



SOUTHERN WESLEYAN UNIVERSITY
ADULT AND GRADUATE STUDIES

Student Handbook
2009 - 2010

A Quality Education, A Christian Perspective

SOUTHERN
WESLEYAN
UNIVERSITY

PREFACE

This handbook is a compilation of the policies and regulation that govern many areas of the Adult and Graduate Studies Program. It is not intended to be contractual in substance or nature; rather, it is designed to serve as a source of information and reference to services and activities of the university community.

The policies and procedures set forth in this handbook may be altered or amended without notice as the university deems necessary. All students are to be thoroughly familiar with the contents of this handbook and are responsible for such knowledge. For additional information concerning the programs and policies of the university, consult the university catalog.

UNIVERSITY THEME VERSE FOR 2009-2010

"Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity."

Colossians 3:12-14 NIV

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I. GENERAL INFORMATION

1.0 COMPLIANCE STATEMENT

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

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. Its teacher education programs are also approved by the South Carolina State Board of Education. (Documents describing accreditation are on file in the Office of the President and may be reviewed upon request.) In addition, Southern Wesleyan University is a member of the National Association of Schools of Music.

Degree program(s) of study offered by 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 of Christian Colleges and Universities (CCCCU), and of the South Carolina Independent Colleges and Universities. Students who are residents of South Carolina are eligible to apply for South Carolina Tuition Grants.

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

Southern Wesleyan University has an established policy concerning the availability of student records. This policy complies with the Family Educational Rights and Privacy Act of 1974, as amended. The Act, with which the university intends to comply fully, is 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 Acts of 1964, Title IX of the Education 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. Southern Wesleyan provides a full report at the following website: www.swu.edu/academics/education/title_ii.htm#

1.1 STATEMENT OF PURPOSE

The mission of Southern Wesleyan University is . . .

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

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

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

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

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

1.2 DOCTRINAL STATEMENT

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

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

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

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

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

1.3 SOUTHERN WESLEUAN 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.

1.4 COMMUNITY EXPECTATIONS

Southern Wesleyan University is committed to community. We believe learning best takes place in the context of community. Our mission involves members in the community 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 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.

Sexual activity is only expressed privately between a man and a woman in the context of 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 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 times and places from the use of alcohol, illegal drugs and tobacco products while participating in the community.

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.

II. ADULT EVENING PROGRAMS

2.0 DEGREES OFFERED

Southern Wesleyan University offers the following degrees in a modified format to better serve working adults: *

- Associate of Science in Business degrees are offered through STEP I and STEP II for students who transfer in a limited number of semester credit hours.
- Associate of Arts in General Studies degree completion program is offered for students entering the Bachelor of Science in Human Services program; it also consists of all of the course requirements for students entering the Bachelor of Science in Education program.
- Bachelor of Science in Management, Bachelor of Science in Business Administration and Bachelor of Science in Human Services degree completion programs are offered for students who have 60 or more semester credit hours.
- Bachelor of Science in Education degree completion program is offered for students who have completed the Associate of Arts in General Studies program at SWU or those who transfer in 55 or more equivalent semester credit hours to courses in the Associate of Arts in General Studies program.
- Master of Business Administration, Master of Science in Management, and Master of Ministry degrees are offered for students who have completed a baccalaureate degree from an accredited institution.
- A Master of Education is offered for students holding a valid teaching certificate and one year's teaching experience.

By attending classes one night each week and actively participating with a learning team, qualified students can complete the associate degree in 30 months or less, complete major requirements for a bachelor's degree in approximately 22 months, or earn a master's degree in approximately 15 to 22 months.

To facilitate the program, meeting times for core groups are locked for the duration of a course sequence. When students transfer from Step I to Step II or to a Bachelor's core, the meeting night may change if students wish to finish their degrees in a timely manner.

* Not all degrees are offered at each regional location.

2.1 PROGRAM OBJECTIVES

Motivated by a desire to serve the adult population of South Carolina and in a spirit open to innovative change, the Adult & Graduate Studies (AGS) program was developed by SWU. The AGS program is designed to combine theory with practical experience to facilitate the special requirements of adults who are interested in receiving a college degree while continuing to meet personal commitments.

The instructors who facilitate courses in the AGS program include those who are full-time faculty members at SWU, as well as adjunct faculty. Adjunct faculty are qualified professionals who have a theoretical and practical background in the respective disciplines in which they instruct.

The general objectives of the AGS program are:

1. To offer a program leading to an associate's, bachelor's, or master's degree to adults whose occupation, family responsibilities, or personal preferences do not permit them to spend major blocks of time "in residence" on a college campus.
2. To provide a degree program that requires mastery of learning outcomes at the academic level appropriate to students' degree goals.
3. To provide students with a comprehensive, yet practical, education through an intense curriculum which draws on resources, theories, and knowledge of all relevant disciplines in order to enable students to acquire skills in communication, information processing, analysis, synthesis, and problem solving.
4. To facilitate an understanding of the importance of a dynamic social conscience and the application of Christian principles in a professional environment.

2.2 LEARNING PHILOSOPHY

Involvement determines success.

Most adults prefer to participate actively in their education. They scrutinize information to decide whether to accept or reject ideas. They seek answers to their questions, learn outside the classroom, and encourage teachers to help them apply theory to their present work situations. Adults want what they are studying to affect their personal and professional lives. The structure of the AGS program allows them to participate in their education in these ways, and the success of the program depends on their involvement.

Workshops maximize resources.

Workshops involve everyone present. Faculty are resource people, and they facilitate discussions in which the entire class has a part. Everyone is a speaker and a listener, a teacher and a learner. AGS believes that education is not only what is taught in the classroom but also what is experienced.

Students read and evaluate theories in light of their experience. Faculty supplement the reading by presenting other theories, perspectives, or techniques which students also evaluate. Together they discuss the merits of ideas and make practical applications. Relating theory to personal experience leads to deeper understanding, greater flexibility, and clearer ideas for students than theory without experience or experience without theory.

Collaborative learning accelerates mastery.

Students meet in learning teams outside of class to study ideas, coordinate group projects, and learn from one another. The amount of time working on teams may vary from course to course depending on the goals of the particular curriculum. Students may use alternative approaches and means of communication including face-to-face time when deemed necessary or determined appropriate by the course faculty member.

Since education depends, in part, on AGS students participating on learning teams, peers evaluate each other and faculty incorporate these evaluations in students' course grades.

Teamwork and organization are necessary for teams to complete assigned projects. Working together on projects helps each member practice negotiation, group problem solving, and interpersonal skills. Team goals are met as individuals motivate each other, communicate well, and manage their time wisely. Practicing these management skills helps students to be more successful in the program, at work, and in other team settings.

Modules provide blueprints.

Modules provided by AGS contain the overall goals of each course and the steps students will take to reach those goals. Agendas for workshops are provided, and materials that are required to complete the course assignments are listed. The assignments explain what students should understand and what they should be able to do at the end of workshops.

III. FINANCIAL INFORMATION

3.0 TUITION AND FEES

Current tuition, fee rates, and an outline of various payment plans are provided upon registration for the program.

Southern Wesleyan University reserves the right to change the tuition and fee schedule at any time. Set tuition and fee rates are guaranteed for students who complete a core sequence according to the prescribed curriculum schedule. The charge for drop-in courses or other special courses will be applied according to the current schedule. Each course must be paid for in advance, prior to attending the first workshop. A late charge will be added to any account that is overdue as stated in the original payment plan. Supplemental materials provide details about financial policies.

At the time of enrollment, students will be asked to select a payment plan. Thereafter, students will be responsible for following the schedule of payments. Failure to meet any incurred financial obligations will result in suspension from the academic program and the withholding of grades, transcripts, or other reports, where allowed by law. Also, if a student fails to meet any of the financial obligations owed Southern Wesleyan, the University may, without notice, 1) refer the account to a collection agency or law firm for the full amount due, plus collection costs and all legal fees, at the maximum rate applicable by law, and/or 2) report the delinquency to a credit bureau. There also will be a \$32.00 service charge for any returned checks. Southern Wesleyan University reserves the right to change all fees, schedules, and refund policies without notice at any time.

3.1 REFUND POLICY

1. Application and matriculation fees are not refundable.
2. The Educational Resource Fee is partially refundable for materials not yet used. Refunds will not be made for books that have been marred in any way or from which shrink wrap has been removed. Generally, refunds will not be made for books required in any class that a student has attended one or more times.
3. A refund of 90% of the Educational Resource Fee (for shipping and handling) will be made for withdrawal for the following reasons: work transfer, military obligations, death in the family, or serious personal or family illness. No other reasons will generally be accepted for the 90% refund. Appeals may be made to the educational resources manager for other personal crises.
4. Students are eligible for a tuition refund in whole or part under the following conditions:
 - A. Written notification of withdrawal prior to the first workshop of a course: full tuition amount.
 - B. Written notification of withdrawal prior to the second workshop of a course: 90% of the tuition amount (regardless of whether the student attended).

5. There is no tuition refund for a student who withdraws after the second workshop or for a student who fails to withdraw properly. Appeals to this policy must be made within six weeks of the last date of the course to the Student Accounts department. Exceptions are rare in nature and are normally granted only for the following reasons: death within the immediate family, work transfer, military obligations, or serious personal or family illness.

3.2 RETURN OF TITLE IV PROGRAM FUND

When a recipient of Title IV funds withdraws from the university during a payment period, the university will determine, according to federal regulations, the amount of Title IV funds the student earned as of their withdrawal date. If the total amount of funds earned as calculated is less than the amount disbursed to the student or on behalf of the student in the case of a PLUS loan, as of the date the student withdrew, the difference between these amounts will be returned to the Title IV programs. If the total amount of Title IV funds earned as calculated is greater than the total amount of funds disbursed to the student as of the date the student withdrew, the difference between these amounts will be treated as a post-withdrawal disbursement.

Return Calculation - The amount of Title IV funds earned by the student will be calculated using Title IV software to determine the percentage of Title IV assistance that has been earned and applying this percentage to the total amount of Title IV assistance that was disbursed or that could have been disbursed for the payment period.

- *Percentage Earned* - The percentage of Title IV assistance that has been earned by the student is equal to the percentage of the payment period that the student completed as of the student's withdrawal date if this date occurs on or before completion of 60 percent of the payment period.

The total number of calendar days in a payment period will include all days within the period (as originally scheduled at the time of certification) except that scheduled breaks of at least five consecutive days are excluded from both numbers in the above equation. In addition, the total number of calendar days in a period will not include days during which the student was on an approved leave of absence.

- *Percentage Unearned* – The total Title IV funds disbursed to the student, or that could have been disbursed to the student or on the student's behalf, minus the amount of Title IV funds earned by the student determines the amount of Title IV loan and grant aid that is unearned and must be returned.

Total Title IV disbursable aid – Title IV aid earned = Title IV loan and grant aid to be returned.

Return of Unearned Aid – The University will return the lesser of the following amounts to the appropriate Title IV Programs:

- The total amount of unearned aid.
- The amount that is equal to the total university charges incurred by the student for the payment period multiplied by the percentage of unearned aid.

The university charges incurred by the student will include tuition, fees and other educationally related charges assessed prior to withdrawal.

The university will return funds to the Title IV programs in the following order: unsubsidized Federal Stafford Loans, subsidized Federal Stafford Loans, and federal PLUS Loans. If unearned funds remain to be returned after repayment of all outstanding loan amounts, the remaining excess will be credited to any amount awarded for the payment period for which a return of funds is required in the following order: Federal Pell Grants, other grant or loan assistance authorized by Title IV regulations.

After the university has allocated the unearned funds for which it is responsible, the student must return assistance for which they are responsible in the order specified below. The amount of assistance that the student is responsible for returning is calculated by subtracting the amount of unearned aid that the university is required to return from the total amount of unearned Title IV assistance to be returned. The student (or parent in the case of funds due to a PLUS Loan) must return or repay, as appropriate, the amount determined to any Title IV loan program in accordance with the terms of the loan and any Title IV grant program as an overpayment of the grant. The student is obligated to return only one-half of the unearned grant amount over \$50.

Timelines for Return of Funds – The University will return the amount of Title IV funds for which it is responsible as soon as possible but no later than 30 days after the date the university determines that the student withdrew.

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

Rationale

If a student withdraws before completing more than 60 percent of the payment period, the amount of a Title IV loan and grant aid the student received for the payment period must be recalculated to reflect the portion of the payment period that they completed prior to withdrawal. The unearned Title IV loan and grant aid for the percentage of the payment period not completed must be returned to the appropriate Title IV aid programs.

Citations

HEA 484B; Dear Colleague Letter GEN-98-28 RE: 1998 HEA; CFR 668.22(a), (e), (f), (g), (h), (i); and the 1999-00 Federal Student Financial Aid Handbook, Institutional Eligibility and Participation Section

Post-Withdrawal Disbursements

If the total amount of Title IV grant and/or loan assistance that the student earned as calculated under the Return of Program Funds calculation is greater than the total amount of Title IV grant and/or loan assistance that was disbursed to the student or on behalf of the student in the case of a PLUS loan, the student may be eligible to receive a post-withdrawal disbursement. Written notification of eligible post-withdrawal disbursement will be sent to the student.

Outstanding Charges - If outstanding charges exist on the student's account, the university will credit the student's account with all or a portion of the post-withdrawal disbursement up to the amount of outstanding charges. If Federal Family Education Loan Program (FFELP) funds are to be used to credit the student's account, Financial Aid will notify the student and provide an opportunity for the borrower to accept all or a portion of the loan. The university must have written permission from the student and/or parent borrower to automatically apply a post-withdrawal disbursement to charges other than current. Permission obtained from the borrower while the student was enrolled is acceptable or the university may obtain permission with the post-withdrawal disbursement correspondence.

Written Notification - The University will offer any amount of a post-withdrawal disbursement that is not credited to the student's account to the student within 30 days of the date that the university determined that the student withdrew by providing a written notification to the student or parent. The written notification will include the following:

- The type and amount of Title IV funds that make up the post-withdrawal disbursement that is not credited to the student's account.
- The type and amount of Title IV funds that have been credited to the student's account.
- An explanation that the student may accept or decline some or all of the post-withdrawal disbursement that is not credited to the student's account.

- Information that informs the student that no post-withdrawal disbursement will be made to the student or parent if they do not respond within 14 days of the letter date. The university may, on an exception basis, choose to extend this timeline.
- Instructions to respond in writing directly to Financial Aid either by mail or fax.

Disbursement Process - If the student responds to the notice within 14 days and instructs the university to make all or a portion of the post-withdrawal disbursement, the funds will be disbursed in the manner specified by the student within 90 days of the date of the university's determination that the student withdrew.

If the student does not respond to the university's notice, no portion of the post-withdrawal disbursement will be made. If the response to the university is late, the university will make the post-withdrawal disbursement as instructed by the student or decline to do so. If the university does not choose to make the post-withdrawal disbursement based on a late response, the university will inform the student electronically or in writing concerning the outcome of the post-withdrawal request. The university will not request Title IV funds for a post-withdrawal disbursement unless and until it has determined:

- That a post-withdrawal disbursement is due,
- The amount of the post-withdrawal disbursement,
- That the post-withdrawal disbursement can be disbursed within three business days of receipt.

The post-withdrawal disbursement must be made from available grant funds before available loan funds. Post-withdrawal disbursement of eligible Title IV grant funds may be made without student acceptance.

Rationale

A post-withdrawal disbursement must be offered to a student who has withdrawn from the university and earned more Title IV Funds than has been disbursed.

Citations

HEA 484B; Dear Colleague Letter GEN-98-28 RE: 1998 HEA; CFR 668.22(a); 668.164(d); 668.165(a); and the 1999-00 Federal Student Financial Aid Handbook, Institutional Eligibility and Participation Section

3.3 FINANCIAL AID

Southern Wesleyan University participates in all federally-assisted programs for which its students establish eligibility by completing the Free Application for Federal Student Aid (FAFSA) form. Forms are a part of the financial aid packet supplied by enrollment representatives or are available through the Financial Aid Office or online. Federal programs are subject to change and are only for citizens or permanent residents of the United States.

Institutional Verification Policy and Procedures

Southern Wesleyan University requires verification of files selected by the central processing system when the FAFSA is submitted. Therefore, the student applicant should submit the FAFSA on-line as soon as possible after the previous year's taxes are filed. If the file requires federally-mandated verification procedures, the student will be notified and will need to complete and submit the Verification Worksheet as well as submit a copy of the previous year's tax form (not W2's and/or attached schedules.) The Financial Aid Office is required to certify that all information submitted is complete and consistent. In the event that questions may arise in the

verification process, certain other documents may be required of the student to substantiate claims or to resolve conflicting information. Compliance with all such requests is necessary, and federal funds cannot be certified or released to a student until all such verification is complete.

In addition to the FAFSA, all students must submit the following forms to the Financial Aid Office:

1. Southern Wesleyan Financial Aid Application
2. Promissory Note (if requesting loans)
3. Entrance Interview Form (if requesting loans)
4. Authorization to Retain Funds

Students will not be certified as “financial aid students” until all documents have been received, are accurate (if not complete or inaccurate, documents may be returned to the student for completion), and verification completed (if required). Therefore, students requesting financial aid must have all documents in and all verifications complete BEFORE they begin coursework.

Financial Aid Counselors

The Financial Aid Office assigns a counselor to each student upon entering the program. Currently, the counselor assigned is determined by the first letter of the student’s last name. These counselors provide assistance in processing financial aid each year and answer questions related to the student’s specific award. They are available to assist students on a regular basis by phone. On-site financial aid counseling is scheduled periodically.

What is Financial Need?

Most aid is awarded based on financial need. To determine financial need, all schools use a common formula: Cost of Attendance (tuition, fees and allowable expenses) minus the Expected Family Contribution (an amount determined by the Department of Education based on information provided on the FAFSA) and minus any other types of assistance that may be received (which would include Pell grants, South Carolina Tuition Grants, veterans’ benefits, and any tuition or scholarship assistance provided by a student’s workplace.) Financial aid is designed to help fill the gap between the cost of attendance and the expected family contribution and any other assistance. Financial need will affect the amount of subsidized monies and the amount of unsubsidized monies available through federal loan programs.

Tuition Assistance

For all need-based financial aid programs, any tuition assistance received by the student must be considered. The Southern Wesleyan Financial Aid Application asks whether assistance of this type is to be received by the student and if so, how much and under any specific conditions. It is imperative that the student report these types of assistance completely and accurately. Failure to do so may affect some state and/or federal funding.

South Carolina Tuition Grant

South Carolina residents who attend Southern Wesleyan may be eligible for the grant based upon the number of hours taken that run parallel to the traditional program’s fall and spring term. The average schedule includes 17 hours during this time giving an award of approximately \$875. The FAFSA for Southern Wesleyan students who are residents of South Carolina for at least one year and who apply for federal financial aid will be electronically transmitted to the state to determine eligibility. All FAFSAs must be completed and electronically transmitted by June 30 in order for a student to be eligible for a tuition grant for the coming academic year.

If students meet the June 30th deadline qualification, they will be notified by the South Carolina Tuition Grant Commission that they are tentatively eligible, pending verification of satisfactory academic progress by the Financial Aid Office at Southern Wesleyan. When Southern Wesleyan

receives the list of those students who pass this first qualification, the university is required to verify that the student has completed at least 24 semester hours during the previous qualifying year and has made a satisfactory grade point average. Then Southern Wesleyan must certify the number of credit hours that the student WILL COMPLETE (has registered for) between the period of time beginning NO EARLIER than 10 days prior to the first day of classes for the traditional Fall semester and ending NO LATER than 10 days after the end of the traditional Spring semester. SWU also provides the Commission with information about any Pell grant received and/or any tuition assistance received. The Commission then calculates need and eligibility based on these criteria and notifies Southern Wesleyan of the amount of tuition grant that a student will receive. Southern Wesleyan will then notify the student in writing of the amount of grant and when the disbursements may be expected. The original letter from the Commission DOES NOT GUARANTEE that you will receive the amount that it states that you might be eligible for (nor even actually that you will receive a grant at all); it only gives the maximum grant, dependent on the other conditions listed above.

If a student has just begun the program when certification takes place and has earned less than 24 semester hours prior to the qualifying date, the Financial Aid Office must review transcripts of any previously attended colleges to determine eligibility. Students should direct questions to the Financial Aid Office for information about specific cases.

Students who change their schedules from the original considered when tuition grant certification initially takes place may face return of funds for hours not completed. When the roster for the second disbursement arrives, the Financial Aid Office will check hours completed against hours certified and make adjustments where necessary. If additional hours have been taken or are scheduled, the Financial Aid Office may request additional funding from the Commission. The Commission will determine whether such requests may be granted.

The South Carolina Tuition Grant Commission will consider appeals when students face unusual circumstances which have hindered achievement of satisfactory academic progress during a previous year. Such conditions might include catastrophic events, unforeseen and unavoidable to the student. Information about appeals is available from the assistant director of financial aid. Appeals are considered if received in the Commission's office by November 15th of the award year.

Pell Grants

Based on family need, the federal government provides individual grants of up to \$5,350 per year for educational expenses. The FAFSA provides the needed information about eligibility. When the electronic information is transmitted to the Financial Aid Office, Southern Wesleyan processes Pell grant awards according to individual eligibility. The student will be notified by an award letter which will include estimated disbursement dates. Before the second disbursement is certified, the Financial Aid Office will check the student's schedule against coursework which was certified. This may result in a second disbursement being later than the original estimated disbursement date. Adjustments will be made where necessary, and the student may be responsible to repay any Pell monies which were received for coursework not taken.

Federal Stafford Loans

Independent students enrolled in the university may borrow up to \$9,500 for the first year (up to 29 semester hours), \$10,500 for the second year (up to 59 semester hours), and \$12,500 for the third (up to 89 semester hours) and fourth years. Eligibility is determined through the FAFSA, and certification is based on a student's expected schedule. Information about interest rates, deferments, and qualifications for subsidized or unsubsidized monies is available from the Financial Aid Office. Loans are certified after students begin class and the first disbursement will not be made until the student has actually begun the program. Loans are certified for an academic year which includes a minimum of 24 semester hours and 45 weeks of instruction. When the time

for the second disbursement arrives, the student's schedule is compared to the schedule which was certified. If students schedule breaks (for whatever reason), disbursements may be delayed until at least half of the credits and weeks for which the loan has been certified have been earned. No additional loans may be made at the end of the award period until a student has successfully completed the minimum of 24 semester hours and 45 instructional weeks. Students should budget carefully to allow necessary funding for the hours of the loan period.

Deferments: Repayment of federal loans will begin six months after termination of enrollment. Deferments are handled by the associate registrar who should be contacted with questions about individual situations.

Veterans' Benefits

Certain armed forces veterans and dependents who qualify under federal laws administered by the Veterans Administration (VA) are eligible to receive educational benefits. Information about these programs is available through state or county VA offices or from the Academic Records Office. Students who receive veterans' benefits must report expected benefits on their FAFSA when submitting it to the Financial Aid Office.

Vocational Rehabilitation Services

Individuals with a handicap which directly impedes employment may apply to the Vocational Rehabilitation Services to determine eligibility for assistance (including education) toward a goal of employment.

Additional Benefits

In addition to the above programs, many companies, corporations, and foundations offer aid to students based upon a variety of criteria. Students should investigate policies and programs of employers and foundations within their fields of study.

Satisfactory academic progress (generally measured by institutional standards) and continuous enrollment must be maintained for continued consideration for assistance.

Accounting

For questions about student accounts, contact Student Accounts directly at 1-800-282-8798, ext. 5520. The Student Accounts Office also will handle any requests for refunds.

The Financial Aid Office coordinates the application of funds from the above programs to the student's account but does not prepare statements nor handle refunds.

Withdrawal/change of schedule

Financial aid for a student who withdraws from the program (over 29 days in duration), will be reviewed for impact and possible repayment to all federal and state programs. In addition, exit interview instructions will be mailed to the student. It is important to all federal programs that this form be completed and returned to the Financial Aid Office. Students should contact the Financial Aid Office with questions about schedule changes (individual course withdrawal) and the impact on financial aid. (*See section 4.8 for Leave of Absence/Withdrawal Policy and Procedures.*)

IV. POLICIES, PROCEDURES, AND SERVICES

4.0 ADMISSIONS POLICY EXCEPTIONS

Exceptions to admissions criteria for the various programs will be considered by the appropriate admissions committee (either undergraduate or graduate). Applicants not meeting all criteria as determined by the Office of Academic Records may still be considered for admission. However, any exceptional or conditional admission must have the approval of the designated admissions committee in order to assess the applicant's probability of success in the program.

4.1 REGISTRATION PROCEDURES

When a student begins class as a member of a core group (e.g., GR-BSBA56 or CH-BSM016), registration for each subsequent course in the lock-step sequence is automatic as long as the student is classified as a member of that group.

However, a student who must make up or repeat an individual core course or enroll in a general education or elective course with another core group must register as a drop-in student. Individual drop-in forms (available from Student Services or on the web) must be submitted to the Student Accounts department for clearance. After clearance, the form is sent to Academic Records for academic approval and seating availability. The student will then receive books and modules from the educational resource manager.

Upon receipt of the materials (books and modules), students are then asked to contact the student services coordinator to obtain the name and phone number of the class representative for the class into which they are dropping and the room number of the class. The class representative will assist the student with joining a learning team. The student must contact learning team prior to the first workshop.

Students must register for each Saturday course in the same manner. Students are not allowed to register for more than two Southern Wesleyan courses simultaneously, with the exception of directed study Physical Education. Procedures and forms are available on-site, via the Southern Wesleyan website, and from the Academic Records Office or the student services coordinator serving the main campus and each learning center.

4.2 COMPETENCY AND PLACEMENT TESTS

All undergraduate students are required to establish competency in oral and written communication, mathematics, and computers. Generally competency in these areas is established through successful completion of designated courses. On occasions, however, testing may establish competency.

Writing Competency

Students must establish competency in writing for continued enrollment in their Step I or Bachelor's core. Competency in writing is established by passing ENGL 1003, ENGL 1054 or ENGL 2093. Students who enter the program in a Step II course without transferring in an equivalent course for ENGL 1003 or ENGL 1054 must take a writing (competency) test before their first course.

Mathematics Competency

Students must establish math competency before graduation. The math competency requirement may be satisfied by a grade of 1.6 in Math 1023 or Math 1003. Competency may also be established with a grade of C or higher in a college-level algebra course or course equivalent to Math 1003. Proof of grades and courses taken must be provided on an official transcript from another accredited institution.

Computer Competency

Competency in computing must be established prior to graduation. It may be established by earning a minimum grade of 1.6 in CPSC 1103, transferring a course equivalent to CPSC 1103 from another accredited institution, through a CLEP exam, or through MGMT 2164 Introduction to Management Information Systems.

Competency in Oral Communication

Students establish competency in oral communication with the instructor's certification that the student has successfully completed a major oral presentation as a part of the course requirement for ENGL 2053 World Cultural Literature or ENGL 2103 Speech Communication. Competency in oral communication must be established prior to graduation from either of these programs.

4.3 BOOKS AND MATERIALS

Books and materials are delivered to students at no additional charge by mail or by a university employee if fee payments have been completed in accordance with the payment policies of Southern Wesleyan University. If a student is absent from any workshop during which a materials delivery is made, it is the responsibility of the student to contact the site assistant or student services coordinator and make arrangements to pick up the materials.

4.4 LIBRARY SERVICES

The Claude R. Rickman Library at Southern Wesleyan University offers the services and materials students need to support their academic needs. The library collection contains over 127,885 volumes, including books, reference materials, AV and curriculum materials. The collection also contains 510 serial subscriptions, electronic books and online databases that provide access to over 27,000 journals in full text. These resources have been selected to meet the research requirements of all SWU students and faculty.

Access to many services and resources provided through the Rickman Library are available through the homepage at <http://www.swu.edu/library>. Students may search the online catalog **SWUcat**, for books and other materials that are housed in the library. They can also explore and request holdings from over 50 academic libraries across the state of South Carolina through <http://pascalcat.org/>. If students locate materials at either Southern Wesleyan University or through PASCALcat, they are encouraged to borrow these materials using the Interlibrary Loan Request Form, located on the website. The library will locate the materials and mail them at no cost to the student. The student is responsible for returning the materials to the Rickman Library by the date that they are due.

A robust selection of **online periodical databases** is also available from the library web page. Many of these databases provide full-text journal articles. Students will need passwords in order to access these databases from home. This information is provided at the orientation to the Southern Wesleyan AGS program. Students may also request a copy of the library "orange sheet" which provides the information.

The library also offers many AGS specific **Guides and Information:**

- **Introduction to Rickman Library** – A quick "tour" of the library website and services available
- **The Research Process** – An explanation of the "best practices" process to do research for a paper or project.
- **How to refine a periodical database search:** Explains how to better search for journal articles on your subject.
- **Evaluating Resources:** Explains the process for evaluating all sources especially Internet sources.
 - **A Rubric:** is also attached to this link to assist in evaluating sources.

Check the website for other discipline specific library information.

4.5 CAREER SERVICES CENTER

Southern Wesleyan's Career Services Center is an area within Student Affairs. The goal of our staff is to assist all SWU students in meeting their individual career planning needs.

Our mission is to enable students and alumni increase career awareness through assessment, research, experiential learning and the development of job search competencies resulting in informed decision making. We encourage preparation for lifelong career management through the use of an electronic portfolio - the ongoing documentation of acquired skills, experiences and accomplishments.

The center is located in the Campus Life Center in Room 215. The career center can also be accessed by going to: http://www.swu.edu/student_life/career_services/index.htm where you will be able to access a number of resources and programs including the new Job Bank and Web-Based Recruiting System for Southern Wesleyan University Students, **SWUCareerLink**. By using this system you will be able to search for jobs posted for Southern Wesleyan University students, create and save your resume and send them to perspective employers.

Please contact yduckett@swu.edu or call 864-644-5150 for more information about the center.

4.6 ACADEMIC COUNSELING

For questions related to academic issues, the student services coordinator serves as the first point of contact for both undergraduate and graduate students. General counseling for both includes such things as course registrations, re-entries, leave of absences or withdrawals. Specifically for undergraduates, the student services coordinators assists them in establishing degree completion plans for graduation, updating degree audit status, and scheduling needed coursework.

For this reason, mandatory counseling sessions are also scheduled for undergraduate students including a session prior to the start of any program. If a student starts at the Step I level, he/she may attend up to five mandatory academic counseling sessions. Any student starting at the Bachelor's core stage may attend up to three mandatory academic counseling sessions. Students may arrange additional counseling sessions at anytime by contacting their student services coordinator.

4.7 LEARNING TEAMS

During the first course in each sequence, each student must become a member of a learning team consisting of three to five members. Each learning team will develop a constitution which will provide guidelines for operation and management of the team and will help ensure fairness and equality.

Learning Team assignments form a regular part of the curriculum for most courses. To complete team assignments, students may use alternative approaches and means of communication including on-line as well as face-to-face time when deemed necessary or determined appropriate by the course faculty member. For the face-to-face meetings required by a faculty member, faculty pre-approval of the meeting location is required. The faculty member is to review the locations to determine that they are conducive for the learning experiences of that individual course.

Approved locations are as follows:

- Institutional classrooms
- Corporate meeting rooms
- State and local libraries
- Institution or college libraries

Locations that are conducive must have the following characteristics:

- Individual seating area for each member of the team.
- A desk or flat surface writing area for each student.
- Adequate lighting.
- A quiet area with no ambient noise, such as loud music.
- Adequately controlled temperature to allow for the comfort of each student.
- Internet and phone service to allow students to access the university's library services.
- Adequate restroom facilities.
- Adequate parking.
- Accessibility for all students.
- Consistent with facilitating learning objectives of the specific course.

In general, students should expect to work together approximately four hours per week; however, the amount of time may vary from course to course depending on the goals of the particular curriculum. In addition to participating in team activities, students are encouraged to support their fellow team members and to help ensure their success.

Southern Wesleyan University reserves the right to administratively reorganize learning teams or request that learning teams be restructured to comply with university and government regulations. Faculty members *may* require records related to learning team activities which can be used as part of course grades.

4.8 ATTENDANCE POLICY

Class:

Workshops are held once a week for four hours, and attendance is mandatory. At these sessions, the entire class meets with the facilitator who maintains attendance records and submits the records to the AGS office. A pattern of absences is unacceptable and will be dealt with in the manner stated below.

By agreement with the facilitator, one workshop during an individual course may be missed if work is made up. The absence must be reflected in the class participation portion of the student's final grade.

There is no provision for a student to miss more than **25%** of the workshops in any one course. In most cases, each workshop represents 20% of class time for a five-week course so the student who misses two classes misses 40% of the total class time. Any student who misses more than 25% of the workshops for any course will receive a grade of 0.0 or No Credit for that course and will be required to repeat the course at their expense.

Rationale: Attendance is necessary as one demonstration of mastery of course outcomes and because of the interchange of ideas and learning students gain from each other. Attendance is also necessary in order for the workshops to flow smoothly since many assignments require individual presentations. Absences disrupt the class for everyone.

Learning Team:

Each student is expected to contribute to the completion of all learning team assignments and activities. Groups will be required to work together both on-line and face-to-face to complete assignments. In general, students should expect to work together approximately four hours per week; however, the amount of time may vary from course to course depending on the goals of the particular curriculum.

Southern Wesleyan recommends that students remain on their team throughout the core sequence (e.g. Step I) for convenience. However, individual faculty members reserve the right to change the team composition for a specific course.

If, after a period of time, students decide they are not satisfied with their learning team, it is the responsibility of the student to discuss and initiate a request for change with the course faculty member. Group sizes of three to five members should be maintained.

Faculty members may require records related to learning team activities which can be used as part of course grades. Working together as an effective unit is one of the goals of the program design. Any learning team issue(s) should first be addressed amongst the team members then referred to the course faculty member. Finally, if further, assistance or mediation is required, you may contact the student services coordinator at your location.

4.9 LEAVE OF ABSENCE/WITHDRAWAL POLICY & PROCEDURE

As per federal regulations, if students need to request a temporary withdrawal from their core curriculum for any unforeseen or unusual circumstances, this is referred to as a Leave of Absence (LOA).

Students may request and be approved for more than one LOA in a 12-month period. However, **the total number of cumulative days allowed for a leave of absence in a 12-month period shall not exceed 180 days within the 365-day period.** Students must apply for a LOA prior to the last day of attendance. During the LOA, students are not considered withdrawn, and no return calculation is required.

Students may not receive federal financial aid disbursements while on a LOA. SWU will not assess any additional charges to a student's account while he/she is on an approved LOA with an effective start date of the LOA being the last day of the currently enrolled course. SWU will not grant approval for a LOA to start in the middle of an enrolled course; however, students must still contact the student services coordinator if they plan to discontinue attendance in a currently enrolled course.

It is university policy that students are permitted only the amount of days absolutely needed for leaves of absence.

Reasons:

The following reasons support the application for a LOA: Family and Medical Leave Act (FMLA), military deployment, jury duty, and unavoidable breaks in class attendance. Note: Waivers of courses authorized by Academic Records and due to a student having received previous credit for a course are considered leaves of absence and fall under this policy.

Process:

Students must request a LOA in writing using the approved SWU LOA Request form. Students must submit the LOA Request form to the student services coordinator at their learning center prior to the last day of attendance. The student services coordinator will forward the request form to Financial Aid for approval/denial.

The effective start date of a LOA will be the last day of the currently enrolled course, and no additional charges will be incurred during the LOA. SWU will not grant approval for a LOA to start in the middle of an enrolled course.

Upon approval by Financial Aid, a student's account will be frozen, and any unearned additional funds will not be disbursed and posted. If a student cannot return on the re-entry date indicated on the LOA Request form, the student must contact the student services coordinator. If a student does not return on the re-entry date indicated on the LOA Request form and does not contact the student services coordinator to submit a new LOA request, the student will be dropped from the

program. Any unearned financial funds will be subject to return to the originating federal or state aid source. At that point the student is responsible for any monies owed to the school.

Being approved for a LOA for two or more courses or being approved for a withdrawal for two or more courses may dictate that class membership (core group) be changed. If the LOA or withdrawal is for one course only, the student may maintain class membership (core group) with the current cohort.

If a student, who has appropriately applied for a LOA, is assessed by Financial Aid and is denied or found to be ineligible for a LOA, Financial Aid will forward the request to Academic Records where a withdrawal will be processed.

If a student must withdraw from a currently enrolled course, the student must contact the student services coordinator to complete the appropriate paperwork. If a student must discontinue attendance in a course after one-half of the scheduled workshops have met, a grade of 0.0 or NC must be awarded. For all withdrawals, appropriate charges will apply for the course (see Refund Policy, Section 3.1).

If a student is administratively withdrawn (temporary or permanent withdrawal), class membership status is generally the same as outlined above. Financial aid students who are administratively withdrawn must contact the Financial Aid Office.

Students who have been assigned the status of permanent withdrawal for whatever reason and wish to re-enter the program must contact the student services coordinator to apply for readmission. All previous accounts must be paid before a student may re-enter the program. Policies and degree requirements in effect at the date of re-entry will apply.

The University reserves the right to make changes to institutional policies without prior notice. Students will be duly notified of any change in policy.

4.10 FUNCTION OF THE CLASS REPRESENTATIVE

Class representatives may either volunteer or be appointed. Class representatives who are appointed must be willing to serve in this capacity. A class representative should be selected for each cohort during the first course of the program along with an alternate who will assume the duties if the class representative is out of class for a period of time. It is the responsibility of the faculty member of the first course to assist the cohort in selecting the class representative and an alternate.

The major function of the class representative is to serve as a liaison between the class and the Southern Wesleyan University staff, faculty, and administration. The class representative may act as a spokesperson for the class when addressing the faculty, staff, or administration. This linking role should also be carried out in distributing information, both verbal and written, from faculty, staff, and/or administration to the class.

Typical responsibilities of the class representative include the following:

1. Coordinate the use of the telephone for informing class members of important information (e.g., inclement weather, faculty member illness, etc.).
2. Serve as a spokesperson for the class in order to maintain a constructive dialogue with Southern Wesleyan University.
3. Assist in the distribution and collection of various surveys, announcements, and materials such as the end-of-course surveys. When appropriate, these materials should be returned to the site assistant in the envelope provided.
4. Assist faculty members when beginning a new course (e.g., contact the faculty member prior to the first class meeting with questions or clarification about the first assignment and relay the information to the class).

5. Help coordinate the distribution of program course materials (books, modules, etc.) by contacting the site assistant regarding problems with delivery of materials. Ensure that students who are absent are contacted regarding the materials delivered so the students can arrange to pick up their books.
6. Attend and participate in periodic class representative meetings conducted by AGS Student Services.
7. Help ensure that the classroom and break area are left in satisfactory condition at the end of each class.
8. Facilitate the organizing of social events as appropriate.

4.11 SMARTHINKING

SMARTHINKING is an online tutoring service offered by Southern Wesleyan University. The service is free to SWU students and most subject areas are available 24 hours a day, 7 days a week. With SMARTHINKING Online Tutoring, students can connect with a tutor and interact live, submit your writing for any class to the Online Writing Lab, or submit a question and receive a reply from a tutor. Connect with SMARTHINKING when you need help in any one of several subject areas including writing, math, science, or business. Follow these steps to get started:

1. Go to <https://mycampus.swu.edu> and log in to your MyCampus account.
2. Click on **Tutoring** in the Quick Links box. This will take you to the Center for Transformational Learning (CTL) page.
3. Click the **Smarthinking** button at the top of the page.
4. Click on the **Smarthinking Website** link in the **New Smarthinking Link** box on the right-hand side of the screen.
5. When the Smarthinking page comes up, create a **Smarthinking Account** with your own personal login and password.
6. Use this new login and password whenever you want to access and use the Smarthinking services.

Technology Requirements and Troubleshooting

- Cookies/Javascript should be enabled.
- Please disable all popup blockers for www.smarthinking.com
- Make sure your browser is set up to allow cookies and pop-up windows (SMARTHINKING uses both of these)
- Make sure that you have Java installed. If you need to install Java, go to <http://www.java.com> and follow the instructions for the free download.
- For a **full list** of the most up-to-date settings, please refer here <http://www.smarthinking.com/static/customerSupport/technicalRequirementsFAQ/>

If you need help using SMARTHINKING, click on the **SMARTHINKING Student Handbook** in the Customer Support & FAQ area of your homepage or contact Customer Support at support@smarthinking.com or (888) 430-7429 ext. 1 (Mon-Fri, 8am – 6pm ET). For on campus help, call Martha Mishoe at 864.644.5337.

4.12 ACADEMIC HONESTY

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. Members of this community of learners (students, faculty, staff, and administrators) are expected to treat each other as honorable until this trust is betrayed.

Any form of academic dishonesty (including cheating, plagiarism, and falsification of documents) constitutes a serious breach of trust. No form of academic dishonesty will be tolerated.

If a student has cheated, that student should voluntarily come forward and confess. If the student does so, the penalty is a failing grade of 0.0 on the work involved. If the student admits guilt only after being confronted, the penalty is both a grade of 0.0 on the work involved and a 10% grade reduction in the course. If a faculty member is convinced that a student has cheated and the student does not admit the offense, the faculty member may assess a grade of NC or 0.0 for the course. (See Grade Appeal Procedure (Section 4.16) for additional information.)

Plagiarism (the use of another's material, methods, or ideas without giving the originator proper credit) and fabrication (forging or inventing information) are special forms of cheating. It is the responsibility of each student and faculty member to follow the Modern Language Association (MLA) style of documentation (or APA, American Psychological Association, for students receiving a degree in Education). Any student found guilty of plagiarism or fabrication will receive a grade of 0.0 as outlined in the paragraph above.

Academic dishonesty outside the context of a course will be dealt with in a manner appropriate to the situation. The penalty may include expulsion from the university, and, in cases of fraud, appropriate legal action. Appeals in these cases will be heard by the provost with final appeal to the Academic Council.

4.13 GRADING PROCEDURE

Formal grade reports are available within 14 days of the completion of each course. Grade reports indicate courses taken, credit received, and grades assigned. Grades will not be issued to a student who has failed to make payment of tuition for a course and registration in that course will be canceled.

All grades are reported in increments of 0.1 and range from 4.0 to 0.0 (No Credit).

The grade point system listed below should be used to evaluate student performance. It is not SWU policy to give letter grades so the first column is provided for information only. The third column gives suggested percentage equivalence for each grade point. Faculty may choose to assign different percentage scores to particular point values or may decide not to use percentages at all in determining grades.

Letter Grade	SWU Grade Point	% Score
A	3.9-4.0	99-100
A-	3.6-3.8	96-98
B+	3.3-3.5	93-95
B	3.0-3.2	90-92
B-	2.7-2.9	87-89
C+	2.3-2.6	83-86
C	1.9-2.2	79-82
C-	1.6-1.8	76-78
D+	1.3-1.5	73-75
D	1.0-1.12	70-72
	0.0	Below 70
NC	No Credit (applicable to P/F courses only)	
P	Pass	
S	Satisfactory-but no credit toward graduation	
I	Incomplete	
W	Withdrew	

Final grades generally are posted to each student's MyCampus account by the Academic Records Office within 24 hours of receipt of grades from the faculty member.

Students who earn grades below 1.6 in AGS undergraduate business core courses and grades below 2.0 in master's core courses must repeat the courses at their expense.

Any student in a master's program who receives grades lower than 2.7 (3.0 in the M.Ed. program) for two courses will meet with the dean of the appropriate college (College of Arts of Sciences) or school (School of Business or School of Education). If another course grade lower than 2.7 (3.0 in the M.Ed. program) is earned, the student will not be permitted to continue the program. Appeals to this policy must be submitted to the dean for consideration. The dean will consult with the relevant program director before making a decision.

4.14 INCOMPLETE (I) GRADES

Students who fail to complete all course requirements on a timely basis due to severe extenuating circumstances may petition the faculty member for a grade of *Incomplete (I)*. Examples of possible circumstances are sickness, family emergencies, business requirements such as travel or non-routine meetings, and business emergencies. Faculty members are expected to exercise great caution in requesting permission to give a grade of *Incomplete*, reserving the request for exceptional circumstances beyond the student's control. The dean of the appropriate college or school (College of Arts of Sciences, School of Business, or School of Education) must approve all grades of *Incomplete*.

If an *Incomplete* is approved, work must be completed within five (5) weeks from the final meeting date of the course, and the faculty member must submit the grade change within the following week. If the grade change has not been submitted after six weeks, the Academic Records Office will administratively change the grade of *Incomplete (I)* to *0.0*. The student will then be required to repeat the course at their own expense.

In cases of extreme hardship, the student may petition in writing to the appropriate dean for an additional five-week extension. Such a written request should be received prior to the expiration of the five-week period. If the work is not completed within the five-week extension, the grade of *I* will be changed to *0.0*. A student will be required to retake the course at their own expense if the grade assigned is not satisfactory for credit to be counted toward a degree.

A student is eligible for two grades of *Incomplete (I)* in any given program. The third will be treated as a *0.0*.

4.15 GRADE REPORTS AND TRANSCRIPTS

Faculty members submit grades for each student at the end of each course. Grades are recorded and posted by the Academic Records Office. Payments must be up to date in order for grades to be viewed by students on their MyCampus account.

The student's official transcript is prepared by the Academic Records Office and will show the course, grades, credits, and semester dates.

Request for transcripts of academic work at Southern Wesleyan University must conform to the Privacy Act of 1974. This requires that all transcript requests be submitted in writing and be signed by the student. Twenty-four hours notice must be given to the records office in requesting a transcript. There is a \$5.00 fee for each transcript. Payment must accompany the request.

Additional information regarding transcript requests can be found at:

http://www.swu.edu/academics/academic_records/transcripts.htm.

4.16 GRADE APPEAL PROCEDURE

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 an agreement cannot be reached, the student may appeal to the instructor's division chair, in writing, within ten working days after the meeting with the instructor. If the division chair can mediate an agreement between the student and instructor, a grade-change request may be processed. If no agreement can be reached, or if the instructor is also the division chair, or if there is not a division chair as in the case of School of Business & School of Education, the next step is applicable. (Except in cases of miscalculation or obvious bias, there are few occasions in which an awarded grade is overturned on appeal. Grading is the distinct purview of the faculty member.)
3. The student may appeal the decision to the academic dean of the appropriate college or center, 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 cannot be appealed 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. A quorum of half of the council members is necessary for an appeal to be heard.

4.17 ACADEMIC POLICY APPEALS

When a student feels an exception is warranted to any AGS academic policy listed either in the university catalog or in this handbook, the student may appeal for such a variance in the following manner:

1. The student may appeal to the dean of the appropriate college or school (College of Arts and Sciences, School of Business, or School of Education). All appeals must be in writing and contain a statement of what exception to the policy is desired, a thorough explanation of rationale and supporting documentation in order to be considered. The dean will then make a decision.
2. If deemed appropriate and it is determined that a change is in order, the dean will notify the appropriate parties. If the dean determines that no change is warranted, the dean will contact the student with the decision. This will be the final step for almost all appeals.
3. If the student feels there is compelling evidence that the decision of the dean was biased or that all documentation was not appropriately considered, the student may appeal the decision in writing within 10 working days to the provost and vice president for academic services who will investigate and render a decision. A decision by the provost that the policy decision cannot be appealed is final. If, after consultation with the provost and vice president for academic services, the decision is to reconsider, the provost shall, within 10 working days, assign the appeal to the Academic Council to review all appropriate material, consult parties involved, and make a determination. The decision of the Academic Council is final. A quorum of half of the council members is necessary for an appeal to be heard.

4.18 CONDITIONAL AND PROBATIONARY STATUS

Associate's and Bachelor's Programs

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

Academic probation occurs when a student's Southern Wesleyan cumulative GPA falls below 2.0. Academic probation will be removed when the student achieves a satisfactory Southern Wesleyan cumulative GPA of 2.0 within a probationary period of two consecutive courses. If the GPA is not attained, academic suspension will occur.

Master's Programs

Graduate students admitted based on an incoming GPA of less than 3.0 must maintain at least a 3.0 in each of the first two courses in order to continue in the program. If conditions are not met, the Graduate Admissions Committee will determine if administrative withdrawal should occur.

Academic probation occurs when a graduate student's Southern Wesleyan cumulative GPA falls below a 3.0. Academic probation will be removed when the student achieves a satisfactory Southern Wesleyan cumulative GPA of 3.0 within a probationary period of two consecutive courses. If this GPA is not attained, the Graduate Admissions Committee will determine if academic suspension should occur.

A grade lower than 2.7 (3.0 in M.Ed.) in any two courses will require a student to meet with the dean of the appropriate school (School of Business or School of Education) or the appropriate chair within the College of Arts of Sciences. A grade lower than 2.7 (3.0 in M.Ed.) in any three courses will result in suspension. Appeals must be submitted to the vice president for academic services.

A suspended student may petition for reinstatement, but the student must provide reasonable rationale for consideration.

4.19 ACADEMIC SUSPENSION

Academic suspension will result if a student fails to meet requirements to remove academic probation within the probationary period of two consecutive courses. Suspended students are not eligible for readmission until the lapse of six months. In such cases, a formal application must be submitted in accordance with the admissions procedures of Southern Wesleyan University. In addition, the applicant should explain the reason for the academic deficiencies, the manner in which the intervening time has been spent, and why the applicant should be given favorable consideration for readmission.

Students who have earned two grades of Incomplete (I), two grades of 0.0, or a combination of one Incomplete (I) and one grade of 0.0 in core courses at one time on their academic record will be administratively withdrawn from their core group. Arrangements must be made through the Academic Records Office to re-enter and retake specified courses with another core group and earn a grade of 1.6 or above. (Students who earn a grade of 0.0 in general education and elective courses must retake the courses, if required for the degree, and earn a minimum grade of 1.0.)

Any graduate student who has received three course grades lower than 2.7 (3.0 for M.Ed. students) will generally not be permitted to continue in the program.

Note: A grade of 0.0 for any course will be replaced with the new grade earned after the course is re-taken.

4.20 THE CONFERRAL OF DEGREES

Degrees are conferred only two times per year: at the May and December commencement ceremonies. All degree requirements (associates, bachelors and master's) must be completed by the general deadlines of April 1 for May graduation and November 1 for December graduation. Reasonable exceptions to the deadline may be made upon written appeal to the associate registrar.

Graduation information and application forms are mailed in January and September to potential graduates who must apply by the deadline stated in the informational material.

4.21 RIGHT TO PRIVACY

Southern Wesleyan University complies with the Family Education Rights and Privacy Act of 1974 (amended in January 1975 and appearing in its final form in June 1976). The Privacy Act defines requirements which are designed to protect the privacy of students concerning their records maintained by the university. The law requires that

1. Students are provided access to official records directly related to the student. This does not include private records maintained by instructional, supervisory, or administrative personnel. Students who wish to see their records must make an appointment through the Academic Records Office. Students may not remove any materials but are entitled, at their own expense, to one copy of any material contained in their file.
2. Students are given the opportunity for a hearing before the Academic Council to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by a faculty member.
3. The student's written consent must be received prior to the releasing of identifiable data from their records to anyone.
4. The university is authorized under the Act to release public directory information concerning students. Directory information may include the student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, degrees and awards received, and most recent previous educational agency or institution attended by the student. Directory information is subject to release by the university at any time unless the program director has received prior written request from the student specifying that the information not be released.
5. Southern Wesleyan University is authorized to provide access to student records to Southern Wesleyan University officials and employees who have legitimate educational interests in such access. These are persons who have responsibilities in the academic, administrative, or service functions of the university.

A more complete description of procedures is available through the Academic Records Office.

4.22 ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Accommodations are made for students with disabilities who document the disability and request accommodations. The documentation and a request for appropriate accommodations should be sent to the associate vice president for Student Services (AGS). The documentation and request are forwarded to the coordinator for services to students with disabilities who authorizes and helps coordinate appropriate accommodations.

Students should also contact the associate vice president for Student Services (AGS), Benita Butler (bbutler@swu.edu) if services are not satisfactory. If students still have a grievance, they should contact the chair of the Committee for Students with Disabilities, Martha Mishoe (mmishoe@swu.edu). (See the protocol for response to harassment of students with disabilities in the following section.)

4.23 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 program. 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 dealt with promptly.

A student having a complaint should inform either the student services coordinator or the associate vice president for Student Services (AGS). After securing from the student a written request for investigation, this employee will investigate the complaint and recommend appropriate action. The investigation will be concluded and any redress recommended within 10 working days of the receipt of the written request.

If the process is delayed beyond 10 working days or if the student disagrees with the response, the student may appeal to the chair of the Committee for Students with Disabilities. The appeal must be in writing and must be made within 10 working days of the student being notified of the initial determination. The chair of the Committee for Students with Disabilities will investigate the complaint and response and make a determination within 10 working days of the receipt of the written appeal.

Upon notification of the decision of the chair of the Committee for Students with Disabilities, the student may ask for consideration by the provost of the university. Again, the request must be in writing and must be made within 10 days of receiving the decision from the chair of the Committee for Students with Disabilities. The decision of the provost is final.

4.24 SEXUAL HARASSMENT POLICY

In keeping with efforts to establish an environment in which the dignity and worth of all members of the institutional community are respected as creatures made in the image of God, it is the policy of Southern Wesleyan University that sexual harassment of students and employees at Southern Wesleyan University is unacceptable conduct and will not be tolerated. Any form of harassment, including sexual harassment, is absolutely prohibited.

Any complaint of possible harassment should be directed immediately to the president who will refer it to a committee consisting of the vice president for finance (staff), provost and dean (faculty) and associate vice president for Student Services (AGS) (students) who will thoroughly investigate the matter in confidence to the extent reasonable. All complaints need to be in writing, signed and agreed to by the complainant.

After reviewing all the facts, the committee will make a determination concerning whether reasonable grounds exist to believe that harassment has occurred.

The university forbids any kind of retaliation against persons availing themselves of their rights under this policy. Disciplinary actions up to and including discharge or suspension will be taken against any employee or student who is found to have engaged in harassment or retaliation.

Sexual harassment includes:

- 1) unwanted sexual advances;
- 2) offering employment benefits in exchange for sexual favors;
- 3) making or threatening reprisals after a negative response to sexual advances;
- 4) visual conduct: leering, making sexual gestures, displaying of sexually suggestive objects or pictures, cartoons, posters;
- 5) verbal conduct: making or using derogatory comments, epithets, slurs, and jokes;
- 6) verbal sexual advances or propositions;
- 7) verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes, or invitations; and
- 8) physical conduct: touching, assault, impeding or blocking movement.

4.25 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. Students who do smoke at class breaks must find a place to smoke that is not bothersome to others. The associate vice president for Student Services (AGS) can provide current smoking policies for the facilities where classes are now meeting to help determine a suitable place to smoke.

Students involved in classes that meet on the Southern Wesleyan University campus and in other smoke-free facilities are expected to smoke off campus during breaks or use their cars as a practical place to smoke. All cigarette remains should be disposed of off campus.

The use of smokeless tobacco is also not appropriate in classrooms or other AGS facilities.

4.26 DRUG-FREE CAMPUS POLICY

While participating in the Southern Wesleyan community, students and employees of Southern Wesleyan University are expected to refrain from possession, use, or distribution of beverage alcohol or illegal drugs unless prescribed by a licensed physician. Also, students are not to engage with the community under the influence of alcohol or drugs. This standard is expected regardless of the age of the employee or student and pertains to classes, learning teams, and other activities involving Southern Wesleyan students, faculty, alumni or staff.

4.27 INCLEMENT WEATHER PROCEDURES

In the event of inclement weather, the president of Southern Wesleyan University, in consultation with the provost, the vice president for finance, and associate vice president for student services (AGS) 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 after 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.

The following procedure should be implemented if inclement weather or unsafe conditions exist on the day of a scheduled workshop:

1. The class representative will call to the Southern Wesleyan Inclement Weather Information Hotline after 3:00 p.m. in order to learn whether workshops will be in session or have been cancelled.
2. After dialing the number listed above, the class representative will press 2 for the AGS menu, then:
 - Students attending class in Central, press 1**
 - Students attending class in Charleston, press 2**
 - Students attending class in Columbia, press 3**
 - Students attending class in Greenville, Press 4**
 - Students attending class in North Augusta, press 5**
 - All other AGS locations, press 6**
3. The class representative will then convey the decision to fellow classmates via telephone and/or email.
4. Canceled workshops must be made up. The faculty member, class representative, and students should reach a consensus on an alternate meeting time (e.g., Saturday morning).
5. The class representative and faculty member will contact site administration to make arrangements for an alternate meeting time and location. Site administration will communicate the available time and location to both the class representative and faculty member. The class representative will notify fellow classmates via telephone and/or e-mail.
6. 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.

4.28 ADDRESS CHANGES

Students who change their address, telephone number, or name are required to submit this information to the Academic Records Office. Failure to inform the office may result in delays in receiving information regarding student records or changes in student status, etc.

V. STEPS I AND II, ASSOCIATES PROGRAMS

The Southern Wesleyan University Adult and Graduate Studies (AGS) program provides structured degree preparation programs for students who do not have sufficient college level credits to be admitted to the Bachelor's degree completion core programs. These lower-level programs are designated Step I and Step II and are designed for persons who present no college credits or a limited number of transfer hours. Students may earn an Associate of Science in Business (ASB) degree by completing the courses in both Steps I and II and any remaining elective credits to total 64 semester hours.

Step I consists of 29 semester credit hours which meet the general education requirements for any business degree Southern Wesleyan offers through AGS. The Step I core is lock step.

Step II consists of 34 semester credit hours that meet elective requirements in the bachelor programs, meet prerequisites for certain bachelor courses, or serve as an additional step toward the Associate of Science in Business degree. Generally, the Step II core will be provided on a rolling or continuous basis. Of the 34 credits of core courses, associate degree students may transfer credits to meet requirements for the following courses:

- | | |
|--------------|--|
| ▪ ACCT 1204* | Survey of Accounting |
| ▪ ECON 2003 | Principles of Economics |
| ▪ MGMT 3503 | Principles of Marketing |
| ▪ CPSC 1103* | Intro. to Computers/Information Processing |
| ▪ MGMT 2023 | Introduction to Issues in Management |
| ▪ MATH 1023 | College Algebra |

*Must have taken in the last 5 years

Students wishing to enter the program at Step II must have 15 semester hours of applicable general education credits on transcript and must achieve acceptable scores on the writing competency test or transfer in a writing course equivalent to ENGL 1054.

The Associate of Arts in General Studies (AA) program is a basic curriculum and can prepare students for the Bachelor of Science in Human Services or the Bachelor of Science in Education. It consists of a total of 64 semester hours and of the 64 credit hours, students assessed to start and complete the Associates of Arts degree may transfer in a maximum of 9 semester credit hours. The courses eligible for transfer are as follows:

- | | |
|--------------|------------------------------|
| ▪ PSYC 2003 | General Psychology |
| ▪ SOSOC 1003 | Introduction to Sociology |
| ▪ PSYC 3123 | Human Growth and Development |

5.0 ADMISSION REQUIREMENTS – ASB/AA

1. An official high school transcript or General Educational Development (GED) score report. Applicants who have been out of high school for less than 5 years must have a minimum high school GPA of 2.0 (without at least 6 hours of transferable college work).
2. Evidence of age 21 or older.
3. Evidence of a minimum of two years' full-time work experience.
4. Evidence of current employment.
5. An overall grade point average (GPA) of 2.0 in previous college work. The applicant may be admitted on a conditional basis if GPA is below 2.0. Official transcripts are required whether or not credits are transferred.
6. Evidence of satisfactory writing and reading ability.
7. Students enrolling in the AGS program must either own or have access to a computer with Internet email capability. Computers are available on-site for instructional purposes. A small two- or three-station computer lab is available on a first come, first served basis at most teaching locations. Wireless Internet is available for currently enrolled students. Students must register computer hardware with the Office of Information Technology and show proof of current anti-virus protection prior to connecting any resource to the wired or wireless network. Students should plan to do homework assignments on their own computers. Students must be able to efficiently run the Microsoft Office Suite (version 2003 or 2007) used in classroom instruction.

The following is a suggested minimum requirement.
(see <http://www.swu.edu/IT/recommendations.htm> for more information)

	Laptop	Desktop	Mac
Processor	Dual Core 1.6 or Higher	Dual Core 1.6 or Higher	Dual Core 1.5 or Higher
RAM	Vista 2GB XP Pro 1GB	Vista 2GB XP Pro 1GB	1GB
HD	80 GB	80 GB	80 GB
Ethernet	10/100	10/100	10/100
Wireless	b/g	b/g	b/g
Screen	14.1"	15"	13" or larger
Optical	CD-RW/DVD	CD-RW/DVD	CD-RW/DVD
OS	Vista Business	Vista Business	Mac OS X or higher
Productivity Software	Office 2007	Office 2007	Office: mac 2008
Power Protection	Surge Protector	Surge Protector	Surge Protector
Anti-Virus Protection	Symantec Antivirus	Symantec Antivirus	Symantec Antivirus

5.1 GRADUATION REQUIREMENTS FOR ASB

1. Completion of 25 semester credits (*see credits in parentheses*) of **general education requirements** that can be taken through the Step I core of courses listed below:

SEMR 2013*	College and the Working Adult	5 weeks	3 credits	
ENGL 1054	Writing for Adults	9 weeks	4 credits	English Composition (3)
BIBL 2013	Studies in New Testament	5 weeks	3 credits	Bible (3)
PHED 1181	Lifetime Leisure Studies	2 weeks	1 credit	Physical Education (1)
RELG 2403	Basic Christian Beliefs	5 weeks	3 credits	Religion/Philosophy/Bible (3)
PHSC 1513	Intro to Astronomy & Earth Sci	5 weeks	3 credits	Science with a lab (3)
ASTH 2053	Aesthetics	5 weeks	3 credits	Aesthetics (any fine arts) (3)
HIST 2203	America in a Changing World	5 weeks	3 credits	History (3)
ENGL 2303	Literature and Life	5 weeks	3 credits	Literature (≥ sophomore level) (3)
ENGL 2103	Speech Communication	5 weeks	3 credits	Add'l Eng Comp or Speech Comm (3)

*Not required for the ASB degree but required for students enrolled in Step I core

Total Step I: 51 weeks, 29 hours

2. Completion of all the required business courses. Specified ones must be taken through Southern Wesleyan (see Step II - listed below) with minimum grade of 1.6 or C or better in each required course:

MGMT 2023*	Introduction to Issues in Management	5 weeks	3 credits
MGMT 3503*	Principles of Marketing	5 weeks	3 credits
ECON 2003*	Principles of Economics I	5 weeks	3 credits
MGMT 2043	Legal Environment of Business	5 weeks	3 credits
ACCT 1204*	Survey of Accounting	8 weeks	4 credits
MGMT 2403	Entrepreneurship	5 weeks	3 credits
MGMT 3303	Introduction to Production/Operations Mgmt	5 weeks	3 credits
MGMT 3363	Principles of Total Quality Management	5 weeks	3 credits
SEMR 3803**	Issues in Careers and Leisure	5 weeks	3 credits
CPSC 1103*	Introduction to Computers/Info Processing	6 weeks	3 credits
MATH 1023*	College Algebra	7 weeks	3 credits

* Equivalent course work may transfer for any of these courses.

** Course available as elective credit but this specific course is not required for ASB degree.

Total Step II: 59 weeks, 34 hours

3. Completion of a minimum of 16 semester hours of the required 64 semester hours by study under the faculty of Southern Wesleyan University.
4. Completion of any elective credits to reach the required 64 semester hours.
5. Establishment of competency in writing, oral communications, math and computers.
6. Minimum cumulative Southern Wesleyan GPA of 2.0.
7. Payment of all tuition, fees, and other charges.

5.2 GRADUATION REQUIREMENTS FOR AA

1. Completion of the 64 hours of required core courses with a minimum cumulative Southern Wesleyan University grade point average of 2.0.*

SEMR 2013	College and the Working Adult	5 weeks	3 credits
ENGL 1003	Freshman English I	6 weeks	3 credits
CPSC 1103	Intro to Computers and Information Proc	6 weeks	3 credits
PSYC 2003	General Psychology	5 weeks	3 credits
MATH 1003	Fundamentals of Math I	8 weeks	3 credits
PHSC 1513	Intro to Astronomy & Earth Sci	5 weeks	3 credits
ENGL 1013	Freshman English II	5 weeks	3 credits
BIOL 1103	Biology for Non-majors	5 weeks	3 credits
SOSC 1003	Introduction to Sociology	5 weeks	3 credits
BIBL 1013	Old Testament Survey	5 weeks	3 credits
PHSC 1503	Intro to Chem and Physics	5 weeks	3 credits
BIBL 2013	Studies in New Testament	5 weeks	3 credits
SOSC 2123	Race and Ethnic Relations	5 weeks	3 credits
ENGL 2053	World Literature (Cultural)	6 weeks	3 credits
ASTH 2053	Aesthetics	5 weeks	3 credits
SOSC 2513	Sociology of the Family	5 weeks	3 credits
PSYC 3123	Human Growth and Development	5 weeks	3 credits
ENGL 2103	Speech Communication	5 weeks	3 credits
PHED 1181	Lifetime Leisure Studies	2 weeks	1 credit
HIST 1063	Survey of World Civilization	5 weeks	3 credits
RELG 2403	Basic Christian Beliefs	5 weeks	3 credits
HIST 2053	Survey of American History	5 weeks	3 credits

2. Establishment of competency in writing, oral communications, math and computers.
3. Payment of all tuition, fees, and other charges.

* A student planning to matriculate to the Bachelor of Science in Education program must have a minimum cumulative Southern Wesleyan University grade point average of 2.5.

5.3 TRANSFER POLICIES

Transfer courses from regionally accredited institutions must be evaluated for approval as meeting degree requirements. The AGS admissions specialist does the evaluation in consultation with appropriate faculty and registrar.

VI. BACHELOR'S DEGREE COMPLETION PROGRAMS

Southern Wesleyan offers four bachelor's degree completion programs through AGS: the Bachelor of Science in Management (BSM), the Bachelor of Science in Business Administration (BSBA), the Bachelor of Science in Human Services (BSHS) and the Bachelor of Science in Elementary Education (BSE).

A Bachelor of Science with an emphasis in Business Administration is available at all upstate and midlands locations. A Bachelor of Science with an emphasis in Management is available at all Lowlands sites including Charleston and North Augusta. The Bachelors of Science with an emphasis in Human Services and in Education have been approved for all locations.

The courses in the AGS program relate theory to practice. Instructional methods include mini-lectures, seminars, case studies, role-playing, simulations, and a student-selected project related to the student's professional goals. Each course is a required component of the program, and courses must be taken in sequence.

In the BSM and BSBA programs, each student completes a business research project with a fieldwork assignment which is related to his or her professional responsibilities and which demonstrates the ability to apply concepts and skills developed in the program to a problem of professional consequence.

The curriculum is designed to facilitate the development of the skills required to make effective decisions as well as to formulate short and long range business plans. The curriculum also provides learning experience in the personal skills needed for effective organization such as needs assessment, group facilitation, and leadership.

The BSHS program is designed for individuals who are interested in working or helping others in community organizations.

The BSE with Teacher Certification degree program consists of a curriculum that supports attainment of the SC Initial Teaching Certificate by the teacher candidate. The theme statement of the School of Education emphasizes the preparation of "educators who demonstrate scholarship within a Christian ethic of care."

6.0 ADMISSION REQUIREMENTS FOR BACHELOR'S DEGREE PROGRAMS

BSM, BSBA, BSHS (See section 6.6 for BSE Additional Admission Requirements)

1. Official high school transcript or GED certificate as demonstrated via a copy of the high school diploma, high school transcript, or college transcript showing graduation date.
2. A minimum of 60 transferable semester credit hours earned from a regionally accredited college or university. (A maximum of 68 semester credit hours may be transferred from a two-year college. Official transcripts are required from all colleges attended.)
3. An overall grade point average (GPA) of 2.0 in previous college work. (Applicants may be considered for admission on a conditional basis if GPA is below 2.0.)
4. Evidence of minimum age of 21.
5. A minimum of two years of full-time work experience, and evidence of current employment.
6. Evidence of satisfactory writing and reading ability.
7. TOEFL scores for students whose primary language is not English (paper test score 500/ computer test score 173).
8. Students enrolling in the AGS program must either own or have access to a computer with Internet email capability. Computers are available on-site for instructional purposes. A small two- or three-station computer lab is available on a first come, first serve basis at

most teaching locations. Wireless Internet is available for currently enrolled students. Students must register computer hardware with the Office of Information Technology and show proof of current anti-virus protection prior to connecting any resource to the wired or wireless network. Students should plan to do homework assignments on their own computers. Students must be able to efficiently run the Microsoft Office Suite (version 2003 or 2007) used in classroom instruction.

The following is a suggested minimum requirement.
(see <http://www.swu.edu/IT/recommendations.htm> for more information)

	Laptop	Desktop	Mac
Processor	Dual Core 1.6 or Higher	Dual Core 1.6 or Higher	Dual Core 1.5 or Higher
RAM	Vista 2GB XP Pro 1GB	Vista 2GB XP Pro 1GB	1GB
HD	80 GB	80 GB	80 GB
Ethernet	10/100	10/100	10/100
Wireless	b/g	b/g	b/g
Screen	14.1"	15"	13" or larger
Optical	CD-RW/DVD	CD-RW/DVD	CD-RW/DVD
OS	Vista Business	Vista Business	Mac OS X or higher
Productivity Software	Office 2007	Office 2007	Office: mac 2008
Power Protection	Surge Protector	Surge Protector	Surge Protector
Anti-Virus Protection	Symantec Antivirus	Symantec Antivirus	Symantec Antivirus

6.1 BSM CORE SEQUENCE

SEMR 2222	Tools and Techniques of Self Management	4 weeks	2 credits
ENGL 2093	Communications for College and Career	7 weeks	3 credits
MGMT 3013	Management and Leadership	5 weeks	3 credits
ACCT 1204	Survey of Accounting	8 weeks	4 credits
	<i>or</i>		
PSYC 1204	Applied Psychology	8 weeks	4 credits
PHIL 4253	Management Ethics	5 weeks	3 credits
MGMT 3343	Human Resource Management	5 weeks	3 credits
MGMT 3603	Financial Management	6 weeks	3 credits
MGMT 3353	Organizational Behavior	5 weeks	3 credits
MGMT 2164	Intro to Management Information Systems	7 weeks	4 credits
RSCH 4873	Research Project I	5 weeks	3 credits
STAT 3013	Statistics I	5 weeks	3 credits
MGMT 4363	Labor Relations	5 weeks	3 credits
ECON 2013	Principles of Economics II	6 weeks	3 credits
MGMT 4053	Management Policy and Strategy	5 weeks	3 credits
PSYC 4453	Negotiation and Conflict Resolution	5 weeks	3 credits
RSCH 4882	Research Project II	4 weeks	2 credits
RSCH 4891	Research Project III	3 weeks	1 credit

6.2 BSBA CORE SEQUENCE

SEMR 2222	Tools and Techniques of Self Management	4 weeks	2 credits
ENGL 2093	Communications for College and Career	7 weeks	3 credits
MGMT 3013	Management and Leadership	5 weeks	3 credits
ACCT 1204	Survey of Accounting	8 weeks	4 credits
	<i>or</i>		
PSYC 1204	Applied Psychology	8 weeks	4 credits
PHIL 4253	Management Ethics	5 weeks	3 credits
ACCT 3053	Financial and Managerial Accounting	6 weeks	3 credits
MGMT 3603	Financial Management	6 weeks	3 credits
MGMT 3553	Marketing for Managers	5 weeks	3 credits
MGMT 2164	Introduction to Management Info Systems	7 weeks	4 credits
RSCH 4873	Research Project I	5 weeks	3 credits
STAT 3013	Statistics I	6 weeks	3 credits
MGMT 4203	International Business	5 weeks	3 credits
ECON 2013	Principles of Economics II	6 weeks	3 credits
MGMT 3233	Business Law and Governmental Regulation	5 weeks	3 credits
MGMT 4053	Management Policy and Strategy	5 weeks	3 credits
RSCH 4882	Research Project II	4 weeks	2 credits
RSCH 4891	Research Project III	3 weeks	1 credit

6.3 GRADUATION REQUIREMENTS FOR BSM and BSBA

1. A total of 128 semester credits and a minimum cumulative Southern Wesleyan University GPA of 2.0 are required for graduation.
2. The total of 128 semester credits must include the following general education coursework in addition to the BSM and BSBA core:

English Composition	3
Additional English Composition or Speech	3
Literature	3
Aesthetics (any fine arts)	3
Bible	3
Science with Lab	3
History	3
Physical Education	1
Religion, Philosophy, or Bible	3

25 semester credit hours

3. All BSBA and BSM core courses (49 semester hours) must be completed through AGS. A minimum grade of 1.6 is required for each course. No courses may be exempted or taken at another college except for Economics II (Microeconomics) if earned prior to enrollment in the core.
4. The remaining credit hours may be earned through: CLEP testing, Southern Wesleyan courses, additional transfer courses, DANTES testing, and Directed Study Physical Education.
5. Competency in writing, math, computers and oral communications must be established.
6. All tuition, fees, and other charges must be paid in full.

6.4 BSHS CORE SEQUENCE

SOSC 2053	Foundational Issues in Human Services	5 weeks	3 credits
SEMR 2153	Information Literacy	6 weeks	3 credits
SOSC 3053	Prof/Ethical Issues in Human Services	5 weeks	3 credits
RSCH 3803	Research Methods (RP I)	6 weeks	3 credits
STAT 3253	Statistics in the Social Sciences	7 weeks	3 credits
SOSC 3073	Mgmt & Admin in the Helping Professions	5 weeks	3 credits
PSYC 3753	Practical Counseling Skills	5 weeks	3 credits
RSCH 3853	Practical Issues in Research (RP II)	5 weeks	3 credits
SOSC 3503	Advanced Social Problems	5 weeks	3 credits
SEMR 3283	Gender Issues	5 weeks	3 credits
SOSC 3603	Community Development	5 weeks	3 credits
PSYC 4453	Negotiation & Conflict Resolution	5 weeks	3 credits
SOSC 4153	Readings in Behavioral Theory	5 weeks	3 credits
SOSC 4003	Studies in Social Science	5 weeks	3 credits
SOSC 4803	Internship in Social Science	6 weeks	3 credits
SOSC 4703	Capstone Course in Social Science (RP III)	5 weeks	3 credits

6.5 GRADUATION REQUIREMENTS FOR BSHS

1. A total of 128 semester credits with a minimum cumulative Southern Wesleyan University GPA of 2.0.
2. The total of 128 semester credits must include the following general education coursework in addition to the BSHS core:

English Composition	3
Speech	3
Literature	3
Aesthetics (any fine arts)	3
Old Testament	3
New Testament	3
Science with Lab	3
History	3
Physical Education	1
Basic Christian Beliefs	3

28 semester credit hours

3. All BSHS core courses (48 semester hours) must be completed through AGS. A minimum grade of 1.6 is required for each course. No courses may be exempted or taken at another college.
4. The remaining credit hours may be earned through: CLEP testing, Southern Wesleyan courses, additional transfer courses, DANTES testing, and Directed Study Physical Education.
5. Competency in writing, math, computers and oral communications as demonstrated through successful completion of key courses in the program.
6. 52 semester hours of electives
7. All tuition, fees, and other charges must be paid in full.

6.6 BSE ADDITIONAL ADMISSION REQUIREMENTS

In addition to the above listed admissions requirements for the bachelors programs, the BSE also has the following admission requirements:

1. A minimum of 55 specified transferable semester credit hours from a regionally accredited college or university are needed.
2. Successful completion of the Praxis I with the following minimum scores:

<u>Praxis I Test</u>	<u>Minimum Score</u>
Reading	175
Writing	173
Math	172

This requirement is waived for students who have achieved a minimum SAT score of 1100 or ACT score of 24.

3. An overall grade point average (GPA) of 2.5 in previous college work, if applicable. Official transcripts are required regardless of whether credits are transferred. The applicant may be admitted conditionally if the grade point average is below 2.5.
4. Evidence of satisfactory writing ability for those who have not taken and passed the Praxis I test.
5. See additional requirements under admission requirements for bachelor's degree programs.

6.7 BSE CORE SEQUENCE

EDUC 1201	Cornerstone to Education	4 weeks	1 credit
EDUC 3003	Effect. Methods for the Elem School/Field Exp	7 weeks	3 credits
EDUC 2113	Foundation of Education	5 weeks	3 credits
EDUC 3203	Intro to Psychology of Exceptional Child	5 weeks	3 credits
MATH 1013	Fundamentals of Math II	5 weeks	3 credits
EDUC 3702	Teaching Language Arts in the Elem School	5 weeks	2 credits
EDUC 2043	Elementary School Math Methods	5 weeks	3 credits
EDUC 3763	Teaching Science in the Elem Sch/Field Exp	5 weeks	3 credits
EDUC 3183	Ethics in Education	5 weeks	3 credits
SOSC 2152	Economic Geography	4 weeks	2 credits
EDUC 3742	Teaching Creative Arts in the Elem School	4 weeks	2 credits
EDUC 3042	Children's Literature	4 weeks	2 credits
EDUC 3523	Curriculum, Instruct, Assess Gen/Special Ed	5 weeks	3 credits
EDUC 3783	Teaching Social Studies in the Elem School	5 weeks	3 credits
EDUC 4501	Pre-Clinical Experience	2 weeks	1 credit
EDUC 4043	Teaching Reading/Writing for Gen/Special Ed	5 weeks	3 credits
EDUC 4052	Assessing Reading and Guiding Instruction	4 weeks	2 credits
PHED 4063	Meth of Teaching Health/PE in the Elem School	5 weeks	3 credits
EDUC 3292	Classroom Management	5 weeks	2 credits
EDUC 4521	Pre-Clinical Experience	2 weeks	1 credit
EDUC 4628	Clinical Experience I	7 weeks	8 credits
EDUC 4638	Clinical Experience II	8 weeks	8 credits

6.8 GRADUATION REQUIREMENTS FOR BSE

1. A total of 128 semester credits with a minimum cumulative Southern Wesleyan University GPA of 2.5.
2. All BSE core courses (64 semester hours) must be completed through AGS. A minimum grade of 1.6 is required for each course. No courses may be exempted or taken at another college.
3. Successful completion of all “lock” assessment requirements as described in the School of Education Teacher Candidate Handbook. The teacher education candidate is responsible for reading the full explanation of the Lock Assessment System in the *School of Education Teacher Candidate Handbook*, available on line at <http://education.swu.edu/>.
4. All tuition, fees, and other charges must be paid in full.

NOTE: 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*, available at <http://www.swu.edu/academics/catalog/index.htm> and the additional requirements explained in the *School of Education Teacher Candidate Handbook*, available on line at <http://education.swu.edu/>.

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 experience. Teacher candidates who have questions about this requirement should see their respective education advisor or the Dean of the School of Education.

A teacher candidate may not graduate or participate in commencement exercises unless all academic and extra-academic requirements have been satisfied. The teacher candidate is responsible for completing all necessary paperwork and submitting it to the School of Education and/or the Office of Records before graduation deadlines.

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, a teacher candidate’s program may be affected by any of these revisions, which are not considered in this catalog. The requirements for the education major program and teacher certification specified in this edition of the AGS Student Handbook reflect current South Carolina State Department of Education guidelines.

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.

6.9 TRANSFER POLICIES

Transfer courses from other institutions must be evaluated for approval as meeting general education and elective requirements. The associate registrar supervises the evaluation in consultation with appropriate faculty. It is the responsibility of the student to obtain the necessary documentation for such credits from the institution where the credit was awarded. Such documentation should include course title and description, hours awarded, method of assessment, assessment criteria, performance level, evaluator credentials, and evaluator comments.

6.10 THE RESEARCH PROJECT

A sequence of research project courses is required of all Bachelors' students in the BSM and BSBA programs. The courses develop student skills in research, organization, strategy development, and analysis through planned classroom activities and direct application to a project that relates to the student's professional interest or an actual work related problem. The student is responsible for the project topic selection and the design and development of the written project report. Through the project, the student must demonstrate an ability to integrate the knowledge and skills acquired as a result of the curriculum.

The format for the written project is given to the students in the research project courses (RSCH 487, STAT 301, RSCH 488, and RSCH 489). Students are required to follow the standard format. Students must earn a grade of 1.6 or better in each research course in order to advance to the next research course. Students who earn an incomplete grade (I) are not allowed in the next class until they have completed their work with 1.6 or better.

The business research project course is taught in four phases. Faculty members will be available for individual and/or group conferences with students to provide a reasonable amount of direction to complete the project successfully. Faculty will read rough drafts of each chapter and will provide written and verbal feedback to the students.

6.11 ACE-EVALUATED MILITARY AND PROFESSIONAL COURSES

To receive credit for military experience and course work, students must submit either their military form DD 214, DD 295, or DD 2586 or an AARTS (Army Ace Registry Transcript-Army, Army Reserve, and National Guard personnel who are on active duty) or a SMART transcript (Sailor/Marine Ace Registry Transcript-Navy or Marine personnel). Air Force veterans should submit a CCAF transcript. Upon the student's admission to the program, credit may be awarded based on the listed military occupational specialty ratings and any specified courses which have been evaluated by the American Council on Education (ACE). The university uses *Guide to the Evaluation of Educational Experiences in the Armed Forces* to determine credit awards. Credit can be awarded only for courses and training in subject areas which fall within the regular curricular offerings of Southern Wesleyan.

To receive credit for professional courses that have been evaluated by ACE, students must have ACE send their transcript directly to the Academic Records Office. To determine credit awards, the university uses guidebooks published by ACE College Credit Recommendation Service. Credit can be awarded only for courses in the subject areas which fall within the regular curricular offerings of Southern Wesleyan.

An assessment fee of \$10.00 per credit hour awarded will be charged only if the service of an evaluator is required.

6.12 RESIDENCY REQUIREMENT

For a bachelor's degree from Southern Wesleyan University, at least 128 semester hours with a cumulative grade point average of 2.0 (2.5 for Bachelor of Science in Education) must be achieved. The general policy is that at least 32 semester hours must be taken under Southern Wesleyan University faculty and these must be the final 32 semester hours earned. For students attending the Adult and Graduate Studies program at Southern Wesleyan University, the following serves as the residency requirement: at least 46 semester hours must be completed under SWU faculty for students seeking the BSM or BSBA, 48 semester hours for the BSHS and 64 semester hours for the BSE. Once a total of 68 semester hours is posted on transcript, SWU will not accept any more credit hours from a two-year institution.

AGS students are allowed to earn up to twelve of the final semester hours (after completion of the BS core curriculum) towards general education courses and/or electives outside of Southern Wesleyan University (for example, CLEP, DANTES, or transfer courses from another four-year college).

6.13 GRADUATION HONORS

Graduates with outstanding scholarship in bachelor's degree programs may qualify for honors to be recognized at commencement.

Bachelor's degree graduates completing at least 60 hours of graded work under Southern Wesleyan faculty with a cumulative GPA of at least 3.4 will be eligible for graduation honors. All grades earned at all institutions attended are used in determining the GPA, but no honors will be awarded based on a GPA higher than that earned at Southern Wesleyan. (NC and 0.0 will count as 0.0 in computing the honors GPA.)

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

VII. MASTER'S DEGREE PROGRAMS

The university offers the Master of Business Administration (MBA), Master of Science in Management (MSM), Master of Ministry (M.Min.), and Master of Education (M.Ed.).

The Master of Business Administration program is designed to develop and enhance the management and analytical skills necessary for effectiveness in public and private industry. The program concentrates on the functional areas of business. These include, but are not limited to, management, accounting, finance, economics and strategic planning. The curriculum is structured sequentially with participants taking one course at a time. The program requires the completion of a 36-credit curriculum with most courses consisting of six 4-hour class meetings. Participants also form learning teams made up of three to five students who work on individual assignments and participate in team activities. Students spend approximately 16-20 hours a week on homework and learning team activities. All courses in the MBA program are designed to recognize the global impact on business and industry.

The Master of Science in Management program is designed to develop or enhance the management skills necessary for more effective functioning within private business and public agencies. The program concentrates on managing human and physical resources within the structure, culture, and mission of organizations. The curriculum addresses executive management, human relations, human resource management, and project management. Concepts covered include strategic planning, information management, decision making and its relationship to organizational values, and the manager's role. The program focuses on the skillful management of people, plans and projects—the cornerstones of a successful managerial career. Each student completes a research course that enables the student to understand current business research and to develop research projects to address relevant business problems. The curriculum is structured sequentially with participants taking one course at a time. Most of the courses are comprised of six 4-hour class meetings. Participants also form learning teams made up of three to five students who work on individual assignments and participate in team activities. Students spend approximately 16-20 hours a week on homework and learning team activities.

The Master of Ministry is designed as a graduate degree in practical theology. The M.Min. has immediate application to church and para church ministries by building skills in counseling, preaching, worship, evangelism, and leadership. It offers the enrichment which comes from fresh perspectives on old tasks, and it can lead to further graduate study although it is designed to be more a professional than an academic degree. There is an emphasis on leadership in the M.Min. program. The student will be exposed to basic theology as well as social, managerial, economic, and organizational concepts that will help him or her understand current problems in parish ministry in evangelical Christian churches. The curriculum is structured to allow the student to select an area of concentration and to work on an applied project which meets professional needs.

The Master of Education program is designed to encourage the development of the professional educator in accordance with the dispositional theme of the School of Education, *“Educators who demonstrate scholarship within a Christian ethic of care.”* In accordance with this disposition, a Christian ethic of care is emphasized in relation to self, learners, colleagues, and community. The program concentrates on an educational framework which will support the advancement, application, and integration of relevant theory and practice. Focus will be placed on, but not limited to, philosophical and psychological learning theory, appropriate instructional strategies, critical thinking, contemporary issues, and assessment. The curriculum is structured sequentially with participants taking one course at a time. The M.Ed. program requires the completion of a 24-credit hour core curriculum and 12 credit hours in electives for a total of 36 credit hours. Each course in the core curriculum consists of seven 4-hour class meetings. Participants also form learning teams made up of three to five students who work on individual assignments and participate in team activities. Students spend approximately 16-20 hours a week on homework and learning team activities.

7.0 TRANSFER AND LIMITATION

A maximum of two 3-semester hour graduate level courses for a total of six semester hours may be transferred from other regionally accredited institutions provided that:

- a) The grade for the transferred courses is 3.0 (B) or greater.
- b) The courses were completed within the previous five years.
- c) The respective program director judges the courses to satisfy specified requirements in the particular graduate curriculum chosen by the student.

Candidacy for the Master's degree is achieved upon full admission to the respective program.

7.1 GENERAL ADMISSION REQUIREMENTS FOR MASTER'S DEGREE PROGRAMS

1. Bachelor's degree from a regionally accredited (or for the M.Min. program, an ABHE accredited) college or university.
2. The specified cumulative grade point average (GPA) on all undergraduate course work or on the final 60 hours of undergraduate course work. Based on a 4.0 scale, the M.Ed. program requires 3.0; other programs require 2.7.
3. Official transcripts of all college level course work, both undergraduate and graduate.
4. Two letters of recommendation from persons qualified to judge the applicant's moral character, professional expertise, and capacity for graduate-level work.
5. Official TOEFL score of at least 550 (paper test), 213 (computer test) or equivalent evidence of proficiency in English for applicants for whom English is a second language.
6. Satisfactory interview with designated committee or academic division, if required.
7. Experience and employment as specified for each program.
8. In instances where it is determined by the Graduate Admissions Committee that in order for an applicant to receive further consideration for admissions, the committee may require a satisfactory score on the Graduate Record Exam (GRE) or Miller Analogies Test (MAT) for students applying for the MED program, or the Graduate Management Admission Test (GMAT) for those applying for the MSM or MBA program. (Graduates of Southern Wesleyan University holding a degree in business or management with a cumulative GPA of 3.0 or above on all undergraduate course work or on the final 60 hours of undergraduate course work are not required to submit a test score. Any GPA below 3.0 for Southern Wesleyan graduates requires both test scores and evaluation by Graduate Admissions Committee). Official records are required from the testing organization.

An applicant denied admission due to failure to meet any of the criteria above may petition the Graduate Admissions Committee in writing to request admittance as a conditional student. The committee may admit with special requirements or deny admission based upon individual circumstances. If admitted, the conditional student must meet the special requirements by the time the first six hours taken in the program are complete, thereby removing the conditional status. Generally this will require completion of documentation and a graduate GPA of 3.0 or higher.

- Students enrolling in the AGS program must either own or have access to a computer with Internet email capability. Computers are available on-site for instructional purposes. A small two- or three-station computer lab is available on a first come, first serve basis at most teaching locations. Wireless Internet is available for currently enrolled students. Students must register computer hardware with the Office of Information Technology and show proof of current anti-virus protection prior to connecting any resource to the wired or wireless network. Students should plan to do homework assignments on their own computers. Students must be able to efficiently run the Microsoft Office Suite (version 2003 or 2007) used in classroom instruction.

The following is a suggested minimum requirement.

(see <http://www.swu.edu/IT/recommendations.htm> for more information)

	Laptop	Desktop	Mac
Processor	Dual Core 1.6 or Higher	Dual Core 1.6 or Higher	Dual Core 1.5 or Higher
RAM	Vista 2GB XP Pro 1GB	Vista 2GB XP Pro 1GB	1GB
HD	80 GB	80 GB	80 GB
Ethernet	10/100	10/100	10/100
Wireless	b/g	b/g	b/g
Screen	14.1"	15"	13" or larger
Optical	CD-RW/DVD	CD-RW/DVD	CD-RW/DVD
OS	Vista Business	Vista Business	Mac OS X or higher
Productivity Software	Office 2007	Office 2007	Office: mac 2008
Power Protection	Surge Protector	Surge Protector	Surge Protector
Anti-Virus Protection	Symantec Antivirus	Symantec Antivirus	Symantec Antivirus

7.2 MBA ADDITIONAL ADMISSION REQUIREMENTS

- Submission of a writing sample as part of the application process.
- Evidence of current employment, two years of significant work experience, and eighteen undergraduate semester hours in business administration, management, human resource management, marketing; or three years of managerial experience.
- Appropriate work experience for those currently unemployed includes five years of significant work experience and eighteen undergraduate semester hours in business administration, management, human resource management, or marketing; or five years of managerial experience.
- See additional requirements under General Admission Requirements for Master's Degree Programs.

7.3 MBA COURSE SEQUENCE

MBAM 5123	Fundamentals of Executive Management	6 weeks	3 credits
MGMT 5053	Organizational Behavior	6 weeks	3 credits
STAT 0990	Statistics Prerequisite	5 weeks	0 credit
MBAM 5223	Quantitative Analysis of Business	6 weeks	3 credits
MGMT 5063	Marketing Management	6 weeks	3 credits
ECON 0990	Economics Prerequisite	6 weeks	0 credit
MGMT 5243	Managerial Economics	6 weeks	3 credits
MGMT 5253	Management Ethics	6 weeks	3 credits
ACCT 0990	Accounting Prerequisite	8 weeks	0 credit
MBAM 5323	Accounting for Decision Making and Control	6 weeks	3 credits
MBAM 5073	Human Resource Management	6 weeks	3 credits
MGMT 5103	Advanced Financial Management	6 weeks	3 credits
MGMT 5363	International Management	6 weeks	3 credits
MGMT 5033	Production and Operations Management	6 weeks	3 credits
MGMT 5803	Business Policy and Strategic Planning	6 weeks	3 credits

7.4 GRADUATION REQUIREMENTS FOR MBA

1. Completion of the curriculum for the MBA (including program prerequisites: three semester hours in accounting or finance, three semester hours in economics, and three semester hours in statistics) with a minimum cumulative GPA of 3.0 (on all work attempted) within a five-year period from initial enrollment.
2. Residency requirements met (a) by attending classes on the Southern Wesleyan University campus or at approved remote sites and (b) by taking at least 30 of the required 36 hours of the curriculum in residency with Southern Wesleyan University.
3. A grade of 2.0 or higher in each of the MBA core courses.
4. Payment of all tuition, fees, and other charges.

7.5 MSM ADDITIONAL ADMISSION REQUIREMENTS

1. Evidence of current employment, one year of significant work experience and 12 undergraduate semester hours in business administration, management, human resource management, marketing; or three years of managerial experience relevant to the program.
2. Appropriate work experience for those currently unemployed includes three years of significant work experience and twelve undergraduate semester hours in business administration, management, human resource management, or marketing; or three years of managerial experience.
3. Submission of a writing sample with the application and, when required by the Graduate Admissions Committee, satisfactory results of a counseling interview.
4. Demonstration of competency in computing.
5. See additional requirements under General Admission Requirements for Master's Degree Programs.

Conditional admission may be approved by the Graduate Admission Committee. The conditional status may be removed by earning a grade of 3.0 in each of the first two courses taken in the MSM program.

7.6 MSM COURSE SEQUENCE

MGMT 5053	Organizational Behavior	6 weeks	3 credits
MGMT 5253	Management Ethics	6 weeks	3 credits
RSCH 5043	Analysis and Decision Making for Managers	6 weeks	3 credits
MGMT 5163	Management of Information Systems	6 weeks	3 credits
MGMT 5143	Executive Economics	6 weeks	3 credits
MGMT 5063	Marketing Management	6 weeks	3 credits
MGMT 5073	Human Resource Management	6 weeks	3 credits
MGMT 5123	Finance and Accounting for Non-Fin Managers	6 weeks	3 credits
MGMT 5343	Organizational Development	6 weeks	3 credits
MGMT 5363	International Management	6 weeks	3 credits
MGMT 5443	Managing for Quality and Excellence	6 weeks	3 credits
MGMT 5823	Integrated Studies in Management	6 weeks	3 credits

7.7 GRADUATION REQUIREMENTS FOR MSM

1. Completion of the 36 graduate semester hour curriculum for the MSM with a minimum cumulative GPA of 3.0 within a five-year period from the initial enrollment in the program.
2. Residency requirements met (a) by attending classes on the Southern Wesleyan University campus or at approved remote sites and (b) by taking at least 30 of the required 36 hours of the curriculum in residency with Southern Wesleyan University.
3. A grade of 2.7 or higher for MGMT 582 Integrated Studies in Management and a grade of 2.0 or higher in each of the MSM core courses.
4. Payment of all tuition, fees, and other charges.

7.8 MEd ADDITIONAL ADMISSION REQUIREMENTS

1. A minimum cumulative GPA of 3.0 on a 4.0 scale from the institution granting the degree in any of the following areas: all undergraduate course work; the last 60 hours of undergraduate course work; or 12 hours of graduate course work, excluding professional development courses.
2. Current employment as a teacher with at least one year of teaching experience.
3. Teaching certificate from the State of South Carolina or equivalent out-of-state certification. A student without teaching certification may appeal for admission. Such an appeal must be accompanied with a minimum score of 840 on the GRE, including a minimum score of 4.0 on the Analytic Writing section or a minimum score of 389 on the MAT.
4. See additional requirements under General Admission Requirements for Master's Degree Programs.

An applicant denied admission due to failure to meet any of the criteria above may petition the Graduate Admission Committee in writing to request admittance as a conditional student. The committee may admit with special requirements or deny admission based upon individual circumstances. If admitted, the conditional student must meet the special requirements by the time the first six hours taken in the program are complete, thereby removing the conditional status. Generally, this will require completion of documentation and a graduate GPA of 3.0 or higher. The M.Ed. program does not require the completion of a summative comprehensive exam.

7.9 Med CORE CURRICULUM SEQUENCE

EDUC 5113	Philosophy of Education	7 weeks	3 credits
EDUC 5313	Instructional Technologies	7 weeks	3 credits
EDUC 5263	Education Research I	7 weeks	3 credits
EDUC 5213	Cont Issues Involving Diversity in the Classroom	7 weeks	3 credits
EDUC 5413	Student Assessment	7 weeks	3 credits
EDUC 5163	Introduction to Curriculum Development	7 weeks	3 credits
EDUC 5363	Professional Leadership	7 weeks	3 credits
EDUC 5463	Education Research II	7 weeks	3 credits

Transfer Elective Credits

Twelve elective hours in education courses are required to complete the 36-hour curriculum. Course credits will not transfer if the content of such courses duplicates the content of a course in the core curriculum or if the course was completed more than five years prior to admission to the AGS M.Ed. program. Three credit hours related to Professional Development courses may transfer for elective credits provided the sponsoring institution has awarded the student a grade other than P/F upon completion of the course. Students are strongly cautioned to gain prior approval for all transfer credits awarded by other institutions.

The Med *Request for Permission to Transfer Graduate Course Credit* form should be completed prior to the student's enrollment in any graduate courses at other institutions for which transfer credit will be sought, particularly professional development courses. Copies of this form are available from the Office of the Registrar, on-line at http://www.swu.edu/ags/08-current_students/03-forms.htm, or from the student services coordinators at each learning center.

Elective Courses:

EDUC 5513	Creativity
EDUC 5533	Methods and Materials of Teaching the Intellectually Gifted
EDUC 5553	Educating Gifted and Talented Learners
EDUC 5573	Strategies for Teaching Thinking Skills
EDUC 5613	Teacher Effectiveness and Classroom Handling (PLS)
EDUC 5633	Patterns for Induction, Deduction, Enquiry, Analysis, and Syntheses (PLS)
EDUC 5653	Teaching Through Learning Channels (PLS)
EDUC 5673	Keys to Motivation (PLS)
EDUC 5693	Teaching Skills of the 21st Century (PLS)
EDUC 5713	Meaningful Activities to Generate Interesting Classrooms (PLS)
EDUC 5733	Achieving Student Outcomes through Cooperative Learning (PLS)
EDUC 5753	Coaching Skills for Successful Teaching (PLS)
EDUC 5773	Successful Teaching for Acceptance of Responsibility (PLS)
EDUC 5793	Ideas: Brain-Based Ways We Think and Learn (PLS)
EDUC 5813	Decoding and Spelling Strategies for Elementary Teachers (Phonology)
EDUC 5833	Structure and Format of Language for the Elementary Classroom (Reading Comprehension)
EDUC 5853	Word Function in Sentence Structure and Paragraph Development (Written Expression)
EDUC 5863	Decoding Approach for Older Students with Difficulty Mastering the Reading Process (Linguistics)

7.10 GRADUATION REQUIREMENTS FOR MED

1. Completion of the curriculum within a five-year period from initial enrollment in the program with a minimum cumulative GPA of 3.0.
2. Completion of each course with a minimum grade of 2.0.
3. Fulfilling residency requirements by a) attending classes on the Southern Wesleyan University campus or at approved learning centers and b) completing a minimum of 30

hours of the required 36 hours of the curriculum at Southern Wesleyan University (see above for exceptions).

4. Payment of all tuition, fees, and other charges.

7.11 MMin ADDITIONAL ADMISSION REQUIREMENTS

1. Submission of a brief biographical sketch including vocational experiences, spiritual journey, and professional goals for the future.
2. Completion of prerequisites or co-requisites of 12 hours of college work in religion, Bible or ethics. An applicant who meets the other criteria but does not have the required prerequisites may be admitted on a preliminary basis. Southern Wesleyan's religion faculty will provide counsel to help develop an individual plan for meeting the 12-hour requirement.
3. Evidence of at least two years of active Christian ministry or approval obtained for alternate experience.
4. Submission of satisfactory score on the MAT or the GRE taken within the last five years. (The submission of test scores may be waived in the event that the applicant has already completed a degree at Southern Wesleyan University with a GPA of 3.0 or higher. Submission of test scores will also be waived if the applicant has completed at least 12 credit hours of graduate work from an accredited institution with a GPA of 3.0 or higher.)
5. See additional requirements under General Admission Requirements for Master's Degree Programs.

An applicant denied admission due to failure to meet any of the criteria above may petition the Graduate Admission Committee in writing to request admittance as a conditional student. The committee may admit with special requirements or deny admission based upon individual circumstances. If admitted, the conditional student must meet the special requirements by the time the first six hours taken in the program are complete, thereby removing the conditional status. Generally this will require completion of documentation and a graduate GPA of 3.0 or higher.

7.12 MMin COURSE SEQUENCE

The following courses are required:

RELG 5103	Theology of Ministry	3 credits
RELG 5283	Spiritual Formation for Ministry	3 credits
RELG 5363	Inductive Bible Study	3 credits
RELG 5803	Ministry for the 21st Century	3 credits

At least two of the following electives are required:

RELG 5153	Leadership in the Church	3 credits
RELG 5203	Contemporary Evangelical Theory	3 credits
RELG 5393	Church Renewal and Revival	3 credits
RELG 5403	Theology and Practice of Worship	3 credits

At least two of the following electives are required:

RELG 5263	Pastoral Counseling	3 credits
RELG 5303	Church Finance and Christian Stewardship	3 credits
RELG 5373	Biblical Preaching	3 credits
RELG 5413	Educational Ministries in the Church	3 credits

At least two of the following electives are required:

RELG 5253	Congregational Life	3 credits
RELG 5453	Evangelism and Church Growth	3 credits
RELG 5493	The Church and Technology	3 credits
RELG 5533	The Family and the 21st Century	3 credits

Additional graduate electives are required to total 36 semester hours. Elective hours may be selected from the courses listed above or from the following dual credit courses offered for graduate credit in the university's traditional program.

RELG 5753	History of Christianity	3 hours
RELG 5113	Evangelism & Church Planting	3 hours
RELG 5353	History of the Wesleyan Church	3 hours
RELG 5383	Systematic Theology I	3 hours
RELG 5393	Systematic Theology II	3 hours
RELG 5503	Apologetics	3 hours
RELG 5853	Contemporary Mission Strategy	3 hours
RELG 5423	Church Administration	3 hours
RELG 5463	Theology of Holiness	3 hours
BIBL XXX3	Any course numbered 3003 or higher	3 hours

Other upper-division courses in religion, youth ministry, or Christian education may be taken for graduate credit by special permission of the division faculty.

7.13 GRADUATION REQUIREMENTS FOR MMin

1. Complete the curriculum for the M.Min. with a minimum cumulative GPA of 3.0 within a five-year period from initial enrollment in the program.
2. A minimum grade of 2.0 in each required course.
3. Meet residency requirements (a) by attending classes on Southern Wesleyan campus or at approved remote sites and (b) by taking at least 30 of the required 36 hours of the curriculum in residency with Southern Wesleyan University.
4. Payment of all tuition, fees, and other charges.

VIII. COURSE DESCRIPTIONS

UNDERGRADUATE

ACCT 1204. Survey of Accounting

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

ACCT 3053. Financial and Managerial Accounting

Accounting concepts, principles, and methods that influence the financial statements provided to external users and the accounting data used by managers internally. Emphasis on the use of the data by the manager in establishing plans and objectives, controlling operations, and making decisions involved with management of the enterprise. Prerequisite: Either Accounting I and Accounting II, ACCT 1204, or equivalent (taken within the previous five years).

ASTH 2053. Aesthetics

An introduction to creativity through art and music. Listening to, viewing of, writing about, and interacting with creative experience introduces the student to art of the Western and non-Western world.

BIBL 1013. Old Testament Survey

The history, poetry, and prophecy of the Old Testament, studied with the purpose of helping the student obtain a chronological view of the importance of persons, places, and events and a greater appreciation for the unity of the old covenant.

BIBL 2013. Studies in the New Testament

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

BIOL 1103. Biology for Non-Majors

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

CPSC 1103. Introduction to Computers and Information Processing

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

ECON 2003, ECON 2013. Principles of Economics I, II

An introduction to economic analysis and its applications to business or government problems. Emphasis on national income, business cycles, price levels, employment, basic supply and demand theory, market structure, monopoly, and distribution of income. Prerequisite: Mathematics competency.

EDUC 1201. Cornerstone to Education

This course presents the teacher candidate with an overview of the education major and the teaching profession. Topics discussed include characteristics of the current teaching profession, the role of the teacher within the school, requirements for admission into the SWU Teacher Education Program, the Praxis test requirements, developing an e-portfolio, and the process of teacher certification in South Carolina. Candidates will also become familiar with the SWU Teacher Education Handbook. This course is a prerequisite for all other education courses. *Required of all teacher candidates.*

EDUC 2043 Elementary School Math Methods

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

EDUC 2113. Foundations of Education

Sociological and philosophical foundations of Western education. Included will be a study of the crucial issues found in our present schools. *Required of all teacher candidates.*

EDUC 3003. Effective Methods for the Elementary School/Field Experience

The purposes, parent-school-community relationships, curriculum, and activities of the elementary school. The first half of the course includes methods taken from the effective teaching research. *Included in this course will be 30 hours of field placement experience. Required of all elementary education and special education teacher candidates.*

EDUC 3042. Children's Literature

A survey intended to provide prospective teachers with opportunity for interpretative and critical study of literature suitable for children. The characteristics of subject matter, literary style, and the ways of illustrating are discussed. Wide reading is required. *Required of all early childhood and elementary education teacher candidates.*

EDUC 3183. Ethics in Education

A study of representative ethical theories as they relate to various contemporary problems in education. Special consideration will be given to the application of Christian ethical principles to values clarification and decision-making in school. *Required of all teacher candidates.*

EDUC 3203. Introduction to Psychology of Exceptional Children

The history of educating exceptional children. An examination of the special problems confronted in dealing with the gifted, retarded, emotionally disturbed, or physically handicapped child. Included in this course will be 30 hours of service learning. *Required of all teacher candidates except physical education. Prerequisite for all other Special Education courses.*

EDUC 3292. Classroom Management

Classroom management techniques with particular emphasis on creating a democratic classroom in consideration of current law. Management application models are discussed in the context of classroom environments. *Prerequisite: Enrollment in EDUC 4502, Pre-Clinical Field Experience with placement in a cooperating school.*

EDUC 3523. Curriculum Instruction, Assessment for General/Special Education

A survey of assessment practices that facilitate student learning. Topics include the policies of the federal government that have influenced the funding of state education, the role of the learner in assessment practices, types of assessments, the planning and construction of valid and reliable assessments, standardized tests, and basic statistical applications.

EDUC 3702. Teaching Language Arts in the Elementary School

Methods course in teaching language arts, which consists of oral language, listening, writing, reading, and viewing. The teacher candidate will demonstrate knowledge of the process skills and standards involved in teaching these modes of language in the elementary school. *Required of all elementary education teacher candidates.*

EDUC 3723. Teaching Math in the Elementary School

Methods and materials for teaching mathematics from grade two through six.

EDUC 3742. Creative Arts in the Elementary School

This course integrates the areas of visual arts, music, and drama, with other content in the elementary curricular sequences to help early childhood, elementary, and special education teachers create a balanced approach to learning in the classroom. The vocabulary and skills needed to enrich each of the areas of the creative arts will be considered along with the artistic development of children. Planning for the creative arts through theme-based units and hands-on activities will broaden overall awareness for the arts. *Required of all early childhood, elementary, and special education teacher candidates.*

EDUC 3763. Teaching Science in the Elementary School/Field Experience

This course is designed to provide an overview of methods, materials, and current research relating to the teaching of science in the elementary school classroom rather than teaching the skills and knowledge bases for science. The purpose is to enable the teacher candidate to effectively teach science concepts in the elementary school. Emphasis will be placed on student-centered approaches to science including discovery, inquiry, and experimentation. Current theories and standards for using science process skills and various technologies in the elementary classroom are explored. *Required of all elementary education teacher candidates. Included in this course will be 36 hours of field placement experience. Prerequisites: BIOL 1103, PHSC 1503, PHSC 1513.*

EDUC 3783. Teaching Social Studies in the Elementary School

This course is designed to provide an overview of methods, materials, and current research relating 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. Included in this course will be 36 hours of field placement experience. Prerequisites: HIST 1063, HIST 2053.*

EDUC 4043. The Teaching of Reading in General and Special Education

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

EDUC 4052. Assessing Reading and Guiding Instruction

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

EDUC 4502. Pre-Clinical Experience (2009-2010: Shown as EDUC 4501 and EDUC 4521)

The last school practicum experience prior to the clinical experience. Candidates are assigned to two preclinical experiences at two different levels. One-half of the candidate's time is spent in each academic setting. The candidates prepare lesson plans and teach mini-lessons. All candidates must receive favorable evaluations by the supervising teachers, as well as credit for the course to proceed to Clinical Experience I. The teacher candidate must provide evidence that Praxis II: Subject Assessment Tests and the Praxis II: Principles of Learning and Teaching (PLT) Test have either been attempted or passed during this course. *Required of all education candidates in all programs the semester before Clinical Experience. Prerequisites: Full admission to Teacher Education, GPA of at least 2.5, competency in computer, math, oral communication, and writing skills.*

EDUC 4628. Clinical Experience I

An integrated course in observation, participation, conferencing, and actual teaching; class management and modern methods of teaching; and planning, instruction, supervised study, uses of standard tests, and individual instruction. *Candidates are generally assigned to one of their pre-clinical experience supervising teachers. Students are responsible for their own transportation. Required of all education candidates in all programs. The teacher candidate must achieve minimum scores on the Praxis II: Subject Assessment Tests and the Praxis II: Principles of Learning and Teaching (PLT) Test before the conclusion of the semester in which EDUC 4628 and EDUC 4638 are scheduled to be recommended for teacher certification. Prerequisite EDUC 4502, completion of all coursework and Lock II Assessment criteria.*

EDUC 4638. Clinical Experience II

A continuation of EDUC 4628. *Students are responsible for their own transportation. Required of all education candidates in all programs. The teacher candidate must achieve minimum scores on the Praxis II: Subject Assessment Tests and the Praxis II: Principles of Learning and Teaching (PLT) Test before the conclusion of the semester in which EDUC 4628 and EDUC 4638 are scheduled to be recommended for teacher certification. Prerequisite EDUC 4502*

ENGL 1003. Freshman English I

Emphasis on composition requiring a command of the language with respect to grammar and usage, unified paragraphs, and well-organized, persuasive essays. Effective reading and research reporting are also stressed. Some attention is given to skills needed for effective oral and written communication. Satisfactory performance on writing portfolio required to receive credit for course.

ENGL 1013. Freshman English II

Emphasis on refining and sharpening composition skills acquired in ENGL 1003. Introduction to literary analysis of short story, drama, film, and poetry. Oral presentations and research paper required. Prerequisite: ENGL 1003 and writing competency.

ENGL 1054. Writing for Adults

Designed to provide the writing skills required for success in college and career. Research essay required. A minimum grade of 1.0 satisfies writing competency requirements for graduation.

ENGL 2053. World Cultural Literature

The relationship between literature and cultures, designed to make students aware of cultures different from their own. Study will include representative works in mythology, folklore, classics, and non-Western literature. Required for all education and English majors. Prerequisites: ENGL 1013. ENGL 2103 Speech Communication strongly recommended.

ENGL 2093. Communications for College and Career

An overview of practical communication for college and career. Includes English usage, punctuation, and mechanics; diction, syntax, and paragraphing; the writing process; memos, letters, reports, abstracts, and essays; and oral presentations. A minimum grade of 1.6 satisfies writing competency requirements for graduation.

ENGL 2103. Speech Communication

The fundamentals of speech, with emphasis on components of communication, critical thinking, and formal and informal presentations. Prerequisite: Writing competency.

ENGL 2303. Literature and Life

Selections of world literature, studied from two major perspectives—aesthetic (literature as an art form) and world-view (life and faith issues raised in literature). Prerequisite: Writing competency.

HIST 1063. Survey of World Civilization

An overview of the development of human civilizations from the ancient world to the present, with attention given to social and cultural, as well as political and military history.

HIST 2053. Survey of American History

A survey of the United States from European discovery to the present, with attention given to social and cultural, as well as political and military history.

HIST 2203. America in a Changing World

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

MATH 1003. Fundamentals of Mathematics I

Introduction to number systems, sets, algebra, fundamentals of geometry and mathematics applications. A grade of 1.6 establishes competency in mathematics.

MATH 1013. Fundamentals of Mathematics II

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

MATH 1023. Algebra

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

MGMT 2023. Introduction to Issues in Management

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

MGMT 2043. Legal Environment of Business

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

MGMT 2164. Introduction to Management Information Systems

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

MGMT 2403. Entrepreneurship

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

MGMT 3013. Management and Leadership

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

MGMT 3233. Business Law and Governmental Regulation

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

MGMT 3303. Introduction to Production/Operations Management

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

MGMT 3313. Principles of Management

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

MGMT 3343. Human Resources Management

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

MGMT 3353. Organizational Behavior

Organizational theory and application. The managerial functions of planning, controlling, directing, and motivating are explored in the contexts of both individual and group behavior.

MGMT 3363. Principles of Total Quality Management

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

MGMT 3503. Principles of Marketing

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

MGMT 3553. Marketing for Managers

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

MGMT 3603. Financial Management

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

MGMT 4053. Management Policy and Strategy

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

MGMT 4203. International Business

Survey of the complexity of international business operations. Developing an understanding of international business with its cross-cultural implications and ethical issues from a Christian perspective. Students will choose to take an in-depth look at a specific country.

MGMT 4363. Labor Relations

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

MGMT 4453. Negotiation and Conflict Resolution

The development of the communication and management skills essential for successfully resolving conflict situations involving both labor and management practices uses simulation, case studies, and field work assignments.

PHED 1181. Lifetime Leisure Studies

Introduction to such lifetime leisure activities as bowling, tennis, golf, fly casting, walking, jogging, and aerobics. Rules, etiquette, equipment, and basic instructional procedures will be presented. A leisure inventory will help guide students to activity choices.

PHED 4063. Physical Education and Health for the Elementary School

The aims, objectives, and evaluations 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.

PHIL 4253. Management Ethics

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

PHSC 1503. Introduction to Chemistry and Physics

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

PHSC 1513. Intro to Astronomy & Earth Science

A general study of astronomy and earth science.

PSYC 1204. Applied Psychology and Effective Management

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

PSYC 2003. General Psychology

A general survey of the science of human behavior, designed to acquaint the student with principles of human development, learning behavior, and with the experimental methods of psychology.

PSYC 3053. Understanding Self and Others

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

PSYC 3123. Human Growth and Development

An introductory course to human growth and development from conception through the different life stages. Will emphasize physical growth, cognitive development, personality development, and social interactions. Prerequisite: PSYC 2003.

PSYC 3133. Psychology of Adulthood and Aging

A focus on human development from early to late adulthood. Topics include dynamics of mid-life crisis, death and dying, disorders in aging (Alzheimer's, for example) and the process of aging.

PSYC 3403. Social Psychology

The impact of social institutions and processes on behavior of the individual and 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.

PSYC 3753. Practical Counseling Skills

Counseling skills, techniques, and therapeutic factors involved in meeting client needs and goals. Includes brief overview of counseling theories and opportunities to build and practice skills and techniques.

PSYC 4413. Disorders of Personality

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

PSYC 4453. Negotiation and Conflict Resolution

The development of the communication and management skills essential for successfully resolving conflict situations involving both labor and management practices. Uses simulation, case studies, and field work assignments. Pre-requisite: PSYC 2003

RELG 2403. Basic Christian Beliefs

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

RSCH 3803. Research Method (RP I)

An introduction to foundational research techniques, critical thinking, and research analysis skills within the social sciences. Emphasis of understanding and mastering the skills to be both effective consumers of, and contributors to current research in the social sciences.

RSCH 3853. Practical Issues in Research (RP II)

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

RSCH 4873. Research Project I

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

RSCH 4882. Research Project II

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

RSCH 4891. Research Project III

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

RSCH 5043. Analysis and Decision Making for Managers

Using case analysis as a basic tool, this course will aid the student in identifying the root causes of problems in business, identifying and analyzing options, and proposing scientifically based solutions. Special consideration will be given to the application of statistical concepts like normal distribution, z-test, t-test, ANOVA testing, and Chi-square test will be applied in research analysis.

SEMR 2013. College and the Working Adult

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

SEMR 2153. Information Literacy

This course emphasizes the development of information management and writing skills for the Social Sciences. Information management skills include obtaining, organizing, analyzing, evaluating, and disseminating information.

SEMR 2222. Tools and Techniques of Self-Management

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

SEMR 3283. Gender Issues

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

SEMR 3803. Issues in Careers and Leisure

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

SOSC 1003. Introduction to Sociology

A general survey of sociological concepts aiming at a basic understanding of modern society and its complexities. Culture, society, and personality are studied within the framework of social institutions.

SOSC 2053. Foundational Issues in Human Services

This course focuses on the history of the development of the human services sector and the political, economic, organizational and social factors that currently affect it. Special attention is given to Christian involvement in human services and the role of faith-based social service agencies in American society.

SOSC 2123. Race and Ethnic Relations

The course focuses on the social and historical dynamics of race and ethnic relations in the U.S. and current social and political factors affecting questions of discrimination. The course highlights current strategies of racial and ethnic reconciliation with special emphasis on those strategies rooted in biblical values.

SOSC 2152. Economic Geography

Spatial analysis of economic activity, with an emphasis on regional economics and development. Topics include world population, technology, and economic development; principles of spatial interaction; the geography of agriculture, energy, manufacturing and landscape activities.

SOSC 2513. Sociology of the Family

The family as a Christian institution. Analysis of the changing American family, the family in relation to personality development of its members, interaction among kin, changing familial roles, parenthood, and aging.

SOSC 3053. Professional and Ethics Issues in Human Services

This course focuses on standards and practices with which individuals in the human services sector are expected to be familiar. Topics include case management, interviewing, group facilitation, program planning, strategies of intervention, and diversity issues. Components of this course are designed to prepare students for an upcoming practicum in social science. Prerequisite: SOSC 2053.

SOSC 3073. Management and Administration in the Helping Professions

This course examines management issues in human services organizations and other helping professions. The course includes discussions of fund raising, clinical supervision, client confidentiality and volunteer management that are unique to the non-profit social service sector.

SOSC 3503. Advanced Social Problems

An analysis of the major social problems of contemporary society resulting from technological and social change, population pressure and resources, urbanization, poverty, and minority groups. Special reference is given to conflicts regarding social values and goals, and social disorganization as related to the family, economic, religious, and other institutional relationships. Prerequisite: An introductory course in social science

SOSC 3603. Community Development

This course addresses fundamental issues in community development, including the nature of and need for community change, strategies and tactics for community change, and common areas of community change.

SOSC 4003. Studies in Social Science

An advanced reading course in one of the following areas: criminal justice, economics, geography, human services, political science, psychology, and sociology. Work will be tailored to the student's needs and interests.

SOSC 4153. Reading in Behavioral Theory

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

SOSC 4703. Capstone Course in Social Science (RP III)

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.

SOSC 4803. Internship in Social Science

Students in social sciences (e.g., criminal justice, human services) may be eligible for placement in an internship. Such students will receive supervised training in an appropriate setting.

STAT 3013. Statistics I

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

STAT 3203. Statistics

The fundamental concepts necessary for understanding the principles of organizing and analyzing data, computerized analysis of data, using selected packaged computer programs for data analysis and experimental design.

STAT 3253. Statistics in the Social Sciences

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

GRADUATE

ACCT 0990. Accounting Prerequisite (No credit)

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

EDUC 5113. Philosophy of Education

Introduction to contemporary philosophy of education as an academic discipline. Focuses on Anglo-American tradition and includes study of language analysis, argument analysis, conceptual analysis, as well as examination of ethical issues related to contemporary education. Special emphasis on the Judeo-Christian heritage that permeates the content and processes of teaching.

EDUC 5163. Introduction to Curriculum Development

Examination of issues and problems of planning for teaching and consideration of practical and theoretical aspects of curriculum. Conversation about a variety of literature – including novels, trade books, short stories, poetry, and journal articles - produces a critical examination of contemporary educational issues, coming conceptions of curriculum, organization of subject matter, curriculum theory, and external forces.

EDUC 5213. Contemporary Issues Involving Diversity in the Classroom

Designed to offer students a thorough understanding of the many variances found in schools today—including differences in the ways students learn and approach the act of learning; the effects of cultural differences on learning; students of high ability; ADD and ADHD and other exceptionalities. Includes assessment plans, interview techniques, and curriculum design.

EDUC 5263. Educational Research I

A study of the methodology involved in the implementation of behavioral research. Topics include the vocabulary of research, major types of research, statistical techniques, research problems, the form of the research paper, and the use of technology. Requires practical application in a research project addressing a current issue in education and the completion of the research proposal consisting of the first three chapters of the research paper.

EDUC 5313. Instructional Technologies

Addresses the ever-changing issues in educational technology. Discusses the use of different media in the classroom, including computers. Includes the design of lessons that encourage classroom use of media to meet specific curriculum goals and that plan for student use of these technologies. Topics may include hypermedia, distance learning, audiovisual instruction, and basic trends in instructional technology.

EDUC 5363. Professional Leadership

Introduces the experienced teacher to recent trends and issues in professional leadership. Includes dynamics of group processes, decision-making procedures, parental/client involvement, educational organization and control, grant writing, and the S.C. School Report Card.

EDUC 5413. Student Assessment

A study of the methods and instruments used to assess student success, including consideration of educational tests and measurements, alternative assessments, portfolio assessment, and performance assessments.

EDUC 5463. Educational Research II

A continuation of EDUC 5263, Educational Research I. The student will conclude the research paper by completing the remaining chapters based on the implementation of the research proposal and collection and analysis of data. The student will formally present the research paper at the conclusion of the course. Additional graduate electives are required to total 36 semester hours. These may include six hours of graduate work in education or up to twelve hours of transferred graduate work in the student's certification discipline.

EDUC 5513. Creativity

Introduction to major definitions, theories, and research related to the study of creativity and the creative individual. Includes techniques for teaching creative thinking skills and for adapting existing curriculum to encourage creative thinking in students. Also includes a review of instruments for measuring creative thinking abilities, methods for enhancing personal creative abilities, and techniques for examining the creative process.

EDUC 5533. Methods and Materials of Teaching the Intellectually Gifted

A study of the theoretical and practical aspects of curricular experiences for gifted and talented students. Examines instructional models, to encourage a critical understanding of how principles and practical procedures are set forth in teaching models.

EDUC 5553. Educating Gifted and Talented Learners

An introduction to the field of gifted education including a history of gifted education, theories of intelligence, definitions of giftedness, methods of identification and a variety programming options in the conventional classroom/school setting. Practical aspects include the development of IEP's, learning styles assessments, interest assessments, and management plans.

EDUC 5573. Strategies for Teaching Thinking Skills

Outlines a rationale for teaching thinking skills by examining the nature of thinking, models of functional thinking, and thinking strategies and skills. Examines strategies for selecting thinking skills and strategies to teach, defining thinking operations for teaching, identifying the attributes of teaching thinking, and organizing the classroom environment for teaching thinking.

EDUC 5613. Teacher Effectiveness and Classroom Handling (PLS)

Focus is on positive, observable teacher behaviors and classroom practices that enhance student self-esteem and create a positive and inviting learning environment.

EDUC 5633. Patterns for Induction, Deduction, Enquiry, Analysis, and Synthesis

Includes awareness of personal thinking processes, problem-solving strategies specifically applicable to the classroom, problem solving used in real life, techniques for developing critical thinking skills, and patterns of thinking around which lessons can be structured.

EDUC 5653. Teaching Through Learning Channels (PLS)

Provides information about how each person learns based on current brain research and trains educators to create and deliver lessons that work through these natural channels of learning.

EDUC 5673. Keys to Motivation (PLS)

Designed to provide educators with a framework for creating a motivating environment for all students, and to understand that motivation is an enormously complex issue that can be addressed in classroom situations using encouragement, leadership, and student grouping strategies.

EDUC 5693. Teaching Skills of the 21st Century (PLS)

As educators share their vision of how a curriculum should be developed and taught, they learn facilitation skills that ensure the successful education and enrichment of both student and teacher.

EDUC 5713. Meaningful Activities to Generate Interesting Classrooms (PLS)

Focuses on unlocking educators' creativity so they can develop lessons that motivate students to participate and learn. Participants develop multiple activity-based lessons within existing curriculum.

EDUC 5733. Achieving Student Outcomes Through Cooperative Learning (PLS)

Trains educators to effectively set up, manage, and debrief group work so that students learn academics and interpersonal skills.

EDUC 5753. Coaching Skills for Successful Teaching (PLS)

Concrete reasons and practical strategies for implementing coaching programs within schools. Helps educators build supportive rapport among colleagues for the purpose of bringing about positive instructional change.

EDUC 5773. Successful Teaching for Acceptance of Responsibility (PLS)

Trains educators in the use of many practical techniques that eliminate irresponsible behavior in students and develop responsibility and personal power. Educators learn to expand their own personal power and increase time to teach by acquiring tools that encourage students to make good decisions, eliminate troublesome behavior, and become empowered.

EDUC 5783. Classroom Management: Orchestrating a Community of Learners

Teaches the skills of effective classroom management to create a positive classroom structure that maximizes student learning. Develops techniques to increase desired student behaviors and decrease undesired behaviors. Create an Action Plan of practical strategies to implement immediately in the classroom.

EDUC 5793. Ideas: Brain-Based Ways We Think and Learn (PLS)

This course provides a comprehensive understanding of current brain research on thinking and its implication for educators. The course relies on the most current brain research about how the brain takes in, stores, and retrieves information as a framework for understanding four complex thinking processes. It provides educators with tools to develop enriched, meaningful lesson plans to meta-cognitively engage students in their own thought processes, thereby imparting critical thinking and problem-solving skills they can use in real life situations.

EDUC 5813. Decoding and Spelling Strategies for Elementary Teachers. (Phonology)

A methods course that provides teachers with a basic decoding approach to reading based on systematic phonics using multi-sensory strategies and materials delivered through direct, concept teaching. The sequence of concepts and skills progresses from the simplest to the most complex. The reading-decoding curriculum is basic, explicit Phonics starting with phonemic awareness, proceeding to sound/symbol correspondence, syllabication, and ultimately to context. Targeted for teachers of primary students, but can be applied to any age person at a beginning level in decoding our written language.

EDUC 5833. Structure and Format of Language for the Elementary Classroom (Reading Comprehension)

The Reading Comprehension curriculum presents teachers with strategies related to the explanation of the underlying structure and format of language in both expository and narrative forms. This strand is divided into Report Form (*expository*) and Story Form (*narrative*) written information. It teaches a process of analyzing the underlying structure of expository and narrative writing and is presented in a sequential, dependent order of concepts and skills. The goal of this strand is to instruct teachers on how to assist students in the independent application and transfer of the concepts and skills into other curriculum areas. This course is intended for teachers of students in grades four through adult levels.

EDUC 5853. Word Function in Sentence Structure and Paragraph Development (Written Expression)

The Written Expression curriculum is designed on the theory that students need to understand the function of words in written language to assist them in expressing their own thoughts through writing. The goal of Written Expression is to equip teachers with the strategies that students need for the mastery of sequence, as well as paragraph development and composition. This strand of the curriculum is presented in a sequential order. It begins with the concept of a simple subject and predicate, and then expands the predicate area, describing the subject, and the development of paragraphs and multi-paragraph compositions. This course is appropriate for teachers of students in grade one through adult levels.

EDUC 5863. Decoding Approach for Older Students with Difficulty Mastering the Reading Process (Linguistics) (Project Read)

Provides teachers with a decoding approach to use with older students who are still having difficulty mastering the reading process. The Linguistics curriculum presents the history of the written language, phonology, morphology, syntax vocabulary, affixes, roots, and word origins. Intended for teachers of students in grades four through adult levels.

MBAM 5123. Fundamentals of Executive Management

Study of management as an organized body of knowledge, focusing on the role of executive management in directing an organization and improving organizational performance. Includes the nature and purpose of organizations; Christian, human, ethical, and behavioral challenges facing institutions in a rapidly changing environment; and the development of managerial skills and techniques needed for the contemporary business environment.

MBAM 5223. Quantitative Analysis of Business

Emphasizes the application of research methods to practical problems and the use of, rather than the derivation of, the methods. Applies quantitative and analytical techniques of probability, statistical inference, correlation and regression decision theory, and forecasting. Prerequisite: STAT 0990 or an equivalent undergraduate statistics course.

MBAM 5323. Accounting for Decision Making and Control

Develops understanding of accounting techniques necessary to prepare and interpret financial statements and make managerial and investment decisions. Includes revenue estimation, cost accounting, inventory evaluation depreciation, ratio analysis, and funds-flow statements. Prerequisite: ACCT 0990 or an equivalent undergraduate accounting course.

MBAM 5423. e-Commerce: Strategies and Opportunities

Examines the role of information technology (IT) in business. Fundamental grouping in key areas of IT (hardware, software, data resources, and network) is provided, with emphasis on how IT affects an organization, its employees, and its competitive position. Also explores the challenges and opportunities related to network enterprise and global markets.

MGMT 5033. Production and Operations Management

Long, medium and short range operations planning in both service and manufacturing organizations. Key topics: productivity and quality measures, production function, product design, plant location and layout, forecasting and scheduling, purchasing and materials management, inventory management, and operations strategy.

MGMT 5053. Organizational Behavior

Understanding and leading individuals and groups in attaining both personal and organizational objectives. By focusing on managers and their relationships with employees, students evaluate social/psychological behavior and learn techniques for modifying behavior to meet organizational objectives.

MGMT 5063. Marketing Management

The application of marketing theory to problem-solving related to product/service, price, promotion, and distribution for both profit-making and non-profit organizations. Case studies are utilized.

MGMT 5073. Human Resource Management

The application of theories of human resource management to employee relations, recruitment, evaluation, grievances, development plans, and wage and salary administration.

MGMT 5103. Advanced Financial Management

A study of corporate and business level financial analysis and planning, including capital budgeting, cost of funds, and capital structure and valuation. Prerequisite: Finance or Accounting.

MGMT 5123. Finance and Accounting for Non-Financial Managers

Gives the student a firm understanding of financial and accounting terms, techniques, and practices. Topics cover the basics: interpreting financial statements, calculating inventory costs, cost of goods sold, understanding stocks and bonds, determining company profitability using ratio analysis techniques, and detailing cash flow.

MGMT 5143. Executive Economics

An overview of economic theory necessary for establishing, revising, and interpreting business policy. Emphasis on the identification and interpretation of macro-economic and micro-economic phenomena necessary for sound management decision making.

MGMT 5163. Management of Information Systems

Management of information processing, system development, statistical applications, and project management. Prerequisite: Computer literacy demonstrated by a transcribed course or approval by appropriate SWU faculty.

MGMT 5243. Managerial Economics

Applying practical applications of microeconomic principles to real-world business issues. This course is intended to provide managers and entrepreneurs with the decision-making tools used in planning and problem solving in their organizations. Prerequisite: ECON 0990 or an equivalent undergraduate economics course.

MGMT 5253. Management Ethics

Designed to help graduate students think in a structured and orderly way when making ethical decisions in business and management. Through case studies, the conflict between economic and special performance is examined, focusing on the manager's relationship with those with whom the manager interacts. Also considered are alternative means of reaching a decision when faced with an ethical conflict. A Christian perspective is emphasized.

MGMT 5343. Organizational Development

Integrates concepts and models from organization theory with changing events in the real world, providing an up-to-date view of organizations. Examples are presented that illustrate how companies are coping in the rapidly changing, highly competitive, international environment.

MGMT 5363. International Management

The management and operation of transnational organizations and the situations unique to those operations. Adapting managerial policies and practices to diverse international cultural environments.

MGMT 5443. Managing for Quality and Excellence

This course presents the philosophies, methods, and tools of Total Quality Management (TQM) and investigates a new paradigm for management that goes beyond TQM as it is commonly viewed today. Emphasis is on a customer-value orientation and the course addresses a spectrum of issues related to TQM, from human management and organizational culture to customer value measurement and continuous improvement.

MGMT 5803. Business Policy and Strategic Planning

A capstone course integrating the various disciplines encountered in the program. Requires the student to illustrate practical application through case analysis and critique. Development of strategy for an ongoing business is required.

MGMT 5823. Integrated Studies in Management

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

RELG 5103. Theology of Ministry

Biblical, historical, and theological foundations of Christian ministry.

RELG 5153. Leadership in the Church

Development of leadership styles and management skills in relation to staff personnel, congregation, and denomination.

RELG 5203. Contemporary Evangelical Theology

The systems of major 20th-century Protestant theologians and the evangelical response to those systems.

RELG 5253. Congregational Life

Focuses on the functions of ministry in administering the sacraments, celebrating the Christian year, ministering through weddings and funerals, exercising church discipline, and small groups.

RELG 5263. Pastoral Counseling

Explores dynamics of personality within the counseling relationship and emphasizing the uniqueness of Christian counseling while recognizing areas of similarity between Christian and secular counseling.

RELG 5283. Spiritual Formation for Ministry

Examines the theological and practical dimensions of the spiritual life and explores the relationship between spirituality and ministry, especially in the light of gifts and graces, spiritual disciplines, and ministerial functions.

RELG 5303. Church Finance and Christian Stewardship

The essentials of church accounting and development of budgets and financial statements for use in decision-making by church leaders. Includes computer applications for the local church.

RELG 5363. Inductive Bible Study

A basic course in English Bible study, focusing primarily on the inductive techniques of observation, interpretation, and application for use in personal Bible study, small group Bible study, and preparation for teaching and preaching from the Bible.

RELG 5373. Biblical Preaching

A course designed to enhance skills in the preparation and delivery of expository sermons, based on sound exegetical principles and responsible biblical interpretation. Prerequisite: RELG 5363.

RELG 5393. Church Renewal and Revival

A survey of the way God has moved in the great revivals of the past with a view toward church renewal and revival in the present.

RELG 5403. Theology and Practice of Worship

The definition and historical background of Christian worship with attention to principles, methods, and resources for worship planning.

RELG 5413. Educational Ministries in the Church

Examines the role of educational ministries in the total church program and the responsibilities of the pastor as a teacher. Includes studies in teaching, nurturing, facilitating, planning, administering and coordinating the Church's educational ministries.

RELG 5453. Evangelism and Church Growth

The theology and principles of evangelism, discipleship, and church growth.

RELG 5493. The Church and Technology

Examines the use of new technologies for ministry in areas such as communication, record-keeping, and worship in the church. Also explores the impact of these technologies on our society and culture and the implications for ministry.

RELG 5533. The Family and the 21st Century

Explores the sociological, psychological, biblical, and theological dynamics of family life. Focus on equipping church leaders for strategic ministry to families in the congregation.

RELG 5803. Ministry for the 21st Century

A capstone course designed to integrate the entire Master of Ministry curriculum in a format that blends the best of traditional ministry with the new approaches needed for a new day in the church. A project in practical ministry will demonstrate students' application of their study.

STAT 0990. Statistics Prerequisite (No Credit)

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

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