student Complaints

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

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

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

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

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

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

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

Provost's Office

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

Student Life Office

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

President's Office

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

Definitions

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

Policy Against Gender Discrimination

Philosophy

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

Definition

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

Title IX Coordinator

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

Grievance Procedure

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

receipt of the written appeal. Upon notification of the decision of the Student Life Council, the student may ask for consideration by the President of the university. Again, the request must be in writing and must be made within ten days of receiving the council's decision. The decision of the President is final.

Accommodations for Students with Disabilities

It is the practice of Southern Wesleyan University to comply with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, as well as with state and local requirements regarding students and applicants with disabilities. Under these laws, no qualified individual with a disability will be denied access to or participation in any services, programs or activities of SWU.

Accessing Accommodations through Support Services

Students with a qualifying disability who wish to request accommodations at SWU must:

- Complete a Disability Accommodations Request form (available online, in the Student Success Coordinator's office in Rickman Library, Room 224 on the Central campus (864-644-5036; mmishoe@swu.edu), or from an Academic Coordinator at one of the off campus Education Centers).
- Provide current and appropriate formal documentation of your disability.

This information may be mailed, faxed, emailed or hand-delivered to the Student Success Coordinator on the main campus in Central. So that services may begin by the start of classes, documentation must be submitted to the Disability Services Student Success Coordinator at least three weeks prior to the beginning of services. Students' accommodations requests must be renewed through the Student Success Coordinator prior to the start of each fall and spring semester. Students who are enrolled in the Traditional Program should schedule a meeting with the Student Success Coordinator and should provide a copy of their next semester's class schedule at this meeting. Students who are enrolled in the Adult Graduate Studies (AGS) Program should contact the Academic Coordinator at their Education Center for instructions and assistance with renewal of accommodations each semester. Students who request re-entry to the AGS program must resubmit current documentation if it has been four or more years since their documentation has been assessed by the Student Success Coordinator.

Process for Obtaining Services

- The student contacts the Student Success Coordinator.
- An intake meeting is scheduled between the Student Success Coordinator and the student, at which the student provides formal documentation of his or her disability, and services are discussed.
- The submitted documentation is reviewed by the appropriate University personnel, and a determination is made regarding reasonable accommodations.
- The Student Success Coordinator notifies the student's faculty and appropriate SWU personnel via email about the student's need for accommodations. A copy of this notification is sent to the student.
- The student's faculty review the accommodations and confer with the student and the Student Success Coordinator.

After the accommodations have been approved, it is the student's responsibility to introduce himself or herself to the faculty on the first day of class and to provide further information the student deems necessary.

The Student Success Coordinator and faculty will address any issues that may arise with providing the requested accommodations.

Required Documentation

All documentation must be current in order to be acceptable. Current documentation falls within the following time frames:

- Within 3 years for learning disabilities and all other disabilities. (This does not apply to physical or sensory disabilities of a permanent or unchanging nature.)
- Within 1 year for psychiatric disabilities.

The documentation provided by the student should be typed on official letterhead, dated, and signed by a credentialed professional. **Documentation provided on a prescription pad is not acceptable.** The documentation should include the following:

- A diagnostic statement identifying the disability.
- A description of the diagnostic methods used along with copies of test results.
- A description of the student's current functional limitations.
- A description of the expected progression of the disability, if relevant.
- A description of current and past accommodations, services and/or medications.
- Recommendations for accommodations, strategies and/or service.

Student disability and accommodations records are treated as confidential information under applicable federal and state laws as well as University policies. Information is provided only to support individuals on a need-to-know basis.

Students who are dissatisfied with services or who wish to file a grievance should contact the chairperson of the Committee for Students with Disabilities. (See the protocol for response to Harassment of the Disabled.)

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 disabilities 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 with disabilities is unacceptable behavior and will not be tolerated.

Any form of harassment is absolutely prohibited. Disability harassment is intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the institution's programs. Harassing conduct may take many forms, including verbal acts and name calling as well as nonverbal behavior such as graphic and written statements or conduct that is physically threatening, harmful, or humiliating.

All complaints need to be registered in writing, signed and agreed to by the complainant. Complaints of disabilities harassment will be addressed promptly.

A student with a complaint should inform the Student Success Coordinator. After securing from the student a written request for investigation, the Student Success Coordinator will forward the complaint to the investigator. The chart below explains the hierarchy of responsibility for investigating complaints.

Complaint Against	Submit To	Investigator
Faculty member	Student Success Coordinator	Dean of the faculty's department
Staff member	Student Success Coordinator	Director or Vice President for the department, or Regional Director for the Education Center
Student Success Coordinator	Associate Vice President for Student Engagement	Associate Vice President for Student Engagement
Another student	Student Success Coordinator	Vice President of Student Life

The investigation will be initiated within 10 working days of the receipt of the written request.

If the investigation process is not initiated within 10 working days or if the student disagrees with the outcome of the investigation, the student may appeal to the Committee for Students with Disabilities. The appeal must be in writing and must be made within 48 hours of the student being notified of the initial outcome of the investigation. The Committee for Students with Disabilities will review the investigation of the complaint and outcome and make a determination within 10 working days of the receipt of the written appeal.

Upon notification of the decision of the Committee for Students with Disabilities, the student may ask for consideration by the University Provost. The decision of the Provost is final.

TRiO Student Support Services Center

Southern Wesleyan University's Student Support Services (SSS) Program encourages students to build a sense of belonging and confidence as they pursue their chosen fields. We advocate, navigate, support, and serve as resources for SWU students. Creating a positive and engaging environment, SSS collaborates with students, faculty, staff and the community to strengthen student self-efficacy. More importantly, SSS is dedicated to student success, learning and empowerment through obedience to God's will as revealed in scripture.

Eligibility for the Program

To be eligible for participation in the TRiO Student Support Services Program, a student's status must meet at least ONE of the following requirements:

- First generation (neither parent or custodial guardian has earned a 4-year degree) OR
- Low income (as determined by the Department of Education) OR
- Documented disability

In addition, students must be a U.S. citizen or have permanent residency status.

Personnel

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BS, Michigan State University; MA, Western Michigan University; EdD, Western Michigan University

Tonya T. Strickland, EdD	Provost and Vice President for Academic Affairs
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BS, University of Wyoming; MA, University of Wyoming; EdD, Baylor University

William "Joe" Brockinton, EdD	Vice President for Student Life
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BA, Asbury College; MS, University of Kentucky; EdD, University of Louisville

Lisa C. McWherter, EdD	Vice President for Advancement
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BS, University of Tennessee; MBA, Middle Tennessee State University; EdD, Peabody College of Vanderbilt University

Chad Peters, MSM

Vice President for Enrollment Management

BS, Indiana Wesleyan; MSM, Southern Wesleyan University

Mark T. Reeves, MBA

Vice President for Finance and Treasurer

BSBA, Drake University; MBA, University of Wisconsin

Administrative Staff

Academic

Shannon Brooks

Director of Library Services

Daryl Couch, PhD

Chair, Division of Social Sciences

Jane Dill, MFA

Chair, Division of Fine Arts

Mari Gonlag, PhD

Chair, Division of Religion

Janice Hartsoe

Registrar

Sandra McLendon, EdD

Dean, School of Education

Ken Myers, PhD

Chair, Division of Humanities

Michael Preusz

Director of Information Technology

Walt Sinnamon, PhD

Dean, College of Arts & Sciences

Mona Thornton, EdD

Associate Dean, School of Education

Jeannie Trudel, PhD

Dean, School of Business

Tyler Watts

Director of Center for Teaching Excellence

April White, PhD

Associate Vice President for Educational Excellence

Admissions

David Slabaugh

Director of Admissions

Athletics

Chris Williams

Director of Athletics

Financial Affairs

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Jonathan Catron	Director of Physical Plant
Darlene Stancil	Bookstore Manager

Public Relations/Alumni

Joy Bryant	Executive Director of Alumni & Constituent Relations
Cody Thomas	Assistant Director of Marketing
Ed Welch	Assistant Director of Communications & Web Coordinator

Student Financial Services

Melanie Gillespie	Director of Financial Aid
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Student Life

Justin Carter, PhD	AVP for Student Engagement
Ken Dill	University Chaplain
Ellen Pate	Director of Career Services Center
Monica Perez	Director of Counseling & Health Services
Jason Tegen	Director of Resident Life

Faculty, Full-Time

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

Joni Addis, Technical Services Librarian. BA, Southern Wesleyan University; MLIS, University of South Carolina.

Lavinia Anderson, Associate Professor of Education. BS, Anderson University; MS, Columbia College; EdD, University of Phoenix. (2009)

Franklin Aviles Santa, Assistant Professor of Business. BA/BBA, University of the Sacred Heart; MBA, University of Phoenix; PhD, Inter American University of Puerto Rico. (2015)

Robert E. Black, Professor of Religion. BA, Southern Wesleyan University; MDiv, Asbury Theological Seminary; PhD, Union Theological Seminary (VA). (1986)

Lynn Brown-Bulloch, Associate Professor of Business. BN, Medical University of South Carolina; MN, University of South Carolina; DBA, University of Phoenix. (2014)

Joy Bryant, Executive Director of Alumni and Constituent Relations. BA, Southern Wesleyan University; MS, Southern Wesleyan University. (1998)

Don R. Campbell, Professor of Music. BA, California State University at Fullerton; MA, California State University at Fresno; DMA, Arizona State University. (1998)

Jacob W. Chapman, Assistant Professor of Mathematics. BS, University of Alabama (Birmingham); MS, University of Alabama (Birmingham); PhD, University of Alabama (Birmingham). (2014)

Raul Chavez-Negrete, Associate Dean of the School of Business; Associate Professor of Business. BS, Catholic University of Guayaquil; MS, Oregon State University; DBA, University of Sarasota. (2015)

Basil "Chad" Chisholm, Assistant Professor of English. AA, Hinds Community College; BA, The University of Mississippi; MA, Clemson University; PhD, The University of Texas-Arlington. (2014)

Daryl Couch, Assistant Professor of Psychology; Chair, Division of Social Science. BA, Spring Arbor College; M.T.S., Ontario Theological Seminary; MS, Shippensburg University; PhD, Clemson University. (1999)

Joseph Crosby, Assistant Professor of Recreation and Sport Management. BS, Clemson University; MS, Clemson University. (2015)

Gregory Day, Associate Professor of Music. BME, Furman University; MME, University of Southern Mississippi. (2000)

Jane Palmer Dill, Professor of Music; Chair, Division of Fine Arts. AA, Anderson College; BMus, Mars Hill College; MFA, University of Georgia. (1977-81, 1990)

Kenneth D. Dill, University Chaplain; Associate V.P. for Spiritual Life. BA, Southern Wesleyan University; MDiv, Emory University. (1990)

Keith East, Professor of Education. BA, Eastern Kentucky University; MA, Eastern Kentucky University; EdS., University of South Carolina; PhD, University of South Carolina. (2006)

Debra D. Eischen, Associate Professor of Business. BA, Columbia College; MS, Chapman University; PhD, Syracuse University. (2010)

Bradford L. Fipps, Professor of Religion; Coordinator of Studies in New Testament Greek. BA, Southern Wesleyan University; MDiv, Asbury Theological Seminary; MPhil, Drew University; PhD, Drew University. (1991)

Bruce Gay, Professor of Criminal Justice. BA, Tennessee State University; Th.G., Tennessee State University; MA, University of Texas-Dallas; PhD, Sam Houston State University. (2016).

Emily Germain, Assistant Professor of Psychology. BA, Southern Wesleyan University; MA Richmond Graduate University. (2011)

Mari Gonlag, Professor of Religion; Chair, Division of Religion; Director of Center for Women in Ministry. BA, Marion College; MDiv, Asbury Theological Seminary; PhD, Trinity Evangelical Divinity School. (1998)

Tracy Hall, Assistant Professor of Education; Coordinator of Field Experiences. BS, University of South Carolina; MEd, University of South Carolina; MEd, University of South Carolina, EdD, Nova University. (2016)

Steven Hayduk, Professor of Psychology; Coordinator of Studies in Psychology. BA, University of Alberta; MA, McGill University; PhD, McGill University. (1996)

Kelli S. Horne, Assistant Professor of Accounting. BS, Brenau University; MBA, Strayer University; DBA, NOVA Southeastern University. (2013)

Charlotte Houke, Associate Professor of Accounting. BS, University of North Alabama; MBA, Augusta State University; DBA, Argosy University; CPA. (2010)

Patty Hovis, Associate Professor of Exercise Science. BS, University of South Florida; MS, University of Florida; PhD, University of Florida. (2015)

Darryl L. Jachens, Professor of Music; Coordinator of Studies in Music. BME, Florida State University; MM, University of Miami; PhD, Northwestern University. (1987)

Kim, Jedlicka, Assistant Professor of Special Education. BA, Clemson University; MEd, Clemson University; PhD, Clemson University. (2016)

Staci Johnson, Assistant Professor of Biology; Lab Coordinator; Safety Officer. BS, University of Tennessee; MS, Clemson University. (2012)

Paul Jordan, Professor of Computer Science. BS, Appalachian State University; MA, Appalachian State University; PhD, LaSalle University. (2000)

Michael Keaton, Assistant Professor of History. BS & BA, Southern Wesleyan University; MA, Clemson University. (2008)

Timothy Kirk, Assistant Professor of English. BA, Missouri State University; CGS, Dallas Theological Seminary; MA, University of Dallas. (2013)

Lee E. Kizer, Professor of Business. BS, Centenary College of Louisiana; MBA, University of Arkansas; ScD, Nova Southeastern University. (2002)

Lewis Knight, Assistant Professor of Media Communications and Media Communication Program Coordinator. BA, Glassboro State College; MA, Texas State University; PhD, University of Texas. (2013)

Lillie Lewis, Assistant Professor of Education. BA, Barber Scotia, MEd, Clemson University. (2007)

Norman Masters, Associate Professor of Business. BSBA, East Carolina University; MBA, University of Richmond; PhD University of South Carolina. (2010)

James McDonald, Associate Professor of Criminal Justice and Forensic Science. BS, Furman University; MPA, Clemson University. (2012)

Roger McKenzie, Professor of Religion. BA, Anderson College; MDiv, Anderson School of Theology; PhD, Trinity Evangelical Divinity School. (1998)

Sandra McLendon, Dean, School of Education; Associate Professor of Education. BA, Erskine College; MLS, University of North Carolina at Greensboro; EdD, Nova Southeastern University. (2007)

Martha Mishoe, Coordinator of Student Learning Services. BS, University of West Alabama; MEd, University of West Alabama. (2008)

Kenneth Myers, Chair, Division of Humanities; Professor of History. BA, Delta State University; MDiv, Oral Roberts University; MA, Mississippi State University; PhD, University of Oklahoma. (2009)

Paul Schleifer, Professor of English. BA, Davidson College; MA, University of Georgia; PhD, University of Georgia. (1995)

Patrice Shearin, Associate Professor of Physical Education. BA, Columbia College; MEd, South Carolina State University; PhD, University of South Carolina. (2015)

Paul Shotsberger, Professor of Education. BA, University of North Carolina at Chapel Hill; MA, University of North Carolina at Charlotte; PhD, University of North Carolina at Chapel Hill. (2009)

Walter B. Sinnamon, Dean, College of Arts and Sciences and Chair, Division of Science; Professor of Biology. BS, Houghton College; PhD, Clemson University. (1982)

David Stubblefield, Assistant Professor of English. BA, University of South Carolina; MA, University of South Carolina. (2015)

Mona W. Thornton, Associate Dean of the School of Education; Professor of Education. BS, Howard University; MS, Howard University; EdD, University of Massachusetts-Amherst. (2014)

Ashlee Tietje, Assistant Professor of Biology. BS, Southern Wesleyan University; PhD, Clemson University. (2015)

Laura Crews Timmerman, Assistant Professor of Economics. BS, Charleston Southern University; MA, Clemson University. (2013)

Jeannie Trudel, Dean, School of Business; Associate Professor of Business. BEC, Monash University; LLB, Monash University; MA, California State University; PhD, University of Louisville. (2012)

Jennifer Y. Wagner, Assistant Professor of Special Education. BA, Clemson University; MEd, Clemson University; MA, Furman University; PhD, Clemson University. (2013)

Kim Welborn, Associate Professor of English/Writing. BA, Clemson University; MEd, Clemson University. (2008)

Mildred Williams, Assistant Professor of Psychology. BA, Rutgers University; MA, Webster University; PhD, Capella University (ABD). (2009)

Jonathan Young, Associate Professor of Accounting. BA, Bates College; MBA, Plymouth State College; CMA; ABA. (2013)

Faculty Emeriti

Gloria J. Bell, Professor of English. BA, Southern Wesleyan University; MA University of North Carolina; PhD, University of Colorado. (1977)

Laura N. Black, English. Professor of English. BA, Newberry College; MEd, University of South Carolina; PhD, University of South Carolina. (1980-1989, 1991-2006)

James L. Bowen, Professor of Accounting; Coordinator of Studies in Accounting. BS, University of South Carolina; MPA, Clemson University; CPA. (1987-2013)

James B. Bross, Sr., Professor of Religion. BA, Southern Wesleyan University; MA, University of Illinois; PhD, University of Iowa. (1973-2008)

C. Keith Connor, Professor of Physical Education. BS, High Point College; MAT, University of North Carolina; EdD, University of Georgia. (1969-2015)

Martha S. Evatt, Librarian. BA, Furman University; BS in L.S., Univ. of North Carolina. (1945-56, 1958-64, 1966-88)

Kenneth Foutz, Professor of Religion. BA, Southern Wesleyan University; MDiv, Asbury Theological Seminary; MA, Presbyterian School of Christian Education; DMin, Emory University. (1970-98)

Thomas E. Jennings, Professor of Education. AB, Asbury College; MEd, Univ. of North Carolina; EdD, University of North Carolina. (1970-2004)

Jimmy J. Kimble, Registrar. BA, Southern Wesleyan University; MEd, University of North Carolina. (1968)

Martin LaBar, Professor of Science. BA Wisconsin State University, Superior; MS, Univ. of Wisconsin; PhD, Univ. of Wisconsin. (1964-2004)

W. James Mahony, Professor of Business. BS, U.S. Naval Academy; MS, Webb Institute; PhD, Clemson Univ. (1986)

Betty A. Mealy, Professor of English. BA, Indiana Wesleyan Univ.; MA TEFL, Ball State Univ.; EdD, Univ. of Sarasota. (2001-2014)

Robert R. Nash, Professor of Biology. BA, Southern Wesleyan University; MS, Clemson Univ.; PhD, Clemson Univ. (1966)

Claude M. Rickman, Professor of Mathematics; Coordinator of Studies in Mathematics. BA, Southern Wesleyan University; MEd, Clemson Univ.; EdD, Univ. of Georgia. (1978-2014)

Hal G. Robbins, Jr., Professor of Education. AB, Indiana Wesleyan University; MA, Longwood College; EdD, University of Virginia. (1972-74, 1976-1995)

Don Schaupp, Assistant Professor of Computer Science. BS, Arizona State University; MCS, Texas A & M University. (1988-2008)

James L. Schmutz, Professor of Chemistry; Coordinator of Studies in Chemistry. AB, Kansas Wesleyan University; MS, Middlebury College; PhD, Pennsylvania State University. (1977-2009)

Donald D. Wood, Professor of Religion. BA, Southern Wesleyan University; BD, Columbia Theological Seminary; Th.D., Fuller Theological Seminary. (1978)

Paul B. Wood, Professor Psychology. AB, Guilford College; MA, Univ. of North Carolina; PhD, Univ. of North Carolina. (1962-1994)

G. Fred Woodworth, Professor of Education. BA, Eastern Nazarene College; BEd, University of New Brunswick; MEd, University of New Brunswick; PhD, University of Connecticut. (1995-2014)

College of Arts and Sciences

Walt Sinnamon, PhD, Dean

Associate of Arts

General Studies (AA)

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

Learning Outcomes

Students completing the Associate of Arts (AA) in General Studies will be expected to:

- assemble evidence relevant to an issue or problem, explain its significance, and use it in critical analysis of alternative approaches or viewpoints using appropriate citations where needed;
- drawing from their knowledge of the human experience gleaned from history, literature, social science and Scripture, reflect on their own actions, dispositions, and ideas when placed in socially diverse settings, diagnosing areas for ethical, spiritual, intellectual, interpersonal, and intrapersonal growth;
- present substantially error-free communication (oral, written, and visual) in both argumentative and narrative forms to general and specialized audiences;
- utilize accurate calculations and symbolic operations using appropriate technology to answer questions, test suppositions, and/or interpret social and economic trends; and
- describe the ways in which at least two disciplines define, address, and justify the importance of a contemporary challenge or problem.¹

General Studies Requirements

- ASTH 2053 Music and Art Appreciation 3 credits
- BIBL 1013 Old Testament Survey 3 credits
- BIBL 1023 New Testament Survey 3 credits
- CPSC 1103 Introduction to Computers and Information Processing 3 credits
- ENGL 1003 Freshman Composition I 3 credits
- ENGL 1013 Freshman Composition II 3 credits
- ENGL 2103 Speech Communication 3 credits
- HIST 1063 Survey of Western Civilization 3 credits
- MATH 1053 Quantitative Reasoning 3 credits
- RELG 2403 Basic Christian Beliefs 3 credits
- SEMR 2323 Foundations for Success 3 credits
- Natural Science Course (with lab) 4 credits
- Social and Behavioral Sciences 3 credits

Note:

¹ Some of this language is indebted to *The Degree Qualifications Profile (2011)* just published by the Lumina Foundation.

Electives

In addition to major course requirements, students must complete 20 credit hours of electives. Students are strongly encouraged to work with their advisor to identify courses that will best prepare them for future educational pursuits.

Summary

General Studies Requirements	40 hrs.
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Electives	20 hrs.
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Total: 60 hrs.

Division of Fine Arts

Jane P. Dill, MFA, Chair

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

Mission

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

Learning Outcomes

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

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

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

Accreditation

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

General Requirements for Music Majors

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

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

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

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

Senior Recital

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

Ensemble Requirement

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

Piano Proficiency

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

Recital Hour and Diction Lab

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

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

Bachelor of Arts

Music (BA)

The BA in Music, a general degree, provides the student with a foundation in musical studies while giving elective opportunity for study in a secondary area which often integrates with music, e.g. business or computers. Although an applied performance

degree is not offered at Southern Wesleyan University, some BA in Music majors concentrate in performance by taking additional hours in applied areas of study, particularly in their freshman and sophomore years.

Major Courses

- MUSC 1013 Freshman Theory I 3 credits
- MUSC 1023 Freshman Theory II 3 credits
- MUSC 1061 Freshman Aural Fundamentals I 1 credit
- MUSC 1071 Freshman Aural Fundamentals II 1 credit
- MUSC 2013 Sophomore Theory I 3 credits
- MUSC 2023 Sophomore Theory II 3 credits
- MUSC 2061 Sophomore Aural Fundamentals I 1 credit
- MUSC 2071 Sophomore Aural Fundamentals II 1 credit
- MUSC 3052 Basic Conducting 2 credits
- MUSC 4062 Orchestration 2 credits
- MUSC 4072 History of Western Music I 2 credits
- MUSC 4082 History of Western Music II 2 credits
- MUSC 4093 History of Western Music III 3 credits
- MUSC 124L Diction Lab 0 credit
- MUSC Ensemble 8 credits
- MUSC Applied Major (Every Semester) 12 credits
- MUSC Applied Minor 4 credits

Instrumentalist Requirements

Student should choose two courses from the following.

- MUSC 2211 String Methods 1 credit
- MUSC 2241 Woodwinds Methods 1 credit
- MUSC 2251 Brass Methods 1 credit
- MUSC 2261 Percussion Methods 1 credit

Vocalist Requirements

- MUSC 4352 Vocal Pedagogy 2 credits

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for the Bachelor of Arts in Music, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements 40-44 hrs.

Major Requirements 53 hrs.

Electives 23-27 hrs.

Total: 120 hrs.

Music Education (BA)

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

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

Majors must maintain an overall GPA of 2.75 with no grade lower than B- in all EDUC, EDRS, and PHED courses in their program.

Music Education (BA) Requirements

Major Courses

- MUSC 1013 Freshman Theory I 3 credits
- MUSC 1023 Freshman Theory II 3 credits
- MUSC 1061 Freshman Aural Fundamentals I 1 credit
- MUSC 1071 Freshman Aural Fundamentals II 1 credit
- MUSC 2013 Sophomore Theory I 3 credits
- MUSC 2023 Sophomore Theory II 3 credits
- MUSC 2061 Sophomore Aural Fundamentals I 1 credit
- MUSC 2071 Sophomore Aural Fundamentals II 1 credit
- MUSC 2211 String Methods 1 credit
- MUSC 2241 Woodwinds Methods 1 credit
- MUSC 2251 Brass Methods 1 credit
- MUSC 3032 Form and Analysis 2 credits
- MUSC 3052 Basic Conducting 2 credits
- MUSC 3062 Advanced Conducting 2 credits
- MUSC 3303 Philosophical Foundations for the Musician 3 credits
- MUSC 4062 Orchestration 2 credits
- MUSC 4072 History of Western Music I 2 credits
- MUSC 4082 History of Western Music II 2 credits

- MUSC 4093 History of Western Music III 3 credits
- MUSC Ensemble 8 credits
- MUSC Applied Major (Every Semester) 12 credits
- MUSC Applied Minor 4 credits

Instrumentalist Requirements

- MUSC 1511 Concert Choir 1 credit (2 semesters)

Vocalist Requirements

- MUSC 124L Diction Lab 0 credit
- MUSC 4352 Vocal Pedagogy 2 credits

Professional Education Requirements

- EDUC 1201 Cornerstone to Education 1 credit
- EDUC 2113 Foundations of Education 3 credits
- EDUC 2123 Effective Methods for Middle and Secondary School/Field Experience 3 credits
- EDUC 3203 Introduction to the Exceptional Child 3 credits
- EDUC 3273 R2S Methods of Teaching Reading and Writing Middle and Secondary School with Practicum 3 credits
- EDUC 3292 Classroom and Behavior Management 2 credits
- EDUC 4502 Pre-Clinical Experience 2 credits
- EDUC 4627 Clinical Experience I 7 credits
- EDUC 4637 Clinical Experience II 7 credits
- MUSC 4412 Elementary Music Methods 2 credits

Two (2) Hours selected from the following:

- MUSC 4422 Secondary Choral Music Methods and Materials 2 credits
- MUSC 4432 Secondary Instrumental Music Methods and Materials 2 credits

Summary

Core Curriculum Requirements

40-44 hrs.

Major Requirements

64 hrs.

Total: 139 hrs.

Bachelor of Music

Church Music (BM)

The B.M. in Church Music prepares an individual to serve as a minister of music in a local church setting. This curriculum will also provide instruction equipping the student to work within a church music education program in areas such as applied and classroom music.

Church Music BM Requirements

Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements.

Major Courses

- MUSC 1013 Freshman Theory I 3 credits
- MUSC 1023 Freshman Theory II 3 credits
- MUSC 1061 Freshman Aural Fundamentals I 1 credit
- MUSC 1071 Freshman Aural Fundamentals II 1 credit
- MUSC 2013 Sophomore Theory I 3 credits
- MUSC 2023 Sophomore Theory II 3 credits
- MUSC 2061 Sophomore Aural Fundamentals I 1 credit
- MUSC 2071 Sophomore Aural Fundamentals II 1 credit
- MUSC 3052 Basic Conducting 2 credits
- MUSC 3062 Advanced Conducting 2 credits
- MUSC 3093 Hymnology 3 credits
- MUSC 3303 Philosophical Foundations for the Musician 3 credits
- MUSC 3413 Worship Music in Today's Church 3 credits
- MUSC 4016 Church Music Practicum 6 credits
- MUSC 4062 Orchestration 2 credits
- MUSC 4072 History of Western Music I 2 credits
- MUSC 4082 History of Western Music II 2 credits
- MUSC 4093 History of Western Music III 3 credits
- MUSC 4412 Elementary Music Methods 2 credits
- MUSC 4052 Arranging 2 credits
- WORS 4223 The Ministry of Worship 3 credits
- MUSC Ensemble 8 credits

- MUSC Applied Major (Every semester) 12 credits
- MUSC Applied Minor 4 credits

Instrumentalist Requirements

Students should choose two courses from the following.

- MUSC 2211 String Methods 1 credit
- MUSC 2241 Woodwinds Methods 1 credit
- MUSC 2251 Brass Methods 1 credit
- MUSC 2261 Percussion Methods 1 credit

Vocalist Requirements

- MUSC 124L Diction Lab 0 credit
- MUSC 4352 Vocal Pedagogy 2 credits

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for most bachelor's degrees, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements	40-44 credits
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Major Requirements	79 credits
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Electives	0-1 credits
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Total: 120 hrs.

Minor

Christian Worship Minor

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

Christian Worship Minor Requirements

Minor Courses

- COMM 1503 Multi-Media Production 3 credits
- MUSC 3093 Hymnology 3 credits
- MUSC 3413 Worship Music in Today's Church 3 credits
- WORS 3423 Planning and Leading Worship 3 credits
- WORS 4223 The Ministry of Worship 3 credits

Music Majors Track

- COMM 3703 Communication and the Christian Faith 3 credits
- MUSC 4016 Church Music Practicum 6 credits

Religion and Other Majors Track

- MUSC 1002 Fundamentals of Music 2 credits
- MUSC 1511 Concert Choir 1 credit
- MUSC 1531 Jazz Ensemble 1 credit
- MUSC 16x1 Non-major Applied Music 1 credit
- MUSC 16x1 Non-major Applied Music 1 credit
- WORS 4623 Worship Practicum 3 credits

Summary

Total: 24 hrs.

Music Minor

Music Minor Requirements

Minor Courses

- MUSC 1013 Freshman Theory I 3 credits
- MUSC 1023 Freshman Theory II 3 credits
- MUSC 1061 Freshman Aural Fundamentals I 1 credit
- MUSC 1071 Freshman Aural Fundamentals II 1 credit
- MUSC 2013 Sophomore Theory I 3 credits
- MUSC 2023 Sophomore Theory II 3 credits
- MUSC 2061 Sophomore Aural Fundamentals I 1 credit
- MUSC 2071 Sophomore Aural Fundamentals II 1 credit
- MUSC 3052 Basic Conducting 2 credits
- MUSC Private Voice or Instrumental Instruction 2 credits
- MUSC Ensemble 4 credits

Summary

Total: 24 hrs.

Note:

For additional guidelines and requirements see the Music Department Handbook.

Division of Humanities

Ken Myers, PhD, Chair

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

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

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

Bachelor of Arts

English (BA)

Learning Outcomes

English majors will be able to:

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

English BA Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

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

Major Courses

- ENGL 1151 Cornerstone English Seminar 1 credit
- ENGL 2053 World Literature 3 credits
- ENGL 3013 American Literature to 1900 3 credits
- ENGL 3053 British Literature 3 credits
- ENGL 3063 British Literature 3 credits
- ENGL 3153 Advanced Composition 3 credits *
- **or**
- ENGL 3183 Creative Writing 3 credits
- ENGL 4153 Capstone English Seminar 3 credits
- ENGL 4203 Modern Grammar and Linguistics 3 credits
- ENGL 4303 Development of Modern English 3 credits
- ENGL 4503 Shakespeare 3 credits

- ENGL 4703 Literary Criticism 3 credits
and
choose at least two of the following:
- ENGL 2503 Poetry and Its Process 3 credits
- ENGL 2603 Fiction and Its Process 3 credits
- ENGL 2703 Non-Fiction Prose and Its Process 3 credits

Concentration

Choose one of the following concentrations.

Literature

- ENGL 3083 British and American Literature, Modern and Postmodern 3 credits
- ENGL 3093 Contemporary Literature in English 3 credits
- ENGL 3353 The Contemporary Novel in English 3 credits

Composition and Rhetoric

- COMM 2303 Persuasion 3 credits
- COMM 3203 Rhetorical Theory 3 credits
- COMM 2153 Introduction to Journalism 3 credits
or
- BUSI 2093 Business Communications 3 credits

Note:

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

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for most bachelor's degrees, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements

40-44 hrs.

Major Requirements

46 hrs.

Total: 120 hrs.**English Education (BA)**

This degree program is designed for teacher candidates who want to teach English at the middle school or high school level. There are two main areas of concentration: English and education. The English major component includes 36 hours of course study (beyond the Core Curriculum requirement) to meet South Carolina certification standards in English.

All EDUC, EDRS, and PHED courses require a B- minimum grade with an overall GPA of 2.75. Admittance into Lock I requires an overall GPA of 2.75.

Learning Outcomes

Students completing the Bachelor of Arts (BA) in English Education are expected to be able to:

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

English Education BA Requirements**Specified Core Curriculum**

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

- HIST 2053 Survey of American History 3 credits
- PSYC 2003 General Psychology 3 credits

Major Courses

English Course Requirements

Literature

- ENGL 2053 World Literature 3 credits
- ENGL 3003 Adolescent Literature 3 credits
- ENGL 3013 American Literature to 1900 3 credits
- ENGL 4703 Literary Criticism 3 credits

Three (3) Hours Selected from the following:

- ENGL 3053 British Literature 3 credits
- ENGL 3063 British Literature 3 credits

Language and Structure Skills

- ENGL 3023 Language Structure and Skills 3 credits
- ENGL 3033 Composition and Rhetoric 3 credits
- ENGL 3153 Advanced Composition 3 credits
- ENGL 4203 Modern Grammar and Linguistics 3 credits
- ENGL 4303 Development of Modern English 3 credits

Education Course Requirements

- EDUC 1201 Cornerstone to Education 1 credit
- EDUC 2113 Foundations of Education 3 credits
- EDUC 2123 Effective Methods for Middle and Secondary School/Field Experience 3 credits
- EDUC 3183 Ethics in Education 3 credits
- EDUC 3203 Introduction to the Exceptional Child 3 credits
- EDUC 3213 R2S Foundations in Reading Middle and Secondary 3 credits
- EDUC 3273 R2S Methods of Teaching Reading and Writing Middle and Secondary School with Practicum 3 credits
- EDUC 3292 Classroom and Behavior Management 2 credits
- EDUC 3423 Instructional Technology for Education Majors 3 credits
- EDUC 4153 Methods of Teaching English in the Secondary/Middle School 3 credits
- EDUC 4502 Pre-Clinical Experience 2 credits
- EDUC 4627 Clinical Experience I 7 credits
- EDUC 4637 Clinical Experience II 7 credits
- PSYC 3113 Adolescent Psychology 3 credits

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for the Bachelor of Arts in English Education, including elective coursework. Students must work with their advisor to select electives appropriate for this degree.

- Required elective literature courses must be approved by advisor

Summary

Core Curriculum Requirements 40-44 hrs.

Major Course Requirements 73 hrs.

Advisor Approved Electives 3-7 hrs.

Total: 120 hrs.

Add-On Middle School Content Certificate Program for Secondary Education

- EDUC 3383 Curriculum for the Middle School/Field Experience 3 credits
- PSYC 3113 Adolescent Psychology 3 credits
- EDUC 3213 R2S Foundations in Reading Middle and Secondary 3 credits
- EDUC 3273 R2S Methods of Teaching Reading and Writing Middle and Secondary School with Practicum 3 credits

Note:

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

History (BA)

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

Opportunities for graduates in History include:

- Careers in secondary education.
- Careers working with museums.
- Careers working with archaeological teams.
- Careers working with historical societies.
- Careers working with governmental historical agencies.

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

Learning Outcomes

Student completing the Bachelor of Arts (BA) in History are expected to:

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

History BA Requirements

Major Courses

- HIST 1023 Western Civilization I 3 credits
- HIST 1033 Western Civilization II 3 credits
- HIST 2003 American History I 3 credits
- HIST 2013 American History II 3 credits
- HIST 3473 Historiography and Research Methods 3 credits
- HIST 4703 History Capstone 3 credits
- One (1) upper-level HIST (3000-4999) 3 credits

American History

Choose at least 6 credit hours from the following.

- HIST 3103 History of the South to Reconstruction 3 credits
- HIST 3513 American Colonial History 3 credits
- HIST 3533 The American Revolution 3 credits
- HIST 3553 The United States Constitution 3 credits
- HIST 3573 American Religious History 3 credits
- HIST 3593 The Early Republic 3 credits
- HIST 3613 The Civil War Era 3 credits
- HIST 4113 The History of South Carolina 3 credits
- HIST 4133 The Gilded Age and Progressive Era, 1877-1917 3 credits
- HIST 4153 America and the Global Crisis, 1917-1945 3 credits
- HIST 4173 America Since 1945 3 credits

European History

Choose at least 6 credit hours from the following.

- HIST 3633 Ancient History 3 credits
- HIST 3653 Medieval History 3 credits
- HIST 3673 The Age of the Renaissance 3 credits
- HIST 4193 Britain to 1688 3 credits
- HIST 4213 Britain Since 1688 3 credits

Non-Western History

Choose at least 6 credit hours from the following.

- HIST 4233 Middle Eastern History 3 credits
- HIST 4253 East Asian History 3 credits
- HIST 4273 African History 3 credits
- HIST 4293 Latin American History 3 credits

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for the Bachelor of Arts in History, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements	40-44 hrs.
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Major Requirements	39 hrs.
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Electives	37-41 hrs.
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Total: 120 hrs.

Media Communication (BA)

Southern Wesleyan University's Bachelor of Arts (BA) in Media Communication degree offers students the opportunity to explore and understand today's mediated world and the role a person of faith can play in it. Students also discover their personal

communication style and how to faithfully grow in community by adapting to the communication styles of others. The program of study is comprised of a common core and one of two individual concentrations. Those enrolled in the Media Production concentration will have the opportunity to create digital multi-media projects. Those enrolled in the Mass Media Studies concentration engage in critical examinations of media messages such as those found in film and popular music. Students graduating with a Bachelor of Arts degree in Media Communication will be equipped to pursue diverse career areas such as journalism, public relations, advertising, web-page design, broadcasting or teaching.

The Media Communication program is based around eleven key principles:

Core Principles

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

Media Production Principles

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

Mass Media Studies Principles

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

Learning Outcomes

Together, these key principles enable the students completing the Bachelor of Arts (BA) in Media Communications to:

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

- prepare for the professional field by demonstrating excellence in content creation and integrity in demeanor in an internship position.

Media Communication BA Requirements

Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements.

Major Courses

- COMM 1003 Introduction to Communication Studies 3 credits
- COMM 1203 History of Media 3 credits
- COMM 2603 Persuasion and Rhetoric 3 credits
- COMM 3063 Media and Communication Theory 3 credits
- COMM 3703 Communication and the Christian Faith 3 credits
- COMM 4703 Communication Ethics and Law 3 credits
- COMM 4903 Communication Capstone 3 credits
- 1 Elective Course from Media Production or Mass Comm Concentration 3 hrs.

Concentrations

Choose one of the following concentrations.

Mass Media Studies

- COMM 2403 Introduction to Popular Culture 3 credits
- COMM 3403 Media Criticism 3 credits
- COMM 4453 Seminar in Media and Society 3 credits
- COMM 4803 Strategic Communication 3 credits

Note:

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

Media Production

- COMM 1503 Multi-Media Production 3 credits
- COMM 2503 Introduction to Digital Media 3 credits
- COMM 3153 Reporting 3 credits
- COMM 4603 Documentary and Investigative Reporting 3 credits

Note:

For those studying in the Media Production concentration, the Capstone is often completed through an off-campus internship. In the past, students have interned at diverse media outlets such as FOX Carolina, The Pickens Sentinel, View Digital Media, and B-93.7 FM.

Note:

All communication majors are encouraged to complete a minor in a complementary area of study, such as computer science, business, marketing, or English.

No grade below 2.0 will be accepted for credit in the major.

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required the Bachelor of Arts in Media Communications, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements	40-44 hrs.
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Major Requirements	33 hrs.
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Electives	43-47 hrs.
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Total: 120 hrs.

Social Studies Secondary Education (BA)

Learning Outcomes

Students completing the Bachelor of Arts (BA) in Social Studies Secondary Education are expected to be knowledgeable and skilled according to the following:

1. CULTURE AND CULTURAL DIVERSITY-Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture, and cultural diversity (

2. **TIME, CONTINUITY, AND CHANGE**-Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time.
3. **INDIVIDUAL DEVELOPMENT AND IDENTITY**-Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.
4. **POWER, AUTHORITY, AND GOVERNANCE**-Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority, and Governance.
5. **PRODUCTION, DISTRIBUTION AND CONSUMPTION**-Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the Production, Distribution, and Consumption of goods and services.
6. **SCIENCE, TECHNOLOGY, AND SOCIETY**- Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Science, Technology, and society.
7. **CIVIC IDEALS AND PRACTICES**- Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.

Social Studies Secondary Education BA Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

- EDUC 3423 Instructional Technology for Education Majors 3 credits
- ENGL 2103 Speech Communication 3 credits
- HIST 1023 Western Civilization I 3 credits
- PSYC 2003 General Psychology 3 credits

Major Courses

- HIST 1033 Western Civilization II 3 credits
- HIST 2003 American History I 3 credits
- HIST 2013 American History II 3 credits
- HIST 3473 Historiography and Research Methods 3 credits
- HIST 4703 History Capstone 3 credits
- SOSC 1003 Introduction to Sociology 3 credits
- SOSC 2203 Introduction to U.S. Government 3 credits
- Two (2) courses in European History (3000-level or above) 6 credits

Three (3) Hours Selected from the following:

- HIST 2133 World Regional Geography 3 credits
- HIST 2153 Economic Geography 3 credits

Three (3) Hours Selected from the following:

- ECON 2053 Microeconomics 3 credits
- ECON 2063 Macroeconomics 3 credits

Professional Education Requirements

- EDUC 1201 Cornerstone to Education 1 credit
- EDUC 2113 Foundations of Education 3 credits
- EDUC 2123 Effective Methods for Middle and Secondary School/Field Experience 3 credits
- EDUC 3203 Introduction to the Exceptional Child 3 credits
- EDUC 3213 R2S Foundations in Reading Middle and Secondary 3 credits
- EDUC 3273 R2S Methods of Teaching Reading and Writing Middle and Secondary School with Practicum 3 credits
- EDUC 3292 Classroom and Behavior Management 2 credits
- EDUC 4163 Methods of Teaching Social Studies in the Secondary/Middle School 3 credits
- EDUC 4502 Pre-Clinical Experience 2 credits
- EDUC 4627 Clinical Experience I 7 credits
- EDUC 4637 Clinical Experience II 7 credits
- PSYC 3113 Adolescent Psychology 3 credits

Note:

Majors must maintain an overall GPA of 2.75 with no grade lower than B- in all EDUC, EDRS, and PHED courses in their program.

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for the bachelor's degree, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

- Two (2) upper-level history courses (3000-level or above) 6 credits

Summary

Core Curriculum Requirements	40-44 hrs.
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Major Course Requirements	73 hrs.
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Electives	6-7 hrs.
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Total: 120 hrs.

Minor

Composition and Rhetoric Minor

Composition and Rhetoric Minor Requirements

Minor Courses

- COMM 2303 Persuasion 3 credits
- COMM 3203 Rhetorical Theory 3 credits
- ENGL 2703 Non-Fiction Prose and Its Process 3 credits
- ENGL 4203 Modern Grammar and Linguistics 3 credits

Three (3) Hours selected from the following:

- BUSI 2093 Business Communications 3 credits
- ENGL 3193 Writing for the Media 3 credits

Three (3) Hours selected from the following:

- ENGL 3153 Advanced Composition 3 credits
- ENGL 3183 Creative Writing 3 credits

Summary

Total: 18 hrs.

English Minor

English Minor Requirements

Minor Courses

- ENGL 1003 Freshman Composition I 3 credits
- ENGL 1013 Freshman Composition II 3 credits
- ENGL 2103 Speech Communication 3 credits
- ENGL 4703 Literary Criticism 3 credits

Three (3) Hours selected from the following:

- ENGL 3153 Advanced Composition 3 credits
- ENGL 3183 Creative Writing 3 credits

Three (3) Hours selected from the following:

- ENGL 2053 World Literature 3 credits
- ENGL 2113 Oral Interpretation 3 credits
- ENGL 2123 Interpersonal Communication 3 credits
- ENGL 2203 Modern Christian Writers 3 credits
- ENGL 2503 Poetry and Its Process 3 credits
- ENGL 2603 Fiction and Its Process 3 credits
- ENGL 2703 Non-Fiction Prose and Its Process 3 credits
- ENGL 3003 Adolescent Literature 3 credits
- ENGL 3013 American Literature to 1900 3 credits
- ENGL 3023 Language Structure and Skills 3 credits
- ENGL 3033 Composition and Rhetoric 3 credits
- ENGL 3053 British Literature 3 credits
- ENGL 3063 British Literature 3 credits
- ENGL 3083 British and American Literature, Modern and Postmodern 3 credits
- ENGL 3093 Contemporary Literature in English 3 credits
- ENGL 3103 Introduction to Principles/Strategies of Teaching English as a Second Language 3 credits
- ENGL 3153 Advanced Composition 3 credits
- ENGL 3173 Professional Writing 3 credits
- ENGL 3183 Creative Writing 3 credits
- ENGL 3193 Writing for the Media 3 credits
- ENGL 3203 The English Novel 3 credits
- ENGL 3243 Reading/Writing for LEP Students 3 credits
- ENGL 3303 American Novel 3 credits
- ENGL 3353 The Contemporary Novel in English 3 credits
- ENGL 4003 Studies in English Variable credit
- ENGL 4203 Modern Grammar and Linguistics 3 credits
- ENGL 4303 Development of Modern English 3 credits
- ENGL 4503 Shakespeare 3 credits
- ENGL 4703 Literary Criticism 3 credits

Six (6) Hours selected from the following:

- ENGL 2053 World Literature 3 credits

- ENGL 2203 Modern Christian Writers 3 credits
- ENGL 2503 Poetry and Its Process 3 credits
- ENGL 2603 Fiction and Its Process 3 credits
- ENGL 2703 Non-Fiction Prose and Its Process 3 credits
- ENGL 3003 Adolescent Literature 3 credits
- ENGL 3013 American Literature to 1900 3 credits
- ENGL 3053 British Literature 3 credits
- ENGL 3063 British Literature 3 credits
- ENGL 3083 British and American Literature, Modern and Postmodern 3 credits
- ENGL 3093 Contemporary Literature in English 3 credits
- ENGL 3203 The English Novel 3 credits
- ENGL 3303 American Novel 3 credits
- ENGL 3353 The Contemporary Novel in English 3 credits
- ENGL 4503 Shakespeare 3 credits
- ENGL 4703 Literary Criticism 3 credits

Summary

Total: 24 hrs.

History Minor

History Minor Requirements

Minor Courses

- HIST 3473 Historiography and Research Methods 3 credits

Fifteen (15) Hours selected from the following:

- HIST 1003 World Civilizations I 3 credits
- HIST 1013 World Civilizations II 3 credits
- HIST 1023 Western Civilization I 3 credits
- HIST 1033 Western Civilization II 3 credits
- HIST 2003 American History I 3 credits
- HIST 2013 American History II 3 credits
- HIST 2103 American Religious History 3 credits
- HIST 2133 World Regional Geography 3 credits
- HIST 2153 Economic Geography 3 credits
- HIST 2373 The Reformation 3 credits
- HIST 2423 The Christian Historian 3 credits

- HIST 3003 History Seminar 3 credits
- HIST 3103 History of the South to Reconstruction 3 credits
- HIST 3513 American Colonial History 3 credits
- HIST 3533 The American Revolution 3 credits
- HIST 3553 The United States Constitution 3 credits
- HIST 3573 American Religious History 3 credits
- HIST 3593 The Early Republic 3 credits
- HIST 3613 The Civil War Era 3 credits
- HIST 3633 Ancient History 3 credits
- HIST 3653 Medieval History 3 credits
- HIST 3673 The Age of the Renaissance 3 credits
- HIST 4003 History of England and the British Empire 3 credits
- HIST 4073 Ancient and Medieval History 3 credits
- HIST 4113 The History of South Carolina 3 credits
- HIST 4133 The Gilded Age and Progressive Era, 1877-1917 3 credits
- HIST 4153 America and the Global Crisis, 1917-1945 3 credits
- HIST 4173 America Since 1945 3 credits
- HIST 4193 Britain to 1688 3 credits
- HIST 4213 Britain Since 1688 3 credits
- HIST 4223 Nineteenth Century Europe 3 credits
- HIST 4233 Middle Eastern History 3 credits
- HIST 4253 East Asian History 3 credits
- HIST 4273 African History 3 credits
- HIST 4293 Latin American History 3 credits
- HIST 4353 Europe Since 1914 3 credits
- HIST 4423 Global Issues in Historical Perspective 3 credits

Summary

Total: 18 hrs.

Literature Minor

Literature Minor Requirements

Minor Courses

- ENGL 2053 World Literature 3 credits
- ENGL 3013 American Literature to 1900 3 credits
- ENGL 4503 Shakespeare 3 credits

Three (3) Hours selected from the following:

- ENGL 2503 Poetry and Its Process 3 credits
- ENGL 2603 Fiction and Its Process 3 credits

Six (6) Hours selected from the following:

- ENGL 3053 British Literature 3 credits
- ENGL 3063 British Literature 3 credits
- ENGL 3083 British and American Literature, Modern and Postmodern 3 credits
- ENGL 3093 Contemporary Literature in English 3 credits
- ENGL 3203 The English Novel 3 credits
- ENGL 3353 The Contemporary Novel in English 3 credits

Summary

Total: 18 hrs.

Media Communication Minor

Media Communication Minor Requirements

Minor Courses

Twelve (12) Hours selected from the following:

- COMM 3063 Media and Communication Theory 3 credits
- COMM 3153 Reporting 3 credits
- COMM 3703 Communication and the Christian Faith 3 credits
- COMM 4453 Seminar in Media and Society 3 credits
- COMM 4603 Documentary and Investigative Reporting 3 credits

Six (6) Hours selected from the following:

- COMM 1203 History of Media 3 credits
- COMM 1503 Multi-Media Production 3 credits
- COMM 2403 Introduction to Popular Culture 3 credits

- COMM 2503 Introduction to Digital Media 3 credits
- COMM 2603 Persuasion and Rhetoric 3 credits
- COMM 3063 Media and Communication Theory 3 credits
- COMM 3153 Reporting 3 credits
- COMM 3703 Communication and the Christian Faith 3 credits
- COMM 4453 Seminar in Media and Society 3 credits
- COMM 4603 Documentary and Investigative Reporting 3 credits

Summary

Total: 21 hrs.

TESOL (Teaching English to Speakers of Other Languages) Minor

Teaching English to Speakers of Other Languages Minor Requirements

Minor Courses

- EDUC 3213 R2S Foundations in Reading Middle and Secondary 3 credits
- EDUC 3273 R2S Methods of Teaching Reading and Writing Middle and Secondary School with Practicum 3 credits
- EDUC 3523 Curriculum, Instruction, Assessment in General & Special Education 3 credits
- ENGL 3103 Introduction to Principles/Strategies of Teaching English as a Second Language 3 credits
- ENGL 4203 Modern Grammar and Linguistics 3 credits
- ENGL 4303 Development of Modern English 3 credits
- ENGL 4814 TESOL Practicum Variable credit

Summary

Total: 21 hrs.

Division of Religion

Mari Gonlag, PhD, Chair

The Division of Religion offers a BA in Religion with concentrations in Bible, Children's Ministry, Christian Ministry, New Testament Greek, Sports Ministry, and Youth Ministry. At the center of our academic enterprise is the Word of God...the Living Word and the written Word. Our overall goal is for our students to be transformed by Christ, the Living Word, and live transformed lives as evidenced by the values, priorities, and personal witness of those who have answered God's call. Then

equipped to study and teach the written Word of God, they will be prepared to serve Christ and His church as pastors, youth pastors, children's pastors, worship pastors, missionaries, and other ministry leaders.

Learning Outcomes

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

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

Ordination

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

Bachelor of Arts

Religion, Bible Concentration (BA)

Religion BA Requirements with a Concentration in Bible

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

- BIBL 1053 Old Testament 3 credits
- BIBL 1063 New Testament 3 credits
- PSYC 2003 General Psychology 3 credits

Major Courses

- BIBL 2373 Bible Study for Ministry 3 credits
- BIBL 4893 Survey of Biblical Study 3 credits
- NTGK 2403 New Testament Greek for Ministry I 3 credits
- NTGK 2413 New Testament Greek for Ministry II 3 credits
- RELG 3503 Apologetics 3 credits
- RELG 3753 History of Christianity 3 credits
- Choose any BIBL course (not previously taken) 3 credits

- Choose two (2) Old Testament and two (2) New Testament upper-level (3000-4000) 12 credits

and

Choose one of the following:

- RELG 2901 Personal Bible Study 1 credit
- RELG 2921 Christian Devotional Classics 1 credit
- RELG 2931 Theology and Practice of Prayer 1 credit

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for most bachelor's degrees, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

General Education Requirements	41 hrs.
Major Requirements	34 hrs.
Electives	45 hrs.

Total: 120 hrs.

Religion, Children's Ministry Concentration (BA)

Religion BA Requirements with a Concentration in Children's Ministry

Major Courses

- BIBL 2373 Bible Study for Ministry 3 credits
- BIBL 3XX3 or 4XX3 Upper Division Bible Electives (one in each Testament) 6 credits
- RELG 3103 Child Psychology 3 credits
- RELG 2551 Ministry Practicum I 1 credit
- RELG 2703 Launching your Ministry 3 credits
- RELG 3013 Missional Outreach in Ministry 3 credits
- RELG 3043 Ministry in Cultural Context 3 credits

- RELG 3393 Theology for Ministry II 3 credits
- RELG 3713 History of The Wesleyan Church 3 credits **or**
- RELG 3203 Survey of Christian Denominations 3 credits
- RELG 3753 History of Christianity 3 credits
- WORS 4223 The Ministry of Worship 3 credits
- RELG 4233 Ministry Caregiving 3 credits
- RELG 4463 Theology of Holiness 3 credits
- RELG 4551 Ministry Practicum III 1 credit
- SPFD 2153 Spiritual Formation and Discipleship Ministry 3 credits
- SPFD 2303 Ministry to Children 3 credits
- SPFD 3013 Teaching for Spiritual Impact 3 credits
- SPFD 3303 Spiritual Formation and Discipleship Ministry in the Local Church 3 credits **or**
- RELG 4213 Leading in Ministry 3 credits
- SPFD 3551 Spiritual Formation and Discipleship Practicum 1 credit
- SPFD 4403 Family Life Ministry 3 credits
- SPFD 4491 Spiritual Formation & Discipleship Seminar 1 credit

Specified General Education Courses

- BIBL 1053 Old Testament 3 credits
- BIBL 1063 New Testament 3 credits
- PSYC 2003 General Psychology 3 credits
- RELG 3383 Theology for Ministry I 3 credits (in place of RELG 2403)
- RELG 4203 The Ministry of Preaching 3 credits (in place of ENGL 2103)

Note:

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

Ordination Requirements for the Wesleyan Church

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

- PHIL 3003 Introduction to Philosophy 3 credits **or**
- PHIL 3013 Ethics 3 credits
- RELG 3422 Faith & Practice in The Wesleyan Church 2 credits

Summary

General Education Requirements	41 hrs.
Major Requirements	58 hrs.
Electives	21 hrs.

Total: 120 hrs.

Religion, Christian Ministry Concentration (BA)

Religion BA Requirements with a Concentration in Christian Ministry

Major Courses

- BIBL 2373 Bible Study for Ministry 3 credits
- BIBL 3XX3 or 4XX3 Upper Division Bible Electives (one in each Testament) 6 credits
- NTGK 2403 New Testament Greek for Ministry I 3 credits
- NTGK 2413 New Testament Greek for Ministry II 3 credits

- PHIL 3003 Introduction to Philosophy 3 credits **or**
- PHIL 3013 Ethics 3 credits

- RELG 2551 Ministry Practicum I 1 credit
- RELG 2703 Launching your Ministry 3 credits
- RELG 3013 Missional Outreach in Ministry 3 credits
- RELG 3043 Ministry in Cultural Context 3 credits
- RELG 3393 Theology for Ministry II 3 credits
- RELG 3551 Ministry Practicum II 1 credit

- RELG 3713 History of The Wesleyan Church 3 credits **or**
- RELG 3203 Survey of Christian Denominations 3 credits

- RELG 3753 History of Christianity 3 credits
- RELG 4213 Leading in Ministry 3 credits
- WORS 4223 The Ministry of Worship 3 credits
- RELG 4233 Ministry Caregiving 3 credits
- RELG 4463 Theology of Holiness 3 credits
- RELG 4551 Ministry Practicum III 1 credit

- SPFD 2153 Spiritual Formation and Discipleship Ministry 3 credits

Specified General Education Courses

- BIBL 1053 Old Testament 3 credits
- BIBL 1063 New Testament 3 credits
- PSYC 2003 General Psychology 3 credits
- RELG 3383 Theology for Ministry I 3 credits (in place of RELG 2403)
- RELG 4203 The Ministry of Preaching 3 credits (in place of ENGL 2103)

Ordination Requirements for the Wesleyan Church

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

- RELG 3422 Faith & Practice in The Wesleyan Church 2 credits

Summary

General Education Requirements	41 hrs.
Major Requirements	54 hrs.
Electives	25 hrs.

Total: 120 hrs.

Religion, Christian Worship Concentration (BA)

Religion, BA Requirements with a Concentration in Christian Worship

Music Courses

- MUSC 1013 Freshman Theory I 3 credits

(MUSC 1002 Fundamentals of Music may be required for students assessed to be unprepared for entry into MUSC 1013 Freshman Theory I.)

- MUSC 1023 Freshman Theory II 3 credits
- MUSC 1061 Freshman Aural Fundamentals I 1 credit
- MUSC 1071 Freshman Aural Fundamentals II 1 credit
- Select one (1) credit hour from MUSC 1631 - MUSC 1691 Non-Major Applied Music I courses.
- Select two (2) credits (one credit each) for MUSC 1511 - MUSC 1621 Ensemble I & II.
- MUSC 2013 Sophomore Theory I 3 credits
- MUSC 2023 Sophomore Theory II 3 credits
- MUSC 2061 Sophomore Aural Fundamentals I 1 credit
- MUSC 3052 Basic Conducting 2 credits
- MUSC 3093 Hymnology 3 credits
- MUSC 3413 Worship Music in Today's Church 3 credits

Religion/Christian Worship Courses

- BIBL 2373 Bible Study for Ministry 3 credits
- Upper Division Bible Elective (BIBL 4433 Psalms and Wisdom Literature recommended)
- RELG 2703 Launching your Ministry 3 credits
- RELG 3013 Missional Outreach in Ministry 3 credits
- RELG 3393 Theology for Ministry II 3 credits
- RELG 4233 Ministry Caregiving 3 credits
- RELG 4463 Theology of Holiness 3 credits
- WORS 2013 The Technology of Worship 3 credits
- WORS 3013 Foundations of Worship 3 credits
- WORS 3423 Planning and Leading Worship 3 credits
- WORS 4023 The Christian Year and Church Rituals 3 credits
- WORS 4223 The Ministry of Worship 3 credits
- WORS 4623 Worship Practicum 3 credits

Specified General Education Courses

- BIBL 1053 Old Testament 3 credits
(In place of BIBL 1013 Old Testament Survey)
- BIBL 1063 New Testament 3 credits
(In place of BIBL 1023 New Testament Survey)
- PSYC 2003 General Psychology 3 credits
- RELG 3383 Theology for Ministry I 3 credits
(In place of RELG 2403 Basic Christian Beliefs)
- RELG 4203 The Ministry of Preaching 3 credits
(In place of ENGL 2013 Speech Communication)

Summary

General Education Requirements 41 hrs.

Major Requirements 65 hrs.

Electives 14 hrs.

Total: 120 hrs.

Religion, New Testament Greek Concentration (BA)

Religion BA Requirements with a Concentration in New Testament Greek

Major Courses

- BIBL 4893 Survey of Biblical Study 3 credits
- NTGK 2403 New Testament Greek for Ministry I 3 credits
- NTGK 2413 New Testament Greek for Ministry II 3 credits
- NTGK 3223 New Testament Greek Exegesis I 3 credits
- NTGK 3233 New Testament Greek Exegesis II 3 credits
- NTGK 4xxx N. T. Greek Electives 12 credits
- RELG 3503 Apologetics 3 credits
- RELG 3753 History of Christianity 3 credits

One of the following:

- RELG 2901 Personal Bible Study 1 credit
- RELG 2921 Christian Devotional Classics 1 credit
- RELG 2931 Theology and Practice of Prayer 1 credit

Specified General Education Courses

- BIBL 1053 Old Testament 3 credits
- BIBL 1063 New Testament 3 credits
- PSYC 2003 General Psychology 3 credits
- RELG 3383 Theology for Ministry I 3 credits (in place of RELG 2403)

- RELG 4203 The Ministry of Preaching 3 credits (in place of ENGL 2103)

Summary

General Education Requirements 41 hrs.

Major Requirements 34 hrs.

Electives 45 hrs.

Total: 120 hrs.

Religion, Sports Ministry Concentration (BA)

Religion BA Requirements with a Concentration in Sports Ministry

Major Courses

- BIBL 2373 Bible Study for Ministry 3 credits
- BIBL 3XX3 or 4XX3 Upper Division Bible Electives (one in each Testament) 6 credits
- PSYC 3113 Adolescent Psychology 3 credits
- RECR 2003 Introduction to Recreation and Sport Management 3 credits
- RECR 3023 Management and Leadership in Recreation and Sport 3 credits
- RECR 4600 Internship in Recreation and Sport Management Variable credit **or**
- RELG 4533
- RELG 2703 Launching your Ministry 3 credits
- RELG 3013 Missional Outreach in Ministry 3 credits
- RELG 3393 Theology for Ministry II 3 credits
- RELG 4463 Theology of Holiness 3 credits
- SPFD 3013 Teaching for Spiritual Impact 3 credits
- YMIN 2103 Foundations for Youth Ministry 3 credits
- YMIN 3103 Camps and Retreats Leadership 3 credits
- YMIN 4433 Adolescent Care 3 credits

Recommended Core Curriculum Courses

- BIBL 1053 Old Testament 3 credits
- BIBL 1063 New Testament 3 credits
- BIOL 1054 Survey of Anatomy and Physiology 4 credits (specified for coaching track only)
- PSYC 2003 General Psychology 3 credits
- RELG 3383 Theology for Ministry I 3 credits (in place of RELG 2403)
- RELG 4203 The Ministry of Preaching 3 credits (in place of ENGL 2103)

Coaching Track

- PHED 3012 Principles, Ethics and Issues of Athletic Coaching 2 credits
- PHED 3023 Prevention and Treatment of Athletic Injuries 3 credits
- PHED 3153 Methods of Teaching Physical Activities, Health, & Exercise for Middle & Secondary Schools 3 credits
- PHED 3XX2 Methods Course 2 credits

Outdoor Education Track

- RECR 1081 Kayaking 1 credit
- RECR 1122 Wilderness Leadership Skills 2 credits
- RECR 1131 Cooperative Recreational Games 1 credit
- RECR 3173 Outdoor Recreation 3 credits
- RECR 400X Two additional hours 2 credits

Summary

General Education Requirements	41 hrs.
Major Requirements	54 hrs.
Electives	25 hrs.

Total: 120 hrs.

Religion, Youth Ministry Concentration (BA)

Religion BA Requirements with a Concentration in Youth Ministry

Major Courses

- BIBL 2373 Bible Study for Ministry 3 credits
- BIBL 3XX3 or 4XX3 Upper Division Bible Electives (one in each Testament) 6 credits
- RELG 2551 Ministry Practicum I 1 credit
- RELG 2703 Launching your Ministry 3 credits
- RELG 3013 Missional Outreach in Ministry 3 credits
- RELG 3393 Theology for Ministry II 3 credits
- RELG 3713 History of The Wesleyan Church 3 credits **or**
- RELG 3203 Survey of Christian Denominations 3 credits
- RELG 3753 History of Christianity 3 credits
- WORS 4223 The Ministry of Worship 3 credits
- RELG 4463 Theology of Holiness 3 credits
- RELG 4551 Ministry Practicum III 1 credit
- SOSC 1003 Introduction to Sociology 3 credits **or**
- RELG 3043 Ministry in Cultural Context 3 credits
- SPFD 2153 Spiritual Formation and Discipleship Ministry 3 credits
- SPFD 3013 Teaching for Spiritual Impact 3 credits
- SPFD 3551 Spiritual Formation and Discipleship Practicum 1 credit
- SPFD 4491 Spiritual Formation & Discipleship Seminar 1 credit
- SPFD 4403 Family Life Ministry 3 credits
- YMIN 2103 Foundations for Youth Ministry 3 credits
- YMIN 3103 Camps and Retreats Leadership 3 credits
- YMIN 4423 Administration of Youth Ministry 3 credits
- YMIN 4433 Adolescent Care 3 credits

Specified General Education Courses

- BIBL 1053 Old Testament 3 credits
- BIBL 1063 New Testament 3 credits
- PSYC 2003 General Psychology 3 credits
- RELG 3383 Theology for Ministry I 3 credits (in place of RELG 2403)
- RELG 4203 The Ministry of Preaching 3 credits (in place of ENGL 2103)

Note:

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

Ordination Requirements for the Wesleyan Church

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

- PHIL 3003 Introduction to Philosophy 3 credits **or**
- PHIL 3013 Ethics 3 credits

- RELG 3422 Faith & Practice in The Wesleyan Church 2 credits

Summary

General Education Requirements	41 hrs.
Major Requirements	58 hrs.
Electives	21 hrs.

Total: 120 hrs.

Minor

Bible Minor

Requirements for Minor in Bible

Minor Courses

- BIBL 2373 Bible Study for Ministry 3 credits
- BIBL 4893 Survey of Biblical Study 3 credits
- RELG 3043 Ministry in Cultural Context 3 credits
- RELG 3503 Apologetics 3 credits
- SPFD 3551 Spiritual Formation and Discipleship Practicum 1 credit

Six (6) Hours selected from the following:

- BIBL 2113 Genesis - Inductive Bible Study 3 credits
- BIBL 2373 Bible Study for Ministry 3 credits
- BIBL 3343 Early Pauline Epistles 3 credits
- BIBL 3353 Later Pauline Epistles 3 credits
- BIBL 3363 Hebrews and General Epistles 3 credits
- BIBL 3393 Acts 3 credits
- BIBL 3503 Gospel of John 3 credits
- BIBL 4003 Studies in Bible 3 credits
- BIBL 4013 Pentateuch 3 credits
- BIBL 4023 Isaiah 3 credits
- BIBL 4033 Romans 3 credits
- BIBL 4073 The Holy Land 3 credits
- BIBL 4353 Women in the Bible 3 credits
- BIBL 4433 Psalms and Wisdom Literature 3 credits
- BIBL 4463 The Revelation and Biblical Prophecy 3 credits
- BIBL 4473 Pre-Exilic Prophets 3 credits
- BIBL 4483 Exilic and Post-Exilic Prophets 3 credits
- BIBL 4893 Survey of Biblical Study 3 credits

One (1) Hour selected from the following:

- RELG 3001 Religion Seminar 1 credit
- RELG 3011 Seminar: Special Topics in Mission Studies 1 credit
- SPFD 4491 Spiritual Formation & Discipleship Seminar 1 credit

Summary

Total: 20 hrs.

Mission Studies Minor

Mission Studies Minor Requirements

Minor Courses

- RELG 2123 Religions of the World 3 credits
- RELG 2803 Biblical Foundations of Christian Mission 3 credits

- RELG 3011 Seminar: Special Topics in Mission Studies 1 credit
- RELG 3013 Missional Outreach in Ministry 3 credits
- RELG 3030 Practicum in Cross Cultural Missions Variable credit (1-3 credits)
- RELG 3703 History of Christian Mission 3 credits
- RELG 3803 Contemporary Mission Strategies 3 credits

Three (3) Hours selected from the following:

- BIBL 2113 Genesis - Inductive Bible Study 3 credits
- BIBL 2373 Bible Study for Ministry 3 credits
- BIBL 3343 Early Pauline Epistles 3 credits
- BIBL 3353 Later Pauline Epistles 3 credits
- BIBL 3363 Hebrews and General Epistles 3 credits
- BIBL 3393 Acts 3 credits
- BIBL 3503 Gospel of John 3 credits
- BIBL 4003 Studies in Bible 3 credits
- BIBL 4013 Pentateuch 3 credits
- BIBL 4023 Isaiah 3 credits
- BIBL 4033 Romans 3 credits
- BIBL 4073 The Holy Land 3 credits
- BIBL 4353 Women in the Bible 3 credits
- BIBL 4433 Psalms and Wisdom Literature 3 credits
- BIBL 4463 The Revelation and Biblical Prophecy 3 credits
- BIBL 4473 Pre-Exilic Prophets 3 credits
- BIBL 4483 Exilic and Post-Exilic Prophets 3 credits
- BIBL 4893 Survey of Biblical Study 3 credits

Three (3) Hours selected from the following:

- RELG 3043 Ministry in Cultural Context 3 credits
- SOSC 2003 Cultural Anthropology 3 credits

Summary

Total: 23 hrs.

Religious Studies Minor

Religious Studies Minor Requirements

Minor Courses

Nineteen (19) Hours selected from the following:

- BIBL 2113 Genesis - Inductive Bible Study 3 credits
- BIBL 2373 Bible Study for Ministry 3 credits
- BIBL 3343 Early Pauline Epistles 3 credits
- BIBL 3353 Later Pauline Epistles 3 credits
- BIBL 3363 Hebrews and General Epistles 3 credits
- BIBL 3393 Acts 3 credits
- BIBL 3503 Gospel of John 3 credits
- BIBL 4003 Studies in Bible 3 credits
- BIBL 4013 Pentateuch 3 credits
- BIBL 4023 Isaiah 3 credits
- BIBL 4033 Romans 3 credits
- BIBL 4073 The Holy Land 3 credits
- BIBL 4353 Women in the Bible 3 credits
- BIBL 4433 Psalms and Wisdom Literature 3 credits
- BIBL 4463 The Revelation and Biblical Prophecy 3 credits
- BIBL 4473 Pre-Exilic Prophets 3 credits
- BIBL 4483 Exilic and Post-Exilic Prophets 3 credits
- RELG 2023 Cross-Cultural Ministry Experience 3 credits
- RELG 2103 American Religious History 3 credits
- RELG 2123 Religions of the World 3 credits
- RELG 2423 Bible and Contemporary Issues 3 credits
- RELG 2603 Contemporary Cults 3 credits
- RELG 2703 Launching your Ministry 3 credits
- RELG 2803 Biblical Foundations of Christian Mission 3 credits
- RELG 2901 Personal Bible Study 1 credit
- RELG 2921 Christian Devotional Classics 1 credit
- RELG 2931 Theology and Practice of Prayer 1 credit
- RELG 3011 Seminar: Special Topics in Mission Studies 1 credit
- RELG 3013 Missional Outreach in Ministry 3 credits
- RELG 3043 Ministry in Cultural Context 3 credits
- RELG 3103 Evangelism and Church Health 3 credits
- RELG 3113 Evangelism and Church Planting 3 credits
- RELG 3203 Survey of Christian Denominations 3 credits
- RELG 3213 Church Leadership and Planning 3 credits
- RELG 3383 Theology for Ministry I 3 credits
- RELG 3393 Theology for Ministry II 3 credits
- RELG 3422 Faith & Practice in The Wesleyan Church 2 credits
- RELG 3503 Apologetics 3 credits
- RELG 3703 History of Christian Mission 3 credits
- RELG 3713 History of The Wesleyan Church 3 credits
- RELG 3753 History of Christianity 3 credits

- RELG 3803 Contemporary Mission Strategies 3 credits
- RELG 4003 Religion Studies Variable credit
- RELG 4013 Studies in Religion/London Experience 3 credits
- RELG 4113 Film and Faith 3 credits
- RELG 4203 The Ministry of Preaching 3 credits
- RELG 4213 Leading in Ministry 3 credits
- RELG 4233 Ministry Caregiving 3 credits
- RELG 4463 Theology of Holiness 3 credits
- SPFD 2153 Spiritual Formation and Discipleship Ministry 3 credits
- SPFD 2303 Ministry to Children 3 credits
- SPFD 3013 Teaching for Spiritual Impact 3 credits
- SPFD 3303 Spiritual Formation and Discipleship Ministry in the Local Church 3 credits
- SPFD 3551 Spiritual Formation and Discipleship Practicum 1 credit
- SPFD 4303 Ministry with Adults 3 credits
- SPFD 4403 Family Life Ministry 3 credits
- SPFD 4491 Spiritual Formation & Discipleship Seminar 1 credit
- YMIN 2103 Foundations for Youth Ministry 3 credits
- YMIN 3003 Bible Study and Programming for Youth 3 credits
- YMIN 3103 Camps and Retreats Leadership 3 credits
- YMIN 4423 Administration of Youth Ministry 3 credits
- YMIN 4433 Adolescent Care 3 credits

Summary

Total: 19 hrs.

Spiritual Formation and Discipleship Minor

Spiritual Formation and Discipleship Minor Requirements

Minor Courses

- PSYC 3123 Human Growth and Development 3 credits
- SPFD 3013 Teaching for Spiritual Impact 3 credits
- SPFD 3551 Spiritual Formation and Discipleship Practicum 1 credit
- SPFD 4491 Spiritual Formation & Discipleship Seminar 1 credit

Three (3) hours selected from the following:

- RELG 4213 Leading in Ministry 3 credits

- SPFD 3303 Spiritual Formation and Discipleship Ministry in the Local Church 3 credits

Three (3) hours selected from the following:

- BIBL 2113 Genesis - Inductive Bible Study 3 credits
- BIBL 2373 Bible Study for Ministry 3 credits
- BIBL 3343 Early Pauline Epistles 3 credits
- BIBL 3353 Later Pauline Epistles 3 credits
- BIBL 3363 Hebrews and General Epistles 3 credits
- BIBL 3393 Acts 3 credits
- BIBL 3503 Gospel of John 3 credits
- BIBL 4003 Studies in Bible 3 credits
- BIBL 4013 Pentateuch 3 credits
- BIBL 4023 Isaiah 3 credits
- BIBL 4033 Romans 3 credits
- BIBL 4073 The Holy Land 3 credits
- BIBL 4353 Women in the Bible 3 credits
- BIBL 4433 Psalms and Wisdom Literature 3 credits
- BIBL 4463 The Revelation and Biblical Prophecy 3 credits
- BIBL 4473 Pre-Exilic Prophets 3 credits
- BIBL 4483 Exilic and Post-Exilic Prophets 3 credits

Six (6) Hours selected from the following:

- SPFD 2303 Ministry to Children 3 credits
- SPFD 4303 Ministry with Adults 3 credits
- YMIN 2103 Foundations for Youth Ministry 3 credits

Summary

Total: 20 hrs.

Youth Ministry Minor

Youth Ministry Minor Requirements

Minor Courses

- SPFD 3013 Teaching for Spiritual Impact 3 credits

- SPFD 3551 Spiritual Formation and Discipleship Practicum 1 credit
- SPFD 4491 Spiritual Formation & Discipleship Seminar 1 credit
- YMIN 2103 Foundations for Youth Ministry 3 credits
- YMIN 3103 Camps and Retreats Leadership 3 credits
- YMIN 4423 Administration of Youth Ministry 3 credits
- YMIN 4433 Adolescent Care 3 credits

Three (3) hours selected from the following:

- BIBL 2113 Genesis - Inductive Bible Study 3 credits
- BIBL 2373 Bible Study for Ministry 3 credits
- BIBL 3343 Early Pauline Epistles 3 credits
- BIBL 3353 Later Pauline Epistles 3 credits
- BIBL 3363 Hebrews and General Epistles 3 credits
- BIBL 3393 Acts 3 credits
- BIBL 3503 Gospel of John 3 credits
- BIBL 4003 Studies in Bible 3 credits
- BIBL 4013 Pentateuch 3 credits
- BIBL 4023 Isaiah 3 credits
- BIBL 4033 Romans 3 credits
- BIBL 4073 The Holy Land 3 credits
- BIBL 4353 Women in the Bible 3 credits
- BIBL 4433 Psalms and Wisdom Literature 3 credits
- BIBL 4463 The Revelation and Biblical Prophecy 3 credits
- BIBL 4473 Pre-Exilic Prophets 3 credits
- BIBL 4483 Exilic and Post-Exilic Prophets 3 credits

Summary

Total: 20 hrs.

Division of Science

Rocky Nation, PhD, Chair

The mission of the Division of Science at Southern Wesleyan University is to prepare students to confront globally important issues in a rapidly changing world with skills in discipline-specific content, communication, information processing, analysis, synthesis and problem solving. Students are encouraged to view their studies from a Christian worldview as our faculty emphasize faith and learning in the various disciplines and to utilize their knowledge and skills in serving God and humankind. Our graduates are expected to be well-prepared academically, to be committed to exemplary ethical standards, and to be comfortable with being identified as Christians in their chosen vocations.

The Division of Science offers the BA degree with a major in Chemistry, and the BS degree with majors in Applied Computer Science, Computer Information Systems, Biology, Biology Education, Pre-medicine/Pre-dentistry, Chemistry, Forensic Science, Mathematics, Mathematics Education, and Exercise Science. Additional courses are offered in physics and physical science. The

chair of the division and the health professions advisor are available to assist students wishing to prepare for graduate or professional school such as medical school, graduate study in a science field, physical therapy, or health information administration, or who wish to transfer to a specialized program such as nursing, veterinary medicine, podiatry, cytotechnology, or education.

All majors in Biology, Biology Education, Chemistry, Forensic Science, Mathematics, Mathematics Education, and Pre-medicine/Pre-dentistry are required to take the Major Field Test in the major area as freshmen and as seniors. In addition, Biology Education and Mathematics Education majors are required to take the Praxis II exams.

Bachelor of Arts

Chemistry (BA)

Chemistry

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

Learning Outcomes

Students completing these majors or degrees will:

- be expected to approach current ethical issues from a biblical perspective.
- be able to comprehend, explain, and analyze chemical phenomena at the subatomic, atomic, and molecular levels related to inorganic, organic, and physical chemistry, and utilize appropriate chemical analysis techniques and standard laboratory equipment.
- be able to locate, comprehend, and communicate about scientific literature, and present literature and laboratory findings in oral and written form.
- demonstrate a thorough knowledge of the use and structure of the periodic table, the ability to balance chemical equations, the ability to use stoichiometric relationships in chemical equations, to use chromatography, titrate a solution, use an electronic balance, pipet properly and identify unknowns.
- understand the basics of phase change thermodynamics, be able to discuss and analyze energy transfer in a chemical reaction, and demonstrate the principles behind qualitative and quantitative analysis.
- be able to recognize the major functional groups, be able to demonstrate the use of the IUPAC rules for nomenclature of organic compounds, and possess the ability to interpret mass spectrometry spectra and proton NMR spectra of relatively simple compounds, use UV to NIR spectrophotometers, chromatography techniques, and electrophoresis properly.
- be able to recognize, produce, and solve linear and quadratic equations, slopes and intercepts, and apply these concepts to chemical phenomena. They should be able to relate first and second derivatives to spectral interpretation and should understand the meaning and use of integrals of two and three dimensional representations.

Chemistry BA Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

- CHEM 1004 General Chemistry I 4 credits
- MATH 2504 Calculus I 4 credits

Major Courses

A course in statistics is strongly recommended.

- CHEM 1054 General Chemistry II 4 credits
- SEMR 2021 Natural Science Cornerstone Seminar 1 credit
- CHEM 2504 Organic Chemistry I 4 credits
- CHEM 2514 Organic Chemistry II 4 credits
- CHEM 3404 Inorganic Analysis 4 credits
- CHEM 3414 Organic Analysis 4 credits
- CHEM 3254 Biochemistry 4 credits

- CHEM 4000 Chemistry Studies Variable credit (1-4 hours)
or
- CHEM 4900 Independent Study Variable credit (1-3 hours)

- SEMR 4501 Natural Science Capstone Seminar 1 credit
- PHYS 2044 Physics I 4 credits
- PHYS 2054 Physics II 4 credits
- SEMR 2051 Scientific Literacy 1 credit
- Computer course beyond CPSC 1103, acceptable to the Coordinator of Studies in Chemistry 3 credits

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for most bachelor's degrees, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements

40-44 hrs.

Major Requirements

39 hrs.

Electives

37-41 hrs.

Total: 120 hrs.

Bachelor of Science

Applied Computer Science (BS)

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

Learning Outcomes

Students completing the Bachelor of Science (BS) degree in Applied Computer Science are expected to:

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

Applied Computer Science BS Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) are required.

- MATH 2504 Calculus I 4 credits

Major Courses

- CPSC 1003 Fundamentals of Programming 3 credits
- CPSC 1903 Introduction to Computer-Science Programming 3 credits

- CPSC 2253 Object-Oriented Programming I 3 credits
- CPSC 2293 Web Page Design and Programming 3 credits
- CPSC 2303 Hardware and Software Configuration and Support 3 credits
- CPSC 2453 Special Topics I 3 credits
- CPSC 2503 Networking I 3 credits
- CPSC 3003 Database Design and Implementation I 3 credits
- CPSC 3103 Systems Analysis and Design 3 credits
- CPSC 3153 Theory of Computing 3 credits
- CPSC 3303 Object-Oriented Programming II 3 credits
- CPSC 3354 Operating Systems and Servers 4 credits
- CPSC 3623 Networking II 3 credits
- CPSC 4202 Computer Science Senior Capstone 2 credits
- CPSC 4303 Advanced Scripting and Common Language Interfaces 3 credits
- CPSC 4453 Special Topics II 3 credits
- CPSC 4523 Advanced Web-Site Design 3 credits
- Nine additional hours in CPSC courses (above CPSC 1103) 9 credits

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for most bachelor's degrees, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements	40-44 hrs.
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Major Courses	60 hrs.
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Electives	16-19 hrs.
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Total: 120 hrs.

Biology (BS)

The Bachelor of Science in Biology degree is one of three majors offered in biological sciences at Southern Wesleyan University. The major is designed to prepare students for graduate study and/or careers in research, laboratory technology, environmental work, teaching, forensic science, healthcare, medicine, dentistry, nursing, physician's assistant, pharmacy, veterinary medicine, or occupational/physical therapy, as well as many other professions.

Learning Outcomes

Students completing the Bachelor of Science (BS) in Biology degree are expected to:

- express and support, orally and in-writing, an integration of faith and biology and a knowledge of current biomedical and environmental issues, including their ethical implications;
- exhibit competence in the following subdisciplines of biology: cell biology, molecular biology & genetics, organismal biology, and population biology/ecology/evolution;
- locate, comprehend, and communicate about scientific literature, and present literature and laboratory findings in oral and written form; and
- utilize mathematics and statistics and apply these concepts to biological phenomena.

Biology BS Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

- BIOL 1004 General Biology I 4 credits

Major Courses

- BIOL 1014 General Biology II 4 credits
- BIOL 3313 Bioethics 3 credits
- BIOL 3504 Genetics 4 credits
- CHEM 1004 General Chemistry I 4 credits
- CHEM 1054 General Chemistry II 4 credits
- SEMR 2021 Natural Science Cornerstone Seminar 1 credit
- SEMR 2051 Scientific Literacy 1 credit
- SEMR 4501 Natural Science Capstone Seminar 1 credit

Choose at least one (1) course from each of the following:

Environmental

- BIOL 2074 Environmental Science 4 credits
- BIOL 2254 Ecology 4 credits
- BIOL 2373 Conservation Biology 3 credits
- BIOL 3074 Field Biology 4 credits
- BIOL 3174 Aquatic and Wetland Biology 4 credits
- BIOL 3653 The Ecology of South Carolina-Mountains to the Sea 3 credits

Molecular/Cellular

- BIOL 3033 Immunology 3 credits
- BIOL 3104 Microbiology 4 credits
- BIOL 3254 Biochemistry 4 credits
- BIOL 3454 Cellular and Molecular Biology 4 credits
- BIOL 4273 Developmental Biology 3 credits

Organismal

- BIOL 2024 Botany 4 credits
- BIOL 2034 Zoology 4 credits
- BIOL 2353 Introduction to Ornithology 3 credits
- BIOL 2454 Introduction to Animal Science 4 credits
- BIOL 3303 Animal Behavior 3 credits

Physiology

- BIOL 3204 Anatomy and Physiology I 4 credits
- BIOL 3214 Anatomy and Physiology II 4 credits
- BIOL 3404 Physiology of Behavior 4 credits
- BIOL 4353 Comparative and Environmental Physiology 3 credits

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for the Bachelor of Science (BS) in Biology, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

- Choose a minimum of 9-12 elective credit hours of science courses 2000-level or above
- A course in statistics is strongly recommended

Summary

Core Curriculum Requirements

40-44 hrs.

Major Requirements

34-38 hrs.

Total: 120 hrs.

Note:

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

Students wanting to go to graduate school for biological sciences may need to take the following courses.

- CHEM 2504 Organic Chemistry I 4 credits
- CHEM 2514 Organic Chemistry II 4 credits
- PHYS 2044 Physics I 4 credits
- PHYS 2054 Physics II 4 credits
- MATH 2504 Calculus I 4 credits

Biology Education (BS)

Students interested in earning a Bachelor of Science (BS) in Biology Education must maintain an overall GPA of 2.75 with no grade lower than B- in all specified core curriculum, major, and professional courses in their program.

Learning Outcomes

Students completing the Bachelor of Science (BS) in Biology Education are expected to:

- integrate faith with learning in biology and the ability to discuss ethical implications, even at the global level in biology;
- be competent in cellular biology;
- be competent in molecular biology and genetics;
- be competent in organismal biology, including botany, zoology, microbiology, and anatomy and physiology;
- be competent in population biology and ecology;
- use the many tools utilized in biology: microscopes (i.e., brightfield, inverted, phase contrast, fluorescent, polarizing), electrophoresis, various types of chromatography, cell culture techniques, various types of spectrophotometry, computerize data acquisition in physiology, and other techniques; and
- be knowledgeable in the areas prescribed by the state of South Carolina as determined by the Praxis for Principles of Learning and Teaching and meet the following specialized professional association (SPA) standards:
 - **NSTA Standard 1: Content Knowledge.** Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.
 - **NSTA Standard 2: Content Pedagogy.** Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.
 - **NSTA Standard 3: Learning Environments.** Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities,

instructional settings, and resources--including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

- **NSTA Standard 4: Safety.** Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.
- **NSTA Standard 5: Impact on Student Learning.** Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.
- **NSTA Standard 6: Professional Knowledge and Skills.** Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

Biology Education BS Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

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

Major Courses

A course in statistics is strongly recommended.

- BIOL 1004 General Biology I 4 credits
- BIOL 1014 General Biology II 4 credits
- SEMR 2021 Natural Science Cornerstone Seminar 1 credit

- BIOL 2254 Ecology 4 credits
- **or**
- BIOL 2074 Environmental Science 4 credits

- BIOL 3104 Microbiology 4 credits
- BIOL 3204 Anatomy and Physiology I 4 credits
- BIOL 3214 Anatomy and Physiology II 4 credits
- BIOL 3313 Bioethics 3 credits
- BIOL 3454 Cellular and Molecular Biology 4 credits
- BIOL 3504 Genetics 4 credits
- SEMR 4501 Natural Science Capstone Seminar 1 credit
- CHEM 1054 General Chemistry II 4 credits
- PHYS 2044 Physics I 4 credits
- PHYS 2054 Physics II 4 credits

- SEMR 2051 Scientific Literacy 1 credit

Professional Education Requirements

- EDUC 1201 Cornerstone to Education 1 credit
- EDUC 2113 Foundations of Education 3 credits
- EDUC 2123 Effective Methods for Middle and Secondary School/Field Experience 3 credits
- EDUC 3203 Introduction to the Exceptional Child 3 credits
- EDUC 3213 R2S Foundations in Reading Middle and Secondary 3 credits
- EDUC 3273 R2S Methods of Teaching Reading and Writing Middle and Secondary School with Practicum 3 credits
- EDUC 3292 Classroom and Behavior Management 2 credits
- EDUC 3423 Instructional Technology for Education Majors 3 credits
- EDUC 4203 Methods of Teaching Science in the Secondary/Middle School 3 credits
- EDUC 4502 Pre-Clinical Experience 2 credits
- EDUC 4627 Clinical Experience I 7 credits *
- EDUC 4637 Clinical Experience II 7 credits *
- PSYC 3113 Adolescent Psychology 3 credits

Note:

Students must maintain an overall GPA of 2.75 with no grade lower than B- in all specified core curriculum, major, and professional courses in their program.

Summary

Core Curriculum Requirements	40-44 hrs.
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Major Requirements	93 hrs.
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Total: 133 hrs.

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

- EDUC 3213 R2S Foundations in Reading Middle and Secondary 3 credits
- EDUC 3273 R2S Methods of Teaching Reading and Writing Middle and Secondary School with Practicum 3 credits
- EDUC 3383 Curriculum for the Middle School/Field Experience 3 credits
- PSYC 3113 Adolescent Psychology 3 credits

Note:

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

Chemistry (BS)

Chemistry

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

Learning Outcomes

Students completing these majors or degrees will:

- be expected to approach current ethical issues from a biblical perspective.
- be able to comprehend, explain, and analyze chemical phenomena at the subatomic, atomic, and molecular levels related to inorganic, organic, and physical chemistry, and utilize appropriate chemical analysis techniques and standard laboratory equipment.
- be able to locate, comprehend, and communicate about scientific literature, and present literature and laboratory findings in oral and written form.
- demonstrate a thorough knowledge of the use and structure of the periodic table, the ability to balance chemical equations, the ability to use stoichiometric relationships in chemical equations, to use chromatography, titrate a solution, use an electronic balance, pipet properly and identify unknowns.
- understand the basics of phase change thermodynamics, be able to discuss and analyze energy transfer in a chemical reaction, and demonstrate the principles behind qualitative and quantitative analysis.
- be able to recognize the major functional groups, be able to demonstrate the use of the IUPAC rules for nomenclature of organic compounds, and possess the ability to interpret mass spectrometry spectra and proton NMR spectra of relatively simple compounds, use UV to NIR spectrophotometers, chromatography techniques, and electrophoresis properly.
- be able to recognize, produce, and solve linear and quadratic equations, slopes and intercepts, and apply these concepts to chemical phenomena. They should be able to relate first and second derivatives to spectral interpretation and should understand the meaning and use of integrals of two and three dimensional representations.

Chemistry BS Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

- CHEM 1004 General Chemistry I 4 credits
- MATH 2504 Calculus I 4 credits

Major Courses

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

- CHEM 1054 General Chemistry II 4 credits
- SEMR 2021 Natural Science Cornerstone Seminar 1 credit
- CHEM 2504 Organic Chemistry I 4 credits
- CHEM 2514 Organic Chemistry II 4 credits
- CHEM 3404 Inorganic Analysis 4 credits
- CHEM 3414 Organic Analysis 4 credits
- CHEM 3254 Biochemistry 4 credits

- CHEM 4000 Chemistry Studies Variable credit (1-4 hours)
or
- CHEM 4900 Independent Study Variable credit (1-3 hours)

- SEMR 4501 Natural Science Capstone Seminar 1 credit
- CHEM 3454 Physical Chemistry I 4 credits
- CHEM 3464 Physical Chemistry II 4 credits
- PHYS 2044 Physics I 4 credits
- PHYS 2054 Physics II 4 credits
- MATH 2514 Calculus II 4 credits
- MATH 3524 Calculus III 4 credits
- SEMR 2051 Scientific Literacy 1 credit
- Computer course beyond CPSC 1103, acceptable to the Coordinator of Studies in Chemistry 3 credits

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for most bachelor's degrees, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements	40-44 hrs.
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Major Requirements	55 hrs.
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Total: 120 hrs.

Computer Information Systems (CIS) (BS)

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

Learning Outcomes

Student completing the Computer Information Systems degree are expected to:

- make ethical decisions in the workplace based on the theological understanding of God (**Ethics**);
- use algorithms and data structures to solve complex computational problems (**Programming**);
- connect general networking theory to the earned skills necessary for network administration (**Networking**);
- lead end-users to build a complete data flow system with business applications (**Systems Analysis**);
- utilize accounting principles for business decision-making differences in proprietorships, partnerships, and corporation data systems (**Accounting**);
- be competent in moving data into third normal form and manipulate and protect data for database administration (**Database**); and
- be competent in the basic design of web sites on client systems (*Web Design*).

Concentration specific learning outcomes include:

- Business Informatics. Demonstrate competency in business law, marketing, and finance of business management.
- Media Informatics. Demonstrate competency in technical writing, media law, and public relations.
- Forensic Informatics. Demonstrate competency in business law, white-collar criminology, and forensic investigation.

Computer Information Systems (CIS) BS Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

- MATH 2504 Calculus I is recommended (not required) 4 credits

Student choosing a concentration in Forensics should also take the following:

- BIOL 1004 General Biology I 4 credits

Major Courses

- CPSC 1003 Fundamentals of Programming 3 credits

- CPSC 1903 Introduction to Computer-Science Programming 3 credits
- CPSC 2253 Object-Oriented Programming I 3 credits
- CPSC 2293 Web Page Design and Programming 3 credits
- CPSC 2303 Hardware and Software Configuration and Support 3 credits
- CPSC 2503 Networking I 3 credits
- CPSC 3003 Database Design and Implementation I 3 credits
- CPSC 3103 Systems Analysis and Design 3 credits
- CPSC 3623 Networking II 3 credits
- CPSC 4202 Computer Science Senior Capstone 2 credits

Concentrations

Choose one of the following concentrations.

Business Informatics

- ACCT 2003 Financial Accounting 3 credits
- CPSC 2103 (MGMT 2103) Advanced Software 3 credits
- Three Additional Hours in CPSC Courses (above CPSC 1103) 3 credits
- BUSI 1003 Introduction to Business 3 credits
- MGMT 3203 Business Law 3 credits
- MGMT 2013 Principles of Management 3 credits
- MGMT 3503 Principles of Marketing 3 credits
- MGMT 3613 Managerial Finance I 3 credits
- STAT 3123 Statistics for Accounting and Business 3 credits
- Three Additional Hours in MGMT Courses 3 credits

Forensic Informatics

- ACCT 2003 Financial Accounting 3 credits
- BUSI 1003 Introduction to Business 3 credits
- MGMT 3203 Business Law 3 credits
- **or**
- MGMT 3613 Managerial Finance I 3 credits
- FRSC 2103 Introduction to Forensic Science 3 credits
- FRSC 3101 Forensic Science Seminars 1 credit
- FRSC 4103 Forensic Computing 3 credits
- PHSC 1544 Introduction to Physical Sciences 4 credits
- CRJS 2253 Introduction to Criminal Justice 3 credits
- CRJS 3453 Criminal Investigation 3 credits
- **or**
- any Criminology course not previously taken 3 credits

- STAT 3203 Statistics 3 credits
- PSYC 3353 Forensic Psychology 3 credits

Media Informatics

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

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for most bachelor's degrees, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Recommended Forensic Concentration Elective :

- FRSC 4803 Forensic Science Internship 3 credits

Summary

Core Curriculum Requirements	40-44 hrs.
Major Courses Requirements	61-62 hrs.
Electives	14-19 hrs.

Total: 120 hrs.

Environmental Studies (BS)

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

Learning Outcomes

Students completing the Bachelor of Science (BS) in Environmental Studies are expected to exhibit and demonstrate an understanding of the following central ideas and concepts.

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

Environmental Studies (BS) Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

- PSYC 2003 General Psychology 3 credits
- **or**
- SOSC 1003 Introduction to Sociology 3 credits

Major Courses

- BIOL 1014 General Biology II 4 credits
- SEMR 2021 Natural Science Cornerstone Seminar 1 credit
- SEMR 2051 Scientific Literacy 1 credit
- BIOL 2074 Environmental Science 4 credits
- BIOL 2254 Ecology 4 credits
- BIOL 2373 Conservation Biology 3 credits
- BIOL 3313 Bioethics 3 credits

- CHEM 1004 General Chemistry I 4 credits
- CHEM 1054 General Chemistry II 4 credits
- ECON 2203 Environmental Economics 3 credits
- SEMR 2201 Wilderness and Spirituality 1 credit
- SEMR 2301 Sustainability 1 credit
- SEMR 3201 Introduction to GIS 1 credit
- SEMR 3301 Environmental Law and Policy 1 credit
- STAT 3203 Statistics 3 credits

Three (3) Hours Selected from the following:

- BIOL 4800 Biology Senior Internship Variable credit
- BIOL 4990 Research in Biology Variable credit

Three (3) selected from the following:

- BIOL 2024 Botany 4 credits
- BIOL 2034 Zoology 4 credits
- BIOL 2353 Introduction to Ornithology 3 credits
- BIOL 3074 Field Biology 4 credits
- BIOL 3174 Aquatic and Wetland Biology 4 credits
- BIOL 3303 Animal Behavior 3 credits
- BIOL 3653 The Ecology of South Carolina-Mountains to the Sea 3 credits
- BIOL 3853 Wildlife and Natural Resource Management 3 credits
- An appropriate course in Geology 4 credits
- An appropriate course in Meteorology 4 credits

One (1) selected from the following:

- BIOL 3104 Microbiology 4 credits
- BIOL 4353 Comparative and Environmental Physiology 3 credits

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for the Environmental Studies (BS), including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

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

- CHEM 2504 Organic Chemistry I 4 credits
- CHEM 2514 Organic Chemistry II 4 credits
- PHYS 2044 Physics I 4 credits

- PHYS 2054 Physics II 4 credits
- MATH 2504 Calculus I 4 credits

Summary

Core Curriculum Requirements 40-44 hrs.

Major Requirements 53-57 hrs.

Electives 19-27 hrs.

Total: 120 hrs.

Exercise Science (BS)

Program Goals

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

Learning Outcomes

Students completing the Bachelor of Science (BS) in Exercise Science are expected to be able to:

- demonstrate knowledge of the basic sciences and their application to exercise science;
- demonstrate the ability to measure physiological outcomes and exercise prescriptive techniques, including the ability to utilize various assessment equipment related to skeletal, muscular, neurological, cardiovascular, respiratory and metabolic systems;
- demonstrate the ability to analyze and assess human movement in a variety of developmentally appropriated levels and contexts and the ability to develop comprehensive wellness programs for health purposes for an individual, groups, or even industry, and for healthy and at risk populations; and
- demonstrate how psychological and spiritual components relate to exercise, health promotion, weight control, etc., and how a Christian world view should promote wellness.

Exercise Science BS Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

- CHEM 1004 General Chemistry I 4 credits
- MATH 1024 or higher mathematics

Major Courses

- BIOL 2203 Nutrition for Health Care Professionals 3 credits
- BIOL 3204 Anatomy and Physiology I 4 credits
- BIOL 3214 Anatomy and Physiology II 4 credits
- EXSC 1003 Introduction to Exercise Science 3 credits
- EXSC 1063 Science of Personal Training 3 credits
- EXSC 2001 Practicum 1 credit
- EXSC 3003 Motor Learning and Development 3 credits
- EXSC 3053 Kinesiology and Exercise Biomechanics 3 credits
- EXSC 3064 Exercise Physiology 4 credits
- EXSC 3104 Exercise Assessment/Testing and Prescription 4 credits
- EXSC 4003 Organization and Administration of Exercise-Related Professions 3 credits
- EXSC 4053 Legal Aspects of Exercise-Related Profession 3 credits
- EXSC 4103 Research and Statistics for Exercise Science 3 credits
- EXSC 4500 Exercise Science Internship Variable (0-12 credits)
- EXSC 4601 Exercise Science Senior Capstone Seminar 1 credit
- PHED 3023 Prevention and Treatment of Athletic Injuries 3 credits
- PHYS 2044 Physics I 4 credits
- SOSC 2603 Social and Psychological Issues of Exercise and Sport 3 credits

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for the Bachelor of Science in Exercise Science, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements

40-44 hrs.

Major Requirements

53-64 hrs.

Electives

12-27 hrs.

Total: 120 hrs.

Forensic Science (BS)

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

Learning Outcomes

Students completing a Bachelor of Science (BS) in Forensic Science degree are expected to:

- comprehend, explain, and analyze chemical phenomena related to inorganic chemistry and inorganic analysis;
- comprehend, explain, and analyze chemical phenomena related to organic chemistry and organic analysis, especially components related to forensic science;
- comprehend, explain, and analyze chemical phenomena related to biochemistry, especially analysis of unknown biochemicals and of the techniques and instrumentation necessary to carry out appropriate procedures in bioanalytical chemistry;
- comprehend, explain, and analyze phenomena related to genetics and especially DNA analysis and of the techniques and instrumentation necessary to carry out appropriate procedures;
- demonstrate a satisfactory knowledge of fingerprint analysis;
- comprehend, explain, and analyze phenomena related to microbiology, especially as it relates to unknown microbiological organisms; and
- demonstrate basic knowledge about firearms and ballistics, tool marks and other impressions.

Forensic Science BS Requirements

Specified Core Curriculum

- CHEM 1004 General Chemistry I 4 credits
- MATH 2504 Calculus I 4 credits
- PSYC 2003 General Psychology 3 credits

Major Courses

- BIOL 1004 General Biology I 4 credits
- BIOL 3204 Anatomy and Physiology I 4 credits
- BIOL 3214 Anatomy and Physiology II 4 credits
- BIOL 3254 Biochemistry 4 credits
- BIOL 3454 Cellular and Molecular Biology 4 credits
- BIOL 3504 Genetics 4 credits
- CHEM 1054 General Chemistry II 4 credits
- CHEM 2504 Organic Chemistry I 4 credits
- CHEM 2514 Organic Chemistry II 4 credits
- CHEM 3404 Inorganic Analysis 4 credits
- CHEM 3414 Organic Analysis 4 credits
- CRJS 2153 Firearms for Criminal Justice and Forensic Science 3 credits
- FRSC 2103 Introduction to Forensic Science 3 credits
- FRSC 3101 Forensic Science Seminars 1 credit
- FRSC 3123 Fingerprint Analysis 3 credits
- PHYS 2044 Physics I 4 credits
- PHYS 2054 Physics II 4 credits
- PSYC 3353 Forensic Psychology 3 credits
- STAT 3203 Statistics 3 credits

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for the Bachelor of Science in Forensic Science degree, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

The following are recommended electives for the Bachelor of Science in Forensic Science degree.

- BIOL 2034 Zoology 4 credits
- BIOL 3104 Microbiology 4 credits
- FRSC 4803 Forensic Science Internship 3 credits
- CRJS 2253 Introduction to Criminal Justice 3 credits
- CRJS 3453 Criminal Investigation 3 credits

Summary

Core Curriculum Requirements 40-44 hrs.

Major Requirements 68 hrs.

Electives 8-12 hrs.

Total: 120 hrs.

Mathematics (BS)

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

Learning Outcomes

Students completing the Bachelor of Science (BS) in Mathematics are expected to:

- discuss the human context of development of mathematics and the relationship of mathematics to the broad human historical, philosophical, and cultural heritage (**Development of Mathematics**);
- integrate Christian faith with learning in the mathematical sciences, including approaching current ethical issues in mathematics from a biblical perspective (**Integration of faith**);
- recognize, identify, and use concepts and generalizations of mathematics, including algebra, calculus, discrete mathematics, geometry, and probability and statistics (descriptive and inferential) to solve problems and apply the concepts to real-world examples (**Recognizing, identifying and using concepts**);
- reason abstractly, construct logical arguments, and analyze arguments to determine their validity (**Mathematical reasoning**); and
- competently work with a variety of number systems and represent and interpret graphical information (**Using systems and information**).

Mathematics BS Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

- MATH 2153 Discrete Mathematics 3 credits

Major Courses

- CPSC 1003 Fundamentals of Programming 3 credits
- MATH 2504 Calculus I 4 credits
- MATH 2514 Calculus II 4 credits
- MATH 3524 Calculus III 4 credits
- MATH 3533 Differential Equations 3 credits
- MATH 4003 Linear Algebra 3 credits
- MATH 4303 Historical, Philosophical and Ethical Development of Mathematics 3 credits
- MATH 4403 Abstract Algebra 3 credits
- MATH 4553 Advanced Calculus I 3 credits
- MATH 4563 Advanced Calculus II 3 credits
- STAT 3123 Statistics for Accounting and Business 3 credits

Three (3) hours selected from the following:

- MATH 3063 College Geometry 3 credits
- MATH 4423 Probability Theory 3 credits

Summary

Core Curriculum Requirements	40-44 hrs.
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Major Requirements	39 hrs.
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Electives	40-44 hrs.
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Total: 120 hrs.

Mathematics Education (BS)

Mathematics teaches patience, discipline, and step-by-step problem-solving skills. For those with a substantial background in mathematics, a large number of career opportunities are available. Careers that require a very strong background in mathematics are often listed in the top ten best jobs, and the majority of the top fifty jobs involve mathematical reasoning and knowledge

according to the Jobs Rated Almanac. There are two mathematical science majors at Southern Wesleyan University: BS in Mathematics, and BS in Mathematics Education. Either of these two majors could prepare you for teaching, graduate school in various mathematical areas, and many professional opportunities such as an actuary, operations research analyst, statistician, research scientist, inventory strategist, cryptologist, robotics engineer, geophysical mathematician, geodesist, civil engineer, and geomatics engineer. Some of these professions require additional work outside of the mathematical sciences. Besides schools, colleges, and universities, some of the employers who hire those with strong mathematical skills are the Internal Revenue Service, U.S. Census Bureau, insurance companies, IBM Corporation, U.S. Dept. of Energy, Goddard Space Flight Center, and many others.

Learning Outcomes

Students completing the Bachelor of Science (BS) in Mathematics Education are expected to:

- be able to discuss the human context of development of mathematics and the relationship of mathematics to the broad human historical, philosophical, and cultural heritage (**Development of Mathematics**);
- integrate Christian faith with learning in the mathematical sciences, including approaching current ethical issues in mathematics from a biblical perspective (*Integration of faith*);
- recognize, identify, and use concepts and generalizations of mathematics, including algebra, calculus, discrete mathematics, geometry, and probability and statistics (descriptive and inferential) to solve problems and apply the concepts to real-world examples (**Recognizing, identifying and using concepts**);
- reason abstractly, construct logical arguments, and analyze arguments to determine their validity (*Mathematical reasoning*);
- competently work with a variety of number systems and represent and interpret graphical information (*Using systems and information*); and
- apply a knowledge of curriculum and pedagogy to planning and implementing effective mathematics classes, producing a rich and challenging mathematical experience for their students (**Applying curriculum and pedagogy**).

Math Education BS Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

- EDUC 3423 Instructional Technology for Education Majors 3 credits
- MATH 2153 Discrete Mathematics 3 credits

Major Courses

- MATH 2504 Calculus I 4 credits
- MATH 2514 Calculus II 4 credits
- MATH 3063 College Geometry 3 credits
- MATH 3524 Calculus III 4 credits
- MATH 3533 Differential Equations 3 credits
- MATH 4003 Linear Algebra 3 credits
- MATH 4303 Historical, Philosophical and Ethical Development of Mathematics 3 credits
- MATH 4403 Abstract Algebra 3 credits

- MATH 4423 Probability Theory 3 credits
- STAT 3123 Statistics for Accounting and Business 3 credits

Professional Education Courses

- EDUC 1201 Cornerstone to Education 1 credit
- EDUC 2113 Foundations of Education 3 credits
- EDUC 2123 Effective Methods for Middle and Secondary School/Field Experience 3 credits
- EDUC 3203 Introduction to the Exceptional Child 3 credits
- EDUC 3213 R2S Foundations in Reading Middle and Secondary 3 credits
- EDUC 3273 R2S Methods of Teaching Reading and Writing Middle and Secondary School with Practicum 3 credits
- EDUC 3292 Classroom and Behavior Management 2 credits
- EDUC 4223 Methods of Teaching Mathematics in the Secondary/Middle School 3 credits
- EDUC 4502 Pre-Clinical Experience 2 credits
- EDUC 4627 Clinical Experience I 7 credits
- EDUC 4637 Clinical Experience II 7 credits
- PSYC 3113 Adolescent Psychology 3 credits

Note:

EDUC 4627 Clinical Experience I and EDUC 4637 Clinical Experience II require a B- minimum grade with an overall GPA of 2.75. Admittance into Lock I requires an overall GPA of 2.75.

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for the Bachelor of Science in Mathematics Education, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements	40-44 hrs.
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Major Requirements	73 hrs.
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Electives	3-7 hrs.
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Total: 120 hrs.

Add-On Middle School Content Certificate Program for Secondary Education

Required Courses

- EDUC 3383 Curriculum for the Middle School/Field Experience 3 credits
- EDUC 3213 R2S Foundations in Reading Middle and Secondary 3 credits
- EDUC 3273 R2S Methods of Teaching Reading and Writing Middle and Secondary School with Practicum 3 credits
- PSYC 3113 Adolescent Psychology 3 credits

Note:

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

Pre-Medicine and Pre-Dentistry (BS)

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.

Learning Outcomes

Students completing the Bachelor of Science (BS) in Pre-Medicine and Pre-Dentistry degree are expected to:

- integrate faith with learning in biology and the ability to discuss ethical implications, even at the global level in biology;
- develop competency in cellular biology;
- develop competency in molecular biology and genetics;
- develop competency in organismal biology, including botany, zoology, microbiology, and anatomy and physiology;
- develop competency in population biology and ecology; and
- develop competency in the use of many tools utilized in biology: microscopes (i.e., brightfield, inverted, phase contrast, fluorescent, polarizing), electrophoresis, various types of chromatography, cell culture techniques, various types of spectrophotometry, computerize data acquisition in physiology, and other techniques

Pre-Medicine and Pre-Dentistry BS Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

- CHEM 1004 General Chemistry I 4 credits
- MATH 2504 Calculus I 4 credits
- PSYC 2004 General Psychology for Majors 4 credits
- SOSC 1003 Introduction to Sociology 3 credits

Major Courses

- BIOL 1004 General Biology I 4 credits
- BIOL 1014 General Biology II 4 credits
- BIOL 3104 Microbiology 4 credits
- BIOL 3204 Anatomy and Physiology I 4 credits
- BIOL 3214 Anatomy and Physiology II 4 credits
- BIOL 3254 Biochemistry 4 credits
- BIOL 3313 Bioethics 3 credits
- BIOL 3454 Cellular and Molecular Biology 4 credits
- BIOL 3504 Genetics 4 credits
- CHEM 1054 General Chemistry II 4 credits
- CHEM 2504 Organic Chemistry I 4 credits
- PHYS 2044 Physics I 4 credits
- PHYS 2054 Physics II 4 credits
- SEMR 2021 Natural Science Cornerstone Seminar 1 credit
- SEMR 2051 Scientific Literacy 1 credit
- SEMR 4501 Natural Science Capstone Seminar 1 credit
- STAT 3203 Statistics 3 credits
- Any BIOL course not previously taken (2000-4999 level) 4 credits

Four (4) Hours selected from the following:

- BIOL 2074 Environmental Science 4 credits
- BIOL 2254 Ecology 4 credits

Four (4) Hours selected from the following:

- CHEM 2514 Organic Chemistry II 4 credits
- CHEM 3404 Inorganic Analysis 4 credits

Note:

*Some institutions may require CHEM 3404 additionally, or in place of CHEM 2514. Students are encouraged to work with their advisor to determine the proper course selection(s).

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for the Pre-Medicine and Pre-Dentistry degree, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

- MATH 2514 Calculus II 4 credits

Summary

Core Curriculum Requirements 40-44 hrs.

Major Requirements 69 hrs.

Electives 7-11 hrs.

Total: 120 hrs.

Minor

Applied Computer Science Minor

Applied Computer Science Minor Requirements

Minor Courses

- CPSC 1003 Fundamentals of Programming 3 credits
- CPSC 2293 Web Page Design and Programming 3 credits
- CPSC 2303 Hardware and Software Configuration and Support 3 credits

Twelve (12) Hours Selected from the following:

- CPSC 1203 Introduction to the Internet, Online Research, and Web-Site Design 3 credits
- CPSC 1903 Introduction to Computer-Science Programming 3 credits
- CPSC 2103 (MGMT 2103) Advanced Software 3 credits
- CPSC 2253 Object-Oriented Programming I 3 credits
- CPSC 2293 Web Page Design and Programming 3 credits
- CPSC 2303 Hardware and Software Configuration and Support 3 credits
- CPSC 2453 Special Topics I 3 credits
- CPSC 2503 Networking I 3 credits
- CPSC 3003 Database Design and Implementation I 3 credits
- CPSC 3013 Database Design and Implementation II 3 credits

- CPSC 3103 Systems Analysis and Design 3 credits
- CPSC 3153 Theory of Computing 3 credits
- CPSC 3303 Object-Oriented Programming II 3 credits
- CPSC 3354 Operating Systems and Servers 4 credits
- CPSC 3623 Networking II 3 credits
- CPSC 3633 Networking III 3 credits
- CPSC 4000 Studies in Computer Science Variable credit

Summary

Total: 21 hrs.

Biology Minor

Requirements for a Minor in Biology

Minor Courses

- BIOL 1004 General Biology I 4 credits
- BIOL 1014 General Biology II 4 credits

Minimum (14) Hours selected from the following:

- BIOL 2024 Botany 4 credits
- BIOL 2034 Zoology 4 credits
- BIOL 2074 Environmental Science 4 credits
- BIOL 2103 Medical Terminology 3 credits
- BIOL 2203 Nutrition for Health Care Professionals 3 credits
- BIOL 2254 Ecology 4 credits
- BIOL 2353 Introduction to Ornithology 3 credits
- BIOL 2373 Conservation Biology 3 credits
- BIOL 2393 Biology in the News 3 credits
- BIOL 2454 Introduction to Animal Science 4 credits
- BIOL 2900 Biology Studies Variable credit
- BIOL 3033 Immunology 3 credits
- BIOL 3064 Entomology 4 credits
- BIOL 3074 Field Biology 4 credits
- BIOL 3104 Microbiology 4 credits
- BIOL 3174 Aquatic and Wetland Biology 4 credits
- BIOL 3204 Anatomy and Physiology I 4 credits

- BIOL 3214 Anatomy and Physiology II 4 credits
- BIOL 3254 Biochemistry 4 credits
- BIOL 3303 Animal Behavior 3 credits
- BIOL 3313 Bioethics 3 credits
- BIOL 3404 Physiology of Behavior 4 credits
- BIOL 3454 Cellular and Molecular Biology 4 credits
- BIOL 3504 Genetics 4 credits
- BIOL 3653 The Ecology of South Carolina-Mountains to the Sea 3 credits
- BIOL 3853 Wildlife and Natural Resource Management 3 credits
- BIOL 4000 Biology Studies Variable credit (1-4 hours)
- BIOL 4203 Pathophysiology 3 credits
- BIOL 4253 Neurobiology 3 credits
- BIOL 4273 Developmental Biology 3 credits
- BIOL 4353 Comparative and Environmental Physiology 3 credits
- BIOL 4900 Independent Study Variable credit (1-3 hours)

Summary

Total: 22-24 hrs.

Chemistry Minor

Chemistry Minor Requirements

Minor Courses

- CHEM 1004 General Chemistry I 4 credits
- CHEM 1054 General Chemistry II 4 credits
- CHEM 2504 Organic Chemistry I 4 credits
- CHEM 2514 Organic Chemistry II 4 credits

Four (4) Hours selected from the following:

- CHEM 3254 Biochemistry 4 credits
- CHEM 3404 Inorganic Analysis 4 credits
- CHEM 3414 Organic Analysis 4 credits

Summary

Total: 20 hrs.

Environmental Studies Minor

Environmental Science Minor Requirements

Minor Courses

Nine (9) hours minimum selected from the following:

- BIOL 2074 Environmental Science 4 credits
- BIOL 2254 Ecology 4 credits
- BIOL 2373 Conservation Biology 3 credits
- BIOL 3074 Field Biology 4 credits
- BIOL 3174 Aquatic and Wetland Biology 4 credits
- BIOL 3653 The Ecology of South Carolina-Mountains to the Sea 3 credits
- BIOL 3853 Wildlife and Natural Resource Management 3 credits
- BIOL 4353 Comparative and Environmental Physiology 3 credits

Ten (10) Hours minimum selected from the following:

- BIOL 2024 Botany 4 credits
- BIOL 2034 Zoology 4 credits
- BIOL 2353 Introduction to Ornithology 3 credits
- BIOL 2454 Introduction to Animal Science 4 credits
- BIOL 3303 Animal Behavior 3 credits

Two (2) Hours selected from the following:

- SEMR 2201 Wilderness and Spirituality 1 credit
- SEMR 2301 Sustainability 1 credit
- SEMR 3201 Introduction to GIS 1 credit
- SEMR 3301 Environmental Law and Policy 1 credit

Summary

Total: 21-26 hrs.

Math Minor

Math Minor Requirements

- MATH 2504 Calculus I 4 credits
- MATH 2514 Calculus II 4 credits
- MATH 3524 Calculus III 4 credits
- STAT 3123 Statistics for Accounting and Business 3 credits
- Six hours of MATH courses numbered 2153 or beyond and approved by Coordinator of Studies in Mathematics (may include one computer course)

Summary

Total: 21 hrs.

Division of Social Sciences

Daryl Couch, PhD, Chair

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

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

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

Bachelor of Science

Criminal Justice Studies (BS)

Learning Outcomes

Students completing the Bachelor of Science (BS) in Criminal Justice Studies are expected to:

- demonstrate an awareness of the history and current nature of the major components of the criminal justice system: police, courts, and corrections;

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

Criminal Justice Studies BS Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

- SOSC 1003 Introduction to Sociology 3 credits

Major Courses

- CRJS 1001 Cornerstone in Criminal Justice 1 credit
- SEMR 2153 Information Literacy 3 credits
- RSCH 3803 Research Methods 3 credits
- STAT 3203 Statistics 3 credits
- SOSC 3503 Advanced Social Problems 3 credits
- SOSC 4703 Capstone in Social Science 3 credits
- FRSC 2103 Introduction to Forensic Science 3 credits
- CRJS 2253 Introduction to Criminal Justice 3 credits
- CRJS 2103 Introduction to Corrections 3 credits
- CRJS 2173 Health and Fitness for Criminal Justice 3 credits
- CRJS 2283 Police and Community 3 credits
- CRJS 3413 Criminal Law 3 credits
- CRJS 3453 Criminal Investigation 3 credits
- CRJS 3433 Criminal Justice Management 3 credits
- Choose **two** courses in Human Diversity/Cultural Diversity (with the assistance of an advisor) 6 credit hours

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for most bachelor's degrees, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements	40-44 hrs.
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Major Requirements	45 hrs.
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Electives	31-35 hrs.
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Total: 120 hrs.

Human Services (Adult & Graduate Studies) (BS)

Learning Outcomes

Students completing the Bachelor of Science (BS) in Human Services are expected to:

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

Human Services BS Requirements (Adult & Graduate Studies)

Major Courses

- PSYC 3753 Practical Counseling Skills 3 credits
- RSCH 3803 Research Methods 3 credits
- SEMR 2153 Information Literacy 3 credits
- SOSC 2123 Race and Ethnic Relations 3 credits
- SOSC 3003 Topics in Case Management 3 credits

- SOSC 3053 Professional and Ethical Issues in the Helping Professions 3 credits
- SOSC 3073 Management Issues in the Helping Professions 3 credits
- SOSC 3503 Advanced Social Problems 3 credits
- SOSC 3603 Community Development 3 credits
- SOSC 4703 Capstone in Social Science 3 credits
- STAT 3253 Statistics in the Social Sciences 3 credits

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for the Bachelor of Science in Human Services, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements	40-44 hrs.
Major Requirements	33 hrs.
Electives	43-47 hrs.

Total: 120 hrs.

Human Services (BS)

Learning Outcomes

Students completing the Bachelor of Science (BS) in Human Services are expected to:

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

Human Services BS Requirements

Specified General Education Course

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

- PSYC 2004 General Psychology for Majors 4 credits

Major Courses

- RSCH 3803 Research Methods 3 credits
- SEMR 2153 Information Literacy 3 credits
- SOSC 2053 Foundational Issues in Human Services 3 credits
- SOSC 2103 Sex, Courtship, and Marriage 3 credits
- SOSC 3003 Topics in Case Management 3 credits
- SOSC 3053 Professional and Ethical Issues in the Helping Professions 3 credits
- SOSC 3503 Advanced Social Problems 3 credits
- SOSC 4803 Practicum in Social Science Variable credit
- STAT 3203 Statistics 3 credits

Three (3) hours selected from the following:

- SOSC 4703 Capstone in Social Science 3 credits
- SOSC 4993 Research in Social Science 3 credits

Human Diversity/Cultural Diversity Requirement

Choose at least 6 credit hours from the following.

- COMM 2143 Intercultural Communication 3 credits
- ENGL 3103 Introduction to Principles/Strategies of Teaching English as a Second Language 3 credits
- INCS 2023 Introduction to Intercultural Studies 3 credits
- INCS 3001 Special Topics in ICS 1 credit
- INCS 3503 Local (USA) Internship Variable Credit
- INCS 3523 Regional (USA) Internship Variable Credit
- INCS 3543 National (USA) Internship Variable Credit
- INCS 3563 Global (outside USA) Internship Variable Credit
- INCS 3589 Full Semester - in North America or Abroad Variable Credit
- INCS 3763 Urban Studies 3 credits
- PSYC 3763 Multicultural Counseling 3 credits
- RELG 2123 Religions of the World 3 credits
- SOSC 2003 Cultural Anthropology 3 credits
- SOSC 2123 Race and Ethnic Relations 3 credits

Psychology and Social Science Requirement

Choose at least 12 credit hours in psychology and social science, as approved the by Chair of the Social Sciences Division, and which may include any of the following.

- PSYC 3123 Human Growth and Development 3 credits
- PSYC 3403 Social Psychology 3 credits
- PSYC 3413 Abnormal Psychology 3 credits
- PSYC 3753 Practical Counseling Skills 3 credits
- PSYC 4453 Negotiation and Conflict Resolution 3 credits
- SOSC 2513 Family Studies 3 credits
- SOSC 3073 Management Issues in the Helping Professions 3 credits
- SOSC 3603 Community Development 3 credits
- SOSC 4003 Studies in Social Sciences 3 credits

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for the Bachelor of Science in Human Services, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements	40-44 hrs.
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Major Requirements	48 hrs.
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Electives	28-32 hrs.
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Total: 120 hrs.

Note:

At least 30 credit hours must come from courses that are 3000-level or above.

Psychology (BS)

Learning Outcomes

Students completing the Bachelor of Science (BS) in Psychology are expected to:

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

Psychology BS Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

- BIOL 3404 Physiology of Behavior 4 credits
- PSYC 2004 General Psychology for Majors 4 credits

Major Courses

- BIOL 3303 Animal Behavior 3 credits
- PSYC 3123 Human Growth and Development 3 credits
- PSYC 3143 Human-Information Processing 3 credits
- PSYC 3403 Social Psychology 3 credits
- PSYC 3413 Abnormal Psychology 3 credits
- PSYC 3603 Personality 3 credits
- RSCH 3803 Research Methods 3 credits
- SEMR 2153 Information Literacy 3 credits
- SOSC 2103 Sex, Courtship, and Marriage 3 credits
- SOSC 3053 Professional and Ethical Issues in the Helping Professions 3 credits
- SOSC 4703 Capstone in Social Science 3 credits
- STAT 3203 Statistics 3 credits
- Choose two (2) upper level Psychology courses (3000 or higher) 6 credits

Three (3) hours selected from the following:

- SOSC 4213 Research Project 3 credits
- SOSC 4803 Practicum in Social Science Variable credit

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for most bachelor's degrees, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements 40-44 hrs.

Major Requirements 45 hrs.

Electives 31-35 hrs.

Total: 120 hrs.

Recreation and Sport Management (BS)

Learning Outcomes

The learning outcomes for the Recreation and Sport Management program are based upon the standards of the National Recreation and Parks Association and the North American Society for Sport Management. Students completing the Bachelor of Science (BS) in Recreation and Sport Management are expected to:

- demonstrate entry-level knowledge of the scope of the profession that is the focus of the Program, along with professional practices of that profession;
- demonstrate entry-level knowledge of the historical, scientific, and philosophical foundations of the professions(s) for which the Program prepares students;
- apply relevant knowledge of professional practice, and the historical, scientific, and philosophical foundations to develop valid and sound arguments on which to base decisions about professional policies, procedures, practices, techniques, and related ethical and professional issues;
- design experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practices, science, and philosophy;
- facilitate recreation and sport management for diverse clientele, settings, cultures, and contexts;
- evaluate service and experience offerings and to use evaluation data to improve the quality of offerings;
- recognize basic facts, concepts, principles, and procedures of management/administration, infrastructure management, financial and human resource management, and marketing/public relations;
- apply entry-level concepts, principles, and procedures of management/administration, infrastructure management, financial and human resource management, and marketing/public relations to a specific setting; and

- use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation, through a comprehensive internship of not less than 480 clock hours.

Recreation and Sport Management BS Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) are required.

Four (4) Hours selected from the following:

- BIOL 2074 Environmental Science 4 credits
- BIOL 2254 Ecology 4 credits
- BIOL 3074 Field Biology 4 credits

Major Courses

- RECR 2003 Introduction to Recreation and Sport Management 3 credits
- RECR 3023 Management and Leadership in Recreation and Sport 3 credits
- RECR 3203 Legal Issues in Physical Education, Recreation, and Sport 3 credits
- RECR 3253 Social Issues in Recreation and Sport 3 credits
- RECR 3443 Marketing and Promotion for Recreation and Sport 3 credits
- RECR 3513 Practicum in Recreation and Sport 3 credits
- RECR 4003 Studies in Recreation and Sport 3 credits
- RECR 4600 Internship in Recreation and Sport Management Variable credit
- SEMR 2153 Information Literacy 3 credits
- SOSC 4703 Capstone in Social Science 3 credits

Concentrations

Students should choose one of the following concentrations.

Outdoor Recreation

- RECR 1081 Kayaking 1 credit
- RECR 1122 Wilderness Leadership Skills 2 credits
- RECR 1131 Cooperative Recreational Games 1 credit
- RECR 3173 Outdoor Recreation 3 credits
- SEMR 2201 Wilderness and Spirituality 1 credit
- YMIN 3103 Camps and Retreats Leadership 3 credits
- Choose any course with a PSYC, RECR, or YMIN prefix or other course with the approval of the Coordinator of Studies and Division Chair 3 credits

and

Choose at least two (2) of the following:

- Wilderness First Aid 1 credit
- Challenge Course Facilitation 1 credit
- Rock Climbing 1 credit
- Basic Kayak Instruction 1 credit
- Special study hours may be transferred from cooperative programs with organizations like NOLS, Outdoor Leadership Lab, Backcountry Institute, or Wilderness Medical Associates 1 credit

Sports Management

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

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for most bachelor's degrees, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements	40-44 hrs.
Major Requirements	55-57 hrs.
Electives	19-25 hrs.

Total: 120 hrs.

Social Science (BS)

Learning Outcomes

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

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

Social Science BS Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

- SOSC 1003 Introduction to Sociology 3 credits

Major Courses

- PSYC 2004 General Psychology for Majors 4 credits
- RSCH 3803 Research Methods 3 credits
- SEMR 2153 Information Literacy 3 credits
- SOSC 3503 Advanced Social Problems 3 credits
- STAT 3203 Statistics 3 credits
- 18 hours in CRJS, ECON, EDUC, FRSC, PSYC, SOSC, or MGMT as approved by the Chair of the Social Science Division 18 credits

Three (3) Hours Selected from the following:

- SOSC 4703 Capstone in Social Science 3 credits
- SOSC 4993 Research in Social Science 3 credits

Human Diversity/Cultural Diversity

Six (6) Hours selected from the following:

- COMM 2143 Intercultural Communication 3 credits
- ENGL 3103 Introduction to Principles/Strategies of Teaching English as a Second Language 3 credits
- INCS 2023 Introduction to Intercultural Studies 3 credits

- INCS 3001 Special Topics in ICS 1 credit
- INCS 3503-INCS 3589 Intercultural Internships (3-9 hours)
- INCS 3763 Urban Studies 3 credits
- PSYC 3763 Multicultural Counseling 3 credits
- RELG 2123 Religions of the World 3 credits
- SOSC 2003 Cultural Anthropology 3 credits
- SOSC 2123 Race and Ethnic Relations 3 credits

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. At least 27 credit hours must be upper-level (3000-4999). A minimum of 120 credit hours is required for most bachelor's degrees, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements	40-44 hrs.
Major Requirements	48 hrs.
Electives	28-32 hrs.

Total: 120 hrs.

Concentrations

Law and Public Policy

Fifteen (15) Hours selected from the following:

- CRJS 2253 Introduction to Criminal Justice 3 credits
- CRJS 3413 Criminal Law 3 credits
- ENGL 3173 Professional Writing 3 credits
- MGMT 3203 Business Law 3 credits
- SOSC 2053 Foundational Issues in Human Services 3 credits
- SOSC 2203 Introduction to U.S. Government 3 credits

General Sociology

Fifteen (15) Hours selected from the following:

- MGMT 3413 Organizational Behavior 3 credits
- PSYC 3403 Social Psychology 3 credits
- SOSC 2003 Cultural Anthropology 3 credits
- SOSC 2103 Sex, Courtship, and Marriage 3 credits

Minor

Criminal Justice Minor

Criminal Justice Minor Requirements

Minor Courses

- CRJS 2103 Introduction to Corrections 3 credits
- CRJS 2253 Introduction to Criminal Justice 3 credits
- CRJS 2283 Police and Community 3 credits
- CRJS 3413 Criminal Law 3 credits
- CRJS 3433 Criminal Justice Management 3 credits
- CRJS 3453 Criminal Investigation 3 credits
- FRSC 2103 Introduction to Forensic Science 3 credits

Summary

Total: 21 hrs.

Human Services Minor

Human Services Minor Requirements

Minor Courses

- SOSC 2053 Foundational Issues in Human Services 3 credits

- SOSC 3053 Professional and Ethical Issues in the Helping Professions 3 credits
- SOSC 3073 Management Issues in the Helping Professions 3 credits
- SOSC 3503 Advanced Social Problems 3 credits

Three (3) Hours selected from the following:

- COMM 2143 Intercultural Communication 3 credits
- ENGL 3103 Introduction to Principles/Strategies of Teaching English as a Second Language 3 credits
- INCS 3001 Special Topics in ICS 1 credit
- INCS 3503 Local (USA) Internship Variable Credit
- INCS 3523 Regional (USA) Internship Variable Credit
- INCS 3543 National (USA) Internship Variable Credit
- INCS 3563 Global (outside USA) Internship Variable Credit
- INCS 3589 Full Semester - in North America or Abroad Variable Credit
- INCS 3763 Urban Studies 3 credits
- PSYC 3763 Multicultural Counseling 3 credits
- RELG 2123 Religions of the World 3 credits
- SEMR 2153 Information Literacy 3 credits
- SOSC 2003 Cultural Anthropology 3 credits
- SOSC 2123 Race and Ethnic Relations 3 credits

Six (6) Hours selected from the following:

- PSYC 2003 General Psychology 3 credits
- PSYC 3013 Topics in Counseling 3 credits
- PSYC 3103 Child Psychology 3 credits
- PSYC 3113 Adolescent Psychology 3 credits
- PSYC 3123 Human Growth and Development 3 credits
- PSYC 3133 The Psychology of Adulthood and Aging 3 credits
- PSYC 3143 Human-Information Processing 3 credits
- PSYC 3253 Psychological Assessment 3 credits
- PSYC 3353 Forensic Psychology 3 credits
- PSYC 3403 Social Psychology 3 credits
- PSYC 3413 Abnormal Psychology 3 credits
- PSYC 3453 Child & Adolescent Abnormal Psychology 3 credits
- PSYC 3603 Personality 3 credits
- PSYC 3713 Introduction to Counseling 3 credits
- PSYC 3753 Practical Counseling Skills 3 credits
- PSYC 3763 Multicultural Counseling 3 credits
- PSYC 4003 Studies in Psychology Variable credit
- PSYC 4013 Studies in Psychology/London Experience 3 credits
- PSYC 4453 Negotiation and Conflict Resolution 3 credits
- PSYC 4903 Independent Study Variable credit
- SOSC 1003 Introduction to Sociology 3 credits
- SOSC 2003 Cultural Anthropology 3 credits

- SOSC 2053 Foundational Issues in Human Services 3 credits
- SOSC 2103 Sex, Courtship, and Marriage 3 credits
- SOSC 2123 Race and Ethnic Relations 3 credits
- SOSC 2203 Introduction to U.S. Government 3 credits
- SOSC 2513 Family Studies 3 credits
- SOSC 2603 Social and Psychological Issues of Exercise and Sport 3 credits
- SOSC 3003 Topics in Case Management 3 credits
- SOSC 3053 Professional and Ethical Issues in the Helping Professions 3 credits
- SOSC 3073 Management Issues in the Helping Professions 3 credits
- SOSC 3503 Advanced Social Problems 3 credits
- SOSC 3603 Community Development 3 credits
- SOSC 4003 Studies in Social Sciences 3 credits
- SOSC 4213 Research Project 3 credits
- SOSC 4253 Criminological Theories 3 credits

Summary

Total: 21 hrs.

Psychology Minor

Psychology Minor Requirements

Minor Courses

- PSYC 2004 General Psychology for Majors 4 credits

Three (3) hours selected from the following:

- RSCH 3803 Research Methods 3 credits
- STAT 3203 Statistics 3 credits

Eleven (11) Hours selected from the following:

- PSYC 3013 Topics in Counseling 3 credits
- PSYC 3103 Child Psychology 3 credits
- PSYC 3113 Adolescent Psychology 3 credits
- PSYC 3123 Human Growth and Development 3 credits
- PSYC 3133 The Psychology of Adulthood and Aging 3 credits
- PSYC 3143 Human-Information Processing 3 credits
- PSYC 3253 Psychological Assessment 3 credits

- PSYC 3353 Forensic Psychology 3 credits
- PSYC 3403 Social Psychology 3 credits
- PSYC 3413 Abnormal Psychology 3 credits
- PSYC 3453 Child & Adolescent Abnormal Psychology 3 credits
- PSYC 3603 Personality 3 credits
- PSYC 3713 Introduction to Counseling 3 credits
- PSYC 3753 Practical Counseling Skills 3 credits
- PSYC 3763 Multicultural Counseling 3 credits
- PSYC 4003 Studies in Psychology Variable credit
- PSYC 4013 Studies in Psychology/London Experience 3 credits
- PSYC 4453 Negotiation and Conflict Resolution 3 credits

Summary

Total: 18 hrs

Recreation Minor

Recreation Minor Requirements

Minor Courses

- RECR 2003 Introduction to Recreation and Sport Management 3 credits
- RECR 3023 Management and Leadership in Recreation and Sport 3 credits
- RECR 3203 Legal Issues in Physical Education, Recreation, and Sport 3 credits
- RECR 3253 Social Issues in Recreation and Sport 3 credits

Nine (9) Hours of courses selected from the following:

Courses with a BUSI, ECON, MGMT, RECR, or YMIN prefix or by approval of the Coordinator of Recreation and Sport Management and the Division of Social Sciences Chair

Summary

Total: 21 hrs

Social Science Minor

Social Sciences Minor Requirements

Minor Courses

- PSYC 2004 General Psychology for Majors 4 credits
- SOSC 1003 Introduction to Sociology 3 credits

Fifteen (15) Hours selected from the following:

Courses selected from the CRJS, ECON, HIST, PSYC, and SOSC prefix, or as approved by the Coordinator of Studies in Social Science and the Division of Social Sciences Chair

Summary

Total: 21 hrs.

Sport Management Minor

Sport Management Minor Requirements

Minor Courses

- RECR 2003 Introduction to Recreation and Sport Management 3 credits
- RECR 3023 Management and Leadership in Recreation and Sport 3 credits
- RECR 3203 Legal Issues in Physical Education, Recreation, and Sport 3 credits
- RECR 3253 Social Issues in Recreation and Sport 3 credits

Nine (9) Hours of courses selected from the following:

Courses selected from the ECON, MGMT, and RECR prefix or by approval of the Recreation and Sport Management Coordinator of Studies and the Division of Social Sciences Chair

Summary

Total: 21 hrs.

School of Business

Jeannie Trudel, PhD, Dean

Vision Statement

The School of Business at Southern Wesleyan University will be the premier choice for Christ-centered, student-focused education encouraging, equipping and empowering its students to transform communities in a changing, global marketplace as measured by student success.

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.

Bachelor of Science

Business Administration (Adult & Graduate Studies) (BS)

Learning Outcomes

Students completing the Bachelor of Science (BS) in Business Administration are expected to:

- be effective communicators in both oral and written communication;
- demonstrate leadership in effective collaboration, interacting and contributing as a team member to meet stated goals;
- demonstrate the ability to articulate the impact of corporate social responsibility for business and society;
- demonstrate a clear perception of business ethics based on Christian principles and apply leadership skills that reflect Christian servant leadership principles;
- be capable problem-solvers using various analytical tools and technology to effectively frame and solve problems; and
- possess appropriate knowledge in the main functional areas of business : accounting, business law, economics, finance, management, marketing, statistics, and strategy.

Business Administration (Adult & Graduate Studies) BS Requirements

Major Courses

- BUSI 2093 Business Communications 3 credits
- ECON 2053 Microeconomics 3 credits
- ECON 2063 Macroeconomics 3 credits
- MGMT 3203 Business Law 3 credits
- STAT 3123 Statistics for Accounting and Business 3 credits
- ACCT 2003 Financial Accounting 3 credits
- ACCT 2013 Managerial Accounting 3 credits
- BUSI 3403 Management Information Systems 3 credits
- MGMT 3503 Principles of Marketing 3 credits
- MGMT 2013 Principles of Management 3 credits
- MGMT 3613 Managerial Finance I 3 credits
- MGMT 4253 Management Ethics 3 credits
- MGMT 4403 Strategic Management 3 credits
- MGMT 4893 Management Seminar 3 credits

Concentrations

Choose one of the following concentrations.

Supply Chain Management

- MGMT 3103 Introduction to Project Management 3 credits
- MGMT 3153 Supply Chain Management 3 credits
- MGMT 3163 Strategic Sourcing and Procurement Management 3 credits
- MGMT 3173 Logistics 3 credits

Management

- MGMT 3103 Introduction to Project Management 3 credits
- MGMT 3343 Human Resources Management 3 credits
- MGMT 3353 Organizational Behavior 3 credits
- MGMT 4203 International Management 3 credits

Human Resource Management

- MGMT 3393 Compensation Management 3 credits
- MGMT 3263 Employee Development 3 credits
- MGMT 3283 Employee and Labor Relations 3 credits
- MGMT 3223 Employment Practices 3 credits
- MGMT 3343 Human Resources Management 3 credits

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for most bachelor's degrees, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements	40-44 hrs.
Major Requirements	42 hrs.
Concentration Requirements	12-15 hrs.
Electives	19-26 hrs.

Total: 120 hrs.

Business Administration (BS)

Learning Outcomes

Students completing the Bachelor of Science (BS) in Business Administration are expected to:

- be effective communicators in both oral and written communication;
- demonstrate leadership in effective collaboration, interacting and contributing as a team member to meet stated goals;
- demonstrate the ability to articulate the impact of corporate social responsibility for business and society;
- demonstrate a clear perception of business ethics based on Christian principles and apply leadership skills that reflect Christian servant leadership principles;
- be capable problem-solvers using various analytical tools and technology to effectively frame and solve problems; and
- possess appropriate knowledge in the main functional areas of business : accounting, business law, economics, finance, management, marketing, statistics, and strategy.

Business Administration BS Requirements

Major Courses

- BUSI 1003 Introduction to Business 3 credits
- BUSI 2093 Business Communications 3 credits
- ECON 2063 Macroeconomics 3 credits
- ECON 2053 Microeconomics 3 credits
- MGMT 3203 Business Law 3 credits
- STAT 3123 Statistics for Accounting and Business 3 credits
- ACCT 2003 Financial Accounting 3 credits
- ACCT 2013 Managerial Accounting 3 credits
- BUSI 3403 Management Information Systems 3 credits
- MGMT 3503 Principles of Marketing 3 credits
- MGMT 2013 Principles of Management 3 credits
- MGMT 3613 Managerial Finance I 3 credits
- MGMT 4253 Management Ethics 3 credits
- MGMT 4403 Strategic Management 3 credits
- MGMT 4893 Management Seminar 3 credits

Concentrations

Choose one of the following concentrations.

Management

- MGMT 3343 Human Resources Management 3 credits
- MGMT 3413 Organizational Behavior 3 credits
- MGMT 4303 Production and Operations Management 3 credits
- MGMT 4203 International Management 3 credits
- MGMT 4803 Management Internship Variable credit

Entrepreneurship

- MGMT 2403 Purpose Driven Entrepreneurship 3 credits
 - MGMT 3413 Organizational Behavior 3 credits
 - MGMT 3373 Small Business Management 3 credits
 - MGMT 4303 Production and Operations Management 3 credits
- and**
choose at least one of the following:
- ACCT 3203 Cost Accounting 3 credits
 - MGMT 3343 Human Resources Management 3 credits
 - MGMT 4203 International Management 3 credits

Accounting

- ACCT 2901 Accounting Software 1 credit
- ACCT 3003 Intermediate Accounting I 3 credits
- ACCT 3013 Intermediate Accounting II 3 credits
- ACCT 3113 Federal Income Taxes 3 credits
- ACCT 3203 Cost Accounting 3 credits
- ACCT 4013 Advanced Accounting 3 credits
- ACCT 4203 Auditing 3 credits

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for most bachelor's degrees, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements	40-44 hrs.
Major Requirements	61-68 hrs.
Electives	8-19 hrs.

Total: 120 hrs.

Minor

Accounting Minor

Accounting Minor Requirements

Minor Courses

- ACCT 2003 Financial Accounting 3 credits
- ACCT 2013 Managerial Accounting 3 credits

Twelve (12) Hours selected from the following:

- ACCT 3003 Intermediate Accounting I 3 credits
- ACCT 3013 Intermediate Accounting II 3 credits
- ACCT 3113 Federal Income Taxes 3 credits
- ACCT 3203 Cost Accounting 3 credits
- ACCT 4013 Advanced Accounting 3 credits
- ACCT 4203 Auditing 3 credits

Note:

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

Summary

Total: 18 hrs.

Business Administration Minor

Business Administration Minor Requirements

Eighteen (18) Hours selected from the following:

- ACCT 2003 Financial Accounting 3 credits
- ACCT 2013 Managerial Accounting 3 credits
- BUSI 1003 Introduction to Business 3 credits
- BUSI 2093 Business Communications 3 credits

- BUSI 3403 Management Information Systems 3 credits
- ECON 2053 Microeconomics 3 credits
- ECON 2063 Macroeconomics 3 credits
- MGMT 2013 Principles of Management 3 credits
- MGMT 2403 Purpose Driven Entrepreneurship 3 credits
- MGMT 3343 Human Resources Management 3 credits
- MGMT 3373 Small Business Management 3 credits
- MGMT 3413 Organizational Behavior 3 credits
- MGMT 3503 Principles of Marketing 3 credits
- MGMT 3613 Managerial Finance I 3 credits
- MGMT 4203 International Management 3 credits
- MGMT 4253 Management Ethics 3 credits
- STAT 3123 Statistics for Accounting and Business 3 credits

Summary

Total: 18 hrs.

Management Minor

Management Minor Requirements

Minor Courses

Eighteen (18) Hours selected from the following:

- BUSI 1003 Introduction to Business 3 credits
- MGMT 2013 Principles of Management 3 credits
- MGMT 2403 Purpose Driven Entrepreneurship 3 credits
- MGMT 3343 Human Resources Management 3 credits
- MGMT 3373 Small Business Management 3 credits
- MGMT 3413 Organizational Behavior 3 credits
- MGMT 3503 Principles of Marketing 3 credits
- MGMT 4203 International Management 3 credits
- MGMT 4253 Management Ethics 3 credits

Summary

Total: 18 hrs.

School of Education

Sandra McLendon, EdD, Dean

Vision of the School of Education

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

Mission of the School of Education

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

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

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

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

Purpose of the Teacher Education Program

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

Goals of the Teacher Education Program

INTASC Standards

Standard #1: Learner Development

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

Standard #2: Learning Differences

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

Standard #3: Learning Environments

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

Standard #4: Content Knowledge

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

Standard #5: Application of Content

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

Standard #6: Assessment

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

Standard #7: Planning for Instruction

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

Standard #8: Instructional Strategies

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

Standard #9: Professional Learning and Ethical Practice

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

Standard #10: Leadership and Collaboration

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

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

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

Undergraduate Major Degree Programs

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

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

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

Early Childhood and Family Studies

Non-licensure Program

The teacher candidate must complete professional education courses and the required number of courses in each major to fulfill the certification standards mandated by the South Carolina Department of Education. The teacher candidate should refer to the *School of Education Student Handbook* for detailed information regarding the requirements for the teacher-education program. Additional information concerning music education program requirements can be found in the *Southern Wesleyan University Music Department Handbook*.

Education Program General Requirements

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

Praxis Core: Academic Skills for Educators

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

Responsibility of the Teacher Candidate

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

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

A teacher candidate may not graduate or participate in commencement exercises unless all academic and extra-academic requirements have been satisfied. The teacher candidate is responsible for completing all the necessary paperwork and submitting it to the School of Education and/or the Office of the Records before graduation deadlines.

Failure to follow University and State requirements, schedules, and deadlines may result in a delay of one or more semesters in the teacher candidate's program and planned graduation.

Teacher Education Admission Levels

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

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

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

The Lock System of Assessment

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

Field Experience Placements

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

Pre-Clinical Experience

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

Clinical Experience

The capstone courses for the education major are EDUC 4627 Clinical Experience I and EDUC 4637 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. *The teacher candidate must provide evidence that the Praxis II content area tests have been passed before admission to Lock II and clinicals. (Before state licensure can be obtained the teacher candidate must pass both the Principles of Learning and Teaching and the Praxis II: Subject Assessments exams).* Because of the demands inherent with Clinical Experience responsibilities, maintaining outside employment during the clinical experience semester is strongly discouraged. Permission from the Coordinator of Field Studies must be obtained to maintain outside employment, when necessary.

The teacher candidate is evaluated for competency in each of the ten Performance Standards of the South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). The ADEPT instrument is used to evaluate the teacher

candidate in a fashion that simulates the formal-evaluation process of a teacher employed in the state of South Carolina with at least a provisional contract.

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

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

Major

Early Childhood and Family Studies (BS)

Early Childhood and Family Studies is an interdisciplinary program that prepares graduates to work in a variety of non-public school settings that serve children and families. Through this program, students acquire the values, knowledge, skills and dispositions within a "Christian ethic of care" necessary to positively impact contemporary families in the areas of early childhood and family studies.

Learning Outcomes

- Know and understand young children's characteristics and needs and the multiple influences on development and learning.
- Know and understand family and community characteristics and support them through respectful and reciprocal relationships.
- Understand the goals, benefits and uses of assessment and practice responsible assessment.
- Use content knowledge to build meaningful curriculum in all curriculum areas.
- Uphold ethical standards and professional guidelines and engage in informed advocacy for young children, their families and the early childhood profession.

Early Childhood and Family Studies Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

- BIOL 1104 Introduction to Biology 4 credits
- EDUC 3423 Instructional Technology for Education Majors 3 credits
- HIST 1063 Survey of Western Civilization 3 credits
or
- HIST 2053 Survey of American History 3 credits
- MATH 1053 Quantitative Reasoning 3 credits
- PSYC 2003 General Psychology 3 credits

Major Courses

- ECFS 2743 The Study of Young Children 3 credits
- ECFS 3743 Curriculum and Instruction in ECE 3 credits
- ECFS 3843 Parent Education 3 credits
- ECFS 4343 Organization and Administration of ECE Programs 3 credits
- EDRS 3073 R2S Content Area Reading and Writing for ECE/ELE 3 credits
- EDUC 3363 Behavior of the Preschool Child/Field Experience 3 credits
- ENGL 3043 Children's Literature 3 credits
- PSYC 3113 Adolescent Psychology 3 credits
- PSYC 3133 The Psychology of Adulthood and Aging 3 credits
- RSCH 3803 Research Methods 3 credits
- SOSC 2103 Sex, Courtship, and Marriage 3 credits
- SOSC 2513 Family Studies 3 credits
- SOSC 3073 Management Issues in the Helping Professions 3 credits

Three (3) Hours selected from the following:

- PSYC 3753 Practical Counseling Skills 3 credits
- PSYC 3763 Multicultural Counseling 3 credits

Professional Education Requirements

- ECFS 4646 Child and Family Internship I 6 credits
- ECFS 4656 Child and Family Internship II 6 credits
- EDUC 1201 Cornerstone to Education 1 credit
- EDUC 2113 Foundations of Education 3 credits
- EDUC 2663 Effective Methods for Early Childhood Education/Field Experience 3 credits
- EDUC 3183 Ethics in Education 3 credits
- EDUC 3203 Introduction to the Exceptional Child 3 credits
- PSYC 3103 Child Psychology 3 credits

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for most bachelor's degrees, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements 40-44 hrs.

Major Requirements 42 hrs.

Professional Education Requirements 28 hrs.

Electives 6-10 hrs.

Total: 120 hrs.

Early Childhood Education (BS)

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

Learning Outcomes

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

Early Childhood Education BS Requirements

Majors must maintain an overall GPA of 2.75 with no grade lower than B- in all EDUC, EDRS, and PHED courses in their program.

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

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

Major Courses

- EDRS 3053 R2S Foundations in Reading ECE/ELE 3 credits
- EDRS 3073 R2S Content Area Reading and Writing for ECE/ELE 3 credits
- EDRS 4043 R2S Methods and Instructional Practices for Reading ECE/ELE w/Practicum 3 credits
- EDRS 4053 R2S Assessment of Reading ECE/ELE 3 credits
- EDUC 3033 Methods of Teaching EC Math 3 credits
- EDUC 3363 Behavior of the Preschool Child/Field Experience 3 credits
- EDUC 3742 Methods of Teaching Creative Arts in General and Special Education 2 credits
- EDUC 3772 Methods of Teaching Early Childhood Science 2 credits
- EDUC 4013 Methods of Teaching Early Childhood Social Studies 3 credits
- ENGL 3043 Children's Literature 3 credits
- HIST 2053 Survey of American History 3 credits
- PHED 4063 Physical Education and Health for the Elementary School 3 credits
- PHSC 1544 Introduction to Physical Sciences 4 credits

- HIST 2153 Economic Geography 3 credits
or
- HIST 2133 World Regional Geography 3 credits
or
- Any historic regional geography

Professional Education Requirements

- EDUC 1201 Cornerstone to Education 1 credit
- EDUC 2113 Foundations of Education 3 credits
- EDUC 2663 Effective Methods for Early Childhood Education/Field Experience 3 credits
- EDUC 3183 Ethics in Education 3 credits
- EDUC 3203 Introduction to the Exceptional Child 3 credits
- EDUC 3292 Classroom and Behavior Management 2 credits
- EDUC 3523 Curriculum, Instruction, Assessment in General & Special Education 3 credits
- EDUC 4502 Pre-Clinical Experience 2 credits
- EDUC 4627 Clinical Experience I 7 credits
- EDUC 4637 Clinical Experience II 7 credits
- PSYC 3103 Child Psychology 3 credits

Summary

Core Curriculum Requirements

40-44 hrs.

Major Requirements

41 hrs.

Total: 121 hrs.

Elementary Education (BS)

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

Learning Outcomes

Students completing the Bachelor of Science (BS) in Elementary Education are expected to demonstrate the required knowledge according to each of the following standards.

- Standard 1: Content and Pedagogical Knowledge
- Standard 2: Clinical Partnerships and Practice
- Standard 3: Candidate Quality, Recruitment and Selectivity
- Standard 4: Program Impact
- Standard 5: Provider Quality, Continuous Improvement, and Capacity

Elementary Education BS Requirements

Majors must maintain an overall GPA of 2.75 with no grade lower than B- in all EDUC, EDRS, and PHED courses in their program.

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

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

Major Courses

- EDRS 3053 R2S Foundations in Reading ECE/ELE 3 credits

- EDRS 3073 R2S Content Area Reading and Writing for ECE/ELE 3 credits
- EDRS 4043 R2S Methods and Instructional Practices for Reading ECE/ELE w/Practicum 3 credits
- EDRS 4053 R2S Assessment of Reading ECE/ELE 3 credits
- EDUC 3053 Methods of Teaching Elementary School Math 3 credits
- EDUC 3742 Methods of Teaching Creative Arts in General and Special Education 2 credits
- EDUC 3763 Methods of Teaching Elementary School Science 3 credits
- EDUC 3783 Methods of Teaching Elementary School Social Studies 3 credits
- ENGL 3043 Children's Literature 3 credits
- HIST 2053 Survey of American History 3 credits
- PHED 4063 Physical Education and Health for the Elementary School 3 credits
- PHSC 1544 Introduction to Physical Sciences 4 credits

- HIST 2153 Economic Geography 3 credits
- **or**
- HIST 2133 World Regional Geography 3 credits
- **or**
- Historic Regional Geography

Professional Education Requirements

- EDUC 1201 Cornerstone to Education 1 credit
- EDUC 2113 Foundations of Education 3 credits
- EDUC 2003 Effective Methods for the Elementary and Middle School/Field Experience 3 credits
- EDUC 3183 Ethics in Education 3 credits
- EDUC 3203 Introduction to the Exceptional Child 3 credits
- EDUC 3292 Classroom and Behavior Management 2 credits
- EDUC 3523 Curriculum, Instruction, Assessment in General & Special Education 3 credits
- EDUC 4502 Pre-Clinical Experience 2 credits
- EDUC 4627 Clinical Experience I 7 credits *
- EDUC 4637 Clinical Experience II 7 credits *
- PSYC 3103 Child Psychology 3 credits

Note:

*All EDUC, EDRS, and PHED courses require a B- minimum grade with an overall GPA of 2.75. Admittance into Lock I requires an overall GPA of 2.75.

Summary

Core Curriculum Requirements

40-44 hrs.

Major Requirements

39 hrs.

Professional Education Requirements

37 hrs.

Electives

0-2 hrs.

Total: 120 hrs.

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

- EDUC 3213 R2S Foundations in Reading Middle and Secondary 3 credits
- EDUC 3273 R2S Methods of Teaching Reading and Writing Middle and Secondary School with Practicum 3 credits
- EDUC 3383 Curriculum for the Middle School/Field Experience 3 credits
- PSYC 3113 Adolescent Psychology 3 credits

Note:

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

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for most bachelor's degrees, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Physical Education (BS)

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

Learning Outcomes

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals and upon completion of the Bachelor of Science (BS) in Education are expected to demonstrate the knowledge and skills associated with each of the following standards.

Standard 1: Scientific and Theoretical Knowledge.

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

Standard 2: Skill and Fitness Based Competence

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K - 12 Standards.

Standard 3: Planning and Implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Standard 4: Instructional Delivery and Management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Standard 5: Impact on Student Learning

Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Standard 6: Professionalism

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Physical Education BS Requirements

Majors must maintain an overall GPA of 2.75 with no grade lower than B- in all EDUC, EDRS, and PHED courses in their program.

Specified Core Curriculum

- BIOL 1054 Survey of Anatomy and Physiology 4 credits
- EDUC 3423 Instructional Technology for Education Majors 3 credits
- PSYC 2003 General Psychology 3 credits

Major Courses

- EXSC 3053 Kinesiology and Exercise Biomechanics 3 credits
- EXSC 3064 Exercise Physiology 4 credits
- PHED 1101 Gymnastics 1 credit
- PHED 1162 Rhythmic Activities 2 credits
- PHED 2003 Organization and Administration of Health and Physical Education 3 credits
- PHED 2022 Health Education 2 credits

- PHED 2043 Scientific, Historical, and Philosophical Foundation of Physical Education 3 credits
- PHED 3012 Principles, Ethics and Issues of Athletic Coaching 2 credits
- PHED 3023 Prevention and Treatment of Athletic Injuries 3 credits
- PHED 3033 Physical Education, Health, and Recreation for the Adapted School Program 3 credits
- PHED 3133 Methods of Teaching Minor Sports 3 credits
- PHED 3153 Methods of Teaching Physical Activities, Health, & Exercise for Middle & Secondary Schools 3 credits
- PHED 3203 Methods of Teaching Major Sports II 3 credits
- PHED 3283 Methods of Teaching Major Sports I 3 credits
- PHED 4033 Tests and Measurements in Physical Education 3 credits
- PSYC 3123 Human Growth and Development 3 credits

Professional Education/Concentrations

Student must choose one of the following options. Students can choose to pursue a Bachelor of Science (BS) in Physical Education by completing the Professional Education option, or earn a degree in Physical Education with a concentration in Coaching or Fitness for Aging.

Professional Education

- EDUC 1201 Cornerstone to Education 1 credit
- EDUC 2113 Foundations of Education 3 credits
- EDUC 3273 R2S Methods of Teaching Reading and Writing Middle and Secondary School with Practicum 3 credits
- EDUC 3292 Classroom and Behavior Management 2 credits
- EDUC 4502 Pre-Clinical Experience 2 credits
- EDUC 4627 Clinical Experience I 7 credits
- EDUC 4637 Clinical Experience II 7 credits
- PHED 3012 Principles, Ethics and Issues of Athletic Coaching 2 credits

Three (3) Hours Selected from the following:

- EDUC 2003 Effective Methods for the Elementary and Middle School/Field Experience 3 credits
- EDUC 2123 Effective Methods for Middle and Secondary School/Field Experience 3 credits

Note:

All EDUC, EDRS, and PHED courses require a B- minimum grade with an overall GPA of 2.75. Admittance into Lock I requires an overall GPA of 2.75.

Coaching

- BUSI 2093 Business Communications 3 credits
- RECR 2003 Introduction to Recreation and Sport Management 3 credits
- RECR 3023 Management and Leadership in Recreation and Sport 3 credits
- RECR 3203 Legal Issues in Physical Education, Recreation, and Sport 3 credits
- PHED 4003 Studies in Physical Education Variable credit

- PHED 4019 Physical Education Internship 9 credits
- PHED 4993 Honors Research in Physical Education 3 credits
- PSYC 3113 Adolescent Psychology 3 credits

Fitness for Aging

- BUSI 2093 Business Communications 3 credits
- EXSC 1063 Science of Personal Training 3 credits
- PHED 3173 Exercise for the Aging Population 3 credits
- PHED 4019 Physical Education Internship 9 credits
- PHED 4993 Honors Research in Physical Education 3 credits
- PSYC 3133 The Psychology of Adulthood and Aging 3 credits
- RECR 2003 Introduction to Recreation and Sport Management 3 credits
- RECR 3023 Management and Leadership in Recreation and Sport 3 credits
- RECR 3203 Legal Issues in Physical Education, Recreation, and Sport 3 credits

Electives

In addition to core curriculum (40-44 credit hours) and major course requirements, students must complete elective coursework appropriate to their degree. A minimum of 120 credit hours is required for the Bachelor of Science in Physical Education, including elective coursework. Students are strongly encouraged to work with their advisor to identify courses that complement their program area.

Summary

Core Curriculum Requirements	40-44 hrs.
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Major Requirements	74-77 hrs.
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Electives	0-6 hrs.
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Total: 120 hrs.

Special Education (Multi-Categorical) (BS)

The degree in Multi-categorical Special Education is intended for those candidates who plan to work with students with special needs. The B.S. degree in Multi-categorical Special Education allows for certification of teacher candidates in grades PreK-12 in the areas of learning disabilities, mild to moderate mental disabilities, and emotional/behavior disorders. The degree is recognized by the National Council for Exceptional Children and the South Carolina Department of Education.

Learning Outcomes

Students completing the Bachelor of Science (BS) in Special Education are expected to demonstrate the knowledge and skills in each of the following areas.

Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.

Professional Learning and Practice

Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Majors must maintain an overall GPA of 2.75 with no grade lower than B- in all EDUC, EDRS and PHED courses in their program.

Special Education (Multi-Categorical) BS Requirements

Specified Core Curriculum

Students earning a bachelor's degree must complete all Core Curriculum requirements. The following specific core curriculum course(s) is required.

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

Major Courses

- EDRS 3053 R2S Foundations in Reading ECE/ELE 3 credits
- EDRS 3073 R2S Content Area Reading and Writing for ECE/ELE 3 credits
- EDRS 4043 R2S Methods and Instructional Practices for Reading ECE/ELE w/Practicum 3 credits
- EDRS 4053 R2S Assessment of Reading ECE/ELE 3 credits
- EDUC 3053 Methods of Teaching Elementary School Math 3 credits
- EDUC 3233 Methods of Teaching the Learning Disabled 3 credits
- EDUC 3243 Characteristics of Mild to Moderate Intellectual Disabilities 3 credits
- EDUC 3253 Methods of Teaching Mild to Moderate Intellectually Disabled in the Content Areas With Field Experience 3 credits
- EDUC 3742 Methods of Teaching Creative Arts in General and Special Education 2 credits
- EDUC 4233 Characteristics of Learning Disabilities 3 credits
- EDUC 4243 Characteristics of Emotional/Behavioral Disorders 3 credits
- EDUC 4253 Methods of Teaching the Emotional/Behavioral Disordered 3 credits
- HIST 2053 Survey of American History 3 credits
- PHED 3033 Physical Education, Health, and Recreation for the Adapted School Program 3 credits
- PHSC 1544 Introduction to Physical Sciences 4 credits

Three (3) Hours Selected from the following:

- HIST 2133 World Regional Geography 3 credits
- HIST 2153 Economic Geography 3 credits
- Historic Regional Geography 3 credits

Professional Education Requirements

- EDUC 1201 Cornerstone to Education 1 credit
- EDUC 2113 Foundations of Education 3 credits
- EDUC 3183 Ethics in Education 3 credits
- EDUC 3203 Introduction to the Exceptional Child 3 credits
- EDUC 3292 Classroom and Behavior Management 2 credits
- EDUC 3523 Curriculum, Instruction, Assessment in General & Special Education 3 credits
- EDUC 4502 Pre-Clinical Experience 2 credits
- EDUC 4627 Clinical Experience I 7 credits
- EDUC 4637 Clinical Experience II 7 credits
- PSYC 3123 Human Growth and Development 3 credits

Three (3) Hours Selected from the following:

- EDUC 2003 Effective Methods for the Elementary and Middle School/Field Experience 3 credits
- EDUC 2113 Foundations of Education 3 credits

Note:

*All EDUC, EDRS, and PHED courses require a B- minimum grade with an overall GPA of 2.75. Admittance into Lock I requires an overall GPA of 2.75.

Summary

Core Curriculum Requirements 40-44 hrs.

Major Requirements 85 hrs.

Total: 125 hrs.

Add-On Certificate Program in Special Education

Traditional students seeking initial certification will need to double major in Special Education and their chosen field.

Learning Disabled

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

- EDRS 4043 R2S Methods and Instructional Practices for Reading ECE/ELE w/Practicum 3 credits
- EDUC 3203 Introduction to the Exceptional Child 3 credits
- EDUC 3233 Methods of Teaching the Learning Disabled 3 credits
- EDUC 3292 Classroom and Behavior Management 2 credits
- EDUC 3523 Curriculum, Instruction, Assessment in General & Special Education 3 credits
- EDUC 4233 Characteristics of Learning Disabilities 3 credits
- EDUC 4513 Practicum in Learning Disabilities 3 credits

Intellectually Disabled

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

- EDRS 4043 R2S Methods and Instructional Practices for Reading ECE/ELE w/Practicum 3 credits
- EDUC 3203 Introduction to the Exceptional Child 3 credits
- EDUC 3243 Characteristics of Mild to Moderate Intellectual Disabilities 3 credits
- EDUC 3253 Methods of Teaching Mild to Moderate Intellectually Disabled in the Content Areas With Field Experience 3 credits
- EDUC 3292 Classroom and Behavior Management 2 credits
- EDUC 3523 Curriculum, Instruction, Assessment in General & Special Education 3 credits
- EDUC 4523 Practicum in Intellectual Disabilities 3 credits

Minor

Athletic Coaching Minor

Requirements for Athletic Coaching Minor

Minor Courses

- PHED 2003 Organization and Administration of Health and Physical Education 3 credits
- PHED 2043 Scientific, Historical, and Philosophical Foundation of Physical Education 3 credits
- PHED 3023 Prevention and Treatment of Athletic Injuries 3 credits
- EXSC 3064 Exercise Physiology 4 credits

Six (6) Hours Selected from the following:

- PHED 3133 Methods of Teaching Minor Sports 3 credits
- PHED 3203 Methods of Teaching Major Sports II 3 credits
- PHED 3283 Methods of Teaching Major Sports I 3 credits

Summary

Total: 19 hrs.

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 towards enrollment hours.

The fourth digit in the course number indicates the number of semester credit hours.

ACCOUNTING

ACCT 2003 Financial Accounting

3 credits

This course is designed to give the beginning business student a general understanding of the principles of accounting and accounting theories, as well as the proficiency to perform basic accounting functions. Topics include the role of accounting and ethics in business, the development of accounting principles, the accounting equation, current assets, non-current assets, receivables, capital assets and depreciation, and inventory costing methods. Accounting for service, merchandising, and manufacturing enterprises and developing financial statements, as well as major and recent federal legislation and its impact on internal controls in financial reporting are covered.

ACCT 2013 Managerial Accounting

3 credits

This course is an extension of the study of accounting principles or financial accounting (ACCT 2003). The course emphasis use of accounting data by the manager in establishing plans and objectives, controlling operations, and making decisions involved with the management with the enterprise. Topics covered include the role of managerial accounting in a business, job costing, activity-based costing, cost-volume-profit, budgeting, and responsibility accounting. Prerequisite: ACCT 2003

ACCT 2901 Accounting Software

1 credit

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

ACCT 3003 Intermediate Accounting I

3 credits

An intensive analysis of corporate accounting including financial statements, interrelationships to income and expense accounts, and special emphasis on accounting theory. Prerequisites: ACCT 2003 and ACCT 2013.

ACCT 3013 Intermediate Accounting II

3 credits

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

ACCT 3113 Federal Income Taxes

3 credits

The course provides an introduction to the principles and methods of the Internal Revenue Code for preparing the

tax liability for individuals, partnerships and corporations; students will also study concepts of tax planning and administration. Pre-requisite: ACCT 2013

ACCT 3203 Cost Accounting

3 credits

The internal-accounting functions that determine the "cost" of manufacturing products and providing services. Applications to all organizations involved in a conversion process where cost terminology, cost systems, and the information needs of managers are important. Prerequisite ACCT 2013

ACCT 4000 Studies in Accounting

Variable credit

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

ACCT 4013 Advanced Accounting

3 credits

Study of accounting for partnerships, procedures for mergers, consolidations, parent and subsidiary relationships and related agencies, and the preparation of the appropriate statements and reports. Prerequisites: ACCT 3013

ACCT 4203 Auditing

3 credits

Examination of the audit-attest function along with the professional responsibilities established by the AICPA. Concepts and standards are emphasized, integrating each with the contemporary audit methods and with the complex decisions and judgment process inherent in audit practice. Prerequisite: ACCT 3013

ACCT 4511 (MGMT 4511) Senior Business Seminar

1 credit

Emphasis on research skills and oral communication in a formal setting. A literature review and its oral presentation are required of all students. Special seminar speakers may be invited or topics may be discussed.

ACCT 4800 Accounting Internship

Variable credit

An experiential-work experience to provide professional accounting development for junior and senior-level students. Credit may be earned by placement in business for supervised training in accounting. Prerequisite: Competency in computer, math, oral communication, reading and writing. One to six semester hours.

ACCT 4903 Independent Study

Variable credit

ACCT 4993 Research in Accounting

3 credits

AESTHETICS

ASTH 400 Studies in Aesthetics

Variable credit

Any topic in aesthetics meeting the approval of the Division Chair and the Academic Dean. Offered on sufficient demand.

ASTH 2023 Beginning Drawing

3 credits

This course is designed as an introduction to the Elements of Art and Principles of Design as a foundation for creating works of visual art, with a focus on learning to draw. Through the act of drawing, you will develop skills of observation and interpretation of God's creations. Introduction to basic materials, methods, and techniques of drawing. Primary

medium used is pencil, and other drawing media may be introduced. Emphasizes basic skills in drawing plus individual creative development in a supportive studio environment. Special emphasis on learning to recognize and value truth and beauty in one's self, nature and surroundings as reflections of the Creator. (Does not satisfy general education requirement.)

ASTH 2033 Beginning Painting

3 credits

This course is designed as an introduction to the Elements of Art and Principles of Design as a foundation for creating works of visual art, with a focus on learning to paint with acrylics. Through the act of painting, you will develop skills of observation and interpretation of God's creations. Introduction to basic materials, methods, and techniques of painting. Emphasizes basic skills in painting plus individual creative development in a supportive studio environment. Special emphasis on learning to recognize and value truth and beauty in one's self, nature and surroundings as reflections of the Creator. Does not satisfy general education requirement. \$100 fee.

ASTH 2053 Music and Art Appreciation

3 credits

An introduction to creativity through art and music. Listening to, viewing of, writing about, and interacting with creative experience introduces the student to art of the Western and non-Western world. 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 4013 Studies in Aesthetics/London Experience

3 credits

An introduction to the arts through experiential learning. Students will study original works of art in museums, visit important architectural sites, and attend concerts in and around London, England. Permission to register must be secured from the Director of the London Experience prior to registration. 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.

AIR FORCE – AEROSPACE STUDIES

AS 109C Air Force Today

2 credits

The Air Force in the contemporary world, examined through a study of the total-force structure: strategic offensive and defensive, general-purpose, and aerospace support. Leadership-laboratory activities include drill fundamentals, customs, and courtesies of the service. 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 110C Air Force Today II

2 credits

Continuation of AS 109. Leadership laboratory includes drill, ceremonies, and an introduction to Air Force career opportunities. 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 209C Development of Air Power II

2 credits

The study of the development of air power from balloons and dirigibles through the peaceful employment of U.S. air

power in relief missions and civic-action programs in the late 1970's and also the air war in Southeast Asia. Leadership laboratory provides experience in guiding, directing, and controlling an Air Force unit. 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 210C Development of Air Power II

2 credits

Continuation of AS 209. 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 309C Air Force Leadership and Management III

4 credits

The individual as a manager. Individual motivational and behavioral processes, leadership, communication, and group dynamics provide a foundation for the development of the Air Force officer's professional skills. Students will prepare individual and group presentations, write reports, and participate in group discussions, seminars, and conferences. 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 310C Air Force Leadership and Management III

4 credits

Continuation of AS 309, using the basic managerial processes involving decision-making, utilization of analytical aids in planning, organizing, and controlling environment. Actual case studies are used to enhance learning and communication processes. 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 409C National Security Policy IV

4 credits

Analysis of the role and function of the military officer in a democratic society and the relationships involved in civil-military interactions. Students will be expected to prepare individual and group presentations for the class, write reports, and participate in group discussions. 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 410C National Security Policy IV

4 credits

Continuation of AS 409, examining the environmental context in which U.S. defense policy is formulated and implemented. Emphasis on initial commissioned service and military justice. Students will be expected to prepare individual and group presentations for the class, write reports, and participate in group discussions, seminars, and conferences. 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.

BIBLE

BIBL 1003 The Life and Teachings of Jesus

3 credits

A study of the portrait of Jesus of Nazareth as given in the synoptics and in John. His acts and teachings will be analyzed in relation to the first century and today.

BIBL 1013 Old Testament Survey

3 credits

The history, poetry, and prophecy of the Old Testament, studied with the purpose of helping the student obtain a chronological view of the importance of persons, places, and events and a greater appreciation for the unity of the old covenant.

BIBL 1023 New Testament Survey

3 credits

An introduction to the background of the New Testament and to an overall perspective of the New Testament books so that the student will be better able to relate subsequent study of the individual books of the New Testament to the total tenor of Scripture.

BIBL 1053 Old Testament

3 credits

The history, poetry, and prophecy of the Old Testament, studied with the purpose of helping religion majors obtain a chronological view of the importance of persons, places, and events and a greater appreciation for the unity of the old covenant. Students will be introduced to higher and lower critical issues as well as to some preliminary hermeneutical considerations for Old Testament books. Department permission required.

BIBL 1063 New Testament

3 credits

An introduction to the background of the New Testament and to an overall perspective of the New Testament books so that religion majors will be better able to relate subsequent study of the individual books of the New Testament to the total tenor of scripture. Students will be introduced to higher and lower critical issues as well as to some preliminary hermeneutical considerations for New Testament books. Department permission required.

BIBL 2113 Genesis - Inductive Bible Study

3 credits

A basic introduction to inductive Bible study methods aimed at enabling students to begin developing and refining their ability to study the Bible accurately, systematically, and independently. Emphasis on developing skills in observation, interpretation, and application. Parts of the book of Genesis are used to demonstrate and practice a methodical approach to Bible study.

BIBL 2373 Bible Study for Ministry

3 credits

A basic introduction to Bible study methods, aimed at enabling the student to begin developing and refining skills in making accurate observations, formulating sound interpretation, and applying and implementing appropriate biblical principles based on the text. Selected parts of biblical books will be used to demonstrate and practice studying the Bible accurately, systematically, and independently.

BIBL 3343 Early Pauline Epistles

3 credits

A doctrinal and historical study of Romans through Galatians and Thessalonians. Prerequisites: BIBL 1003, BIBL 1023, or BIBL 1063; BIBL 2363 recommended or permission of instructor.

BIBL 3353 Later Pauline Epistles

3 credits

The New Testament letters Ephesians, Philippians, Colossians, Philemon, Timothy, and Titus, with special attention to the person and work of Christ and to church organization and worship. Prerequisites: BIBL 1003, BIBL 1023, or BIBL 1063; BIBL 2363 recommended or permission of instructor.

BIBL 3363 Hebrews and General Epistles

3 credits

An analytical study of the doctrinal and practical truths set forth in the New Testament books of Hebrews through Jude. Prerequisites: BIBL 1003, BIBL 1023, or BIBL 1063; BIBL 2363 recommended or permission of instructor.

BIBL 3393 Acts

3 credits

Designed to acquaint the student with the beginnings of the Christian Church. Special attention will be given to the work of the Holy Spirit as the essential factor in evangelism and mission. Prerequisites: BIBL 1003, BIBL 1023, or BIBL 1063; BIBL 2363 recommended or permission of instructor.

BIBL 3503 Gospel of John

3 credits

An inductive study of the Fourth Gospel. Special attention will be given to Johannine theology and the unique characteristics of this non-synoptic gospel. Prerequisites: BIBL 1003, BIBL 1023, or BIBL 1063; BIBL 2363 recommended or permission of instructor.

BIBL 4003 Studies in Bible

3 credits

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

BIBL 4013 Pentateuch

3 credits

Prerequisite BIBL 1013 or BIBL 1053

BIBL 4023 Isaiah

3 credits

Prerequisite BIBL 1013 or BIBL 1053

BIBL 4033 Romans

3 credits

Prerequisite BIBL 1003, BIBL 1023, or BIBL 1063

BIBL 4073 The Holy Land

3 credits

Prerequisite BIBL 1003, BIBL 1013, BIBL 1023, BIBL 1053, or BIBL 1063

BIBL 4353 Women in the Bible

3 credits

Designed to introduce students to the female characters of the Old and New Testaments, including detailed studies of a number of women who appear in the Bible. The course explores the role of women in the religious and social culture of the Old and New Testaments. Prerequisites: BIBL 1003, BIBL 1013, BIBL 1023, BIBL 1053, or BIBL 1063; BIBL 2113 or 2363 recommended or permission of instructor.

BIBL 4433 Psalms and Wisdom Literature

3 credits

An analysis of Old Testament Israel's devotion and wisdom resources in Psalms, Proverbs, Job, Ecclesiastes, and the Song of Solomon. Prerequisites: BIBL 1013 or BIBL 1053; BIBL 2113 recommended or permission or instructor.

BIBL 4463 The Revelation and Biblical Prophecy

3 credits

A study of biblical eschatology and apocalyptic literature in both the Old and New Testaments. The primary focus will be on the Revelation of St. John - its historical setting, the varieties of interpretations of its message, and its relevance to the church today. Prerequisites: BIBL 1013, BIBL 1023, BIBL 1053, BIBL 1063; BIBL 2113 or 2363 recommended or permission of instructor.

BIBL 4473 Pre-Exilic Prophets

3 credits

The minor prophets Hosea to Zephaniah and the major prophet Isaiah, studied in the light of their historical background and message. Prerequisites: BIBL 1013 or BIBL 1053; BIBL 2113 recommended or permission or instructor.

BIBL 4483 Exilic and Post-Exilic Prophets

3 credits

The books of Jeremiah through Daniel and the minor prophets Haggai through Malachi, studied in the light of their historical background and message. Prerequisites: BIBL 1013 or BIBL 1053; BIBL 2113 recommended or permission or instructor.

BIBL 4893 Survey of Biblical Study

3 credits

An overview of the field of biblical literature, covering such topics as hermeneutics, biblical criticism, principles of inductive Bible study, and the history of the Bible in English. Designed to be a capstone course for biblical studies, it is open only to majors and minors with junior or senior standing. Prerequisites: BIBL 1003, BIBL 1013, BIBL 1023, BIBL 1053, or BIBL 1063; BIBL 2113 or 2363 recommended or permission of instructor.

BIOLOGY

BIOL 1004 General Biology I

4 credits

General Biology I encompasses scientific philosophy and methodology, chemistry and biochemistry, cell biology and genetics. Includes laboratory.

BIOL 1014 General Biology II

4 credits

General Biology II encompasses population genetics, evolution, taxonomy and diversity, basic plant and animal anatomy and physiology, and ecology. Prerequisite: BIOL 1004 with a minimum grade of C-.

BIOL 1054 Survey of Anatomy and Physiology

4 credits

A one-semester survey emphasizing the interrelationships between the various human organ systems. Does not give credit toward a biology, pre-medical/pre-dental majors, or nursing. Includes laboratory.

BIOL 1104 Introduction to Biology

4 credits

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

BIOL 2024 Botany

4 credits

The phylogenetic relationships within the plant kingdom and the comparative structure, function, development, and ecology of representative plants. Prerequisite: BIOL 1014 or BIOL 1104. Includes laboratory.

BIOL 2034 Zoology

4 credits

The phylogenetic relationships within the animal kingdom and the comparative anatomy, physiology, development, and ecology of representative animals. Prerequisite: BIOL 1014 or BIOL 1104. Includes laboratory.

BIOL 2074 Environmental Science

4 credits

Energetics, pollution, and resource management; the distribution of organisms; the ethics of man's influence on the environment. Recommended prerequisite: BIOL 1014 or BIOL 1104. Includes laboratory.

BIOL 2103 Medical Terminology

3 credits

A study of medical terminology that will aid in the understanding of medical-related courses and assist in preparation for professions related to medicine.

BIOL 2203 Nutrition for Health Care Professionals

3 credits

Investigation of targeted general and clinical nutrition topics, including principles of nutrition related to function, digestion, and requirements of nutrients, life-cycle nutrition, relationships of diet to health maintenance, physical fitness, and disease, and the role of nursing and other health-care professionals and nutrition. Recommended prerequisite: BIOL 1004 or BIOL 1104.

BIOL 2254 Ecology

4 credits

Study of the relationships organisms have with each other and with their environments. Themes include populations, communities, ecosystems, biodiversity, and conservation biology. Prerequisite: BIOL 1014 or BIOL 1104. An overnight trip is required. Includes laboratory.

BIOL 2353 Introduction to Ornithology

3 credits

A basic introduction to the study of birds including diversity, field identification, and song recognition for species common to South Carolina. Students will learn to identify resident birds using field marking, calls and behaviors. Classwork 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. Recommended prerequisite: BIOL 1014.

BIOL 2373 Conservation Biology

3 credits

This course will explore basic principles and practices involved in the conservation of biological diversity. Instruction will center on readings, forum discussions, brief reflection papers, and interactive computer simulations. Emphasis will be given to scientific concepts, practical applications, and ethical concerns inherent in the discipline of conservation biology. Recommended prerequisite: BIOL 1014 or BIOL 1104.

BIOL 2393 Biology in the News

3 credits

A survey course in which students explore biology-related topics currently in the news. Emphasis will be placed on current events, issues, and developments and the fundamental biological principles behind them. Coursework will consist of readings, problem-based learning exercises, electronic discussions, topical study guides, and written tests. Does not meet general education requirement for a lab science.

BIOL 2454 Introduction to Animal Science

4 credits

Basic scientific fundamentals of livestock production, including feeding and nutrition, reproductive physiology, selective breeding, health, management, and marketing of major and minor species. Includes laboratory.

BIOL 2900 Biology Studies

Variable credit

Any topic in biology meeting the approval of the division chair and Dean of the College of Arts and Sciences. This course may be a directed or independent study or an experimental courses for individuals or for a group of students. Prerequisite: Consent of instructor.

BIOL 3033 Immunology

3 credits

Introduction to the structure, function, production, and reactions of antibodies, and a study of immunity in general. Offered on demand. Prerequisites: BIOL 1004, CHEM 1004, and CHEM 1054.

BIOL 3064 Entomology

4 credits

Study of the anatomy, physiology, and behavior of insects and related animals. Lab work includes capturing and identifying insects. Prerequisite: BIOL 2034. Includes laboratory.

BIOL 3074 Field Biology

4 credits

An introduction to methods and techniques for studying populations and communities in their natural settings. Includes emphasis on the plants and animals of South Carolina. Prerequisite: BIOL 1014. An overnight trip is required. Includes laboratory.

BIOL 3104 Microbiology

4 credits

Study of common forms of bacteria, viruses, protozoa and fungi, and their relationship to plant and animal life and to public health. Bacteriological techniques are taught in the laboratory. Prerequisite: BIOL 1004.

BIOL 3174 Aquatic and Wetland Biology

4 credits

A study of aquatic and wetland habitats emphasizing a watershed approach and classification using physical, chemical, and biological characteristics. The need for and practice of wetlands delineation and the importance of wetland habitat for management and production of wetland wildlife species will be emphasized. Prerequisite: BIOL 1014. Includes laboratory.

BIOL 3204 Anatomy and Physiology I

4 credits

A two-semester study of human structure and function as an integrated whole, with emphasis on homeostasis and feedback mechanisms. Recommended prerequisite: BIOL 1004. Includes laboratory.

BIOL 3214 Anatomy and Physiology II

4 credits

A two-semester study of human structure and function as an integrated whole, with emphasis on homeostasis and feedback mechanisms. Prerequisite: BIOL 3204 with a minimum grade of C-.

BIOL 3254 Biochemistry

4 credits

A study of physiologically significant organic molecules. Prerequisites: BIOL 1004 and CHEM 1054. Recommended prerequisite: CHEM 2504. Includes laboratory.

BIOL 3303 Animal Behavior

3 credits

Designed to investigate the physiological bases of animal behavior and the behavior of animals in response to their environment. Prerequisite: PSYC 2003 or BIOL 1014 or BIOL 1104.

BIOL 3313 Bioethics

3 credits

A study of the ethical dilemmas posed by human effect on the environment at large and those encountered in medical practice. Prerequisite: Junior or Senior standing.

BIOL 3404 Physiology of Behavior

4 credits

Designed to investigate the anatomical and physiological basis of human behavior, including the physiological bases of disorders which affect human behavior. Includes laboratory.

BIOL 3454 Cellular and Molecular Biology

4 credits

An introduction to structure and function of cells and tissues, and the techniques for studying them, with emphasis on animal material. Prerequisites: BIOL 1004 and CHEM 1054. Includes laboratory.

BIOL 3504 Genetics

4 credits

Mendelism; population genetics; the genetic code; protein synthesis; differentiation and control of gene action. Prerequisites: BIOL 1004, CHEM 1054, and MATH 1024 or higher level. Includes laboratory.

BIOL 3653 The Ecology of South Carolina-Mountains to the Sea

3 credits

Despite its small size, South Carolina possesses a wide array of natural communities. This course will explore the natural history of South Carolina's four physiographic provinces: Blue Ridge, Piedmont, Sandhills, and Coastal Plain. Emphasis will be on basic principles of ecology, field-study techniques, identification of local flora and fauna, and general-nature interpretation. The course will incorporate various outdoor laboratory investigations and field trips to a number of natural areas. Some of the field trips will involve overnight stays at minimal cost. (Offered during May term.) Prerequisite: BIOL 1014. Includes laboratory.

BIOL 3753 Natural History for Teachers - Bringing Nature to the Classroom

3 credits

An introduction to the study of natural history for in-service or pre-service teachers. Emphasis will be on identification of local flora and fauna, nature interpretation, and principles of ecology. Prerequisite: BIOL 1014 or BIOL 1104.

BIOL 3853 Wildlife and Natural Resource Management

3 credits

An introduction to the science and practice of wildlife and natural resource management including principles of ecology, population biology, and public policy. Instruction will include field trips to local areas where management techniques are being utilized. Prerequisite: BIOL 1014.

BIOL 4000 Biology Studies

Variable credit (1-4 hours)

Any topic in biology meeting the approval of the division chair and the dean of the College of Arts and Sciences. Courses numbered 4001-4009 are directed study by individuals. Graded P or NC. Offered on sufficient demand. Prerequisite: Consent of instructor. Recommended prerequisite: Junior or Senior standing.

BIOL 4203 Pathophysiology

3 credits

This course promotes the understanding and application of fundamental disease processes. The concepts are applied in a systems-oriented approach and the aim is to teach students the pathogenesis of various symptoms and diseases affecting the human body, particularly affecting the musculoskeletal, nervous, endocrine, cardiopulmonary, hematological, immune, renal and gastrointestinal systems. General concepts of disease, including etiology, pathogenesis, and clinical significance are dealt with, as well as regulatory mechanisms responsible for maintenance of homeostasis and the alterations which occur leading to specific disease processes. Altered physiological functions are explained on the molecular, cellular, organ and systemic level. Prerequisites: BIOL 3204 and BIOL 3214.

BIOL 4253 Neurobiology

3 credits

An introduction to the cellular physiology of the mammalian brain with particular focus on the electrical properties of neurons, the process of neurotransmission and the general properties of the neuronal circuits. Areas of the brain and specific brain circuits involved in learning and memory, movement and emotion will be studied as a means of applying general principles of neurobiology. Prerequisites: BIOL 3204 and BIOL 3214.

BIOL 4273 Developmental Biology

3 credits

A one-semester elective designed for Biology and Pre-med majors. Students will learn the principles governing embryonic development with a focus on mammalian development. We will explore how a single fertilized egg undergoes cell division, cell migration and differentiation to form the distinct tissue types and organs found in an adult organism. Prerequisites: BIOL 3504 and Junior or Senior standing.

BIOL 4353 Comparative and Environmental Physiology

3 credits

A comparative study of anatomical, physiological and biochemical adaptations of various animals. Prerequisites: BIOL 1004, BIOL 2034, CHEM 1004 and CHEM 1054. BIOL 4354 has a laboratory included; BIOL 4353 does not.

BIOL 4800 Biology Senior Internship

Variable credit

An internship off-campus to provide professional development for senior level students. Prerequisite: Consent of instructor. Recommended prerequisite: Junior or Senior standing. Grade of P or NC.

BIOL 4900 Independent Study

Variable credit (1-3 hours)

Prerequisite: Consent of instructor. Recommended prerequisite: Junior or Senior standing.

BIOL 4990 Research in Biology

Variable credit

Prerequisite: Consent of instructor. Recommended prerequisite: Junior or Senior standing.

BUSINESS

BUSI 1003 Introduction to Business

3 credits

A survey of the basic concepts of business and commerce within the U.S. economic framework. Introduces economic systems, essential elements of business organization, production, human resource management, marketing, finance, and risk management. Develops business vocabulary. Explores the concepts of vocation and the Christian response to work.

BUSI 2093 Business Communications

3 credits

This course is designed to provide an overview of practical communication for career. Specific areas covered include

English usage, punctuation, and mechanics; word choice, sentence structure and paragraphing; the writing process; e-mails, memos, letters, proposals, reports, technical documentation, and oral presentations.

BUSI 2203 Quantitative Methods for Managers

3 credits

Descriptive and inferential statistics with a business orientation focused on analysis and interpretation of data. Data analysis and hypothesis testing are included. Computer software applications are used. Prerequisite: Math course.

BUSI 3003 Economics for Managers

3 credits

A survey of the important economic concepts that is useful in managerial decision-making. Includes concepts of Supply and Demand, profit-maximization under different market structures, market failure, production and costs, and important macroeconomic concepts of interest rates and international trade.

BUSI 3013 Accounting for Financial Decisions

3 credits

Use of the accounting process for decision-making through identifying, measuring, and communicating information. Development, interpretation and analysis of the basic financial statements of an organization.

BUSI 3023 Accounting Concepts for Managerial Decisions

3 credits

An extension of the study of accounting from BUSI 3013 focusing primarily on production and cost analysis. Focus is placed on management use of accounting information in decision-making. Prerequisite: BUSI 3013

BUSI 3403 Management Information Systems

3 credits

This course explores management information systems and their role in the business organization. The course will address the functions and development of information systems and their use in organizational problem-solving and analysis. Prerequisite: CPSC 1103 or equivalent.

CHEMISTRY

CHEM 1004 General Chemistry I

4 credits

Principles of inorganic chemistry as illustrated by important elements, compounds, and reactions. Includes laboratory. Prerequisite: Score of 500 or better on Math SAT (ACT 20) or College Algebra and Trig or higher level math.

CHEM 1054 General Chemistry II

4 credits

Introduction to physical chemistry and qualitative analysis. Prerequisite: CHEM 1004 with a minimum grade of C-. Includes laboratory.

CHEM 1104 Introduction to Chemistry

4 credits

Students will learn the basic principles and practical applications of chemistry. Topics: measurement, ionic and covalent compounds, chemical calculations, states of matter; energy, solutions, reactions, chemical bonding, gases, and acids and bases. Laboratory components consist of learning the principles of experimental design and record keeping, developing concepts regarding accuracy and precision of experimental data, and learning how to report scientific findings. Prerequisite: Algebra I and II or satisfactory high school Math SAT score or MATH 1053. This course is recommended for students who plan to take College General Chemistry but had no or did not do well in chemistry course in high school or those who have been out of college for a long time and are coming back to school.

CHEM 2504 Organic Chemistry I

4 credits

Study of the preparations and reactions of the various organic functional groups with emphasis upon the mechanisms of the reactions. Prerequisites: CHEM 1004 and CHEM 1054. Includes laboratory.

CHEM 2514 Organic Chemistry II

4 credits

Study of the preparations and reactions of the various organic functional groups with emphasis upon the mechanisms of the reactions. Prerequisite: CHEM 2504 with a minimum grade of C-. Includes laboratory.

CHEM 2900 Chemistry Studies

Variable credit (1-4 hours)

Any topic in chemistry meeting the approval of the Division Chair and Dean of the College of Arts and Sciences. These courses are variable credit and may be directed or independent study or experimental courses for individuals or for a group of students. Prerequisite: Consent of instructor.

CHEM 3254 Biochemistry

4 credits

A study of physiologically significant organic molecules. Prerequisites: BIOL 1004 and CHEM 1054. Recommended prerequisite: CHEM 2504. Includes laboratory.

CHEM 3404 Inorganic Analysis

4 credits

Analysis of inorganic compounds and inorganic elements in organometallic compounds. Prerequisite: CHEM 1054. Laboratory included.

CHEM 3414 Organic Analysis

4 credits

Chemical and instrumental methods commonly used on organic compounds and mixtures. Prerequisite: CHEM 2504. Laboratory included.

CHEM 3454 Physical Chemistry I

4 credits

Includes the gaseous state, thermodynamics, chemical equilibria, and atomic and molecular structure, from both experimental and theoretical points of view. Prerequisites: CHEM 1054, MATH 3524, and PHYS 2044. Includes laboratory.

CHEM 3464 Physical Chemistry II

4 credits

Continuation of CHEM 3454, including chemical kinetics, liquid and solid state, phase equilibria, solutions, electrochemistry and surfaces. Prerequisite: CHEM 3454. Includes laboratory.

CHEM 4000 Chemistry Studies

Variable credit (1-4 hours)

Any topic in chemistry meeting the approval of the division chair and the dean of the College of Arts and Sciences. Courses numbered 4001-4009 are directed study by individuals. Graded P/NC. Offered on sufficient demand. Prerequisites: Junior or Senior standing and consent of instructor.

CHEM 4100 Chemistry Studies

Variable Credit (1-4 hours)

Courses numbered 4101-4119 are experimental courses. Offered on sufficient demand. Prerequisites: Junior or Senior standing and consent of instructor.

CHEM 4800 Chemistry Senior Internship

Variable credit (1-4 hours)

An internship off-campus, to provide professional development for senior-level students. Prerequisites: Junior or Senior standing and consent of instructor. Graded P/NC.

CHEM 4900 Independent Study

Variable credit (1-3 hours)

Prerequisite: Consent of instructor.

CHEM 4993 Research in Chemistry

3 credits

Prerequisite: Consent of instructor.

COMMUNICATION

COMM 1003 Introduction to Communication Studies

3 credits

Students will develop an understanding of the broad academic discipline of communication. Students will learn biblical principles of communication, as well as research and presentation skills needed for the major.

COMM 1203 History of Media

3 credits

Students will understand the significance of media history. Students will study key people, events, and discoveries that have shaped modern media and will learn how past events impact future media developments.

COMM 1503 Multi-Media Production

3 credits

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

COMM 2123 Interpersonal Communication

3 credits

Students will discover their personal communication patterns. Students will learn the process of interpreting messages of others within diverse contexts and initial steps toward resolving conflicts.

COMM 2143 Intercultural Communication

3 credits

Students will discover how to become ethically responsible intercultural communicators. Students will learn the process of interpreting messages of others within diverse cultural contexts, as well as the initial steps in resolving intercultural conflicts. This course is designed to assist students in adapting to the global perspectives in today's world.

COMM 2153 Introduction to Journalism

3 credits

Students will learn the essentials of journalistic writing. They will create a portfolio demonstrating their writing abilities. Prerequisites: ENGL 1003 and ENGL 1013.

COMM 2303 Persuasion

3 credits

Students will learn the theories and techniques of classical and modern persuasion and will discover how persuasion works in both mediated and non-mediated contexts, such as advertising and debate. Students will apply theories of persuasion to a contemporary media campaign of their own creation.

COMM 2403 Introduction to Popular Culture

3 credits

Students will learn the importance of popular culture in society and various Christian responses to popular culture. Students will also evaluate their personal attitudes toward popular culture.

COMM 2503 Introduction to Digital Media

3 credits

Students will learn the basics of producing content for digital and internet media. Students will learn web-page construction and elements of graphic design.

COMM 2603 Persuasion and Rhetoric

3 credits

An exploration of the historical and theoretical aspects of persuasion and rhetoric. In addition to studying their historical roots, students will learn the theories and techniques of classical and modern persuasion and will discover how persuasion works in both mediated and non-mediated contexts, such as advertising and debate. As part of the study, students will apply theories of persuasion and rhetoric to a contemporary media campaign of their own creation.

COMM 3003 Communication Theory

3 credits

Students will learn the complex dynamics of the communication process. Specifically, students will learn different models and theories of communication in interpersonal, group, mediated, and cultural contexts. Prerequisite: COMM 1003.

COMM 3063 Media and Communication Theory

3 credits

An overview of the different models and theories of communication in interpersonal, group, mediated, and cultural contexts. Students will learn how the form of any communication influences its content and will learn to craft messages appropriate to particular medium and audience. Included in the course are examinations of the work of Marshall McLuhan, Neil Postman and other theorists of modern media studies. Prerequisite: COMM 1003

COMM 3153 Reporting

3 credits

Students will learn the essentials of reporting for public media. Students will enhance their writing and storytelling skills and interviewing abilities. Students will encounter the servant role of journalism by authoring stories involving marginalized people groups. Prerequisites: COMM 1503 and COMM 2153.

COMM 3203 Rhetorical Theory

3 credits

Students will discover the historical roots of rhetoric and persuasion. Students will learn the utility of rhetoric in deepening their understanding of media and popular culture. Prerequisite: COMM 2303.

COMM 3403 Media Criticism

3 credits

Students will learn the techniques and theories of media criticism. Students will learn to investigate media artifacts, such as films, television shows, and popular music, and interpret their possible meanings and messages. Prerequisite: COMM 3203.

COMM 3703 Communication and the Christian Faith

3 credits

Students will learn the various ways Christians use mediated communication and the controversies associated with those uses. Students will learn how to create messages that serve diverse Christian audiences.

COMM 3753 Media Law

3 credits

Students will study significant legal cases that govern modern-media industries. Students will learn the importance of the First Amendment to current journalism practices, laws that affect the reporting process, and legal decisions related to defamation, privacy, and broadcast media.

COMM 4243 Media and Society

3 credits

Students will deepen their understanding of the social role of media and popular culture in society by learning how they help shape social norms. Students will trace the development of social movements by discovering their genesis in the media and following its progression to public policy. Prerequisites: COMM 2403 and COMM 3403.

COMM 4453 Seminar in Media and Society

3 credits

This seminar will help students to further develop their understanding of the roles of media and popular culture in society by learning how they help shape social norms. Students will deepen their understanding of specialized topics within popular culture, such as advertising, film genres, or television shows, or video games. This course will also trace the development of social movements by discovering their genesis in the media and following its progression to public policy. Prerequisites: COMM 2403 and COMM 3403.

COMM 4503 Public Relations

3 credits

Students will learn how news content is uniquely portrayed on the web. Students will combine elements of writing, reporting, and media production into a functioning website that serves the public. Prerequisites: COMM 1503, COMM 2503, COMM 3153.

COMM 4603 Documentary and Investigative Reporting

3 credits

A study of the concepts, techniques, and best practices for investigative and long format reporting for multiple platforms including print, film, broadcast, and digital documentary-style storytelling. As a group, students will research and create a team report that will cover one major social issue; they will also produce a "Webumentary" Web site to include written, multimedia, and interactive stories covering the various aspects of that issue from a Christian perspective. Prerequisite: COMM 2503

COMM 4703 Communication Ethics and Law

3 credits

A study of how ethics and law relate to communication. Students will learn various ethical systems and how they influence decision-making in communication, as well as how to choose and apply ethical approaches in various situations. Students will also study how to view communication-related dilemmas from a Christian perspective and discern the differences between ethics and law by reviewing case studies of both ethics and media law. Prerequisite: Senior standing or instructor approval.

COMM 4803 Strategic Communication

3 credits

This course explores how content is uniquely produced to promote a specific point of view on events and issues of importance to government, business, or NGOs. As part of the learning experience, students will combine elements of writing, reporting, and media production and channel them into a creative outlet that serves the public, such as a functioning Web site. Prerequisites: COMM 1503, COMM 2603, COMM 3063.

COMM 4903 Communication Capstone

3 credits

Students will demonstrate proficiency in their chosen concentration. Students in the Media Presentation concentration

will create professional media content via a chosen internship. Students in the Mass Media Studies concentration will author a major thesis for submission to a professional conference. Prerequisite: Senior standing. Course graded P/F.

COMM 4983 Communication Independent Study

Variable credit

Students will undertake an academic project related to their interests. Topics assigned after collaboration with the student's advisor. Students are required to publicly present the results of their research.

COMPUTING

CPSC 1003 Fundamentals of Programming

3 credits

Introduction to the application of program development concepts and tools. Use of such tools as pseudo-code and flowcharting to produce top-down structured solutions to business and scientific applications. Emphasis given to basic logic, program documentation and debugging.

CPSC 1103 Introduction to Computers and Information Processing

3 credits

Introduction to the history, vocabulary, and use of computer information systems. Includes word- processing, spreadsheet, and presentation applications using the integrated package, Microsoft Office. For a testing fee of \$80, students may take a challenge exam for CPSC 1103. Information concerning preparing for the exam and scheduling is available from the Center for Teaching Excellence (864-644-5038). Students who have previously failed CPSC 1103 at SWU and students who are currently enrolled in the course are not eligible to take the challenge exam. There is no provision for a retest. No credit will be awarded for computer fundamental classes that are more than five years old at the time a student transfers or is re-admitted to SWU.

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

3 credits

Topics include the history, evolution, structure, and management of the Internet; the influence of the Internet on society; locating and synthesizing information online; Hypertext Markup Language; and building web pages.

CPSC 1903 Introduction to Computer-Science Programming

3 credits

Introduction to programming and basic computer science principles and algorithms. Topics include fundamental computer science theory, number systems, thinking strategies, Tanenbaum's virtual machine, recursion, data structures, and addressing. Recommended prerequisite: CPSC 1003.

CPSC 2103 (MGMT 2103) Advanced Software

3 credits

Advanced topics in word processing, spreadsheets, databases, electronic presentations, the Internet, and the integration of all, using the Windows operating system and Microsoft Office. Prerequisite: CPSC 1103.

CPSC 2253 Object-Oriented Programming I

3 credits

Introduction to object-oriented design and programming using a modern object programming language. Studying language syntax, program construction, and debugging techniques provides the foundation to design and implement new solutions for common business applications. Recommended prerequisite: CPSC 1903.

CPSC 2293 Web Page Design and Programming

3 credits

Web page design and programming syntax and use of HTML and DHTML to implement those designs. Design elements include text, forms, tables, frames, graphics, sound, white space, images, animation, and intra-page, intra-site, and inter-site hyperlinks. Introduction to scripting and XML. Prerequisite: CPSC 1003 or CPSC 1903.

CPSC 2303 Hardware and Software Configuration and Support

3 credits

Concepts of PC hardware and software configuration and help-desk technical support in a business environment. Troubleshooting and hardware peripheral maintenance and repair, basic application installations, printer maintenance, and end-user public relations. Prerequisite: CPSC 1903. Includes lab. Lab tools required.

CPSC 2453 Special Topics I

3 credits

Advanced programming techniques including possible topics of indirection, recursion, and conceptual development and implementation of data structures including arrays, records, linear lists, stacks, queues, trees, tables, and graphs. Other topics may include applications writing involving strings, sorting, searching, and file operations. Prerequisite: CPSC 1903.

CPSC 2503 Networking I

3 credits

A study of the protocols employed to implement business and organizational solutions on an intranet or the Internet. Analysis of available hardware and software used in the design of networks and the respective cost/benefit tradeoffs. Prerequisite: CPSC 1903.

CPSC 3003 Database Design and Implementation I

3 credits

Methods of database planning, design, and development. Management topics include data integrity, privacy, and security. File systems, hierarchical and networked databases, and relational-online databases. Prerequisite: CPSC 2253.

CPSC 3013 Database Design and Implementation II

3 credits

Advanced database design, creation, maintenance, and security using the SQL or SQL type language. The online databases will be implemented using current database engines and interfaces. Prerequisite: CPSC 2503 and CPSC 3003.

CPSC 3103 Systems Analysis and Design

3 credits

Theory and practice of determining data flow in a small enterprise environment. The Systems Development Life Cycle methodology will be the process used to develop appropriate solutions. Local business case studies will serve as class projects. Prerequisite: CPSC 2503 and CPSC 3003.

CPSC 3153 Theory of Computing

3 credits

Computing theory is explored through the study of languages (regular and context-free), automata (finite and pushdown), Turing machines, and complexity theory. Prerequisite: CPSC 1903, CPSC 2503, and CPSC 2303.

CPSC 3303 Object-Oriented Programming II

3 credits

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

CPSC 3354 Operating Systems and Servers

4 credits

Design concepts of advanced PC operating systems. Focus on modern operating systems and server theory, as well as hands-on lab projects. Prerequisites: CPSC 2303 and CPSC 2503.

CPSC 3623 Networking II

3 credits

The techniques employed to implement business/organizational networking solutions. Includes transmission media, client-server strategies, throughput and response time, systems architecture, and cost/benefit tradeoffs. Prerequisite: CPSC 2503.

CPSC 3633 Networking III

3 credits

An advanced study of protocols employed to implement business/organizational networking solutions. An in-depth analysis of available hardware and software used in the design of networks and the respective cost/benefit tradeoffs. Prerequisite: CPSC 2503.

CPSC 4000 Studies in Computer Science

Variable credit

Any topic in computer science meeting the approval of the division chair and the dean of the College of Arts and Sciences. Variable credit. Courses numbered 4001-4009 are directed study by individuals. Graded P/NC. Offered on sufficient demand.

CPSC 4202 Computer Science Senior Capstone

2 credits

A focus on both ethical issues of Computer Science and integration of information literacy. Students will develop and defend, both in writing and presentation, an ethical viewpoint on one or more situations.

CPSC 4303 Advanced Scripting and Common Language Interfaces

3 credits

A study of the advanced programming techniques of powerful scripting languages. Students will analyze scripts and design new applets. Strong focus on design, documentation, and debugging. Prerequisites: CPSC 3003, CPSC 3103, and CPSC 3354.

CPSC 4423 Advanced Networking Applications

3 credits

An advanced study of network applications and protocols to implement networking solutions. Analysis of available hardware and software used in the design of network support. Prerequisite: CPSC 2503.

CPSC 4453 Special Topics II

3 credits

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

CPSC 4523 Advanced Web-Site Design

3 credits

Advanced concepts and elements of web-site design. Advanced web-page editors are used to build the web pages. Online research and analysis provide the foundation for building a small enterprise environment group project. Prerequisite: CPSC 3103 and CPSC 4303.

CPSC 4603 Advanced Business Solutions (Project)

3 credits

Prerequisites: Junior/senior status and permission of coordinator of studies in Department of Computer Science.

CPSC 4613 Advanced Application Development

3 credits

Prerequisites: Junior/senior status and permission of coordinator of studies in Department of Computer Science.

CPSC 4623 Special Topics in Internet Computing

3 credits

Prerequisites: Junior/senior status and permission of coordinator of studies in Department of Computer Science.

CPSC 4700 Internship with Business

Variable credit

Prerequisites: Junior/senior status and permission of coordinator of studies in Department of Computer Science.

Students must also meet the university's requirements for Senior Practicum. Competency in computer, math, oral communication, reading, and writing.

CRIMINAL JUSTICE

CRJS 1001 Cornerstone in Criminal Justice

1 credit

This course introduces CJ majors to the CJ discipline: its values, mission, goals, and expectations. Special emphasis is given to how Christians relate to this subculture in order to have a transformational effect on justice. The course will briefly introduce students to the expectations of the major, occupational opportunities within criminal justice, the use of APA in writing assignments, and the value of servant leadership.

CRJS 1151 Introduction to Firearms

1 credit

This course introduces the basic knowledge, skills, and attitude necessary for owning and using a pistol safely. The course will be taught by an NRA certified instructor. Each student has the opportunity to receive a certificate of completion for the NRA Basic Pistol Course. As skill level permits, students may participate in the shooting of air guns, rim fire and center fire pistols.

CRJS 2103 Introduction to Corrections

3 credits

An introduction and analysis of American correctional systems with emphasis on the community-based agencies, institutional philosophies, inmate demographics/behavior, and an examination of the correctional officer's role and correctional legislation. Prerequisite: CRJS 2253

CRJS 2153 Firearms for Criminal Justice and Forensic Science

3 credits

This course will introduce skills necessary for handling firearms for law enforcement certification, crime scene processing, and forensic analysis. Basic knowledge and procedures for firearms analysis will be instructed for handguns, long guns, cartridge components, and gunshot residue analyses. Practical exercises, microscopic analysis, and review analytical theory will be required. Prerequisite: CRJS 1151

CRJS 2173 Health and Fitness for Criminal Justice

3 credits

This course will explore the physical, emotional, and spiritual demands experienced by a criminal justice professional. It introduces healthy and responsible approaches for developing lifelong activities for physical health, emotional health, and spiritual health as a criminal justice professional.

CRJS 2253 Introduction to Criminal Justice

3 credits

The history and philosophy of crime and criminal justice, including Christian perspectives, the agencies and processes that comprise the criminal justice system, and the relationship between the U.S. constitution and the criminal-justice system.

CRJS 2283 Police and Community

3 credits

Explores strategies of community policing and ways to manage police work when it conflicts with constituencies within the community. Prerequisite: CRJS 2253

CRJS 3353 Juveniles and the Law

3 credits

This course investigates the juvenile justice system; examining initial custody to disposition from a historical, modern and criminological perspectives.

CRJS 3413 Criminal Law

3 credits

A study of criminal law in the United States. Addresses legal definitions of crime; purposes and functions of the law; historical foundations, and the limits of the criminal law. Prerequisite: CRJS 2253

CRJS 3433 Criminal Justice Management

3 credits

This course applies general principles of management to criminal-justice settings. Special emphasis is placed on human-resource issues, the supervision of autonomous street personnel, and management ethics. Prerequisite: CRJS 2253

CRJS 3453 Criminal Investigation

3 credits

Introduces students to techniques of crime-scene analysis and subsequent investigation. Prerequisite: CRJS 2253

CRJS 3471 Special Topics in Criminal Justice

1 credit

Periodic offering of special topics in criminal justice emphasizes specialized areas with practical or public-policy significance. Examples of possible courses include fingerprinting, use of COMSTAT mapping procedures, and restorative justice. Courses range from one to three hours, and a total of six hours of special topics courses may count toward the criminal justice major.

ECONOMICS**ECON 2053 Microeconomics**

3 credits

An introduction to economic analysis and its applications to business issues. Emphasis on consumer demand, theory of the firm, and resource markets.

ECON 2063 Macroeconomics

3 credits

An application of economic analysis to the national economy. Emphasis on national income, business cycles, price levels, unemployment, fiscal and monetary policy.

ECON 2103 Personal Finance

3 credits

Emphasizes comprehensive personal financial planning through the use of an integrative case that gives practical experience in decision-making. Topics include budgeting, investments, insurance, major purchase decisions, etc.

ECON 2203 Environmental Economics

3 credits

An exploration of the economic bases of environmental issues and policies including property rights, externalities, and the common-property basis of environmental problems. Other policies are analyzed, involving such issues as air and

water pollution, solid-waste disposal, hazardous substances, wilderness preservation, and the protection of endangered species.

ECON 4003 Studies In Economics

3 credits

An investigation of economics topics not covered in traditional courses by critical evaluation of assigned readings. One to Three credit hours. Prerequisite: Junior standing.

EARLY CHILDHOOD AND FAMILY STUDIES

ECFS 2743 The Study of Young Children

3 credits

This course focuses on the study of the young child in family and society, including the impact of environmental, cultural and socioeconomic influences. An understanding of the physical, cognitive and affective areas of development and theories and principles which relate to children from birth to six years old is covered.

ECFS 2843 Observation and Assessment

3 credits

Practical and theoretical aspects of observing young children are studied for the purpose of influencing curriculum and providing appropriate and individualized support.

ECFS 3743 Curriculum and Instruction in ECE

3 credits

Program planning, strategic design, and a practical foundation for teaching and learning in early childhood environments. Methods and materials for an early learning curriculum with an emphasis on the growth, development, learning and individual differences in designing learning experiences for children from two to six years old.

ECFS 3843 Parent Education

3 credits

This course is designed to increase the understanding of concepts and theories related to diverse families and how parents teach, guide and influence the development of children and adolescents.

ECFS 4343 Organization and Administration of ECE Programs

3 credits

The course addresses responsibilities, issues, functions involved in developing and administering early childhood programs. Included are types of programs, staffing, scheduling, financing, environmental design, equipment, evaluation and licensure and regulation requirements.

ECFS 4646 Child and Family Internship I

6 credits

This course is designed to provide students with a practical site-based experience in settings serving children and families. A total of twelve full time weeks (six weeks @ 35 hours) for a total of 420 clock hours is required.

ECFS 4656 Child and Family Internship II

6 credits

This course is designed to provide students with a practical site-based experience in settings serving children and families. A total of twelve full time weeks (six weeks @ 35 hours) for a total of 420 clock hours is required.

EDUCATION

EDRS 3053 R2S Foundations in Reading ECE/ELE

3 credits

This Read to Succeed course will outline the theories of leading reading researchers, combined with those of practitioners of various fields, to provide a comprehensive look at reading in today's classroom. Numerous articles from the fields of special education, sociology, bilingual education, and linguistics will be used to discuss how reading has been historically taught, the disciplines that have contributed to each paradigm shift, and the new arenas into which the field is migrating. The emphasis will be on the interrelationships among reading, writing, listening, and speaking.

EDRS 3073 R2S Content Area Reading and Writing for ECE/ELE

3 credits

This Read to Succeed course will explore methods of improving knowledge and skills in the early childhood, elementary, and special education content areas by implementing strategies, instructional approaches, materials and a balanced curriculum to develop language literacy skills (reading, writing, speaking, listening). A variety of assessment tools and practices to plan and evaluate effective reading and writing skills for the diverse K-5 students will be examined that fosters reading and writing.

EDRS 4043 R2S Methods and Instructional Practices for Reading ECE/ELE w/Practicum

3 credits

This is a R2S course designed to demonstrate to participants instructional approaches and materials that will assist with implementing an integrated, comprehensive, and balanced curriculum to support student learning in reading and writing in K-5. The participants will be able to design and implement a complete and balanced curriculum while using content knowledge; implement appropriate and varied instructional strategies; understand the value of the K-5 student's background and prior knowledge; make connections for reading and writing with other disciplines. Required of all early childhood, elementary education, and special education teacher candidates. (Fall) Prerequisite: Acceptance into Lock 1 (Fall semester)

EDRS 4053 R2S Assessment of Reading ECE/ELE

3 credits

This is a R2S course designed to assist participants broaden and deepen their understanding of the reading and writing progression with assessment and evaluation of the reading and writing processes. Participants will have a repertoire of different types of assessments and their characteristics; formative and summative assessments and the administration and interpretation; the use of assessment information to plan, evaluate, and adapt instruction; and the communication of assessment results and implications to varied audiences. This course includes a 15-hour field experience. Required of all early childhood and elementary education teacher candidates. Included in this course will be 36 hours of field placement experience. (Spring) Prerequisite: EDRS 4043; Acceptance into Lock 1 (Spring semester)

EDUC 1003 American Sign Language I

3 credits

Focuses on major language functions used in everyday conversation. The basics of ASL grammar structure, the manual alphabet, and other vocabulary are also taught. (Fall, Even Years)

EDUC 1013 American Sign Language II

3 credits

Focuses on fluency, correct structuring of the language, and competency in expressive as well as receptive communication skills. Includes additional vocabulary. (Spring, Odd Years) Prerequisite: EDUC 1003 or demonstrated ASL competency

EDUC 1153 Teacher Cadet

3 credits

Students completing a qualified South Carolina Teacher Cadet course at their respective high school and meeting the criteria established by CERRA (Center for Educator Requirement, Retention, and Advancement) with a grade of "B" or better may receive three-hours elective credit in Education. This course satisfies the requirements for EDUC 1201 Cornerstone to Education. Prerequisite: Acceptance into Lock 1, GPA 2.75.

EDUC 1201 Cornerstone to Education

1 credit

This course presents the teacher candidate with an overview of the education major and the teaching profession. Topics

discussed include characteristics of the current teaching profession, the role of the teacher within the school, requirements for admission into the SWU Teacher Education Program, the Praxis test requirements, developing an e-portfolio, and the process of teacher certification in South Carolina. Candidates will also become familiar with the SWU Teacher Education Handbook. This course is a prerequisite for all other education courses. Required of all teacher candidates unless they have had EDUC 1153.

EDUC 2003 Effective Methods for the Elementary and Middle School/Field Experience

3 credits

The purposes, parent-school-community relationships, curriculum, and activities of the elementary school. The first half of the course includes methods taken from the effective teaching research. Included in this course will be 30 hours of field-placement experience. Required of all elementary education and special education teacher candidates. May be taken by Music Education, Physical Education and Special Education majors.

EDUC 2113 Foundations of Education

3 credits

Sociological and philosophical foundations of Western education. Included will be a study of the crucial issues found in our present schools. Required of all teacher candidates.

EDUC 2123 Effective Methods for Middle and Secondary School/Field Experience

3 credits

The purposes, parent-school-community relationships, curriculum, and activities of the secondary school. Studies in educational tests and measurement are also included. Included in this course will be 30 hours of field-placement experience. Required of all secondary candidates. May be taken by Music Education, Physical Education and Special Education majors. (Fall)

EDUC 2663 Effective Methods for Early Childhood Education/Field Experience

3 credits

The purposes, parent-school-community relationships, curriculum, and activities of the early childhood. Included in this course will be 30 hours of field-placement experience. Required of all early childhood education teacher candidates. (Fall)

EDUC 3033 Methods of Teaching EC Math

3 credits

Methods and materials for teaching mathematics from pre-kindergarten through grade three. Required of all early childhood teacher candidates. (Spring) Prerequisite: Math competency (MATH 1053); Acceptance into Lock 1, GPA 2.75.

EDUC 3053 Methods of Teaching Elementary School Math

3 credits

This specific methods course will provide an opportunity for students to learn methods of teaching mathematics in grades 2-6 as they study the Common Core State Standards in Mathematics and the SC State Standards for mathematics. Students will write lesson plans as part of thematic units that teach mathematics effectively to all students, including students with exceptional learning needs (ELN), across the curriculum. Students will create hands-on materials for use in the classroom. Emphasis will be placed on using evidence-based practices to improve outcomes for all students. Required of all elementary education teacher candidates. (Spring) Prerequisite: Math competency (MATH 1053); Acceptance into Lock 1, GPA 2.75.

EDUC 3183 Ethics in Education

3 credits

A study of representative ethical theories as they relate to various contemporary problems in education. Special consideration will be given to the application of Christian-ethical principles to values clarification and decision-making in schools. Required of all teacher candidates or acceptable substitute. (Fall)

EDUC 3203 Introduction to the Exceptional Child

3 credits

The history of educating exceptional children. An examination of the special problems confronted in dealing with the gifted, learning disabled, intellectually disabled, emotionally disturbed, or physically handicapped child. Included in this course will be 30 hours of service learning. Required of all teacher candidates except physical education. Prerequisite: Acceptance into Lock 1, GPA 2.75.

EDUC 3213 R2S Foundations in Reading Middle and Secondary

3 credits

This Read to Succeed course will outline the perspectives of leading reading researchers, combined with those of practitioners of various fields, to provide a comprehensive look at what constitutes reading in today's middle and secondary classroom. The course will provide future middle and secondary teachers with strong, research-based teaching practices, the development of characteristics of students as readers and writers, and the instructional practices that best serve them. Prerequisite: Acceptance into Lock 1, GPA 2.75.

EDUC 3233 Methods of Teaching the Learning Disabled

3 credits

Principles, methods, and materials for teaching the learning-disabled student. Required of all special education teacher candidates. (Fall, Even Years) Prerequisite: Acceptance into Lock 1, GPA 2.5.

EDUC 3243 Characteristics of Mild to Moderate Intellectual Disabilities

3 credits

The causes and treatment of the intellectually disabled individual with attention given to the special psychological problems of this group. The social issues involved in the prevention and treatment of intellectual disabilities will be presented. Required of all special education teacher candidates. (Spring, Odd Years) Prerequisite: Acceptance into Lock 1, GPA 2.5.

EDUC 3253 Methods of Teaching Mild to Moderate Intellectually Disabled in the Content Areas With Field Experience

3 credits

Materials, methods, curriculum development, and writing specific objectives for students with mild intellectual disabilities. Also practical instructional strategies in self-help skills. A 36-hour field experience is also a required component of this course. Required of all special education teacher candidates. Elective for regular education teacher candidates. (Fall, Odd Years) Prerequisite: Acceptance into Lock 1, GPA 2.75.

EDUC 3273 R2S Methods of Teaching Reading and Writing Middle and Secondary School with Practicum

3 credits

This Read to Succeed course will explore methods of improving knowledge and skills in the middle and secondary content areas by implementing strategies, instructional approaches, materials and a balanced curriculum to develop language literacy skills (reading, writing, speaking, listening) in the middle or secondary school setting. A variety of assessment tools and practices to plan and evaluate effective reading and writing skills for the diverse 6-12 students will be examined in a literate environment that fosters reading and writing. Included in this course will be 36 hours of field-placement experience. Required of all secondary and P-12 teacher candidates. (Fall) Prerequisite: Acceptance into Lock 1, GPA 2.5.

EDUC 3292 Classroom and Behavior Management

2 credits

Classroom-management techniques with particular emphasis on creating a democratic classroom in consideration of current law. Management-application models are discussed in the context of classroom environments. (Fall, Spring) Prerequisite: Acceptance into Lock 1, GPA 2.75. Corequisite: Enrollment in EDUC 450, Pre-Clinical Field Experience with placement in a cooperating school as arranged by the Director of Field Placements.

EDUC 3363 Behavior of the Preschool Child/Field Experience

3 credits

The preschool child, including systematic observation and participation. Included in this course will be 36 hours of field-placement experience. Required of all early-childhood education teacher candidates. (Spring) Prerequisites: PSYC 2003 or PSYC 3103; Acceptance into Lock 1, GPA 2.75.

EDUC 3383 Curriculum for the Middle School/Field Experience

3 credits

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, GPA 2.75.

EDUC 3423 Instructional Technology for Education Majors

3 credits

Instructional technology techniques that will enhance the instructional experience for both the instructor and the learner. Topics include designing and planning technology-enhanced instruction, the digital technologies, administrative and academic software, audiovisual technologies, and ethical issues involved in using technology. Prerequisite: Acceptance into Lock 1, GPA 2.75. May meet general education computer-science requirement.

EDUC 3523 Curriculum, Instruction, Assessment in General & Special Education

3 credits

A survey of assessment practices that facilitate student learning. Topics include the policies of the federal government that have influenced the funding of state education, the role of the learner in assessment practices, types of assessments, the planning and construction of valid and reliable assessments, standardized tests, and basic statistical applications. (Spring) Prerequisite: Acceptance into Lock 1, GPA 2.75.

EDUC 3703 Methods of Teaching Elementary School Language Arts

3 credits

Methods course in teaching language arts, which consists of oral language, listening, writing, reading and viewing. The teacher candidate will demonstrate knowledge of the process skills and standards involved in teaching these modes of language in the elementary school. *Note: Required of all elementary education teacher candidates. Prerequisite: Acceptance into Lock 1. (Fall)*

EDUC 3742 Methods of Teaching Creative Arts in General and Special Education

2 credits

This course integrates the areas of visual arts, music, and drama, with other content in the elementary curricular sequences to help early childhood, elementary, and special education teachers create a balanced approach to learning in the classroom. The vocabulary and skills needed to enrich each of the areas of the creative arts will be considered along with the artistic development of children. Planning for the creative arts through theme-based units and hands-on activities will broaden overall awareness for the arts. Required of all early childhood, elementary, and special education teacher candidates. (Fall) Prerequisite: Acceptance into Lock 1, GPA 2.75.

EDUC 3763 Methods of Teaching Elementary School Science

3 credits

This course is designed to provide an overview of methods, materials, and current research relating to the teaching of science in the elementary-school classroom rather than teaching the skills and knowledge bases for science. The purpose is to enable the teacher candidate to effectively teach science concepts in the elementary school. Emphasis will be placed on student-centered approaches to science including discovery, inquiry, and experimentation. Current theories and standards for using science-process skills and various technologies in the elementary classroom are explored. Required of all elementary education teacher candidates. (Fall) Prerequisite: Acceptance into Lock 1, GPA 2.75.

EDUC 3772 Methods of Teaching Early Childhood Science

2 credits

This course is designed to provide an overview of methods, materials, and current research relating to the teaching of science in the early childhood classroom rather than teaching the skills and knowledge bases for science. The purpose is to enable the teacher candidate to effectively teach science concepts in the grades K-3. Emphasis will be placed on student-centered approaches to science including discovery, inquiry, and experimentation. Current theories and standards for using science-process skills and various technologies in early childhood classrooms are explored. Cooperative groups will research and develop thematic units based on S.C. Standards for Science. Materials for the thematic unit will address pupil needs across the curriculum. Required of all early childhood education teacher candidates. (Spring) Prerequisite: Acceptance into Lock 1, GPA 2.75.

EDUC 3783 Methods of Teaching Elementary School Social Studies

3 credits

This course is designed to provide an overview of methods, materials, and current research related to the teaching of social studies in the elementary-school classroom rather than to teach the skills and knowledge bases of social studies. The purpose is to enable the teacher candidate to effectively teach social-studies concepts in the elementary school. Emphasis will be placed on student-centered approaches to social studies, including inquiry-based methods. Current theories and standards for using social-studies process skills and various technologies in the elementary classroom are

explored. Required of all elementary education teacher candidates. (Spring) Prerequisites: HIST 106, HIST 205; Acceptance into Lock 1, GPA 2.75.

EDUC 4013 Methods of Teaching Early Childhood Social Studies

3 credits

Designed to provide an overview of methods, materials, and current research relating to the teaching of social studies rather than to teach social-studies knowledge. The purpose is to enable the teacher candidate to effectively teach social-studies concepts to young children (grades K-3) through integrated units, experiences, and inquiry-based activities appropriate for the young child. Required of all early childhood education teacher candidates. (Fall) Prerequisites: HIST 106, HIST 205; Acceptance into Lock 1, GPA 2.75.

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

3 credits

The principles and methods of teaching high/middle school English. Appropriate materials to be used will also be included. Required of all secondary English education teacher candidates. Offered at departmental discretion. Prerequisite: Acceptance into Lock 1, GPA 2.75.

EDUC 4163 Methods of Teaching Social Studies in the Secondary/Middle School

3 credits

This course is an introduction to the philosophy and practice of teaching social studies at the secondary and/or middle school level. Topics include short- and long-term planning, effective instructional strategies, and multi-faceted assessment. Prerequisite: Acceptance into Lock 1, GPA 2.75.

EDUC 4203 Methods of Teaching Science in the Secondary/Middle School

3 credits

This course is an introduction to the philosophy and practice of teaching science at the secondary and/or middle school level. Topics include short- and long-term planning, effective instructional strategies, and multi-faceted assessment.

Required of all secondary biology education teacher candidates. Offered at departmental discretion. Prerequisite:

Acceptance into Lock 1, GPA 2.75.

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

3 credits

Methods, techniques, and procedures of presentation of mathematics in the classroom. Special attention to the laboratory approach, games, the discovery-inquiry approach, number theory and systems, and individualized approach.

Required of all secondary math education teacher candidates. Offered at departmental discretion. Prerequisite:

Acceptance into Lock 1, GPA 2.75.

EDUC 4233 Characteristics of Learning Disabilities

3 credits

The etiology, characteristics, curriculum adaptations, and techniques of intervention with learning-disabled children.

Required of all special education teacher candidates. (Fall Odd Years) Prerequisite: Acceptance into Lock 1, GPA 2.75.

EDUC 4243 Characteristics of Emotional/Behavioral Disorders

3 credits

Identifying, understanding, and planning for students with emotional/ behavioral disorders (E/BD) in special education and general classroom settings. Includes the study of the field, theoretical models, current trends and issues, identifying characteristics, and possible causes of E/BD. Incorporation of assessment data, observational findings, and other sources of information to aid in the appropriate educational planning for children and youth are also discussed.

Required of all special education teacher candidates. (Spring, Even Years) Prerequisite: Acceptance into Lock 1, GPA 2.75.

EDUC 4253 Methods of Teaching the Emotional/Behavioral Disordered

3 credits

Intervention strategies, behavior management techniques, curriculum modifications, and writing accurate educational plans. Attention also to legal requirements and implications for the classroom. Projects provide an opportunity to apply the skills learned during the course. Required of all special education teacher candidates. (Fall, Even Years)

Prerequisite: Acceptance into Lock 1, GPA 2.75.

EDUC 4502 Pre-Clinical Experience

2 credits

The last school practicum experience prior to the clinical experience. Candidates are assigned to two pre-clinical experiences at two different levels. One-half of the candidate's time is spent in each academic setting. The candidates prepare lesson plans and teach mini-lessons. All candidates must receive favorable evaluations by the supervising teachers, as well as credit for the course, to proceed to Clinical Experience I. The teacher candidate must provide evidence that Praxis II: Subject Assessment Tests and Praxis II: Principles of Learning and Teaching (PLT) Test have either been attempted or passed during this course. Required of all education candidates in all programs the semester before Clinical Experience. Prerequisites: Full admission to Teacher Education, competency in computer, math, oral communication, reading, and writing skills. Acceptance into Lock 1, GPA 2.75. Corequisite: EDUC 4502.

EDUC 4513 Practicum in Learning Disabilities

3 credits

This practicum is intended only for those students wishing to add Learning Disabilities to their teaching certification. Not required of students with a Special Education major in the traditional program. The practicum student will be placed in a Learning Disabilities special education classroom for a minimum of 100 hours of field experience. Students will observe, tutor individual students, teach students in small and/or large group settings, and assist the teacher in appropriate learning experiences. This course requires observation, participation and actual teaching. Students are responsible for their own transportation. Prerequisite: Lock I admission with 2.75 GPA or teacher certification.

EDUC 4523 Practicum in Intellectual Disabilities

3 credits

This practicum is intended only for those students wishing to add Mental Retardation to their teaching certification. Not required of students with a Special Education major in the traditional program. The practicum student will be placed in

a classroom for the mentally retarded for a minimum of 100 hours of field experience. Students will observe, tutor individual students, teach students in small and/or large group settings, and assist the teacher in appropriate learning experiences. This course requires observation, participation and actual teaching. Students are responsible for their own transportation. Prerequisite: Lock I admission with 2.75 GPA or teacher certification.

EDUC 4627 Clinical Experience I

7 credits

An integrated course in observation, participation, conferencing, and actual teaching; class management and modern methods of teaching; and planning, instruction, supervised study, uses of standard tests, and individual instruction. Candidates are generally assigned to one of their pre-clinical experience supervising teachers. Students are responsible for their own transportation. Required of all education candidates in all programs. Prerequisite: Acceptance into Lock 1, GPA 2.75. EDUC 4502, completion of all coursework and Lock II Assessment criteria. The teacher candidate must provide evidence that the Praxis II content area tests have been passed before admission to Lock II. (Before state licensure can be obtained the teacher candidate must pass both the Principles of Learning and Teaching and the Praxis II: Subject Assessments exams). Co-requisite: EDUC 4637.

EDUC 4637 Clinical Experience II

7 credits

A continuation of EDUC 4628. Students are responsible for their own transportation. Required of all education candidates in all programs. Prerequisite: Acceptance into Lock 1, GPA 2.75. EDUC 4502, completion of all coursework and Lock II Assessment criteria. The teacher candidate must provide evidence that the Praxis II content area tests have been passed before admission to Lock II. (Before state licensure can be obtained the teacher candidate must pass both the Principles of Learning and Teaching and the Praxis II: Subject Assessments exams). Co-requisite: EDUC 4627.

EDUC 4903 Independent Study

Variable credit

Prerequisite: Acceptance into Lock 1, GPA 2.75.

EDUC 4993 Research in Education

3 credits

Prerequisite: Acceptance into Lock 1, GPA 2.75.

ENGLISH

ENGL 0100 English Foundations Workshop

0 credits

This no-cost, no-credit workshop provides supplemental instruction and educational resources for students who are concurrently enrolled in ENGL 1003. The workshop provides assistance with ENGL 1003 assignments as well as the essential skills needed to be successful in ENGL 1003. Students who do not earn a passing grade in ENGL 1003 must repeat ENGL 1003 concurrently with ENGL 0100 until a passing grade is earned. Note: Students who are admitted conditionally and/or those who score below the required minimum TOEFL score for admission to SWU must enroll in ENGL 0100 concurrently with their enrollment in ENGL 1003.

ENGL 1003 Freshman Composition I

3 credits

Emphasis on composition requiring a command of the language with respect to grammar and usage, unified paragraphs, and well-organized, persuasive essays. Effective reading and research reporting are also stressed. Some attention is given to skills needed for effective oral and written communication. Satisfactory performance on writing portfolio required to receive credit for course. Offered every semester. All traditional students must enroll in ENGL 1003 and must earn a minimum grade of C-. Withdrawal is not permitted from this course until after the last day to drop a course without record, but the withdrawal must be completed before the last day to drop a course. Students must first consult both their advisor and the instructor before withdrawing from this course.

ENGL 1013 Freshman Composition II

3 credits

Emphasis on refining and sharpening composition skills acquired in ENGL 1003. Introduction to literary analysis of short story, drama, film, and poetry. Oral presentations and research paper required. Offered every semester.

Prerequisites: ENGL 1003 or ENGL 1053 (AGS).

ENGL 1053 Writing for Adults

3 credits

Designed to provide the writing skills required for success in college and career. Research essay required.

ENGL 1151 Cornerstone English Seminar

1 credit

This seminar will introduce students to the English major, discussing the kinds of courses that are taught, the kinds of skill that are needed, and the kinds of outcomes students can expect. It will also introduce students to the research skills required of English majors. Students will spend time doing research in the library, writing bibliographic entries, writing précis and abstracts of articles, and finally developing a bibliography for a particular topic. Ideally, it will be taken in the second semester of the freshman year, but no later than the first semester of the sophomore year. Transfers into the major or transfers from other institutions should take it as soon as possible after they enter the major (assuming they are sophomores).

ENGL 2053 World Literature

3 credits

Marshall McLuhan referred to the world as a "global village," noting that advances in media and travel have made all corners of the world accessible to many of us. ENGL 2053 is designed to make students aware of world literature beginning with the Enlightenment in Europe and the Americas through Contemporary World Literature. Students will study representative works of folklore, mythology, classics, and Western and non-Western literature. Individual research projects and oral presentations should provide additional insight.

ENGL 2103 Speech Communication

3 credits

The fundamentals of speech, with emphasis on components of communication, critical thinking, and formal and informal presentations. Offered most semesters. Prerequisites: ENGL 1003 or ENGL 1053 (AGS).

ENGL 2113 Oral Interpretation

3 credits

An introduction to the principles of acting, pantomime, and oral interpretation of poetry and prose. Offered on demand.

Prerequisite: ENGL 1013 and writing competency.

ENGL 2123 Interpersonal Communication

3 credits

Designed to assist students in becoming ethically responsible interpersonal communicators who understand theoretical choices and who can design, express, interpret, and evaluate functional messages. Prerequisites: ENGL 1013 and writing competency.

ENGL 2203 Modern Christian Writers

3 credits

A critical study of nonfiction and/or fiction by selected major Christian writers. May include authors such as C. S. Lewis, J. R. R. Tolkien, G. K. Chesterton, Graham Greene, Alexander Solzhenitsyn, Walker Percy, Frederick Buechner, etc. Prerequisites: ENGL 1003 and ENGL 1053.

ENGL 2503 Poetry and Its Process

3 credits

Students will be introduced to the rhetorical strategies and composition approaches of poets; about two-thirds of the class will focus on students' reading poetry for its strategies and approaches, and about one-third on students' investigating the strategies and approaches of poetry through engaging in the students' own poetic process. Students will look at English-language poets, especially relatively contemporary poets. Prerequisite: EDUC 1013.

ENGL 2603 Fiction and Its Process

3 credits

Students will be introduced to the rhetorical strategies and composition approaches of writers of short fiction; about two-thirds of the class will focus on students' reading short fiction for its strategies and approaches, and about one-third on students' investigating the strategies and approaches of short fiction through engaging in the students' own writing process. Students will look at English-language writers, especially relatively contemporary writers. Prerequisite: ENGL 1013.

ENGL 2703 Non-Fiction Prose and Its Process

3 credits

Students will be introduced to the rhetorical strategies and composition approaches of writers of shorter non-fiction prose; about two-thirds of the class will focus on students' reading shorter non-fiction for its strategies and approaches, and about one-third on students' investigating the strategies and approaches of shorter non-fiction through engaging in the students' own writing process. Students will look at English-language writers, especially relatively contemporary writers. Prerequisite: ENGL 1013.

ENGL 3003 Adolescent Literature

3 credits

The opportunity for the interpretive and critical study of literature suitable for the middle school and high school student. Wide reading is required, including selections by minority and non-Western writers. Offered fall of odd years. Prerequisite: ENGL 2053 or permission of instructor.

ENGL 3013 American Literature to 1900

3 credits

A survey of American literature from the Colonial period to the present. Includes literature by women and minorities. Offered spring of even years. Prerequisite: ENGL 2053 or permission of the instructor.

ENGL 3023 Language Structure and Skills

3 credits

Examines the principle elements of English language structure, including but not limited to a thorough review of the fundamental elements of the sentence-parts of speech and patterns-and the foundational structure of the paragraph as a building block of coherence. Once a foundation is laid, subsequent lessons explore more complex structures and relationships with a view toward developing a personal writing style. Prerequisite: ENGL 1003 Freshman Composition I

ENGL 3033 Composition and Rhetoric

3 credits

Examines the principles and practices of composing and teaching composition. Includes an historical study of English language with attention to phonology, morphology, syntax, semantics, and practical aspects of language grammars. Serves as a practicum in composing and assessing processes, collaborative learning, writers' purposes, audience expectations, and language conventions. Prerequisite: ENGL 3153 Advanced Composition

ENGL 3043 Children's Literature

3 credits

A survey intended to provide prospective teachers with the 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)

ENGL 3053 British Literature

3 credits

A chronological survey of English literature emphasizing critical analysis of representative works of major authors with attention given to backgrounds and characteristics of respective literary periods. 3053 includes Anglo-Saxon times to the Romantic period; offered fall of even years. Offered spring of odd years. Prerequisite: ENGL 2053 or permission of the instructor.

ENGL 3063 British Literature

3 credits

A chronological survey of English literature emphasizing critical analysis of representative works of major authors with attention given to backgrounds and characteristics of respective literary periods. Offered fall of even years. 3063 includes the Romantic period into the Twentieth Century; offered spring of odd years. Prerequisite: ENGL 2053 or permission of the instructor.

ENGL 3083 British and American Literature, Modern and Postmodern

3 credits

Students will engage in a survey of British and American literature surrounding the two major wars of the twentieth century, with a focus on the advent of Modernism and Post-Modernism and the relationship of such movements of the historical forces of the twentieth century. Prerequisite: ENGL 2053 or permission of the instructor.

ENGL 3093 Contemporary Literature in English

3 credits

Students will engage in a survey of contemporary literature in English, including literature from countries other than England and the U.S., discussing the Post-Colonial literature from Britain's former colonies as well as the impact of literature on contemporary events and vice-versa. Prerequisite: ENGL 2053 or permission of the instructor.

ENGL 3103 Introduction to Principles/Strategies of Teaching English as a Second**Language**

3 credits

Introduction to the content and methodology required for teaching English to speakers of other languages. Course issues include identification and analysis of linguistic elements of other languages as they contrast with English, vocabulary, syntax, and culture. Practical methods and materials appropriate to varying levels of students will be developed. Prerequisites: ENGL 2053 and writing competency.

ENGL 3153 Advanced Composition

3 credits

An advanced study of prose types. Attention is given to modern rhetorical theory and to the creative process involved in writing, revising, and editing. Offered spring of even years. Prerequisites: ENGL 1013 and writing competency.

ENGL 3173 Professional Writing

3 credits

Professional Writing aims to prepare students to be effective writers in their professional careers. It helps students to develop workplace writing skills which will help them to understand to apply the rhetorical principles guiding and underlying workplace writing practices. This course will introduce students to the basic issues and elements of technical writing, including but not limited to defining and analyzing workplace-writing problems, writing various technical documents (such as memos, proposals, letters, reports), and developing basic electronic writing skills. Prerequisites: ENGL 1003 and ENGL 1013.

ENGL 3183 Creative Writing

3 credits

Supervised writing with each student undertaking projects according to interest. Attention is given to the composing process and to skills involved in revising and editing. Offered spring of odd years. Prerequisites: ENGL 1013 and writing competency.

ENGL 3193 Writing for the Media

3 credits

Emphasis on developing the skills of professional writers in all major areas of media, including the World Wide Web, broadcast, newspapers, magazines, advertising, and public relations. Covers AP style for print and broadcast.

ENGL 3203 The English Novel

3 credits

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

ENGL 3243 Reading/Writing for LEP Students

3 credits

This course surveys research on the mental processes and linguistic contexts involved in reading and in writing in a second language. Pedagogical implications for elementary, secondary and postsecondary learners are discussed.

ENGL 3263 Teach/Assessment English Language Learners

3 credits

system. We will explore both authentic assessment and standardized testing that is used with second language learners. The emphasis will be strategies for authentic assessment used in the classroom on a day -to-day basis.

ENGL 3303 American Novel

3 credits

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

ENGL 3353 The Contemporary Novel in English

3 credits

Students will study novels written in English in the twentieth century, including novels written outside the U. S. and the U. K., including novels ranging from the literary to the popular. Prerequisite: ENGL 2053 or permission of instructor.

ENGL 4003 Studies in English

Variable credit

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

ENGL 4153 Capstone English Seminar

3 credits

This seminar will introduce students to a variety of careers that English majors, both immediately following college and with additional training in a variety of graduate school programs. Students will be encouraged to examine career options, possibly with the help of interest inventories, look for internships, and plan courses with an eye to a future career. It will also discuss graduate school studies, the GRE, and graduate school applications. In addition, a requirement of the course will be the development of a research project of senior-level significance. It will ideally be taken in the first semester of the senior year, and must be taken before graduation. The major post-test, will be taken in this seminar. Prerequisite: Junior or Senior standing or permission of the Division Chair.

ENGL 4203 Modern Grammar and Linguistics

3 credits

Linguistic analysis, including principles of phonology, morphology, and syntax as related to traditional, structural, and transformational grammars. Other topics include the various purposes and varieties of language, as well as the processes associated with language acquisition and use. Offered fall of even years. Prerequisite: ENGL 1013.

ENGL 4303 Development of Modern English

3 credits

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

ENGL 4503 Shakespeare

3 credits

The main comedies, histories, and tragedies. Offered spring of even years.

ENGL 4553 Senior Issues, Practices, and Ethics in Communication

3 credits

Examination of current issues and practices in the field of communication, with emphasis on ethics. Major research/writing or presentation project required.

ENGL 4703 Literary Criticism

3 credits

Major approaches to literary criticism, in theory and practice, from Aristotle to the present. Offered fall of odd years. Prerequisite: 15 hours in ENGL or permission of instructor.

ENGL 4803 Senior Practicum

Variable credit

Open to seniors who show promise of professional development. Supervised training in a business or in a community service agency appropriate to the student's interests. Approval of students and of placement will be given by the coordinator of studies in English. Credit: up to seventeen semester hours. Prerequisite: competency in computer, math, oral communication, reading, and writing. P/NC

ENGL 4814 TESOL Practicum

Variable credit

Open to seniors pursuing a minor in TESOL. Supervised training in a school or community agency. Approval of students and of placement will be coordinated by the director of the TESOL program. Prerequisites: competency in computer, math, oral communication, reading, and writing. P/NC

ENGL 4903 Independent Study

Variable credit

This course provides opportunities for students to study topics which interest them but which are not available as courses in the program. Prerequisite: Senior standing and permission of the coordinator of English studies or the director of the TESOL program.

ENGL 4990 Research in English

3 credits

English majors in the Honors Program, or English majors who wish to complete an honors project, will use this course for completing their project. Prerequisite: membership in the Honors Program or approval of the English coordinator.

EXERCISE SCIENCE

EXSC 1003 Introduction to Exercise Science

3 credits

Study of the philosophical, historical, and contemporary issues of exercise science and health. Based on the concept of accepting self-responsibility, this course also gives students practical information regarding the development of strategies to make informed health decisions that will positively affect their well-being throughout their lives. This course will also begin the discussion of science and faith.

EXSC 1063 Science of Personal Training

3 credits

This course provides a broad introduction to the science and practice of personal training including the core components of exercise assessment and training, behavior modification, injury prevention, sound business practices and basic legal issues.

EXSC 2001 Practicum

1 credit

Developing a basic wellness program and spending forty (40) hours of practical experience as a personal trainer working with a university employee under the direction of the coordinator of studies for the Department of Exercise Science.

EXSC 3003 Motor Learning and Development

3 credits

A study of the principles of motor learning that affect acquisition and performance of skilled movement in sports and physical education and recreational activities.

EXSC 3053 Kinesiology and Exercise Biomechanics

3 credits

A study of the mechanical principles of human movement. Emphasis is placed on the role of the muscular and skeletal systems in human movement and the mechanical analysis of motor skills. Required prerequisite: MATH 1024; Recommended prerequisite: BIOL 3204.

EXSC 3064 Exercise Physiology

4 credits

A student of the body's physiological and biochemical responses or alterations in the human body as a result of exercise and physical stress. Emphasis is placed on the understanding of the functional changes that result from acute and chronic exercise and on the proper methods of obtaining optimal levels of performance. Prerequisites: BIOL 3204 and BIOL 3214. Includes laboratory.

EXSC 3104 Exercise Assessment/Testing and Prescription

4 credits

This course provides the student with the opportunity to acquire knowledge and skills necessary for assessing, interpreting, and designing health and activity programs for apparently healthy populations, with emphasis on developing competency in following ACSM guidelines for exercise testing and prescription. In addition, students will acquire leadership skills through development and presentation of exercise testing procedures and implementation of exercise prescriptions. Clinical stress testing and electrocardiography may be included. Prerequisite: Senior standing. Includes laboratory.

EXSC 4003 Organization and Administration of Exercise-Related Professions

3 credits

A study of basic management components used in the administration of programs in the exercise-related professions. This course focuses on a study of organizational and administrative theory, concepts, principles, and practices. Specific topics include development of an organization plan, decision-making, effective communication, personnel

administration, and facility and budgetary development/management. Emphasis is placed upon the role and application of effective organizational and administrative procedures in exercise science.

EXSC 4053 Legal Aspects of Exercise-Related Profession

3 credits

A study of the legal ramifications of exercise, physical education, and sport activities in contemporary society. Includes topics such as: study of negligence liability, product liability, risk management procedures, legal status of sports organizations, crowd control, security, tort law, constitutional law, contracts, sport labor relations, and other selected current issues.

EXSC 4103 Research and Statistics for Exercise Science

3 credits

An introduction to the process of research and its usefulness in the fields of exercise science, athletic training, physical education, and sport. This course covers reading, analyzing, and evaluating research articles. Scientific writing, formulating research hypotheses, measuring variables, appropriate research design, and performing basic statistical analyses using the statistical results to draw appropriate conclusions are included. An emphasis is placed on research and statistical techniques for the purpose of evaluating health-related and skill-related components of exercise science.

EXSC 4500 Exercise Science Internship

Variable (0-12 credits)

Directed professional field experience in exercise science for variable credit (0 to 12 credit hours, preferably in multiples of 3 hours; one credit hour = 40 contact hours). May be in one or more placements. May be repeated up to three times for credit. Designed to give the exercise science major practical work experience. Prerequisites: senior standing; students must apply one semester prior to the semester in which they wish to intern; approval by the department is required; a contract is required; and student must have a current CPR certification throughout the duration of each internship experience.

EXSC 4601 Exercise Science Senior Capstone Seminar

1 credit

A course for all exercise science majors in which students are asked to integrate and assess their skills, experience, and understanding. Prerequisite: Senior standing.

FORENSIC SCIENCE

FRSC 2103 Introduction to Forensic Science

3 credits

A broad coverage of criminalistics, including such topics as processing of physical and chemical evidence, identifying blood and other body fluids and recognizing stain patterns, identifying skeletal and odontological remains, and examining firearms, gun-powder residues, and tool marks.

FRSC 3101 Forensic Science Seminars

1 credit

These seminars provide more in-depth information on topics discussed in FRSC 2103 or covers topics not discussed in FRSC 2103. For graduation, a forensic science major must take three of these one-credit seminars that discuss different topics. Prerequisite: FRSC 2103. (If a student wishes to take more than three of these seminars toward graduation, approval by the division chair must be obtained.)

FRSC 3123 Fingerprint Analysis

3 credits

This course includes a basic, practical approach to fingerprint classification, identification, and filing systems for the beginning forensic scientist, fingerprint technician, police officer, or investigator. Prerequisite: FRSC 2103.

FRSC 4103 Forensic Computing

3 credits

Forensic computing is a study and practice of techniques for finding data that has been hidden from law enforcement, believed to be deleted from a computer system, or left behind as a result of not knowing how a computer processes information and instructions. Prerequisites: CPSC 3003, CPSC 3354, and CPSC 3633.

FRSC 4803 Forensic Science Internship

3 credits

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

FRSC 4993 Honors Research in Forensic Science

3 credits

Prerequisite: FRSC 2103.

HISTORY

HIST 1003 World Civilizations I

3 credits

An overview of the development of world civilizations from the ancient world to the seventeenth century, with attention given to political, military, intellectual, religious, social and cultural developments.

HIST 1013 World Civilizations II

3 credits

An overview of the development of world civilizations from the seventeenth century to the present, with attention given to political, military, intellectual, religious, social, and cultural developments.

HIST 1023 Western Civilization I

3 credits

An overview of the development of western civilizations from the ancient world to the seventeenth century, with attention given to political, military, intellectual, religious, social and cultural aspects of its history.

HIST 1033 Western Civilization II

3 credits

An overview of the development of western civilizations from the seventeenth century to the present, with attention given to political, military, intellectual, religious, social, and cultural aspects of its history.

HIST 1063 Survey of Western Civilization

3 credits

An overview of the development of human civilizations from the ancient world to the present, with attention given to social and cultural, as well as political and military history. (For Education majors and AGS students only.)

HIST 2003 American History I

3 credits

A study of the history of the American republic from 1492 to 1877; topics include discovery and exploration, the colonial period, the Revolutionary era, the early republic, sectional tensions, the Civil War era, and Reconstruction.

HIST 2013 American History II

3 credits

A study of the history of American republic from 1877 to the present; topics include westward expansion, the rise to economic and industrial preeminence, the Progressive Era, World War I, the Great Depression, World War II, the Cold War era, and the early twenty-first century.

HIST 2053 Survey of American History

3 credits

A survey of the United States from European discovery to the present, with attention given to social and cultural, as well as political and military history. (For Education majors only)

HIST 2103 American Religious History

3 credits

The development of religion in America from the Colonial period to the present. Attention to all branches of the Christian faith--Protestantism, Roman Catholicism, and Eastern Orthodoxy--and to non-Christian religions, as well as to variant groups. A special focus on the role of religion in American life.

HIST 2133 World Regional Geography

3 credits

A survey of the major regions of the world and how history has affected and been affected by their geography. Topics include, but are not limited to, the fundamental elements of the study of geography and the economic, political, and cultural development of these regions over time.

HIST 2153 Economic Geography

3 credits

Spatial analysis of economic activity over time, with an emphasis on regional economics and development. The study focuses on, but is not limited to, the interaction of earth's populations and how that interaction has been affected by economic development, resources, agriculture, industry, and the progress of technology.

HIST 2373 The Reformation

3 credits

A history of Europe in the sixteenth century, emphasizing the causes and results of the Reformation with particular attention given to the main personalities of this period.

HIST 2423 The Christian Historian

3 credits

An introduction to the discipline of history from a Christian perspective. Topics include a theology of history, factors influencing the idea of history, the purpose of the study of history, ethical considerations, and how the Christian should practice the discipline.

HIST 3003 History Seminar

3 credits

Involves research on topics of individual interest, with attention given to research methodologies and issues of historical interpretation. Prerequisites: HIST 1063, HIST 2053, junior or senior status.

HIST 3103 History of the South to Reconstruction

3 credits

The development of the American South from its origins to Reconstruction. Covers social, cultural, political, and military history, including the "Road to Disunion." Prerequisite: HIST 2003, HIST 2053, or enrollment as an AGS student.

HIST 3473 Historiography and Research Methods

3 credits

A study of the methods, philosophies, and literature underlying the practice of the discipline of history. Topics include the history of the discipline, the development of different schools of thought, research methods, and the issues currently being debated in the field. Prerequisite: HIST 1023 or HIST 1063.

HIST 3513 American Colonial History

3 credits

A study of the founding and development of the American colonies. Topics include the establishment and growth of the colonies, ideological elements involved in their founding, the role of the Christian faith, relations with Britain, and the French and Indian War. On demand. Prerequisite: HIST 2003 or HIST 2053.

HIST 3533 The American Revolution

3 credits

A study of the era of the American Revolution from 1763 to ratification of the Constitution. Topics include the causes of the Revolution, the events leading to war, the Revolutionary War, and the creation and ratification of the Constitution. On demand. Prerequisite: HIST 2003 or HIST 2053

HIST 3553 The United States Constitution

3 credits

A study of the Constitution and its interpretation. Topics include the British common-law system, the origins of the U. S. Constitution, the amendments, and the landmark cases involved in its interpretation. On demand. Prerequisite: HIST 2003 or HIST 2053.

HIST 3573 American Religious History

3 credits

The development of religion in America from the Colonial period to the present. Attention to all branches of the Christian faith--Protestantism, Roman Catholicism, and Eastern Orthodoxy--and to non-Christian religions, as well as to variant groups. A special focus on the role of religion in American life. Cross-listed as RELG 2103.

HIST 3593 The Early Republic

3 credits

A study of the United States from 1789 to 1848. Topics include political developments from the Washington through Polk administrations, economic trends, intellectual and religious currents, territorial expansion, the War of 1812, and the Mexican War. On demand. Prerequisite: HIST 2003 or HIST 2053.

HIST 3613 The Civil War Era

3 credits

A study of the era of the American Civil War. Topics include sectional tensions, the debates over slavery and states' rights, the coming of the war, the battles of the war, and Reconstruction. Prerequisite: HIST 2003 or HIST 2053.

HIST 3633 Ancient History

3 credits

A study of the history of the ancient world from the beginning of civilization to the fall of the Roman Empire. Topics include the early civilizations of the Middle East, ancient Egypt, Greece and the spread of Hellenism, and the rise and fall of the Roman Empire. On demand. Prerequisite: HIST 1023 or HIST 1063.

HIST 3653 Medieval History

3 credits

A study of the history of Europe from the fall of the Roman Empire to the eve of the Renaissance. Topics include the Dark Ages, Charlemagne, the Vikings, feudalism, the Norman Conquest, the Black Death, and the Crusades, and the Hundred Years' War. Prerequisite: HIST 1023 or HIST 1063.

HIST 3673 The Age of the Renaissance

3 credits

A study of the early modern period in Europe. Topics include the Italian Renaissance, the Northern Renaissance, the Reformation, the Scientific Revolution, and the development of the fundamental elements of the modern age. On demand. Prerequisite: HIST 1023 or HIST 1063.

HIST 4003 History of England and the British Empire

3 credits

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

HIST 4073 Ancient and Medieval History

3 credits

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

HIST 4113 The History of South Carolina

3 credits

A study of the development of South Carolina from colonial times to the present. On demand. Prerequisite: HIST 2003, HIST 2013, or HIST 2053.

HIST 4133 The Gilded Age and Progressive Era, 1877-1917

3 credits

A study of the Gilded Age and Progressive Era. Topics include Gilded Age politics, the rise of big business, industrialization, the New South, Populism, the Social Gospel, the Spanish-American War, and the Progressive Movement. On demand. Prerequisite: HIST 2013 or HIST 2053.

HIST 4153 America and the Global Crisis, 1917-1945

3 credits

A study of the period 1917-1945 in American history. Topics include the Wilson presidency, World War I, the decade of the 1920's, the Great Depression, Franklin Roosevelt's presidency, the New Deal, and World War II. Prerequisite: HIST 2013, HIST 2053, or enrollment as an AGS student.

HIST 4173 America Since 1945

3 credits

A study of the United States since 1945. Topics include the Cold War, postwar cultural and intellectual trends, Vietnam, the civil rights movement, the cultural shifts of the 1960s and 1970s, the rise of conservatism, and the U.S. in the twenty-first century. Prerequisite: HIST 2013, HIST 2053, or enrollment as an AGS student.

HIST 4193 Britain to 1688

3 credits

A study of Britain to 1688. Topics include Roman Britain, Anglo-Saxon England, the Norman kings, the development of the rights of Englishmen, the English Reformation, the Tudors, the Stuarts, the English Civil War, and the Glorious Revolution. Prerequisite: HIST 1023 or HIST 1063.

HIST 4213 Britain Since 1688

3 credits

A study of Britain since 1688. Topics include continued development of Parliamentary government, intellectual and cultural trends, the French Revolution, the American Revolution, the Victorian Era, colonialism, the world wars of the twentieth century, and the economic and political trends of the post-World War II period. On demand. Prerequisite: HIST 1033 or HIST 1063.

HIST 4223 Nineteenth Century Europe

3 credits

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

HIST 4233 Middle Eastern History

3 credits

A study of the history of the region from ancient times to the present day. Topics include early civilizations, Islam's origins and expansion, the Middle East's "golden age," religious and political fragmentation, the emergence of new power structures, and the rise of militancy in the twentieth century. Prerequisite: HIST 1023, HIST 1033, or HIST 1063.

HIST 4253 East Asian History

3 credits

A study of the history of the region from ancient times to the present. Topics include the ancient civilizations of China, Japan, Korea, India, and South East Asia, and their subsequent development up to the present day. On demand. Prerequisites: HIST 1023, HIST 1033, or HIST 1063.

HIST 4273 African History

3 credits

A study of the history of the continent from ancient times to the present. Topics include the ancient kingdoms and peoples, religious and cultural developments, religious and political fragmentation, the reemergence of national identities in the modern era, and developments in the twentieth and twenty-first centuries. On demand. Prerequisite: HIST 1023, HIST 1033, or HIST 1063.

HIST 4293 Latin American History

3 credits

A study of the region from pre-Columbian times to the present. Topics include the pre-Columbian kingdoms, colonization, nineteenth-century revolutions and independence, cultural and religious trends, and developments in the twentieth and twenty-first centuries. Prerequisite: HIST 1023, HIST 1033, or HIST 1063.

HIST 4353 Europe Since 1914

3 credits

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

HIST 4423 Global Issues in Historical Perspective

3 credits

A treatment of the interaction between the Western and non-Western world, with attention to cultural diffusion, nationalism, imperialism, and cross-cultural conflict. Prerequisite: HIST 1063.

HIST 4503 American Cultural History

3 credits

This course covers the events, trends, and fads that influenced American popular culture from 1900 to the present. Students will receive a working knowledge of everyday American history during this period; the goal is for them to become more culturally literate and more aware of popular culture's influence on everyday American life. Prerequisites: HIST 2013 or HIST 2053.

HIST 4703 History Capstone

3 credits

A course in which the student conducts research on a topic of individual interest and creates a major project conveying the results of that research, with attention given to research methodologies, issues of historical interpretation, ethical concerns, and the Christian perspective. Prerequisites: senior status.

HIST 4803 History Internship

3 credits

Students in history may be eligible for placement in an internship at a museum, archive, or historic site. Such students will receive supervised training in an appropriate setting.

HIST 4833 Special Topics

3 credits

An intensive study of selected aspects of American, European, or non-Western history. Prerequisites: HIST 2053 for topics in U.S. History, or HIST 1063 for topics in European or non-Western History.

HIST 4903 Independent Study

Variable credit

HIST 4993 Honors Research in History

3 credits

HONORS SEMINAR

HNRS 1551 Honors Personal Wholeness I

1 credit

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

HNRS 2011 Honors Introduction to Research

1 credit

An introduction to the process and mechanics of writing a research proposal. Selections of topic for honors project and first draft of honors project proposal. Attendance at student honors presentations is required.

HNRS 2323 Honors Foundations for Success

3 credits

This honors course provides a welcoming, supportive environment for students to learn to manage the responsibilities and challenges of college life, including higher-level learning, self-regulation, community-building strategies, spiritual growth, and life purpose. As members of a Christ-centered learning community, students will explore academic vocabulary, educational technology, critical thinking, information literacy, financial control, test-taking, problem-solving, time management, and university expectations and resources. All traditional students must enroll in SEMR 2323 or HNRS 2323. Withdrawal is not permitted until after the last day to drop without record, but a withdrawal from the course must be completed before the last day to drop a course. Students must first consult both their advisor and the instructor before withdrawing from this course.

HNRS 3551 Honors Personal Wholeness III

1 credit

An introduction to the elements of personal wholeness with special attention given to examination of the psychological, emotional and social aspects of personal wholeness. Students will utilize the Personal Wholeness Portfolio to document progress.

HNRS 4001 Honors Senior Seminar

1 credit

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

HNRS 4551 Honors Personal Wholeness IV

1 credit

An introduction to the elements of personal wholeness with special attention given to investigation of the spiritual dimension of personal wholeness and its implications for character, lifestyle, values, and social behavior. Students will utilize the Personal Wholeness Portfolio to document progress.

HNRS 4993 Honors Research

3 credits

INTERCULTURAL STUDIES

INCS 2023 Introduction to Intercultural Studies

3 credits

A study of goals, objectives, and strategies required for effective ministry across cultural and geographical boundaries. Attention to short-term missions, urban and cross-cultural ministries within North America, and intercultural communication.

INCS 3001 Special Topics in ICS

1 credit

This course is designed to acquaint students with recurring social, political, and religious issues that individuals encounter in cross-cultural settings. Special topics will be selected from current events and prominent issues that arise in the variety of disciplines represented in the ICS major.

INCS 3503 Local (USA) Internship

Variable Credit

The student will be involved in a significant cross-cultural experience under the supervision of a professional in the student's area of academic interest. Settings may be either overseas or among a minority ethnic group in North America. Direct exposure involving observation and practical service that relates to classroom instruction will be required. 1-4 week experience = 3 hours; 5-8 week experience = 6 hours; 9-14 week experience = 9 hours. Credit is variable 3 to 6 hours. Open to juniors and seniors. Prerequisites: RELG 3023 and one other Intercultural Studies (INCS) course. All internships must have ICS Program Coordinator approval.

INCS 3523 Regional (USA) Internship

Variable Credit

The student will be involved in a significant cross-cultural experience under the supervision of a professional in the student's area of academic interest. Settings may be either overseas or among a minority ethnic group in North America. Direct exposure involving observation and practical service that relates to classroom instruction will be required. 1-4 week experience = 3 hours; 5-8 week experience = 6 hours; 9-14 week experience = 9 hours. Credit is

variable 3 to 6 hours. Open to juniors and seniors. Prerequisites: RELG 3023 and one other Intercultural Studies (INCS) course. All internships must have ICS Program Coordinator approval.

INCS 3543 National (USA) Internship

Variable Credit

The student will be involved in a significant cross-cultural experience under the supervision of a professional in the student's area of academic interest. Settings may be either overseas or among a minority ethnic group in North America. Direct exposure involving observation and practical service that relates to classroom instruction will be required. 1-4 week experience = 3 hours; 5-8 week experience = 6 hours; 9-14 week experience = 9 hours. Credit is variable 3 to 6 hours. Open to juniors and seniors. Prerequisites: RELG 3023 and one other Intercultural Studies (INCS) course. All internships must have ICS Program Coordinator approval.

INCS 3563 Global (outside USA) Internship

Variable Credit

The student will be involved in a significant cross-cultural experience under the supervision of a professional in the student's area of academic interest. Settings may be either overseas or among a minority ethnic group in North America. Direct exposure involving observation and practical service that relates to classroom instruction will be required. 1-4 week experience = 3 hours; 5-8 week experience = 6 hours; 9-14 week experience = 9 hours. Credit is variable 3 to 6 hours. Open to juniors and seniors. Prerequisites: RELG 3023 and one other Intercultural Studies (INCS) course. All internships must have ICS Program Coordinator approval.

INCS 3589 Full Semester - in North America or Abroad

Variable Credit

The student will be involved in a significant cross-cultural experience under the supervision of a professional in the student's area of academic interest. Settings may be either overseas or among a minority ethnic group in North America. Direct exposure involving observation and practical service that relates to classroom instruction will be required. 1-4 week experience = 3 hours; 5-8 week experience = 6 hours; 9-14 week experience = 9 hours. Credit is variable 9 to 12 hours. Open to juniors and seniors. Prerequisites: RELG 3023 and one other Intercultural Studies (INCS) course. All internships must have ICS Program Coordinator approval.

INCS 3763 Urban Studies

3 credits

This course will examine urban life in a variety of historical and cultural contexts. Particular attention will be directed to the process of urbanization and to the political economy of the growth of cities; the impact of urbanization on rural cultures; race, class and ethnic relations in urban areas; and social use of urban space.

INTERDISCIPLINARY

INST 4003 Interdisciplinary Seminar

Variable credit

Any topic of interdisciplinary nature meeting the approval of the Academic Dean and/or Academic Council. Offered on sufficient demand.

INST 4013 London--International Experience

3 credits

An experiential study of relationships between Ancient, Classical, British, European, and American cultures. Designed to make students aware of cultures that differ from their own and to appreciate the roots of American culture.

MATH

MATH 0100 Math Foundations Workshop

0 credits

This no-cost, no-credit workshop provides supplemental instruction and educational resources for students who are concurrently enrolled in MATH 1053. The workshop provides assistance with MATH 1053 assignments as well as the essential skills needed to be successful in MATH 1053. Students who do not earn a passing grade in MATH 1053 must repeat MATH 1053 concurrently with MATH 0100 until a passing grade is earned. Note: Students who are admitted conditionally and/or those who score below the required minimum TOEFL score for admission to SWU must enroll in MATH 0100 concurrently with their enrollment in MATH 1053.

MATH 1003 Fundamentals of Mathematics

3 credits

Fundamentals of Math is an integrated approach to investigating pre-algebra and beginning algebra concepts and procedures that makes explicit the connection between arithmetic and algebra concepts simultaneously. This approach emphasizes the parallelism between the way operations are performed with numbers and with comparable algebraic expressions in order to strengthen understanding of both and enhance transfer of understanding of the related concepts. The course will use an on-line supplement to support and strengthen both skill building and tutorial opportunities. This course does not replace the general education MATH 1053 requirement.

MATH 1023 Algebra

3 credits

Functions, equations, inequalities, exponentials, logarithms, identities, circular functions, and other topics.

MATH 1024 Algebra and Trigonometry

4 credits

Functions, equations, inequalities, exponentials, logarithms, identities, circular functions, and other topics.

MATH 1033 Applied Calculus

3 credits

Concepts and applications of functions, graphing, differentiation and integration from an intuitive approach. Recommended prerequisite: MATH 1023 or MATH 1024.

MATH 1053 Quantitative Reasoning

3 credits

Quantitative Reasoning is a critical skill that is necessary not only in many different disciplines but also in daily life. This course is about using math in practical situations that are experienced daily. Examples include balancing a checkbook, calculating accrued interest, and understanding what a false positive for an MRI test implies. The mathematical concepts covered in the course include arithmetic, algebra, geometry, and statistics.

MATH 2153 Discrete Mathematics

3 credits

Topics in logic and proof, set theory, functions and matrices, algorithms and recursion, graph theory and trees, number theory, counting and probability, and finite differences, with application to the formulation and solution of real-world problems. Recommended prerequisite: MATH 1023 or MATH 1024.

MATH 2504 Calculus I

4 credits

Limit of a function; continuity; derivatives of algebraic, trigonometric, exponential, and logarithmic functions;

applications of derivatives to extremal problems, related rates problems, and curve sketching; Newton's method; antiderivatives. Recommended prerequisite: MATH 1023 or MATH 1024.

MATH 2514 Calculus II

4 credits

Definite and indefinite integrals; fundamental theorem of calculus; techniques of integration; applications of integration to problems involving area, volume, arc length, work, and average value; infinite sequences and series and tests for convergence and divergence; polar coordinates; parametric equations; plane and space vectors; lines and planes in space. Prerequisite: MATH 2504.

MATH 2903 Mathematical Studies

Variable credit

Any topic in mathematics meeting the approval of the division chair and dean of the College of Arts and Sciences. Hours of credit are to be determined. These courses may be directed or independent study or experimental courses for individuals or for a group of students.

MATH 3063 College Geometry

3 credits

Introduction to Euclidean and non-Euclidean geometry, based on an axiomatic treatment of Euclid's postulates. Spatial visualization and geometric modeling will be used to explore and analyze geometric shapes, structures, and their properties, including the application and use of symmetry, similarity, and congruence to analyze mathematical situations. Recommended prerequisite: MATH 1023 or MATH 1024.

MATH 3524 Calculus III

4 credits

Vector functions and functions of two or more variables; partial derivatives; quadric surfaces; multiple integration and its applications to surface area, volume, and problems in physics and engineering; vector calculus, including Green's theorem, curl and divergence, surface integrals, and Gauss' and Stokes' theorems. Prerequisite: MATH 2514.

MATH 3533 Differential Equations

3 credits

Introduction to solving ordinary differential equations using methods such as separation of variables, exactness, integrating factors, constant coefficients, variation of parameters, and Laplace transforms. Emphasizes the derivation and solution of differential equations motivated by real-world problems. Prerequisite: MATH 3524.

MATH 4003 Linear Algebra

3 credits

Introduction to the algebra of matrices, vector spaces, polynomials, and linear transformations. Includes analysis of patterns, relations, and functions of one and two variables; systems of linear equations; matrix operations involving additions, multiplication and inverses; and determinants. Prerequisite: MATH 2504.

MATH 4013 Mathematical Studies

Variable credit

Study of any topic in mathematics meeting the approval of the division chair and the dean of the College of Arts and Sciences. Courses number 4011-4019 are directed study by individuals; those numbered 4101-4119 are experimental courses not described above. Offered on sufficient demand. Graded P/NC.

MATH 4303 Historical, Philosophical and Ethical Development of Mathematics

3 credits

Development of mathematics from earliest systems to modern times. Consideration will be given to how mathematics and the personalities responsible for its development were shaped by historical, cultural, philosophical and ethical

forces. Students will be challenged to establish a Christian perspective of mathematics and mathematical development. Prerequisite: Junior or Senior standing.

MATH 4403 Abstract Algebra

3 credits

Introduction to the fundamental structures of modern abstract algebra (groups, rings, and fields). Emphasizes analysis of patterns, relations and functions of one and two variables; application of the major concepts of abstract algebra to justify algebraic operations and formally analyze algebraic structures; and use of mathematical models to represent and understand quantitative relationships. Prerequisite: MATH 2153.

MATH 4423 Probability Theory

3 credits

Combinatorics, probability spaces, conditional probability, independence, Bayes' formula, discrete and continuous random variables, mean value and variance, Law of Large Numbers, Central Limit Theorem. Prerequisite: MATH 2514.

MATH 4553 Advanced Calculus I

3 credits

A rigorous treatment of the real number system, sequences and series, limits, continuity, differentiation, and the Riemann integral. Prerequisite: MATH 3524.

MATH 4563 Advanced Calculus II

3 credits

A continuation of the rigorous treatment of calculus, including sequences and series of functions, uniform convergence and continuity, the Riemann integral, and the Fundamental Theorem of Calculus. Prerequisite: MATH 4553.

MATH 4803 Math Senior Internship

Variable credit

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

MATH 4903 Independent Study

Variable credit

MATH 4993 Honors Research in Math

3 credits

MANAGEMENT

MGMT 2013 Principles of Management

3 credits

Emphasis on the theories and principles of organization and the decision-making processes of management. Prerequisite: Minimum of 30 hours of coursework completed.

MGMT 2123 Career Management

3 credits

The objectives of this class are to understand business career paths and to gain a competitive advantage in the global workplace by developing lifelong career-management skills. These strategic and tactical career management skills include identifying God's purpose for your life and your career preferences, making informed career decisions, completing and executing a career development and action-planning process, developing networking relationships,

creating customized self-marketing tools, and mastering interviewing requirements. The capstone will be to understand how to develop a successful personal brand as well as identify and practice successful work-performance competencies. An important aspect of this class will include a significant focus on the way in which work matters to God and the connection to one's work and what God wants done in the world.

MGMT 2403 Purpose Driven Entrepreneurship

3 credits

An introduction to the key factors that drive entrepreneurial activity both within existing organizations and in new ventures from a distinctively Christian perspective. This purpose-based focus embraces the belief that every entrepreneur has a God-given calling in this life; a life they can pursue with an emphasis on the development of products and services that attempt to solve problems and address needs that have a humanitarian focus (social responsibility) or reflect a strong commitment to responsible stewardship. (e.g. For-Profit, Non-Profit, Services, Government, Finance, Retail). Prerequisite: Minimum of 30 hours of coursework completed.

MGMT 3103 Introduction to Project Management

3 credits

This course will focus on strategies and tools useful in management of business projects. Tools to be introduced include work breakdown structure, network representation, PERT/CPM models and analysis, Gantt charts, time and cost models, PM software, and probabilistic analysis. Strategy considerations covered will include dealing with uncertainty, resource constraints, milestone management, and project portfolio and knowledge management. Recommended Prerequisite: MATH 1053 and a minimum of 30 hours of coursework completed.

MGMT 3123 Consumer Behavior

3 credits

This course is an examination of the basic concepts and research results from Marketing and the Social Sciences with the goal of enabling marketers to better understand customers and meet their needs. The decision making processes of consumers, factors affecting purchasing decisions, and customer satisfaction are major conceptual areas of the course. Implications for marketing strategies (e.g., market segmentation and product design and promotion) are discussed. Prerequisite: MGMT 2013 and ECON 2053.

MGMT 3153 Supply Chain Management

3 credits

This course covers the basic concepts and techniques of operations and inventory management. Various measures of operational performance such as throughput, cycle time, work-in-process, customer service, variability, and quality will be examined. These tools will provide a framework for evaluating and improving operations. Prerequisite: MGMT 2013; Recommended Prerequisite: MATH 1053.

MGMT 3163 Strategic Sourcing and Procurement Management

3 credits

This course will focus on the important topic of strategic sourcing and purchasing management. Topics covered will include: make versus buy decisions, global sourcing, supplier selection, supplier relations, supplier performance evaluation, strategic cost and risk management, negotiation, and concurrent engineering. Recommended Prerequisite: MGMT 2013

MGMT 3173 Logistics

3 credits

Logistics refers to the planning, implementation, and control of the efficient forward and reverse flow and storage of goods, services, and information between the point of origin and point of consumption in order to meet consumer demand. Primary topics include the management of facilities, warehousing, transportation, and management and design of integrated logistics networks. Other topics with ancillary coverage include technology in logistics, third-party logistics, international logistics, and revenue management. Prerequisite: MGMT 2013, Recommended Prerequisite: MATH 1053

MGMT 3203 Business Law

3 credits

Emphasis upon the legal environment of business. Includes an overview of the court system, criminal law, governmental agencies and regulations, torts and contracts. Prerequisite: Minimum of 30 hours of coursework completed.

MGMT 3223 Employment Practices

3 credits

A study of the practice and function of the traditional human resources areas of recruitment, interviewing, orientation, and internal staffing. Students examine human resources' responsibility for ensuring that employee practices meet the organization's long-term strategic plans for staffing requirements. Also addressed are issues related to compliance with state and federal employment laws and regulations. Prerequisite: Minimum of 30 hours of coursework completed.

MGMT 3263 Employee Development

3 credits

Examines the philosophy and critical organizational practices required for building and sustaining an organizational culture supportive of a learning environment. Students will explore needs analysis, instructional design, strategic training, educational-technology evaluation methodologies and career-management issues. Prerequisite: Minimum of 30 hours of coursework completed.

MGMT 3283 Employee and Labor Relations

3 credits

Provides human resources professionals with information on the laws and regulations that affect labor and employee relations, discipline, discharge, and grievance/dispute resolution. Prerequisite: Minimum of 30 hours of coursework completed.

MGMT 3343 Human Resources Management

3 credits

Principles and current practices in handling personnel as individuals and as groups, with emphasis upon the roles of operating supervisors, executives, and the union in dealing with such problems as selection, placement, training, wage and salary administration, promotion, transfer, fringe benefits, employee services, and management-labor relations. Prerequisite: Minimum of 30 hours of coursework completed.

MGMT 3353 Organizational Behavior

3 credits

Organizational theory and application. The managerial functions of planning, controlling, directing, and motivating are explored in the contexts of both individual and group behavior. Prerequisite: Minimum of 30 hours of coursework completed.

MGMT 3373 Small Business Management

3 credits

The course provides basic principles necessary to establish, maintain and grow a small business guided by Christian principles such as an ethic of caring and an ongoing dedication and commitment to operating within a moral framework. Additionally, all aspects of the business are presented from an owner mentality of passion for the work, risk acceptance and dedication to the endeavor. Topics include product and service markets, sources of small business assistance (e.g. S.B.A., state & local agencies), financing needs and sources (e.g. venture capital and insured loans) as well as such operational issues of customer service, leadership and strategic planning. Prerequisite: MGMT 2013

MGMT 3393 Compensation Management

3 credits

Introduction to organizational approaches to compensation, including base pay, incentive pay, and benefits that assist

the organization in attracting, retaining, and motivating employees. Students will examine compensation-plan objectives, plan-design considerations, the link between pay and performance, legal requirements and constraints on pay programs, and the interplay between financial, communication, and administrative concerns. Prerequisite: Minimum of 30 hours of coursework completed.

MGMT 3413 Organizational Behavior

3 credits

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

MGMT 3503 Principles of Marketing

3 credits

The forces operating, institutions employed, and methods followed in distribution of goods and services from the social and economic viewpoint. Prerequisite: ECON 2053.

MGMT 3613 Managerial Finance I

3 credits

This course is designed to provide a basic understanding of the principles involved in the management of funds in a business and their application to financial decision-making. The emphasis of the course will be on the corporate form of business. Prerequisites: ACCT 2003 and ACCT 2013.

MGMT 3623 Managerial Finance II

3 credits

A continuation of MGMT 3613. The course focuses on the impact that alternate decisions have on the price of a firm's common stock. It discusses the financial environment, working capital, financial statements, capital budgeting, financial planning, long-term financing, and international financial management. Prerequisite: MGMT 3613.

MGMT 4203 International Management

3 credits

This course provides a broad perspective on concepts and issues related to international management. The international environmental, cultural and organizational contexts are examined. Strategies and options for developing international and global organizations are emphasized. Prerequisite: MGMT 2013 and ECON 2603.

MGMT 4253 Management Ethics

3 credits

A study of the representative ethical theories as they relate to contemporary issues in management. Emphasis on the relationship of values to various ethical perspectives. Emphasizing a Christian world view. Analysis of specific management and business cases from an ethical perspective. Prerequisite: MGMT 2013.

MGMT 4303 Production and Operations Management

3 credits

Analysis of the production function as the planning, organizing, directing and controlling of activities and resources necessary to produce products and services. Includes managerial problems in the areas of plant design and location, production standards, operations planning and control, material handling and inventory control. Prerequisites: Any statistics course and MGMT 2013.

MGMT 4403 Strategic Management

3 credits

The functional areas of marketing, finance, production and human resource management integrated into the effective formulation of organizational strategy and policy. The case study method is used. Prerequisites: MGMT 2013, MGMT 3503, MGMT 3613, and senior standing. MGMT 3613 recommended.

MGMT 4511 (ACCT 4511) Senior Business Seminar

1 credit

Emphasis on research skills and oral communication in a formal setting. A literature review and its oral presentation are required of all students. Special seminar speakers may be invited or topics may be discussed. Prerequisite: Senior standing (min. 90 hours complete in program).

MGMT 4803 Management Internship

Variable credit

An experiential-work experience to provide professional management development for junior and senior-level students. Involves placement in business for supervised training in management (with or without pay). Prerequisite: competency in computer, math, oral communication, reading and writing. (The course is graded.)

MGMT 4893 Management Seminar

3 credits

This is a capstone course focused on analyzing and synthesizing concepts from previous courses throughout the undergraduate business degree program while also strengthening the student's knowledge of key management concepts. A primary goal is to help students see business and management themes, principles, and concepts at work in real life, rather than viewing these ideas as merely theoretical. The course is focused on critical thinking, application, and innovation. Prerequisite: Completion of all core business courses.

MGMT 4903 Independent Study

Variable credit

MILITARY SCIENCE – ARMY ROTC

ML 101C Leadership Fundamentals I

2 credits

The study of leadership focused at the individual level. Students will learn effective communicating skills, ethical decision-making, small group management and mental and physical conditioning. Skills will be applied in a variety of challenging training events during Leadership Laboratory to include rappelling, water survival, land navigation and team athletics. 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 102C Leadership Fundamentals II

2 credits

Continued study of leadership focused at the individual and team level. Topics include problem-solving, critical thinking, leadership styles and group cohesion. Leadership laboratory training will include small unit tactics and weapon firing. 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 201C Leadership Development I

2 credits

The study of leadership focused at the team level. Students will develop leadership skills through public speaking, managing small groups, and mentoring first year students. Skills will be applied in a variety of challenging training events during Leadership Laboratory to include rappelling, water survival, land navigation and team athletics. 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 202C Leadership Development II

2 credits

Continued study of leadership focused at the team and small group level. Focuses on moral leadership, officership and the Army as a profession. Leadership laboratory training includes small unit tactics, airmobile operations, and weapons firing. Students will lead teams throughout the semester. 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 211C Cadet Field Leadership Training 1-6

Variable credit

An eight-week program of instruction conducted by the United States Military Academy to develop the leadership skills of sophomore students. Seven weeks of the course are held at West Point, with one week at Fort Knox, Kentucky for Mounted Maneuver Training. 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 301C Advanced Leadership I

3 credits

The study of leadership focused on decision-making, planning, communicating and executing. Addresses motivational techniques, the role of a leader, and performance assessment. Provides students with leadership management tools and methodology. Students are responsible for training, developing, and mentoring Basic Course students. Students will apply learned techniques in Leadership Laboratory. Prerequisite: ML 202C or ML 210C. 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 302C Advanced Leadership II

3 credits

Continuation of leadership study focusing on collective skills training, tactics, and small group instruction. This course synthesizes various components of training, leadership, and team building learned during the Basic Course and ML 301C and is the final step in the student's progression prior to the National Advanced Leadership Camp. Prerequisite: ML 301C. 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 401C Organizational Leadership I

3 credits

Culmination of leadership study in preparation for commissioning as an Army officer. Students will continue exercising leadership and management skills as the senior cadet leaders. Leadership instruction will focus on coordinating activities with staffs, communicating effectively, counseling, and mentoring subordinates, training management and ethics. Prerequisite: ML 302C. 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 402C Organizational Leadership II

3 credits

Continuation of ML 401C. Focuses on the continued study of moral, ethical and legal issues faced by leaders. Includes instruction in administrative and logistical management. Requires students to individually and collectively apply their knowledge to solve problems and improve the organization. Prerequisite: ML 401C. 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.

MUSIC

MUSC 124L Diction Lab

0 credit

A one-hour lab required of all music majors studying voice. Mastery of the International Phonetic Alphabet is basis for transcription and learning the rules for pronunciation of texts in Italian, English, French, and German for singers. Every voice major is required to enroll in four semesters of diction lab corresponding to each of the four different foreign languages under study. (Part of Private Voice Study)

MUSC 125L Recital Hour

0 credit

Required of all music majors and minors taking instrumental, piano, or vocal applied instruction. The recital hour will consist of weekly performances given by students with attention to correction of specific problems. Opportunities will also be given for students to assess performances in both combined and area-specific venues.

MUSC 151L Chamber Singers

0 credit

This ensemble 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. Prerequisite: Current enrollment in MUSC 1511 and qualifying audition.

MUSC 1002 Fundamentals of Music

2 credits

An introduction to music reading including notes, keys, scales, intervals, rhythms, basic ear training, and keyboard skills. For students who want basic music theory and music majors who do not meet entering standards for MUSC 1013. For further information, see the Department of Music Handbook & Policy Manual.

MUSC 1013 Freshman Theory I

3 credits

Review of fundamentals as listed in MUSC 1002 with additional studies in elementary part-writing, cadences, inversions, and simple melodic composition. Basic keyboard skills are developed through a study of scales, chords, and cadences. Prerequisite: MUSC 1002, passed Music Theory Placement Test, or appropriate AP Music Theory score.

MUSC 1023 Freshman Theory II

3 credits

Continued development of skills begun in MUSC 1013 and study of secondary triads, dominant seventh chords, and common harmonic progressions, analysis of standard literature, and keyboard practice of simple chord progressions in correct inversions. Prerequisite: MUSC 1013 or passed Challenge Exam.

MUSC 1061 Freshman Aural Fundamentals I

1 credit

An introduction to sight-singing through basic melodic and rhythmic dictation and solfege. Computer programs are used to help develop visual and aural skills. Rhythmic acuity gained in course is strengthened through conducting, computer exercises, and other physical exercises.

MUSC 1071 Freshman Aural Fundamentals II

1 credit

Continues foundational development of sight-singing through basic melodic and rhythmic dictation and solfege. Computer programs are used to help develop visual and aural skills. Rhythmic acuity gained in MUSC 1061 is strengthened through conducting, computer exercises, and other physical exercises. Prerequisite: MUSC 1061

MUSC 1110 Freshman Piano I

Variable credit

Individualized approach to piano study. Emphasis placed on proper positioning of total playing mechanism, rhythmic order, correct voicing, tonal production, and good practice habits. Technical studies and representative literature, such as early Baroque works, sonatinas, and character pieces are studied. Prerequisite: Qualifying audition or passed jury.

MUSC 1120 Freshman Piano II

Variable credit

Individualized approach to piano study. Emphasis placed on proper positioning of total playing mechanism, rhythmic order, correct voicing, tonal production, and good practice habits. Technical studies and representative literature introduced in MUSC 1110 will be refined along with the introduction of subsequent material for study. Prerequisite: Passed jury for MUSC 1110.

MUSC 1130 Freshman Organ I

Variable credit

Individualized approach to organ study with method books such as Gleason, Peeters, or Dickinson, and Bach, Eight Little Preludes and Fugues. An introduction to hymn study and registration. Prerequisite: Qualifying audition or passed jury.

MUSC 1140 Freshman Organ II

Variable credit

Continued study in method books such as Gleason, Peeters, Dickinson, and Bach, Eight Little Preludes and Fugues. An extension of previous hymn study and registration. Prerequisite: Passed jury for MUSC 1130 .

MUSC 1150 Freshman Voice I

Variable credit

Vocal technique, open tone, pure vowel production, Italian and English diction, artistic interpretation, and performance of English and Italian literature in seminar, student recital, and semester jury. Prerequisite: Qualifying audition or passed jury.

MUSC 1160 Freshman Voice II

Variable credit

Added technical studies in range extension, vocal flexibility and German literature. 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. Prerequisites: Passed jury for MUSC 1150.

MUSC 1171 Class Voice Instruction

Variable credit

Structured for beginning-level non-vocal majors and ministerial students who want studies in basics of vocal

production and singing. Instruction in small-class format has the same emphasis as MUSC 1630 and consists of one full hour of instruction per week.

MUSC 1221 Class Guitar

1 credit

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

MUSC 1311 Chamber Strings

1 credit

A small string ensemble that rehearses and performs standard literature for its respective instrumentation. Does not meet large ensemble requirement for music majors. Music majors and non-majors may participate.

MUSC 1321 Chamber Winds

1 credit

A small wind (brass and/or woodwind) ensemble that rehearses and performs standard literature for its respective instrumentation. Does not meet large ensemble requirement for music majors. Music majors and non-majors may participate.

MUSC 1331 Chamber Percussion

1 credit

A small percussion ensemble that rehearses and performs standard literature for its respective instrumentation. Does not meet large ensemble requirement for music majors. Music majors and non-majors may participate.

MUSC 1341 Chamber Vocal Ensemble

1 credit

A small vocal ensemble that rehearses and performs standard literature for its respective voicing. Does not meet large ensemble requirement for music majors. Music majors and non-majors may participate.

MUSC 1411 Class Piano Level I

1 credit

A lab course in piano designed to provide elementary-level students with fundamental skills in note-reading, technical studies, and theoretical concepts.

MUSC 1421 Class Piano Level II

1 credit

A lab course in piano designed to provide elementary-level study begun in MUSC 1411 . Prerequisite: MUSC 1411 or qualifying audition.

MUSC 1431 Class Piano Level III

1 credit

A lab course in piano designed to provide intermediate-level students with fundamental skills in note-reading, technical studies, and theoretical concepts. Students are also prepared for the keyboard proficiency examination. Intermediate level literature and hymns are included. Prerequisite: MUSC 1421 or qualifying audition.

MUSC 1441 Class Piano Level IV

1 credit

A lab course in piano designed to resume study carried out in MUSC 1431. Students are also prepared for the keyboard proficiency examination. Prerequisite: MUSC 1431 or qualifying audition.

MUSC 1451 Class Piano Level V

1 credit

A lab course in piano designed to resume study carried out in MUSC 1441. Students continue to prepare for the keyboard proficiency examination. Appropriate levels of literature and hymns are also included. Prerequisite: MUSC 1441 or qualifying audition.

MUSC 1511 Concert Choir

1 credit

Selected from the entire student body by audition. The choir performs a variety of choral literature representing all musical periods. The choir represents the university through tours, concerts on campus, in churches, schools, and before civic and professional organizations. Generally, participants are expected to have prior choral experience and the ability to read music. This course will include opportunities for small ensemble experiences. Meets ensemble requirement for music majors. Prerequisite: Qualifying audition.

MUSC 1512 Concert Choir/Aesthetics Option

2 credits

Students participating in the concert choir as well as pursuing the aesthetics option register for this course during the spring semester. Students doing so must have been in concert choir the previous fall semester. The aesthetics portion meets separately for one class period per week (TBA) to study aspects of fine arts in addition to music. The grade for the class is one half choir class and one half aesthetics class.

MUSC 1521 Wind Ensemble

1 credit

Open to students with band experience. The band will perform classic concert band literature and traditional and contemporary hymn settings, and be a visible outreach of the university through performance on and off campus. Students will rehearse two times a week for an hour and a half, with extra sectional rehearsals scheduled as necessary. Meets ensemble requirement for music majors. Prerequisite: Qualifying audition.

MUSC 1522 Wind Ensemble/Aesthetics Option

2 credits

Students participating in the wind ensemble as well as pursuing the aesthetics option register for this course during the spring semester. Students doing so must have been in wind ensemble the previous fall semester. The aesthetics portion meets separately for one class period per week (TBA) to study aspects of fine arts in addition to music. The grade for the class is one half wind ensemble and one half aesthetics class.

MUSC 1531 Jazz Ensemble

1 credit

Expands students' musical repertoire through practical, real-world experience in the field of jazz and popular music. Emphasis on the commercial aspects of jazz performance, including improvisation, combo work and basic arranging/adaptation skills necessary in the secondary-school classroom or on the professional stage. Open to all students upon an informal audition or recommendation of the instrumental director. Prerequisite: Qualifying audition.

MUSC 1532 Jazz Ensemble/Aesthetics Option

2 credits

Students participating in the jazz ensemble as well as pursuing the aesthetics option register for this course during the spring semester. Students doing so must have been in jazz ensemble the previous fall semester. The aesthetics portion meets separately for one class period per week (TBA) to study aspects of fine arts in addition to music. The grade for the class is one half jazz ensemble and one half aesthetics class.

MUSC 1610 Freshman Woodwinds I

Variable credit

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

MUSC 1620 Freshman Woodwinds II

Variable credit

A sequel to MUSC 1610 where there is further emphasis on proper fundamentals of performance. Additional scales, technical studies and representative literature are studied. Prerequisite: Passed jury for MUSC 1610 .

MUSC 1630 Non-Major Applied Voice

Variable credit

Designed for the student whose level of vocal ability does not meet entering standards for MUSC 1150 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. This level may not count toward graduation for the voice major.

MUSC 1640 Non-Major Applied Piano

Variable credit

Private piano studies designed for music majors wishing to receive piano proficiency level and for non-music majors whose level of ability does not permit them to enter MUSC 1110 but whose potential merits a private lesson. No required performance on a recital or jury unless requested by instructor. These levels may not count toward graduation for the piano major.

MUSC 1650 Non-Major Applied Organ

Variable credit

Private study for music or non-music majors whose level of ability does not permit them to enter MUSC 1130 . 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 1660 Non-Major Applied Woodwinds

Variable credit

Private study for music or non-music majors whose level of ability does not permit them to enter MUSC 1610 . No performance on recitals or jury unless requested by instructor. This level may not count toward graduation for the woodwinds major.

MUSC 1670 Non-Major Applied Brass

Variable credit

Private study for music or non-music majors whose level of ability does not permit them to enter MUSC 1710 . No performance on recitals or jury unless requested by instructor. This level may not count toward graduation for the brass major.

MUSC 1680 Non-Major Applied Percussion

Variable credit

Private study for music or non-music majors whose level of ability does not permit them to enter MUSC 1810 . No performance on recitals or jury unless requested by instructor. This level may not count toward graduation for the percussion major.

MUSC 1690 Non-Major Applied Strings

Variable credit

Private study for music or non-music majors whose level of ability does not permit them to enter MUSC 1910 . No

performance on recitals or jury unless requested by instructor. This level may not count toward graduation for the strings major.

MUSC 1710 Freshman Brass I

Variable credit

Emphasis on proper fundamentals of performance. Scales, technical studies and representative literature are studied.

Prerequisite: Qualifying audition or passed jury.

MUSC 1720 Freshman Brass II

Variable credit

Emphasis on proper fundamentals of performance. Scales, more advanced technical studies and representative literature are studied. Prerequisite: Passed jury for MUSC 1710.

MUSC 1810 Freshman Percussion I

Variable credit

Emphasis on proper fundamentals of performance. Scales, technical studies and representative literature are studied.

Prerequisite: Qualified audition or passed jury.

MUSC 1820 Freshman Percussion II

Variable credit

Emphasis on proper fundamentals of performance. Scales, more advanced technical studies and representative literature are studied. Prerequisite: Passed jury for MUSC 1810 .

MUSC 1910 Freshman Strings I

Variable credit

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

MUSC 1920 Freshman Strings II

Variable credit

Emphasis on proper fundamentals of performance. Scales and/or rudiments, more advanced technical studies and representative literature are studied. Prerequisite: Passed jury for MUSC 1910 .

MUSC 2000 Studies in Music

Variable credit

Any topic in music meeting the approval of the Division Chair and the Dean of Arts and Sciences.

MUSC 2013 Sophomore Theory I

3 credits

An introduction to chromatic harmony using modulations, secondary dominants, secondary leading tones, uncommon chord progressions, and borrowed chords. Practical application through part-writing, analysis, and keyboard skills.

Prerequisite: MUSC 1023 or transfer equivalent.

MUSC 2023 Sophomore Theory II

3 credits

A continuation of MUSC 2013. Advanced chromatic harmony including augmented and Neapolitan sixth chords and superstructure chords. Continued development of keyboard, part-writing, and analytical skills. Prerequisite: MUSC 2013 or transfer equivalent.

MUSC 2061 Sophomore Aural Fundamentals I

1 credit

A continuation of MUSC 1071 with emphasis on more complex melodic, harmonic, and rhythmic materials in dictation, including modulations, mixed meters, regular and irregular rhythmic subdivisions. Computer programs are used to help develop visual and aural skills. Advanced-level rhythmic acuity is also developed through conducting, computer exercises, and other physical exercises. Prerequisites: MUSC 1071 or transfer equivalent.

MUSC 2071 Sophomore Aural Fundamentals II

1 credit

A continuation of MUSC 2061 with emphasis on advanced-level 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. Advanced-level rhythmic acuity is also developed through conducting, computer exercises, and other physical exercises. Prerequisites: MUSC 2061 or transfer equivalent.

MUSC 2110 Sophomore Piano I

Variable credit

Continuation of holistic approach to piano playing and technical studies in scales and arpeggios. Literature such as Bach two- and three-part inventions, classical sonatas, and Romantic character pieces are studied. Prerequisites: passed jury for MUSC 1120 .

MUSC 2120 Sophomore Piano II

Variable credit

Studies resume on the holistic approach to piano playing and technical studies in scales and arpeggios. Further study takes place in literature such as Bach two- and three-part inventions, classical sonatas, and Romantic character pieces. Prerequisite: Passed jury for MUSC 2110 .

MUSC 2130 Sophomore Organ I

Variable credit

Continuation of MUSC 1130 and MUSC 1140 . Beginning chorale preludes from the liturgical year. Moderately difficult movements from organ sonatas of Mendelssohn and Guilmant. Suitable literature from all periods. Prerequisite: Passed jury for MUSC 1140.

MUSC 2140 Sophomore Organ II

Variable credit

Continuation of MUSC 2130 . Additional chorale preludes from the liturgical year are studied. Studies resume with organ sonatas of Mendelssohn and Guilmant. Suitable literature from all periods. Prerequisite: Passed jury for MUSC 2130.

MUSC 2150 Sophomore Voice I

Variable credit

Continuation of studies begun in MUSC 1150 and MUSC 1160 . Introduction to arias from church music literature. Prerequisite: Passed jury for MUSC 1160 .

MUSC 2160 Sophomore Voice II

Variable credit

Emphasizes study of art songs, intermediate opera and church cantata literature. Prerequisite: Passed jury for MUSC 2150 .

MUSC 2211 String Methods

1 credit

An introduction to the instruments of the string family. Instruction given in playing as well as methods of teaching these instruments. (Offered fall of even years.) Prerequisite: MUSC 1023

MUSC 2241 Woodwinds Methods

1 credit

An introduction to the woodwind instruments. Instruction is given in playing as well as methods of teaching these instruments. (Offered fall of odd years.) Prerequisite: MUSC 1023

MUSC 2251 Brass Methods

1 credit

An introduction to the instruments of the brass family. Instruction is given in playing as well as the methods of teaching these instruments. (Offered spring of odd years.) Prerequisite: MUSC 1023

MUSC 2261 Percussion Methods

1 credit

An introduction to the instruments of the percussion family. Instruction is given in playing as well as the methods of teaching these instruments. (Offered spring of odd years.) Prerequisite: MUSC 1023

MUSC 2610 Sophomore Woodwinds I

Variable credit

Sophomore-level technical studies and solos as suggested in the Department of Music Handbook and Policy Manual. Prerequisite: Passed jury for MUSC 1620 .

MUSC 2620 Sophomore Woodwinds II

Variable credit

Subsequent work with sophomore-level technical studies and solos as suggested in the Department of Music Handbook and Policy Manual. Prerequisite: Passed jury for MUSC 2610 .

MUSC 2710 Sophomore Brass I

Variable credit

Sophomore-level technical studies and solos as suggested in the Department of Music Handbook and Policy Manual. Prerequisite: Passed jury for MUSC 1720 .

MUSC 2720 Sophomore Brass II

Variable credit

Subsequent work with sophomore-level technical studies and solos as suggested in the Department of Music Handbook and Policy Manual. Prerequisite: Passed jury for MUSC 2710.

MUSC 2810 Sophomore Percussion I

Variable credit

Sophomore-level technical studies and solos as suggested in the Department of Music Handbook and Policy Manual. Prerequisite: Passed jury for MUSC 1820 .

MUSC 2820 Sophomore Percussion II

Variable credit

Subsequent work with sophomore-level technical studies and solos as suggested in the Department of Music Handbook and Policy Manual. Prerequisite: Passed jury for MUSC 2810.

MUSC 2910 Sophomore Strings I

Variable credit

Sophomore-level technical studies and solos as suggested in the Department of Music Handbook and Policy Manual.

Prerequisite: Passed jury for MUSC 1920.

MUSC 2920 Sophomore Strings II

Variable credit

Subsequent work with sophomore-level technical studies and solos as suggested in the Department of Music Handbook and Policy Manual. Prerequisite: Passed jury for MUSC 2910.

MUSC 2930 Independent Study

Variable credit

MUSC 3022 Tonal Counterpoint

2 credits

The polyphonic style of the 18th century. Each student will compose works to represent the style of 18th-century counterpoint. Offered on demand. Prerequisite: MUSC 2023.

MUSC 3032 Form and Analysis

2 credits

Major forms from binary and ternary to sonata allegro, rondo, and baroque suites in music literature. Emphasis on identification of forms, composers, and stylistic traits from the 17th through the 20th centuries. Prerequisite: MUSC 2023.

MUSC 3052 Basic Conducting

2 credits

Includes practical experience in basic conducting patterns, cuing of entrances and exits, tempi and dynamics, and score-reading of basic choral repertoire. Prerequisite: MUSC 2023.

MUSC 3062 Advanced Conducting

2 credits

A continuation of MUSC 3052, using conducting techniques in both lab experience and various ensembles. Includes program planning for middle school through college level, rehearsal techniques, and score-reading of choral and instrumental music. Prerequisite: MUSC 3052 or transfer equivalent.

MUSC 3093 Hymnology

3 credits

Survey of hymnody from medieval era to contemporary composition including exploration of poetic sources, musical techniques, historical development of the hymn as a literary and musical form, and use of the hymn in worship. Recommended for all who plan to work in the church. Prerequisite: Junior standing.

MUSC 3110 Junior Piano I

Variable credit

Continuation of studies begun in MUSC 1110 and MUSC 2110 . 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. Prerequisite: Passed jury for MUSC 2110 .

MUSC 3120 Junior Piano II

Variable credit

Studies resume from MUSC 3110. 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. Prerequisite: Passed jury for MUSC 3110 .

MUSC 3130 Junior Organ I

Variable credit

Advanced technique and problems of registration. Larger forms from the Baroque period. Modulations and transpositions. Brahms chorale preludes, sonatas, and pieces from Widor, Guilmant, Franck, Mendelssohn, and Martin. Prerequisite: Passed jury for MUSC 2140 .

MUSC 3140 Junior Organ II

Variable credit

A continuation of studies in advanced technique and problems of registration. Additional larger forms from the Baroque period will be considered. Subsequent practice with modulations and transpositions. Brahms chorale preludes, sonatas, and pieces from composers such as Widor, Guilmant, Franck, Mendelssohn, and Martin. Prerequisite: Passed jury for MUSC 3130 .

MUSC 3150 Junior Voice I

Variable credit

Studies for flexibility, velocity, and range extension through more advanced repertoire from various periods in all four major languages. Selection of senior-recital material is begun. A junior recital may be requested of those with outstanding performance ability. Prerequisite: Passed jury for MUSC 2160.

MUSC 3160 Junior Voice II

Variable credit

Studies for flexibility, velocity, and range extension through more advanced repertoire from various periods in all four major languages are ongoing from MUSC 3150 . Selection of senior-recital material continues. A junior recital may be requested of those with outstanding performance ability. Prerequisite: Passed jury for MUSC 3150 .

MUSC 3303 Philosophical Foundations for the Musician

3 credits

An introduction to the field of philosophy, its people, terms, and ideas, with application to various areas of musical endeavor emphasizing a Christian worldview. Prerequisite: Sophomore standing.

MUSC 3413 Worship Music in Today's Church

3 credits

Provides for a study of contemporary worship music and its application in a worship service. This course will present a historical overview of this area followed by an examination of topics such as current trends, planning guidelines, effective resources, contemporary music theory, arranging for a worship team, and working with a praise band. Prerequisite: Sophomore standing.

MUSC 3610 Junior Woodwinds I

Variable credit

Advanced technical studies and solos as suggested in the Department of Music Handbook and Policy Manual. A 30-minute junior recital may be requested of a student with outstanding performance ability. Prerequisite: Passed jury for MUSC 2620 .

MUSC 3620 Junior Woodwinds II

Variable credit

Subsequent work with advanced technical studies and solos as suggested in the Department of Music Handbook and Policy Manual. A 30-minute junior recital may be requested of a student with outstanding performance ability. Prerequisite: Passed jury for MUSC 3610.

MUSC 3710 Junior Brass I

Variable credit

Advanced technical studies and solos as suggested in the Department of Music Handbook and Policy Manual. A 30-minute junior recital may be requested of a student with outstanding performance ability. Prerequisite: Passed jury for MUSC 2720 .

MUSC 3720 Junior Brass II

Variable credit

Subsequent work with advanced technical studies and solos as suggested in the Department of Music Handbook and Policy Manual. A 30-minute junior recital may be requested of a student with outstanding performance ability. Prerequisite: Passed jury for MUSC 3710.

MUSC 3810 Junior Percussion I

Variable credit

Advanced technical studies and solos as suggested in the Department of Music Handbook and Policy Manual. A 30-minute junior recital may be requested of a student with outstanding performance ability. Prerequisite: Passed jury for MUSC 2820.

MUSC 3820 Junior Percussion II

Variable credit

Advanced technical studies and solos as suggested in the Department of Music Handbook and Policy Manual. A 30-minute junior recital may be requested of a student with outstanding performance ability. Prerequisite: Passed jury for MUSC 3810.

MUSC 3910 Junior Strings I

Variable credit

Advanced technical studies and solos as suggested in the Department of Music Handbook and Policy Manual. A 30-minute junior recital may be requested of a student with outstanding performance ability. Prerequisite: Passed jury for MUSC 2920 .

MUSC 3920 Junior Strings II

Variable credit

Subsequent work with advanced technical studies and solos as suggested in the Department of Music Handbook and Policy Manual. A 30-minute junior recital may be requested of a student with outstanding performance ability. Prerequisite: Passed jury for MUSC 3910.

MUSC 4000 Studies in Music

Variable credit

Any topic in music meeting the approval of the Division Chair and the Dean of Arts and Sciences.

MUSC 4016 Church Music Practicum

6 credits

A structured in-service program for the senior church music major or Christian worship minor (music track) in a local church under the direction of an academic and field supervisor, combining class preparation with practical experience. Prerequisite: MUSC 3052.

MUSC 4023 Church Music History

3 credits

A survey of vocal and instrumental music used in worship by the Christian Church from the third century to the present. Prerequisite: MUSC 2013.

MUSC 4052 Arranging

2 credits

Students will learn how to use accompaniments, chord substitutions, style varieties, ensemble varieties, and performer skill level to create new and functional arrangements for a variety of ensembles including, but not limited to, strings, brass, woodwind and percussion ensembles, mixed instrumental ensembles, vocal ensembles, rhythm sections and solo keyboard as well as soloists with accompaniment. Students will learn and develop arranging skills that will be necessary to supplement published music for individual ensembles through extensive analytical, aural, and written exercises. Prerequisite: MUSC 4062.

MUSC 4062 Orchestration

2 credits

Students will learn and develop orchestrating skills that will be necessary to supplement published music for individual ensembles through extensive analytical, aural, and written exercises. Prerequisite: MUSC 2023.

MUSC 4072 History of Western Music I

2 credits

This is the first in a comprehensive music history sequence. The course begins with an overview of music from ancient times to contemporary. It then covers, in depth, the history and stylistic characteristics of representative music literature, composers, and performers from the period of Ancient Greece through the Renaissance Period. The student will explore musical master-works through listening, analysis, and discussion. There will be an ancillary focus on research writing for music with a project in process writing. Prerequisite: MUSC 2013.

MUSC 4082 History of Western Music II

2 credits

This is the second in a comprehensive music history sequence. The course covers, in depth, the history and stylistic characteristics of representative music literature, composers, and performers from the Baroque Period through Beethoven. The student will explore musical master-works through listening, analysis, and discussion with some attention to relevant non-Western cultural influences. There will be a culminating writing project. Prerequisites: MUSC 2023 and MUSC 4072, transfer equivalent.

MUSC 4093 History of Western Music III

3 credits

This is the third in a comprehensive music history sequence. The course covers, in depth, the history and stylistic characteristics of representative music literature, composers, and performers from the Romantic Period through the Twentieth Century. The student will explore musical master-works through listening, analysis, and discussion with some attention to relevant non-Western cultural influences. There will be a major, culminating writing project as well as an oral presentation on a non-western music topic. Prerequisites: MUSC 2023 and MUSC 4082, or transfer equivalent.

MUSC 4110 Senior Piano I

Variable credit

A synthesis of concepts studied in MUSC 1110 and MUSC 3120 . Musical maturity, mastery of various stylistic periods, fluency of proper playing mechanism, and holistic approach to piano performance are demonstrated in preparation for a memorized senior recital. Prerequisite: Passed jury for MUSC 3120.

MUSC 4120 Senior Piano II

Variable credit

A continuing synthesis of concepts studied in MUSC 1110 and MUSC 3120 . 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. Prerequisite: Passed jury for MUSC 4110.

MUSC 4130 Senior Organ I

Variable credit

Preparation of graduation recital. Advanced preludes, fugues, fantasias, and toccatas of Bach. A study of representative composers of the early Baroque. Practical experience in service playing. Concentrated preparation for the senior recital takes place. Prerequisite: Passed jury for MUSC 3140.

MUSC 4140 Senior Organ II

Variable credit

Further preparation for the senior recital. A continuation of studies with 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. Prerequisite: Passed jury for MUSC 4130.

MUSC 4150 Senior Voice I

Variable credit

Synthesis of MUSC 1150 and MUSC 3160 in study of larger works: a song cycle and arias from church cantatas and opera literature. Prerequisite: Passed jury for MUSC 3160.

MUSC 4160 Senior Voice II

Variable credit

Synthesis of MUSC 1150 and MUSC 3160 in study of larger works: a song cycle and arias from church cantatas and opera literature are carried forward from MUSC 4150. Comprehensive understanding of vocal production and performance is demonstrated in the presentation of a memorized senior recital that serves as an exit exam. Prerequisite: Passed jury for MUSC 4150.

MUSC 4352 Vocal Pedagogy

2 credits

This is a foundational course in the study of vocal pedagogy as it pertains to studio and classroom teaching. It includes a study of physiology and acoustics as they apply to singing. Prerequisite: Junior voice standing.

MUSC 4412 Elementary Music Methods

2 credits

A practical course designed to give the music major instructional skills needed to successfully teach music to elementary school students. Strategies that are unique to the Kodaly, Orff, and Dalcroze methods of instruction will be introduced. The course will also integrate examples of the folk songs and instrumental music that are indigenous to the Americas, Africa, and Asia. Pre-clinical experiences including observation and teaching in elementary music classrooms will be included. Required of all P-12 music education teacher candidates. (Fall) Prerequisites: MUSC 2023; music education majors must be admitted to Lock I.

MUSC 4422 Secondary Choral Music Methods and Materials

2 credits

Principles, methods, and materials for teaching choral music in middle school and high school. Includes administrative and supervisory practices, rehearsal and vocal techniques, classroom discipline, and eclectic, inclusive choral literature. Required of all P-12 music education teacher candidates. Prerequisites: MUSC 2023; music education majors must be admitted to Lock I.

MUSC 4432 Secondary Instrumental Music Methods and Materials

2 credits

Includes administrative and supervisory practices, marching band and jazz-ensemble techniques, instrumental music software and computer-assisted instruction, and secondary-instrumental literature. Required of all P-12 music-education teacher candidates. Prerequisites: MUSC 2023; music education majors must be admitted to Lock I.

MUSC 4610 Senior Woodwinds I

Variable credit

Involves preparation for senior recital. Subsequent work with advanced technical studies and solos. Prerequisite: Passed jury for MUSC 3620.

MUSC 4620 Senior Woodwinds II

Variable credit

Involves preparation for senior recital. Continued work with advanced technical studies and solos. A senior recital is the exit exam. Prerequisite: Passed jury for MUSC 4610.

MUSC 4710 Senior Brass I

Variable credit

Involves preparation for senior recital. Subsequent work with advanced technical studies and solos. Prerequisite: Passed jury for MUSC 3720.

MUSC 4720 Senior Brass II

Variable credit

Involves preparation for senior recital. Continued work with advanced technical studies and solos. A senior recital is the exit exam. Prerequisite: Passed jury for MUSC 4710.

MUSC 4810 Senior Percussion I

Variable credit

Involves preparation for senior recital. Subsequent work with advanced technical studies and solos. Prerequisite: Passed jury for MUSC 3820.

MUSC 4820 Senior Percussion II

Variable credit

Involves preparation for senior recital. Continued work with advanced technical studies and solos. A senior recital is the exit exam. Prerequisite: Passed jury for MUSC 4810.

MUSC 4910 Senior Strings I

Variable credit

Involves preparation for senior recital. Subsequent work with advanced technical studies and solos. Prerequisite: Passed jury for MUSC 3920.

MUSC 4920 Senior Strings II

Variable credit

Involves preparation for senior recital. Continued work with advanced technical studies and solos. A senior recital is the exit exam. Prerequisite: Passed jury of MUSC 4910.

MUSC 4930 Independent Study

Variable credit

MUSC 4993 Honors Research in Music

3 credits

NEW TESTAMENT GREEK

NTGK 2403 New Testament Greek for Ministry I

3 credits

An introductory study of New Testament Greek language that will teach students to read, write, and comprehend basic words, phrases, and clause constructions used in the Greek New Testament.

NTGK 2413 New Testament Greek for Ministry II

3 credits

A continuing study in New Testament Greek language and beginning work with the New Testament Greek text. Sources, criticism, and translation will accompany examination of the text, along with consideration of translational differences in English Bibles. Also includes examination of Greek helps, selected commentaries, electronic aids, and software options. Prerequisite course: NTGK 2403.

NTGK 3223 New Testament Greek Exegesis I

3 credits

A study of selected passages from the Greek New Testament, to provide an introduction to intermediate-level Greek Grammar interpretive options, basic translation methods, and inductive-exegetical principles. High-frequency New Testament Greek vocabulary will also be emphasized. Prerequisite: NTGK 2233.

NTGK 3233 New Testament Greek Exegesis II

3 credits

The application of New Testament Greek grammar, syntax, translation methods, and inductive-exegetical principles to selected New Testament passages. High-frequency New Testament Greek vocabulary will also be emphasized. Prerequisite: NTGK 3233.

NTGK 4900 Advanced Exegetical Study

Variable credit

A student registering for this independent study must meet these requirements: (1) basic language requirements in Greek, (2) at least a 2.75 average in the student's last two semesters of Greek study; and (3) recommendation of both the Division Chair and the teacher supervising the study. P/NC

PHILOSOPHY

PHIL 3003 Introduction to Philosophy

3 credits

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

PHIL 3013 Ethics

3 credits

Study and analysis of the most commonly used standards of ethics in such a way as to encourage students to formulate for themselves practical standards by which to judge conduct.

PHIL 4003 Philosophy Studies

Variable credit

PHIL 4013 Studies in Philosophy/London Experience

3 credits

An introduction to worldview issues with applications to ethics. Religious and cultural influences will also be

emphasized. Some comparison between religions will be made through visits to Christian and other worship sites in London. Meets the general education requirement for three hours of Philosophy or Ethics. Permission to register must be secured from the director of the London Experience prior to registration.

PHYSICAL EDUCATION

PHED 1031 Lifetime Fitness

1 credit

An overview of the most current and accurate information available on fitness. Emphasis on the benefits of adopting a healthy lifestyle as a lifetime commitment.

PHED 1101 Gymnastics

1 credit

Enrollment limited to 12, with P.E. majors given preference for positions. 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 1162 Rhythmic Activities

2 credits

Provides the basic knowledge and skills involved in teaching and leading social and rhythmic activities. Consideration will be given to the theory, value, characteristics, and ethnic sources of dance and rhythmic activities. Qualifies as a PE activities course (one-hour activities, with one hour as an elective).

PHED 2003 Organization and Administration of Health and Physical Education

3 credits

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

PHED 2022 Health Education

2 credits

Personal and community health problems, studied through analysis of the various forces that play upon the human organism. Attention is given to the application of scientific facts and principles for the maintenance and improvement of health. Required of all physical education teacher candidates.

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

3 credits

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

PHED 3012 Principles, Ethics and Issues of Athletic Coaching

2 credits

Principles, strategies and methods used in teaching and coaching various sports. The nature of the coaching profession with particular attention to professional expectations and responsibilities, ethical considerations, applied principles of athletic coaching, problems and issues of interscholastic and intercollegiate athletics, as well as legal issues regarding the coaching profession. Prerequisite: Acceptance into Lock 1, GPA 2.75.

PHED 3023 Prevention and Treatment of Athletic Injuries

3 credits

Science of prevention, evaluation, treatment, and rehabilitation of athletic injuries. Emphasis is placed on developing an understanding of the mechanisms of injury and on acquiring practical training room skills, including protective

wrapping and taping techniques. CPR/First Aid Certificate required for course completion. May include a field component.

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

3 credits

A foundational course designed to help Physical Education instructors to adapt lesson plan preparation, teaching strategies, and actual instruction of students who are identified with physical, mental, social and emotion difficulties in order to be able to work with special needs population. Prerequisite: Acceptance into Lock 1, GPA 2.75.

PHED 3133 Methods of Teaching Minor Sports

3 credits

Minor Sports I deals with the correct methods of teaching the various skill involved in teaching individual sports that include archery, bowling, tennis, golf, ultimate Frisbee, etc. Rules, regulations, terminology, and pedagogical strategies will also be discussed as they relate to the concepts employed in the performance of these sports. The skills will be applied in written and oral lesson plan preparations. Students will work with sports for all ages.

PHED 3153 Methods of Teaching Physical Activities, Health, & Exercise for Middle & Secondary Schools

3 credits

The goals and objectives of physical education and health programs in middle and secondary schools are covered in this course. Student participation in the recreational activities for each grade level is required as well as the involvement in the health and safety practices necessary for the operation of a successful health and physical education program. The skills will be applied in written and oral lesson plan preparations.

PHED 3173 Exercise for the Aging Population

3 credits

As the older adult population increases, so does the demand for fitness professionals who understand the capabilities and special needs of seniors with illnesses, disabilities, chronic disorders, and sedentary lifestyles. This course addresses specific precautions for resistance training and exercises for aging adults with specific needs or conditions.

PHED 3203 Methods of Teaching Major Sports II

3 credits

Major Sports II deals with the correct methods of teaching the various skill involved in teaching team sports that include football, baseball, track and field. Rules, regulations, terminology, and pedagogical strategies will also be discussed as they relate to the concepts employed in the performance of these sports. The skills will be applied in written and oral lesson plan preparations.

PHED 3283 Methods of Teaching Major Sports I

3 credits

Major Sports I deals with the correct methods of teaching the various skill involved in teaching team sports that include soccer, volleyball, and basketball. Rules, regulations, terminology, and pedagogical strategies will also be discussed as they relate to the concepts employed in the performance of these sports. The skills will be applied in written and oral lesson plan preparations. Students will work with sports for all ages.

PHED 4001 Athletic Coaching Internship

1 credit

All students pursuing the Minor in Physical Education/Athletic Coaching shall be required to complete a coaching internship with an approved athletic team. The team may be an interscholastic, intercollegiate, or Junior Olympic program, which will be approved by a faculty member from the School of Education/Coordinator of the Athletic Coaching Minor.

PHED 4003 Studies in Physical Education

Variable credit

Any topic in physical education meeting the approval of the Division Chair and the Academic Dean. Offered on sufficient demand.

PHED 4019 Physical Education Internship

9 credits

Directed professional field experience in Physical Education in the area of concentration for nine (9) credits (360 hours). Designed to give the physical education major practical experience in the areas of Coaching or Fitness for the Aging. Prerequisites: Senior standing; students must apply one semester prior to the semester in which they wish to intern; approval by the department; a signed contract; and a current CPR certification for the duration of the experience. Students must have a current TB test and a background check.

PHED 4033 Tests and Measurements in Physical Education

3 credits

The study of tests associated with a sound program in the area of health and physical education. Emphasis on the statistical procedures and the administration of tests in general-motor abilities, physical fitness, skills, and knowledge. Prerequisite: Acceptance into Lock 1, GPA 2.75.

PHED 4063 Physical Education and Health for the Elementary School

3 credits

The aims, objectives, and evaluation of physical education and health programs in the elementary school. Student participation in games and recreational activities for each grade level is required, as well as involvement in the health and safety practices necessary for the operations of an efficient health and physical-education program.

PHED 4903 Independent Study

Variable credit

PHED 4993 Honors Research in Physical Education

3 credits

PHYSICAL SCIENCE**PHSC 1544 Introduction to Physical Sciences**

4 credits

A general study of chemistry, physics, astronomy and earth science. Laboratory included.

PHSC 2903 Physical Science Studies

Variable credit

Study of any topic in physical science meeting the approval of the chair of the division and the dean of the college. Prerequisite: consent of the instructor and competency in mathematics.

PHYSICS

PHYS 2044 Physics I

4 credits

An algebra-based physics course covering mechanics, thermodynamics, and waves including sound (first semester), and electricity and magnetism, optics, and "modern" physics (second semester). Prerequisite: 500 or better on SAT (comparable on ACT) or completion of Algebra and Trig course or higher level college course. Lab included.

PHYS 2054 Physics II

4 credits

An algebra-based physics course covering mechanics, thermodynamics, and waves including sound (first semester), and electricity and magnetism, optics, and "modern" physics (second semester). Prerequisite: 500 or better on SAT (comparable on ACT) or completion of Algebra and Trig course or higher level college course. Lab included.

PSYCHOLOGY

PSYC 2003 General Psychology

3 credits

A general survey of the science of human behavior, designed to acquaint the student with principles of human development, learning, behavior, and with the experimental methods of psychology.

PSYC 2004 General Psychology for Majors

4 credits

The class will provide an introduction to major theories and principles of psychology as well as providing experience in research design, execution and presentation. Includes Laboratory.

PSYC 3013 Topics in Counseling

3 credits

Examines selected advanced or specialized topics in counseling. The topics vary from semester to semester. This course may be taken twice for credit. Prerequisite: PSYC 2003 General Psychology.

PSYC 3103 Child Psychology

3 credits

A study of the child from conception to late childhood. Particular emphasis will be given to the physical, cognitive, moral, social, and personality development of the child. The interrelationship of biological and cultural factors will be considered. Offered every fall semester. Prerequisite: PSYC 2003.

PSYC 3113 Adolescent Psychology

3 credits

A study of development from childhood to adulthood. Physical, emotional, cognitive, and social-growth patterns will be considered. Practical applications of theory and research will be made, as this course seeks to prepare people to work with early to later adolescents.

PSYC 3123 Human Growth and Development

3 credits

An introductory course to human growth and development from conception through the different life stages. Will emphasize physical growth, cognitive development, personality development, and social interactions. Offered every spring semester. Prerequisite: PSYC 2003.

PSYC 3133 The Psychology of Adulthood and Aging

3 credits

A focus on human development from early to late adulthood. Topics include dynamics of mid-life crisis, death and dying, disorders in aging (Alzheimer's, for example) and the process of aging.

PSYC 3143 Human-Information Processing

3 credits

An introductory course in human-information processing, focusing on three domains (and their interaction in human behavior): perception, cognition, and emotion. Research methods in this domain will be considered, as well as a number of applied issues. Offered every fall semester. Prerequisite: PSYC 2003.

PSYC 3253 Psychological Assessment

3 credits

A survey of major approaches to psychological assessment. Psychometric theory is introduced, and practice work is done in administration and interpretation of selected tests. EDUC 3523 is not identical.

PSYC 3353 Forensic Psychology

3 credits

A general survey of psychology, the legal system, and their interaction. A number of special issues will be considered, such as eyewitness memory, and the insanity defense. Consideration will be given to Christian perspectives on specific issues.

PSYC 3403 Social Psychology

3 credits

The impact of social institutions and processes on behavior of the individual and of the individual upon groups. An analysis of the concepts and processes involved in the development of social goals and behaviors. Topics include attitude formation and change, public opinion, propaganda and group phenomena, leadership, tension aggression, conflict and methods of resolution. Offered every fall semester. Prerequisite: PSYC 2003.

PSYC 3413 Abnormal Psychology

3 credits

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

PSYC 3453 Child & Adolescent Abnormal Psychology

3 credits

This course examines the developmental course of abnormal psychology-specifically those disorders occurring in childhood and adolescence such as: Disorders of Attachment, Intellectual Disability, Autism Spectrum Disorders, ADD & ADHD, Oppositional Defiant Disorder, Conduct Disorder, etc. Etiology, assessment and treatment options are also explored.

PSYC 3603 Personality

3 credits

This first half of this course focuses on surveying and evaluating secular theories of personality from scientific and Christian perspectives. The second half of the course emphasizes the development of a comprehensive, Christian theory of personality. Prerequisite: PSYC 2003.

PSYC 3713 Introduction to Counseling

3 credits

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

processes, the use of background materials and tests in counseling, counseling settings, and the counselor as a person. Prerequisite: PSYC 2003.

PSYC 3753 Practical Counseling Skills

3 credits

Counseling skills, techniques, and therapeutic factors involved in meeting client needs and goals. Includes brief overview of counseling theories and opportunities to build and practice skills and techniques. Prerequisite: PSYC 3713

PSYC 3763 Multicultural Counseling

3 credits

This course will focus on counseling techniques used to serve multi-ethnic populations. Various counseling techniques will be used to help students explore the significance of culture, religion, counseling competencies and ethical practices among these diverse groups. A key component will be the standards outlined by the Association for Multicultural Counseling & Development. Prerequisite: PSYC 3753.

PSYC 4003 Studies in Psychology

Variable credit

Study of any topics in psychology meeting the approval of the Division Chair and the Dean. Offered on sufficient demand. Prerequisite: PSYC 2003.

PSYC 4013 Studies in Psychology/London Experience

3 credits

A study of the influence on psychology of individuals in English thought and history. The contributions to the helping professions of Galton, Freud, Eysenck, Nightingale and others will be examined. Visits to the Freud Museum, The Museum of Natural History, The Florence Nightingale Museum and other sites will be included in the London itinerary. Permission to register must be secured from the Director of the London Experience prior to registration.

PSYC 4453 Negotiation and Conflict Resolution

3 credits

The development of the communication and management skills essential for successfully resolving conflict situations involving both labor and management practices. Uses simulation, case studies, and field-work assignments.

Prerequisite: PSYC 2003.

PSYC 4903 Independent Study

Variable credit

RECREATION

RECR 1001 Badminton

1 credit

Designed to acquaint students with individual and team activities; all are graded P/NC. Courses may be repeated for elective credit.

RECR 1001 Tennis

1 credit

Designed to acquaint students with individual and team activities; all are graded P/NC. Courses may be repeated for elective credit.

RECR 1011 Bowling

1 credit

Designed to acquaint students with individual and team activities; all are graded P/NC. Courses may be repeated for elective credit.

RECR 1051 Golf

1 credit

Designed to acquaint students with individual and team activities; all are graded P/NC. Courses may be repeated for elective credit.

RECR 1061 Essentials of Strength Training

1 credit

Designed to acquaint students with individual and team activities; all are graded P/NC. Courses may be repeated for elective credit.

RECR 1081 Kayaking

1 credit

Designed to acquaint students with individual and team activities; all are graded P/NC. Courses may be repeated for elective credit. Additional lab fee required.

RECR 1091 Martial Arts

1 credit

Designed to acquaint students with individual and team activities; all are graded P/NC. Courses may be repeated for elective credit.

RECR 1122 Wilderness Leadership Skills

2 credits

A foundation course designed to develop wilderness-leadership skills of the participants thereby enhancing their personal enjoyment of the outdoors, the conservation of wild areas, and improving the safety of outdoor trips.

RECR 1131 Cooperative Recreational Games

1 credit

An introductory course for students who plan to work with children and youth. Enables the student to understand the nature and philosophy of cooperative recreation and to create and lead non-competitive, cooperative games and activities.

RECR 1171 Ballroom Dance

1 credit

This course is designed to introduce and instruct students in the art of ballroom dance on a social, casual basis. Students will be exposed to ballroom etiquette and instructed in the basics and a variety of patterns in the rumba, cha-cha and tango. \$225 fee.

RECR 1201 Scuba

1 credit

Designed to acquaint students with individual and team activities; all are graded P/NC. Courses may be repeated for elective credit. Additional lab fee required.

RECR 2003 Introduction to Recreation and Sport Management

3 credits

A foundation course dealing with the role that recreation and sport have in our society. Introduces theories of social and

economic factors concerning recreation and sport management. Involves the history of recreation and sport in the world and in particular the United States. Additionally, governance structures and organizations related to recreation and sport will be discussed, to include local parks and recreation departments, intercollegiate athletics, the business of recreation and sport, as well as professional organizations and sport finance.

RECR 3023 Management and Leadership in Recreation and Sport

3 credits

Recreation systems (public and private) analyzed from the standpoint of organization, administration, finances, training, legislation, public relations, and coordination of community resources. Principles and methods of program development. Supervisory skills indigenous to public and/or private agency sports programs. Additionally, detailed structures and functions of intercollegiate, professional, and international organizations will be investigated.

RECR 3033 Camp Counseling and Administration

3 credits

Gives prospective-camp counselors and directors an understanding of the total camp program, duties and responsibilities of camp personnel, and various camp program skills. Emphasis on program planning, staff selection and development, health and safety, and evaluation.

RECR 3043 Recreation and Sport Facilities Management

3 credits

A study of sport and recreation planning principles, processes, and trends in facility development. Also includes maintenance techniques, materials use, job planning, and scheduling of facility use. Prerequisite: RECR 2003

RECR 3173 Outdoor Recreation

3 credits

Examines the many factors specifically related to administration of outdoor recreation facilities, activities, programs, and education with an emphasis on risk management, safety, and planning. Prerequisite: RECR 2003.

RECR 3203 Legal Issues in Physical Education, Recreation, and Sport

3 credits

A study of the law relative to physical education, recreation and sport, with attention to tort law, liability issues and contracts as they relate to the fields. Prerequisite: RECR 2003.

RECR 3253 Social Issues in Recreation and Sport

3 credits

Global trends impacting recreation and sport management, including change drivers and their counter-forces will be examined. Topics include diversity, environment, technology, transportation, values, demography, economy, health, work and free time, and governance. This course will also include recreation service delivery to special populations. It will also include analyzing problems confronting disadvantaged individuals and groups including the aging, economically disadvantaged, mentally challenged, physically disabled, and youth. Prerequisite: RECR 2003.

RECR 3443 Marketing and Promotion for Recreation and Sport

3 credits

Provides students with basic knowledge and practical experience for developing strategic-marketing techniques specific to recreation and sport management. An integral part of this course will include the examination of regional agencies and organizations presently engaged in recreation and sport promotion, with special attention being given to the methods employed to attract participants as well as spectators.

RECR 3513 Practicum in Recreation and Sport

3 credits

Students who have chosen to work in recreation or a sport management setting may be eligible for placement in a

internship setting, but will also have elements of a traditional course. Such students will receive supervised training in a setting appropriate to their interests. This experience is designed to take place ideally in the sophomore (second) year, but no later than the junior year. This course is designed to give students an experience beyond the snapshot from the introduction course, but not the length and depth of the 12 hour, semester long internship. Maximum credit: 3 semester hours.

RECR 4003 Studies in Recreation and Sport

3 credits

This course will serve as a capstone course type of experience whereby students will have a major research paper to complete, they will examine current issues and trends in the recreation and sports world, develop and hone resume and interviewing skills, as well as be required to give their testimony in a setting away from campus (Church setting, civic club, etc.). Additionally, students will have an opportunity to have a dialogue with guest speakers in a roundtable format who are experts in their fields from this region of the country.

RECR 4600 Internship in Recreation and Sport Management

Variable credit

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

RELIGION

RELG 2023 Cross-Cultural Ministry Experience

3 credits

Open to students who will be participating in a cross-cultural ministry experience. Designed to help them prepare for, participate in, and reflect upon entering into and ministering with persons in a culture other than their own. Pre-trip and post-trip reading and writing assignments are required. The cross-cultural ministry experience must take place during the term in which the student registers for the course. Prerequisite: Permission of instructor.

RELG 2103 American Religious History

3 credits

The development of religion in America from the Colonial period to the present. Attention to all branches of the Christian faith--Protestantism, Roman Catholicism, and Eastern Orthodoxy--and to non-Christian religions, as well as to variant groups. A special focus on the role of religion in American life.

RELG 2123 Religions of the World

3 credits

A study of the history and the fundamental teachings of the dominant religions of the world. The basic principles of evangelical Christianity will be used as a standard for evaluating these religions. Prerequisite: RELG 2403 Basic Christian Beliefs or permission of the instructor.

RELG 2403 Basic Christian Beliefs

3 credits

An introduction to the basics of the Christian faith, focusing on the biblical and doctrinal truths common to all denominations. (Prerequisite: BIBL 1003, BIBL 1013, or BIBL 1023)

RELG 2423 Bible and Contemporary Issues

3 credits

Explores contemporary issues of modern living (such as relationships, stewardship, charity, care for others, personal ethics, immigration, human trafficking, race relations, definitions of success, and others) in the light of the message of

the Bible. Texts from both the Old and New Testaments will be explored to strengthen the foundation for understanding living as a Christian in today's culture and becoming transformative agents in that culture.

RELG 2551 Ministry Practicum I

1 credit

A three-semester program with sequential format giving practical exposure, experience and evaluation in ministry. Placement in a parish setting with a supervising minister will be followed up through a system of reporting and reflection. Prerequisites: RELG 2703. Also must be taken in sequence and RELG 3551 and RELG 4551 require upper division status in the Division of Religion. For Youth & Children's Ministry concentrations, SPFD 3551 Spiritual Formation and Discipleship Practicum substitutes for RELG 3551.

RELG 2603 Contemporary Cults

3 credits

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

RELG 2703 Launching your Ministry

3 credits

An introduction to ministry that includes focus on God's call to ministry; exploration of various options and dimensions of vocational ministry; exploration of personal faith, interests, personality, talents, and gifts for ministry; spiritual foundations and habits in ministry; and an introduction to a praxis approach to learning in ministry through practicum settings. (Normally serves as prerequisite to practicum course sequence - RELG 2551, RELG 3551, & RELG 4551)

RELG 2803 Biblical Foundations of Christian Mission

3 credits

A foundation for the biblical and theological basis for missionary mandate, along with a general overview of the global-missionary enterprise of the church.

RELG 2901 Personal Bible Study

1 credit

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

RELG 2921 Christian Devotional Classics

1 credit

The best in a rich heritage of devotional literature from Augustine, Bunyan, and the Wesleys to modern writers like Dietrich Bonhoeffer, Elisabeth Elliot, and C. S. Lewis.

RELG 2931 Theology and Practice of Prayer

1 credit

Thinking through the meaning, uses, and forms of public and private prayer as a vital component of devotion and spiritual development.

RELG 3001 Religion Seminar

1 credit

A seminar for juniors and seniors who are majoring in religion. Emphasis on current developments in the field of religion. P/NC.

RELG 3011 Seminar: Special Topics in Mission Studies

1 credit

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

RELG 3013 Missional Outreach in Ministry

3 credits

An introduction to biblical and theological foundations for local, intercultural, and global ministries. Attention is given to understanding the cultural context of ministry, the conversion experience, and the methods and process of discipleship in a variety of cultural contexts. Strategies for local church health and growth, as well as participation in both local and global outreach are explored.

RELG 3030 Practicum in Cross Cultural Missions

Variable credit (1-3 credits)

A ministry opportunity in another culture through a short-term missions program, applying the training received in cross-cultural missions studies. Prerequisite: completion of RELG 2551 Ministry Practicum I (if a DOR major) and RELG 3013 Missional Outreach in Ministry (all).

RELG 3043 Ministry in Cultural Context

3 credits

Explores the methodology for and practice of examining any ministry context - including exploration of the history and culture of the people, as well as unique features of worldview and/or particular theological views. Attention is given to demonstrating how deeper understanding and a Christian attitude of love foster sensitivity and respect for one's own and other cultures and help develop strategies for effective outreach of the Gospel. [Missional engagement courses such as The Missional Church, Urban Ministry Plunge, Church Planting, and others may be substituted for this course, since they give attention to the same aspects of contextualizing ministry.]

RELG 3103 Evangelism and Church Health

3 credits

An introduction to the biblical and theological foundations for local and intercultural missions. Attention is given to understanding the culture, the conversion experience, and discipline. Strategies for local church growth and participating in missions are explored.

RELG 3113 Evangelism and Church Planting

3 credits

A study of procedures and strategies appropriate for establishing and developing new congregations. Includes social context, potential needs, resources, action plan, and reporting accountability.

RELG 3203 Survey of Christian Denominations

3 credits

A comparative study of contemporary denominations and their teachings.

RELG 3213 Church Leadership and Planning

3 credits

Leadership course that focuses on pastoral role in guiding the visioning and planning processes of the local church.

RELG 3383 Theology for Ministry I

3 credits

A study of the traditional doctrines of Christianity from an evangelical and Wesleyan perspective in a systematic manner, including an overview of the study of theology, as well as the sources of theology, theological method, the nature of revelation, the nature and attributes of God, the doctrine of the Trinity, creation, the human condition and sin, and the nature and work of Jesus Christ.

RELG 3393 Theology for Ministry II

3 credits

A study of the traditional doctrines of Christianity from an evangelical and Wesleyan perspective in a systematic

manner, including Christology and the doctrine of salvation, the doctrine and work of the Holy Spirit, the nature and ministry of the church, the means of grace, and a consideration of God's ultimate purpose and final acts in human history. Also includes some consideration of issues of hermeneutics, theological method, and the praxis of theology and ministry. Prerequisite: RELG 3383.

RELG 3422 Faith & Practice in The Wesleyan Church

2 credits

A study of the Discipline of The Wesleyan Church, focusing on the denomination's beliefs, ethos, and system of government. An overview of parliamentary law is included as an aid to pastoral leadership in church business sessions. (This is an elective course that should be completed by every Wesleyan student pursuing any form of ministerial credentials.)

RELG 3503 Apologetics

3 credits

The inspiration, authority, and history of the Bible, studied with a view to establishing in the hearts and minds of the students the principles of the Christian faith. Prerequisite: RELG 2403 or permission of the instructor.

RELG 3551 Ministry Practicum II

1 credit

A three-semester program with sequential format giving practical exposure, experience and evaluation in ministry. Placement in a parish setting with a supervising minister will be followed up through a system of reporting and reflection. Prerequisites: RELG 2703. Also must be taken in sequence and RELG 3551 and RELG 4551 require upper division status in the Division of Religion. For Youth & Children's Ministry concentrations, SPFD 3551 Spiritual Formation and Discipleship Practicum substitutes for RELG 3551.

RELG 3703 History of Christian Mission

3 credits

A survey of the expansion of the Christian church through its missionary efforts, for the purpose of learning from the successes and failures of the past.

RELG 3713 History of The Wesleyan Church

3 credits

The history of Southern Wesleyan University's sponsoring denomination, from its nineteenth-century origins to the present. Of particular interest will be the twin emphases of revival and reform as expressions of its roots in the Holiness Movement. Special attention will be given to its place in the larger story of church history in the North American context.

RELG 3753 History of Christianity

3 credits

A general survey of the Christian Church from the days of Christ and the apostles to the present day, dealing with great leaders, movements, and doctrines of the church.

RELG 3803 Contemporary Mission Strategies

3 credits

An examination of today's missionary and today's missionary methods, including trends and currents in modern missiology.

RELG 4003 Religion Studies

Variable credit

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

RELG 4013 Studies in Religion/London Experience

3 credits

An introduction to Christian beliefs and history with emphasis on the English Reformation and on John Wesley. The course includes reading and visits to sites in London related to these topics. Permission to register must be secured from the Director of the London Experience prior to registration.

RELG 4113 Film and Faith

3 credits

Explores ways to think critically about popular culture in general and films in particular. Contemporary films are analyzed for spiritual concepts and faith issues helping the student develop skills for identifying and defining a Christian worldview and values.

RELG 4203 The Ministry of Preaching

3 credits

A study of the sermon with special attention to the steps in construction and writing. Various types and styles of sermons are considered in relationship to preaching situations and preacher personalities.

RELG 4213 Leading in Ministry

3 credits

Explores biblical, theological, and interpersonal dimensions for providing leadership and administrative direction to guide churches and ministry organizations in living out their God-given missions.

RELG 4233 Ministry Caregiving

3 credits

An introduction to how a minister integrates care and counsel holistically from biblical, theological, philosophical, and psychological frameworks in a variety of life situations, stages, environments, and circumstances.

RELG 4463 Theology of Holiness

3 credits

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

RELG 4551 Ministry Practicum III

1 credit

A three-semester program with sequential format giving practical exposure, experience and evaluation in ministry. Placement in a parish setting with a supervising minister will be followed up through a system of reporting and reflection. Prerequisites: RELG 2703. Also must be taken in sequence and RELG 3551 and 4551 require upper division status in the Division of Religion. For Youth & Children's Ministry concentrations, SPFD 3551 Spiritual Formation and Discipleship Practicum substitutes for RELG 3551.

RELG 4553 Ministry Internship

3 credits

Academically strong juniors and seniors who have completed or nearly completed the requirements for a ministry concentration and who have arranged for an approved placement in ministry may opt for a three-hour ministry internship experience. Prerequisite: RELG 2551.

RELG 4903 Independent Study

Variable credit

RESEARCH

RSCH 3803 Research Methods

3 credits

An introduction to foundational scientific-research techniques, critical-thinking, and research-analysis skills within the social sciences. Emphasis of understanding and mastering the skills necessary to be both effective consumers of and effective contributors to current research in social sciences. Offered every spring semester. Prerequisite: SEMR 2153. Prerequisite or co-requisite: STAT 3203.

SEMINARS

SEMR 1503 Life Calling

3 credits

This course focuses on students developing an understanding of the concept of life calling and the discovery of one's God-given design as a basis for this calling. Students then are led to understand how work and individual leadership is best understood from the life calling perspective. Students will evaluate values, spiritual gifts, interests, abilities, personality traits, and experience. Students will combine each component in an in-depth self-assessment paper, and will integrate this into a life and leadership plan.

SEMR 1751 SW Outdoor Orientation Program

1 credit

The heart of the SWOOP experience is a four-day wilderness backpacking experience that will take place on the Foothills Trail. The Foothills Trail is a 77-mile trail that traverses wilderness sections of northwest South Carolina and reaches a few places into North Carolina. The section that SWOOP will cover is approximately 33 miles. Backpacking in mountains is a strenuous activity. Therefore, in order to qualify for the course, participants must be able to carry a 30-pound pack over uneven terrain. Further, participants must have medical clearance to participate (think a sports physical). \$300 fee

SEMR 2001 Marriage and the Family Seminar

1 credit

Designed to help prepare the student for successful marriage within the Christian perspective. Includes courtship, lifestyle, problems of marriage, and strategies for Christian parenting. SOSC 2103 may be substituted for this requirement. Prerequisites: Writing competency and sophomore status.

SEMR 2021 Natural Science Cornerstone Seminar

1 credit

An introductory seminar for natural science majors dealing with the use of the library, scientific methods and goals of research, integration of faith and science, philosophical aspects and limitations of science, and vocational options for the scientist. P/NC. Offered primarily for freshman biology and chemistry majors.

SEMR 2051 Scientific Literacy

1 credit

A required course in which students learn to write for scientific "publications" and labs, and learn to critique scientific literature appropriately. Corequisite: This course should be taken with BIOL 3254, BIOL 3454, or BIOL 3504, whichever class is taken first. Chemistry majors and Environmental Science majors should consult their advisor as to when to take this course if the student does not plan to take one of the courses listed above.

SEMR 2153 Information Literacy

3 credits

This course aims to familiarize students with the basic principles of research writing in APA format. Students will also

be introduced to online databases and peer reviewed journals. Basic statistical principles such as reliability, validity, standard deviation, correlation, etc. will be previewed.

SEMR 2201 Wilderness and Spirituality

1 credit

A discussion and experience-based course to examine the historical and current roles of wilderness in spiritual formation. Among other things, students will be expected to spend time alone in wilderness settings and keep a journal reflecting their experiences.

SEMR 2301 Sustainability

1 credit

An exploration of principles, concepts, and philosophies inherent to the study of sustainability in the 21st century. Topics will include ecological health, economic welfare, inter-generational responsibility, and social justice.

SEMR 2323 Foundations for Success

3 credits

This course provides a welcoming, supportive environment for students to learn to manage the responsibilities and challenges of college life, including higher-level learning, self-regulation, community-building strategies, spiritual growth, and life purpose. As members of a Christ-centered learning community, students will explore academic vocabulary, educational technology, critical thinking, information literacy, financial control, test-taking, problem-solving, time management, and university expectations and resources. All students must enroll in SEMR 2323 or HNRS 2323. Withdrawal is not permitted until after the last day to drop without record, and a withdrawal from the course must be completed before the last day to withdraw from a course with a grade of "W." Students must first consult both their advisor and the instructor before withdrawing from this course.

SEMR 3171 Christian Lifestyle and Values

1 credit

A seminar in "applied Christianity" which addresses the question of Ezekiel 33:10--"How should we then live?" Biblical principles will be translated into the cultural context of today and related to moral decision-making. Prerequisite: Junior status.

SEMR 3181 Leadership Development

1 credit

Introduces students to the study of leadership from both a theoretical and practical perspective. Students will assess their current leadership behaviors, discover their leadership strengths and identify areas for improvement.

SEMR 3201 Introduction to GIS

1 credit

An introduction to the science and practice of geographic information systems (GIS). Content will focus on becoming familiar with GIS software and the practical application of principles and concepts of GIS to solve real-world problems in the context of conservation biology and natural resource management.

SEMR 3301 Environmental Law and Policy

1 credit

An introductory course focusing on key federal environmental laws, environmental policies, and regulatory structures in the United States. Topics will include property law, roots of environmental law, and analytical frameworks of use in understanding environmental law and policy. Case studies will be used heavily.

SEMR 4001 Study in Contemporary Issues

1 credit

Student designed independent-learning project developed around a faculty-approved contemporary issue with

interdisciplinary implications. A final research-based paper is required. May be taken up to two times for credit if a different issue is investigated each time.

SEMR 4501 Natural Science Capstone Seminar

1 credit

Study of concepts relating to the history and philosophy of science as they relate to various components and disciplines of science. It involves presenting scientific information in oral and written forms. The course also involves the completion of a final science comprehensive oral exam and the required final-assessment instrument (Major Field Test or equivalent). P/NC. Offered primarily for senior biology and chemistry majors.

SOCIAL SCIENCES

SOSC 1003 Introduction to Sociology

3 credits

A general survey of sociological concepts aiming at a basic understanding of modern society and its complexities. Culture, society, and personality are studied within the framework of social institutions.

SOSC 2003 Cultural Anthropology

3 credits

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

SOSC 2053 Foundational Issues in Human Services

3 credits

This course focuses on the history of the development of the human-services sector and the political, economic, organizational, and social factors that currently affect it. Special attention is given to Christian involvement in human services and the role of faith-based social service agencies in American society.

SOSC 2103 Sex, Courtship, and Marriage

3 credits

A seminar studying the changing courtship and marriage patterns in America. Topics include changing sexual mores, open marriage, family planning, abortion, and divorce. Presents the traditional Christian view of marriage as a preferred alternative in contemporary society. Prerequisite: ENGL 1013, permission of the instructor.

SOSC 2123 Race and Ethnic Relations

3 credits

The course provides a sociological, anthropological and historical perspective on intergroup relations between different racial and ethnic groups. Cultural, structural and power issues involved in the perpetuation of inequality are explored. Additionally, the course helps students develop a theology of ethnicity and a Christian response to racism.

SOSC 2203 Introduction to U.S. Government

3 credits

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

SOSC 2513 Family Studies

3 credits

The family as a Christian institution. Analysis of the changing American family, the family in relation to personality development of its members, interaction among kin, changing familial roles, parenthood, and aging.

SOSC 2603 Social and Psychological Issues of Exercise and Sport

3 credits

A survey of the psychological and sociological concepts which are relevant to exercise and sport. Topics include personality, motivation, competition, group and team dynamics, leadership, sportsmanship, exercise and sport in society, and current issues.

SOSC 3003 Topics in Case Management

3 credits

Reviews the basics of case management in human services delivery, and explores advanced topics in the field.

SOSC 3053 Professional and Ethical Issues in the Helping Professions

3 credits

This course focuses on standards and practices with which individuals in the human-services sector are expected to be familiar. Topics include case management, interviewing, group facilitation, program planning, strategies of intervention, and diversity issues. Components of this course are designed to prepare students for an upcoming practicum in social science.

SOSC 3073 Management Issues in the Helping Professions

3 credits

This course examines management issues in human services organizations and other helping professions. The course includes discussions of fund raising, clinical supervision, client confidentiality and volunteer management that are unique to the non-profit social service sector.

SOSC 3503 Advanced Social Problems

3 credits

An analysis of the major social problems of contemporary society resulting from technological and social change, population pressure and resources, urbanization, poverty, and minority groups. Special reference is given to conflicts regarding social values and goals, and social disorganization as related to the family, economic, religious, and other institutional relationships. Prerequisite: An introductory course in social science.

SOSC 3603 Community Development

3 credits

This course addresses fundamental issues in community development, including the nature of and need for community change, strategies and tactics for community change, and common areas of community change.

SOSC 4003 Studies in Social Sciences

3 credits

An advanced reading course in one of the following areas: economics, geography, political science, and sociology. Work will be tailored to the student's needs and interests. Requires permission of the Division Chair and the Academic Dean. Offered on sufficient demand.

SOSC 4213 Research Project

3 credits

A faculty supervised, independent research project. May be taken twice. Prerequisites: RSCH 3803; STAT 3203.

SOSC 4253 Criminological Theories

3 credits

This course is a study of the various theories of criminal causation and control, the identification of criminal typologies and the reaction of society to crime and criminals. Prerequisite: SOSC 1003.

SOSC 4703 Capstone in Social Science

3 credits

A capstone course focusing on the evaluation of students in the social sciences, and the social-science curriculum, the relationship between Christian faith and social science, and preparation for graduate school and/or employment.

Offered spring semesters. Prerequisite: Senior status

SOSC 4803 Practicum in Social Science

Variable credit

Students in social sciences (e.g., criminal justice, human services) may be eligible for placement in an internship. Such students will receive supervised training in an appropriate setting. Credit: Up to sixteen semester hours.

SOSC 4993 Research in Social Science

3 credits

SPIRITUAL FORMATION AND DISCIPLESHIP

SPFD 2153 Spiritual Formation and Discipleship Ministry

3 credits

A basic introduction to the teaching ministry of the local church by examination of Biblical, theological, and philosophical foundations of educational ministry. Areas addressed are procedures and the teaching and learning processes for persons at various stages of the life-cycle.

SPFD 2303 Ministry to Children

3 credits

The development of children, evangelism and discipleship of children, organization and design of children's ministries, specific learning activities geared to age-level traits, and the preparation and use of various teaching aids. Equips students to work with children from infancy through grade six.

SPFD 3013 Teaching for Spiritual Impact

3 credits

An overview of the ministry of teaching as it relates to the propagation of the Gospel. Includes the biblical foundations for Christian teaching, a developmental approach to the teaching/learning process, and the methodology of the instructional process.

SPFD 3303 Spiritual Formation and Discipleship Ministry in the Local Church

3 credits

Focus on various educational ministries of the local church, including Sunday School, children's church, children's club ministries, youth groups, adult Bible studies, discipleship groups, missions education, and other related programs.

SPFD 3551 Spiritual Formation and Discipleship Practicum

1 credit

Designed to suit individual needs in a variety of settings, including the local church, social agencies, community projects, institutions and to apply theoretical understanding in a given situation. Prerequisite: competency in computer, math, oral communication, reading, and writing. Substitutes for RELG 3551 in Religion Division Practicum sequence.

SPFD 4003 Studies in Spiritual Formation and Discipleship

Variable credit

Any topic in Spiritual Formation and Discipleship meeting the approval of the division chair and the dean of the College of Arts and Sciences. Offered on sufficient demand.

SPFD 4303 Ministry with Adults

3 credits

A study of adult development, the needs and interests of adults at various stages of the life cycle, the organization of the church to serve adults, and the means of enlisting and empowering adults for ministry in the local church.

SPFD 4403 Family Life Ministry

3 credits

The sociological, psychological, and spiritual dynamics of family life and ministry for, to, and with families. Special emphasis on equipping families for discipleship in the home, education for parenting, and intergenerational ministry in the church. Prerequisite: SPFD 2153 or SPFD 3013.

SPFD 4491 Spiritual Formation & Discipleship Seminar

1 credit

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

SPFD 4903 Independent Study

Variable credit

STATISTICS

STAT 3123 Statistics for Accounting and Business

3 credits

Elementary descriptive and inferential statistics. The course will include an understanding of concepts and practices related to basic data analysis, probability and statistics, including parametric statistical tests. An accounting and business orientation is used to illustrate data analysis and interpretation of experimental results. Computer programs will be used in the course.

STAT 3203 Statistics

3 credits

The fundamental concepts necessary for understanding the principles of organizing and analyzing data. Includes computerized analysis of data, using selected packaged-computer programs for data analysis. Prerequisites: Computer competency (CPSC 1103) and math competency.

STAT 3253 Statistics in the Social Sciences

3 credits

This course develops the fundamental concepts and skills necessary for organizing and analyzing, and interpreting data in the Social Sciences. Computer and Math competency.

WORSHIP

WORS 2013 The Technology of Worship

3 credits

Students will learn technologies involved in planning, preparing for, and engaging/presenting worship experiences. Topics will include fundamentals and how to operate equipment involved in sound production, lighting production, and video projection.

WORS 3013 Foundations of Worship

3 credits

An exploration of the biblical grounding, theological understanding, and historical development of Christian worship, providing students with perspectives designed to broaden their approach to worship beyond the parameters of their own personal and cultural experience.

WORS 3423 Planning and Leading Worship

3 credits

Since worship is more than music, this course is designed to familiarize the student with the full range of Christian liturgy—the Word, the sacraments, prayers, praise, the creeds, the Christian Year, and, of course, worship music, including hymns, gospel songs, and contemporary choruses. It is intended to be a practical study examining the proper role of each element in traditional, contemporary, or blended worship design which is true to biblical and theological principles. Attention to planning is one side of the coin; the course will also highlight the methodologies of worship leadership. Recommended that student have completed RELG 4173 Christian Worship before enrolling for this course.

WORS 4023 The Christian Year and Church Rituals

3 credits

Surveying the primary seasons of the Christian year as a "sanctified calendar" of the milestones of our faith, adaptable to congregations all along a spectrum from liturgical to free church worship; and examining the many forms that ritual—the sacraments, the Lord's Prayer, even the simplest "call and response" in contemporary services—may take along that same spectrum through divine connections of profound significance.

WORS 4223 The Ministry of Worship

3 credits

An exploration of public worship in all its dimensions: music, liturgy, sacraments, and the ministry of the Word. Attendance at worship services of various denominations and personal participation in structured worship experiences are required.

WORS 4623 Worship Practicum

3 credits

Hands-on experience in a local church will provide students with an opportunity to put worship principles into practice under the direction of both an academic and a field supervisor. Prerequisite: WORS 3423.

YOUTH MINISTRIES

YMIN 2103 Foundations for Youth Ministry

3 credits

The core course of the youth ministry program, designed to help students formulate a personal philosophy of youth ministry based on biblical principles and proven models. Attention to setting objectives, locating resources, organizing the work, and measuring outcomes.

YMIN 3003 Bible Study and Programming for Youth

3 credits

Equips students for Bible teaching in youth ministry. Particular emphasis is given to inductive Bible study methods, evaluating curriculum, and planning, preparing, and delivering lessons in the local church teaching context.

YMIN 3103 Camps and Retreats Leadership

3 credits

A practical, hands-on approach to planning and conducting summer camps, local church retreats, wilderness camping, back-packing experiences, and other off-site events that are activity oriented and spiritually based. \$50.00 fee

YMIN 4423 Administration of Youth Ministry

3 credits

Addresses the important issues related to leadership in youth ministry in the local church including developing a philosophy of youth ministry, leadership of people and programs, management of resources, and personal growth and development.

YMIN 4433 Adolescent Care

3 credits

A survey of the principles of pastoral care, specifically applied to youth ministry. Emphasis on developmental issues related to teens, the counseling of adolescents, and pastoral approaches for youth ministers.