Thriving at SNU
Welcome to SNU! We are delighted you have chosen to become a part of our learning community. Our basic commitments as a community are shaped by our Wesleyan heritage, and they lead us to worship God in all aspects of our lives. We seek to bring together a warm-hearted experience of God’s love and grace, an ever-increasing commitment of the soul’s deepest longings, a constant translation of faith into action, and a mind-renewing engagement with all we can learn of both our Creator and the creation that is his.

As you open this wonderful, new chapter of your life, you will find that college is different than anything you have experienced before. And because you’re embarking on a venture into unknown territory, we feel it is only fair to provide you with a general road map to help you traverse the academic course ahead. In short, that’s the purpose for this survival guide. In these pages, we have put together responses to the most frequently asked questions new students have about academic life at SNU.

Part I provides general background about how things work at SNU and makes explicit some of the things we are likely to assume you know about the academic world, such as course numbers, how class schedules work, and so forth. This will help you understand the jargon we use to communicate.

Part II gives you the specific policy information you need to navigate through SNU successfully. Although we provide quite a bit of information here, the complete policy details are found in the college Catalog and you should be familiar with that document as well.

Part III contains a collection of hints to help you stay on the right course and avoid some of the most common pitfalls other students have faced as they made the transition from high school to college.

You will have many opportunities over the next several semesters to actively join in our life-long journey of learning, and growth, and change. We encourage you to thoughtfully and purposefully invest your time and energy in becoming an informed person of faith. Welcome to the challenge!
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I received a notice that I'd been assigned to a faculty advisor. What's that and why do I need one?

After you first enroll at SNU, you will be assigned an advisor who is a faculty member in the major you have chosen. That person will work with you to discuss your vocational interests and options. Since they have a lot of experience in working with students, they will help you select appropriate elective courses, develop a plan and time-line for completion of your program, and help you monitor your academic progress. Since your advisor works with you throughout your time here, it's a good idea to learn specifically what you're responsible for and what they're responsible for...so read on!

I had a school counselor in high school. Is this the same as a faculty advisor?

Not exactly. Because faculty advisors are professionals in the field you have chosen to study, they can help with information and support as you progress through your program. It is true that they will work together with you to develop the schedule of courses you'll need each semester, in a way somewhat like your school counselor may have. In addition to that, however, faculty advisors also are available to help as you have questions about career options and graduation requirements. They are invaluable resources as you make the transition to college life, so feel free to stop by and see them during office hours. They anticipate the opportunity to meet and get to know you!

As a student, what's my responsibility in the advising process?

You are expected to become familiar with the specific course requirements for your program, like the sequence in which courses should be taken or whether a particular course has prerequisites. This information is available to you in the university's Catalog. You should also know what your overall program requirements are (such as total hours required, minimum GPA, etc.). It is wise to check your official records periodically to assure that they are correct, especially if you have transfer hours or are requesting to substitute other courses for those originally defined in your program. While your advisor wants to support and help you, it is ultimately your
responsibility to progress academically by attending class regularly and developing the disciplines needed to succeed academically. If you find that, as you are working to do this, you need academic assistance (such as tutoring), get in touch with either your advisor or call the Academic Center for Excellence directly (491-6694).

What on earth is a “program of study,” anyhow?  

The term “program of study” refers to the specific set of courses you will be required to complete before graduating from SNU. Different programs require different numbers of hours to complete. For example, a student pursuing a degree in music education has more extensive requirements than one with a program in English. Your program of study consists of two major parts. The first is called General Education and the second is called a Major or Concentration. The courses in your major are designed to give you the area-specific background needed to pursue your occupational goals and/or to prepare you for further study at the graduate level. General Education refers to the set of broad-based courses that are designed to help you become a Christian thinker in all areas of your life. The specific course options available to you are determined on the basis of your high school performance and your entering ACT scores.

Why do courses have numbers and what do the numbers mean?

SNU uses a four-digit course numbering system. Those with numbers between 1000 and 2999 are called "lower-division" and are taken primarily by freshmen and sophomores. Those courses with numbers between 3000- and 4999 are considered "upper-division" and are typically taken only by those classified as junior or seniors. While the first digit of the course number indicates the level of instruction, the last digit tells you how much credit is associated with the course. For example, the course number CHEM 3133 indicates a junior-level (upper-division) course taken for three credits.

What kind of academic schedule is followed at SNU?

We use a traditional 16-week semester format here at SNU, with 15 weeks of class meetings and one week of finals. Fall semester classes begin
in late August and spring semester classes begin in mid-January. Between regular terms (in January and May), we also offer a limited selection of miniterm courses.

How many times per week do classes meet?

The number of times each week that a particular class meets depends upon the credit for the course, using a standard of 50 minutes of class time for each credit hour. Courses meeting three times per week are typically scheduled on Monday, Wednesday, and Friday, whereas those meeting twice a week are typically scheduled for Tuesdays and Thursdays. The specific days on which courses meet are provided in the published Schedule of Classes (see below). You should also note that some courses have additional times required for laboratory or clinical instruction.

To illustrate, a three-credit course meets for a minimum of 150 minutes per week. This means that it might be scheduled for three 50-minute sessions at 9:00 a.m. on the M-W-F schedule or for two 75-minute sessions at 8:00 on the T-TH schedule. The specific time slot in which any given course is offered is determined by the department responsible for it, in consultation with the Dean.

How do I know what’s offered in any given semester?

A Schedule of Courses is printed prior to the beginning of each new semester. Many general education courses are offered every semester whereas many upper-division departmental courses are offered only once each year or every other year. Although correct at the time of printing, many changes occur very quickly, so it is best to consult UNIVISOR or the SNU web page for the latest schedule information.

When can I enroll for classes?

For a spring semester, pre-registration begins the first week in November; for a fall semester, pre-registration begins the first week in April. We use a phased-in schedule for pre-enrollment, with seniors enrolling first, then juniors, then sophomores and freshmen. This helps assure that those closest to graduating have the opportunity to get a seat in the courses
they need before those courses close. The schedule of beginning dates for pre-enrollment in any given year are published in the Forecast several weeks in advance, so consult it in your planning. Classes at popular times close quickly, so it is important that you set an appointment early to meet with your advisor if you wish an optimum schedule.

A friend of mine said she was enrolled in a "lecture" course. Isn't that what all courses are?

We hope not! Learning can be facilitated in many different ways, only one of which is lecture. Since the goal of education is to help students learn, our instructors use a variety of teaching methods and learning activities in their classes and they work hard to match the material to be learned with techniques that best facilitate the learning process. Sometimes they will lecture, but often they will use group activities, AV materials, in-class discussion, guest speakers, simulations, threaded on-line discussions, web site reviews, or a wide variety of other options. Some courses have required labs, clinicals, or studio activity so that additional hands-on work can be explored.

Regardless of the particular format for any given class or class period, your best strategy is to come prepared. Read and work on the assignment ahead of time and come ready to either listen or discuss, whichever is appropriate. When an instructor lectures, listen carefully and take good notes. Ask questions and make sure you understand the concepts presented. When other learning activities are used, participate actively and focus on what is to be learned through the activity rather than on the activity itself. Active learning is more demanding, but is often a better way to obtain the desired learning outcomes. Judge the value of any given class session not simply on how many pages of notes you took, but on what you invested and what you were able to learn in the process.

What's a mini-term and how do I enroll in one?

Mini-terms are intensive two-week sessions that meet at least four hours each day. With homework, reading, and other assignments, you should plan on spending at least two hours outside of class for every hour in class. That means you should plan on eating and breathing the course for that two-week time frame; in other words, plan not to work or have other major time
obligations. Given the brevity of these courses, faculty are allowed to make assignments before the first day of class and to extend the time after the class is over for completion of course-related work (e.g. major papers).

Enrollment for mini-term opens at the same time as for its subsequent semester. For example, you pre-enroll in November for both the spring semester and January mini-term, if you are planning to take a course then.

In the course schedule, Professor “Staff” appears to be teaching lots of classes. Who is this and how can one person teach so many things?

For many reasons, the final determination of exactly which professors will be teaching which courses cannot be made until after the course schedule is printed. If we are unsure who will be teaching a given course, it may simply be listed as taught by “staff.” This is our way of making it known we are planning to offer a course even if we don’t yet know who the specific instructor will be. The instructor names you see listed in the schedule were our best estimate at the time of printing, but we sometimes need to modify instructor assignments as new demands arise.

What is a course "section" and why do some courses have multiple sections each semester?

A course "section" refers to the specific time offerings of any given course in any given semester. Courses that are required for all SNU students need to be offered with greater frequency and with more options throughout the day than courses required for a fewer number of students. For those courses, multiple sections are offered each semester and the number of sections is a direct function of how many students are needing to enroll in that course. We work diligently to make sure a sufficient number of seats are available in any given course and that those sections are offered at a variety of days and times.

Course enrollment is handled on a first-come, first-served basis, with first priority given to those who are closer to graduation (since they have fewer semesters to complete their remaining requirements). That being the case, any given section may have already closed by the time you want to enroll in it. If so, you will need to work with your advisor to adjust your schedule of classes to enroll in a different section at a time still available. You should be aware that it is almost impossible to take a full load using only "prime-time"
slots, with the result that you will need to plan on enrolling in at least a few early morning, afternoon, or evening classes throughout your college career.

Why do some courses have prerequisites?

In some instances, higher numbered courses build on learning achieved in lower numbered ones. For example, it is not realistic to complete foreign language work at an intermediate level until the elementary vocabulary, syntax, and semantic structures have been mastered. Pre-requisite requirements, therefore, identify courses in which you should not enroll until you have mastered the more basic material. You should work closely with your advisor to make sure this doesn’t happen. Instructors at SNU want you to succeed academically so if they ask you to drop a course for which you haven’t completed the pre-requisites, don’t take it personally! They are simply looking out for your best interests and don’t want to set you up for an unnecessarily difficult situation.

What’s an adjunct faculty member?

At SNU, our resources are insufficient to have all courses taught only by full-time faculty members. Rather than seeing this as a liability, however, we see it as an asset because it allows us to bring in qualified community professionals to provide instruction in areas where they have particular expertise. We use the term "adjunct" to describe those professionals who teach a course or two for us on a periodic basis, but are not full-time SNU faculty members. Adjuncts are not expected to hold office hours, but they typically will provide information regarding how to reach them outside of class. They are very important to our educational work and often provide valuable connections and insights as you begin to develop professionally.

I’ve heard my friends talk about what General Education “track” they are in. What is a track and why does it matter?

To accommodate the wide range of background and ability among students coming to SNU, we utilize three different advising “tracks” in General Education. Each track is based on incoming test scores and high school
background. Provisionally admitted students ("provisionals") have an ACT of < 17 or a high school rank below the 40th percentile. These indicators let us know that you may be at-risk for succeeding academically, and that we need to monitor your progress closely. If you are a provisionally admitted student, you have a prescribed set of courses to complete, including some zero-level courses that focus on helping you develop the skills needed to make it through college. If your composite ACT score is between 18 and 24 and you graduated above the 40th percentile rank in your high school class, you are regularly admitted. If so, you follow what is called the "standard" track. This means that you have some electives and choice options built in to your requirements for general education. If you achieved a composite ACT score of at least 25 and were in the top 5% of your high school class, you would be admitted to what we call the "enrichment" track. Because your preparation is especially strong, you have the maximum flexibility in course options for General Education. Enrichment track students must maintain a GPA of 3.5 to remain in this track.

What's a course syllabus and where can I get a copy of one?

The course syllabus is a document that outlines the essential information for each course you are taking in any given semester. It contains information like the course objectives, required assignments, testing information, grading policies, and so forth. As you can see, the syllabus provides you with information that is important for you to know if you plan to succeed in the course.

Normally, paper copies of course syllabi are available from the course instructor during the first week of classes. Many instructors also post their syllabi and related course material to the SNU web page, so you may be able to print a copy from that location as well. Please be aware that saying that you lost your syllabus is not a sufficient reason to miss assignments, exams, or other course requirements. As a college-age adult, it is now your responsibility to keep track of this kind of information!!
Specific Policy Information

In general, what does it take to graduate with a bachelor’s degree from SNU?

Detailed information on graduation requirements is found in the Catalog, so be sure to examine it carefully to make sure you are familiar with what is needed. In general, you must complete at least 124 non-remedial credit hours to graduate, although a number of programs of study may require more than this minimum. You must complete all the prescribed General Education and Major or Concentration requirements, and have a total of 30 residency hours, with 15 of the last 30 hours taken in residence. Residency refers to the credit hours you complete at SNU (as compared to transfer hours completed elsewhere). Forty hours of upper-division credit (3000- or 4000-level courses) must be completed and you must have a minimum GPA of 2.0 (both overall and in your major or concentration). There may be some specific departmental requirements (such as a higher GPA) in addition to these for the university at large, so be sure to consult with your advisor and/or the Registrar’s office (491-6386) if you have questions.

What if I haven’t decided on a major yet?

Although it’s not essential that you declare a major immediately upon entry to SNU, planning your schedule of courses will be easier once you do so. While trying to decide, it’s a good idea to take at least one course a semester in areas that you want to explore further rather than taking only general education courses. We try very hard to make use of every single course you take for a required slot. However, you should be aware that not deciding on a major until you have completed several semesters may mean that you will need longer to finish (especially if you decide to major in an area with a substantial number of prescribed requirements).

When you do decide on a major, it is imperative that you fill out the designated form and send it to the Registrar’s Office, so that your requirements are accurately reflected. If you don’t do this in a timely way, it could delay your graduation significantly!

If I attended another university, how do I transfer courses and how do I know what will count toward SNU requirements?
To transfer courses from a regionally accredited college or university, you must request that an official transcript be sent from the institution where you took the course to the Registrar's Office at SNU. Hand-carried transcripts may be used for advising but are not accepted for official purposes. Transfer course work is routinely accepted to fulfill the CHOICE requirements in general education (see the General Education section under "Academic Structure and Curricula" in the Catalog), but not for the CORE requirements. If you have courses that you would like to have considered for CORE requirements, you must complete a petition form to have that work evaluated. Transfer work in specific majors is evaluated on a case-by-case basis by the department. For questions about transfer equivalencies, contact the SNU Registrar (491-6386) or visit the SNU web page under "Academics."

How do I know what courses I need to take?

The courses you will need to complete to finish a degree at SNU depend upon the advising track you are in (see the first section for an explanation of general education tracks) and the major you choose to pursue. When you enter SNU, an Entry Audit is conducted on the basis of your entering test scores (ACT/SAT), your high school performance, and the major you are planning to pursue. This Audit defines which courses you will be required to take as a part of your program of study. In order for your Entry Audit to be accurate and complete, we must have all the information required during the admissions process (transcripts, test scores, etc.), so it is very important that this information be sent to us early on. It is essential that we have this information 7-10 days before you plan to pre-register for your courses, so that we can advise you accurately. Once we have this information, you should be able to see the courses that will be required in your program of study, by accessing the UNIVISOR.

What is UNIVISOR and how do I get to it?

UNIVISOR is the computer-assisted advising system used at SNU. You should be able to access the system through the SNU home page at www.snu.edu, as described in the instructions you received in your enrollment packet.
UNIVISOR should show all the course requirements for your chosen program of study and should always reflect the most current information we have of your academic records. Please note, however, that **only official information will be reflected**. For example, if you have transfer work from another institution, those courses will not show on UNIVISOR until we have received an official transcript from that institution.

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**How will I know if I'm on track to graduate?**

At the end of your junior year, a Senior Audit (Graduation Check) will be performed. This audit provides verifying information regarding courses and/or CLEP credits that have been completed since your Entry or Transfer Audit was performed. It will also indicate the course requirements you have yet to complete. Using this information, you and your advisor can plan an appropriate course schedule for your senior year. Upon receiving this audit, you will be required to sign off on its accuracy and return the signed copy to the Registrar's Office. This lets us know that you are actually planning to graduate and clarifies what you will be taking to meet the remainder of your requirements.

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**If I don't happen to have my UNIVISOR information with me, can I just look at my roommate's record to see the courses I might need to enroll in?**

Your specific program of study is defined by: 1) your advising track, 2) your major, 3) your catalog year, and 4) any transfer course work you may have completed. Unless these four things are identical for both of you, you cannot rely on anyone else’s information to be accurate. Your program of study is tailored to your specific background, goals, and progress in the program so far. Using someone else’s UNIVISOR information is kind of like trying to wear someone else’s shoes...they probably won’t fit exactly. If you’re having trouble getting your UNIVISOR information, call the Registrar’s Office (491-6386) for help as soon as possible.

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**What if the information on my UNIVISOR file is incorrect?**
The information in UNIVISOR reflects the current information available to us. If updated information is received, it normally takes a few days for the changes to be recorded and show up in UNIVISOR. When reviewing your file, if you find information is missing or inaccurate, it is most likely because some type of official information (e.g. a transcript) has not yet been received by the Registrar’s office. If you believe that your UNIVISOR file is in error, call the Registrar’s Office (491-6386) as soon as possible to determine why it may be inaccurate. Do not delay…it may could make a significant difference in your overall academic progress!!

How long do I have to correct incomplete or inaccurate information in UNIVISOR?
The sooner the better. By policy, you have one year from your date of entry to clean up any routine inaccuracies that there may have been when you first entered. Any changes made to your program of study after that time must go through the petition process.

What if I need to request that a different course substitute for one I was originally planning to take?
Some courses have routine substitution possibilities (mostly Choice courses in general education and many majors courses) while others do not (such as the Core general education courses). To be sure which is the case for your situation, you can either consult the equivalency web page (which can be accessed from the Academics – General Education link at the SNU web site), or you can call the Registrar’s office (491-6386). If yours is not a routine substitution, you must utilize a petition process to request substitution or waiver of a specific course requirement. In this process, you provide supporting documentation and seek approval for your request.

Petitions to substitute or waive general education course requirements are forwarded to the Director of General Education and requests for substitutions in the major or minor require approval of the department chair for the designated area. In either case, the college dean must grant final approval before the substitution becomes effective. A copy of all petitions (both approved and denied) are kept in your official academic file housed in the Registrar's office. You can obtain a blank petition form from the Office of Academic Affairs.
Can I request that my track assignment be reviewed?

If you have substantial evidence that your test scores and your high school performance are not representative of your academic work, it is possible to request that we review your case in more detail. If you wish to do so, you must submit that request in writing to the dean, along with the supporting documentation so that a decision can be made. Your request should be made as soon as possible after you arrive on campus (or before), so that a timely decision can be made.

Is it possible to change advising tracks once I'm admitted?

At the end of your first year at SNU, we check your academic progress and see if any adjustment is needed for the advising track you are in. Assuming your performance is about average for your track, you will stay in that track until you graduate. If, however, you have done significantly better or worse than was originally anticipated, we may determine that you need to change tracks. For example, if you were provisionally admitted but completed all your courses and achieved a GPA of 3.2, it would make sense for you to be re-assigned to the standard advising track. On the other hand, if you’d originally been in the enrichment track but didn’t do well and had a GPA of only 2.8, it might be necessary for you to change to the standard track as well. If any track change is made, you and your advisor will be notified so that you can plan accordingly for the remainder of your work at SNU. Final track assignments are determined before the beginning of your sophomore year so that you can plan accordingly to complete the appropriate courses in your program.

Why do provisionally admitted students have to take zero-level courses?

One of our main objectives at SNU is to help you succeed academically and we know that academic success has many contributors -- things like your high school preparation, your overall motivation, the financial pressures you face, and the personal and social support system you have, along with many other things. Because we want to make sure you have the best chance possible to succeed, it is important for us to take a careful look at all those
factors to help us know what level of support you may need to achieve your goals. If your entering background puts you at risk, that probably means you have some gaps that we need to help you address before you can succeed academically. So, for example, if the indicators tell us that your background in English and writing has some extra challenges, we know that you won’t be able to do writing at the college level without some additional work and practice. So that we don’t throw you into a situation where you can’t succeed, we require you to complete preliminary work to fill in the gaps and get up to speed before moving on to the college level work that will be required of you.

A friend of mine asked me what "catalog year" my requirements were. What on earth were they talking about?

As you probably know, program requirements change from time to time, whether in a specific major or in general education. To avoid putting you in the awkward spot of trying to hit a moving target, we "lock in" your set of requirements when you first come to SNU. Specifically, what this means is that the requirements that were in effect when you first arrived are the ones for which you will be responsible as long as you are continuously enrolled. We call this your "catalog year."

You should note, though, that if you stop out for a semester or two, the requirements could have changed while you were gone and some courses may no longer be offered. If so, your program of study will require adjustment and it is conceivable that your course requirements will be different than those of your original program. When this happens, it is imperative to get in touch with your new advisor immediately so that you can get enrolled for the courses needed.

What if I need to change majors or advisors?

On average, students change majors four times before settling on a specific program of study, so you are not alone if you need to do so. Our goal is for you to experience a good “fit” between your interests and strengths and the major you choose to pursue. To change your major or to switch to a new advisor, you must fill out a "Change of Major" form, available in the Registrar’s Office. If you don’t complete this process, you will get the wrong information in the advising process, your UNIVISOR information may not be
accurate, and that could prolong completion of your program. It normally takes a couple of days to process a change of major or advisor, once it is submitted to the Registrar’s Office.

How do I drop or add a class?

If you need to change your registration by dropping a class you’ve enrolled in or adding one to your schedule, the first step is to see your advisor. Your advisor will talk with you about the proposed change of schedule and, if appropriate, will then complete what we call a “Drop/Add” form. It is then your responsibility to make sure this form is filed with the Registrar’s Office for processing; if you fail to do this, the course will appear on your transcript with an “F” at the end of the semester. Be advised that you can’t drop a class simply by no longer attending; you must follow through with the paperwork.

Is there a deadline for dropping or adding a class?

Yes. You may add a class until the end of the first full week of classes (although you may have a lot of catching up to do if you add a course near the deadline!). If you drop a course before the end of the fourth week of class, no record of that course will appear on your transcript. If dropped before the end of the twelfth week, the transcript entry will show a grade of “W” only. After the twelfth week, the letter grade earned in the class will appear on the transcript.

What if I need to completely withdraw from school?

If you find that you must completely withdraw from school, you must complete a Withdrawal form, which can be obtained from the following offices: Registrar, Business Office, Student Development, or Financial Assistance. All required signatures must be obtained before your withdrawal is complete.

If you are a campus resident, it is critical that you contact the Director of Housing before you withdraw. It is also important for you to contact the Financial Aid office to clarify what effect your withdrawal might have on eligibility for financial aid in future semesters. Also, you must complete the appropriate paperwork in order to be eligible for any refund of charges. The
specific refund policies and timelines are given in the "Financial Information and Assistance" section of the Catalog.

How many hours can I take in any given semester?

In a regular 16-week semester, you may enroll in up to 18 hours without special permission. The usual load carried by a full-time student will range from 12 to 17 credit hours. To take more hours than that, you must have permission of the Dean and you should be aware that exceptions are only granted under unusual circumstances and in cases where your GPA warrants such a decision. The enrollment limit for a mini-term session is 3 credit hours.

If you plan to hold a part-time job, the following guidelines might be useful in determining how heavy a load may be appropriate for you.

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<td>12</td>
<td>16</td>
</tr>
<tr>
<td>31 - 40</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>over 40</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

How do I calculate my GPA?

SNU uses a nine-point, plus-minus GPA system, (described more fully in the Catalog), where a grade of A is given 4 points, an A- is worth 3.7 points, a B+ is given 3.4 points, a B is worth 3 points, and so forth. Course grades of P, PH, W, or I do not affect GPA, but do count in the total hours earned. To get your overall GPA, multiply the points for each course grade by the credit hours of its course, add those together, then divide by the total number of credit hours you attempted. For example, suppose you took a 15-credit hour load and earned the following grades:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Hrs</th>
<th>Grade</th>
<th>GPA Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1113</td>
<td>3</td>
<td>3</td>
<td>A- (3.7 pts)</td>
<td>11.1</td>
</tr>
<tr>
<td>SPC 1113</td>
<td>3</td>
<td>3</td>
<td>B (3 pts)</td>
<td>9.0</td>
</tr>
<tr>
<td>BLIT 1163</td>
<td>3</td>
<td>3</td>
<td>B+ (3.4 pts)</td>
<td>10.2</td>
</tr>
<tr>
<td>BADM 1113</td>
<td>3</td>
<td>3</td>
<td>C (2.4 pts)</td>
<td>7.2</td>
</tr>
<tr>
<td>PEG 1011</td>
<td>1</td>
<td>1</td>
<td>C (2 pts)</td>
<td>2.0</td>
</tr>
<tr>
<td>PEG 1051</td>
<td>1</td>
<td>1</td>
<td>A (4 pts)</td>
<td>4.0</td>
</tr>
<tr>
<td>GS 1031</td>
<td>1</td>
<td>1</td>
<td>P (0 pts)</td>
<td>0</td>
</tr>
<tr>
<td>Total Credits = 15</td>
<td></td>
<td></td>
<td>43.5 GPA pts</td>
<td></td>
</tr>
<tr>
<td>Graded credits = 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To get the GPA, take the point total (43.5) and divide by the credits taken graded classes (14). In this case, the semester GPA would be 3.11.
Although your performance in a high-credit course (like a 5-hour chemistry course) will have a greater effect on your GPA than will a 1- or 2-credit course, every course you take matters. Because grades for college work are figured cumulatively (that is, on the total set of all courses you’ve taken), you should also be aware that the further you get through your program of study, the more difficult it will be to change your GPA. Early grades, especially those from your first two semesters, have a profound long-term influence on your overall GPA.

At SNU, we use a replacement policy for courses that are re-taken (i.e. the new grade replaces the previous one for purposes of figuring GPA). If your GPA is low, then, re-taking the course is the very best way to raise it to an acceptable level.

Is it possible to obtain CLEP or AP credit at SNU?

Yes, SNU accepts “advanced standing” credit through both CLEP and AP credit. In addition, credit may also be accepted from the International Baccalaureate (IB) program or approved departmental proficiency exams. These tests allow you to receive credit by demonstrating college-level proficiency in specific areas of study. Up to a total of 30 hours may be received via credit by examination.

We use the guidelines published by the American Council on Education to establish the CLEP scores required to receive credit. This means that credit received depends upon the subject matter being tested and are those score minimums are subject to change without notice. Therefore, you should check with the SNU Testing Center (491-6323) for current information regarding cut-off scores in various areas. Prior to taking a CLEP exam, you should also check tests to verify which of the exams are accepted by the university (especially in the area of English). Although CLEP can be used in the elective areas of general education, special guidelines apply for its use as a substitute for CORE courses. CLEP credit for 1000-level courses should be earned and verified before you reach sophomore standing (24 hours). CLEP credit for 2000- or higher-level courses should be earned and verified before the Senior Audit. For transfer students, pre-existing CLEP or AP credit already accepted by another university may be accepted for equivalent SNU courses. The Dean must approve the use of any CLEP credit for lower division courses after a student has completed advanced courses in an area.

AP credit may be achieved by receiving a score of three (3) or higher on the designated AP exam. AP credit may apply to equivalent elective courses.
Substitution of AP credit for CORE courses is subject to the same guidelines as for CLEP (noted above).

A friend of mine took the Computing Proficiency and Biblical Literature Proficiency exams. How did that help them?

Our general education program requires all students to demonstrate proficiency in a variety of basic skill areas (English, math, speech, computing, science, history, government, biblical literature, physical education). CLEP exams are available for some of these areas, but not all. Therefore, we offer two local proficiency exams (at minimal cost) in those areas for which other tests are not available, specifically in computing and biblical literature. Although the proficiency tests do not allow you to earn credit, passing scores do allow you to waive the basic course requirement and substitute either another course that is more in keeping with the background you already have, or an elective. If you have a strong background in computer applications and/or biblical literature, you might want to consider taking one or both of these exams.

These exams are given several times per year. Call the SNU Testing Service office (491-6323) for details on upcoming testing dates, cost, and procedure for reserving a seat.

Is it all that important to attend class? Does SNU have an attendance policy?

The attendance policy for SNU can be summed up in two short words: BE THERE!! It is our experience that many students fall into the trap of thinking that the discipline of class attendance doesn’t really matter all that much. Quite the contrary! Massive amounts of evidence show that if you do not attend class, you are placing yourself at very high risk of dropping out and, at the very least, are not likely to perform well academically. For these reasons, attendance is given high priority at SNU and is expected of all students.

In recognizing that unavoidable circumstances may result in an occasional absence, however, instructors typically allow a reasonable number of absences without grade penalty. Reasonable is usually interpreted to mean the equivalent of no more than two weeks of class. Absences beyond this will likely have an effect on your final course grade. Specific attendance policies that differ from the general guidelines should be outlined in the course syllabus.
Because a number of absences are typically allowed without penalty, we make no official distinction between "excused" and "unexcused" absences. If you are involved in athletics, music, or other official university activities, you should miss only those class periods in direct conflict with travel and game or performance schedules. You should also make arrangements with the instructor in advance of any planned absence to make certain all your work is completed. Generally, if you are involved in school-sponsored co-curricular activities, you should plan to use your allowed absences for your involvement in those activities. Most SNU instructors are very willing to work with you as long as your involvement does not become an excuse for skipping class and does not take unfair advantage of the situation.

When someone takes an "arranged" course, what does that mean?

The term "arranged" typically refers to a course of individual research, special readings, or directed study in a particular specialty area developed to enhance the program of an academically strong student. If you were enrolled in a course of this sort, you would still be expected to meet regularly with your instructor to discuss what you are learning. Courses of this nature are unusual and require special approval using a form that specifies all course requirements (reading, testing, written work, lab assignments, etc.), along with due dates. This form must be submitted along with the regular registration form at the time of enrollment in the course.

A friend of mine had a tough semester and ended up on academic probation. What does that involve?

The SNU academic probation system is designed to provide a warning rather than serve a penalty. Our goal for you is to make satisfactory academic progress each semester so that you can graduate in a timely way. Toward this end, we review your academic performance at the conclusion of each semester to determine your academic standing (satisfactory, probation, final probation, ineligibility). Adequate academic progress is determined using two measures: 1) GPA for your last semester of enrollment, and 2) your cumulative GPA for all the college work you’ve attempted.

The specific guidelines for determining each level of probation are outlined in the Catalog. The general guideline to keep in mind is that a GPA of 2.0 is required to continue making academic progress. If you do end up on probation,
you cannot complete registration for the next semester without special provision. The stringency of these provisions increases as the level of probation increases; that is, more accountability is required if you continue having difficulty than after just a single semester of poor performance.

Are academic probation and financial aid probation the same? If not, how are they different?

Federal regulations, as well as institutional scholarship guidelines, require that any student receiving financial aid must make satisfactory academic progress. In this way, academic probation and financial aid probation are similar. Academic probation is based on completing courses with grades sufficient to assure you are making progress toward graduation, but does not require completion of a minimum number of hours. Financial aid eligibility, on the other hand, is based not only on cumulative and semester GPA but also on hours completed. In addition, limitations may be placed on the number of semesters you can receive federal, state, or institutional assistance. If you are receiving financial aid and fail to complete the required number of hours or don’t meet minimum GPA requirements, you may be placed on financial aid probation and given one semester to rectify your performance. If you do so, your financial aid can continue uninterrupted; if not, you may be suspended from receiving financial assistance in future semesters.

What are SNU’s expectations for academic integrity?

We see academic honesty and personal integrity as integral elements of the covenant relationship we hold as a university community and violations are seen as a breach of that covenant. These offenses against the university community include cheating, plagiarism, or any other deception about one’s academic work. Examples include, but are not limited to:

- submitting someone else’s work as your own
- allowing another to submit your work as theirs
- completing an assignment and turning in multiple copies, all represented either implicitly or explicitly as individual work
- failure to properly acknowledge authorities quoted, cited, or consulted in preparation of written work (plagiarism)
- the use of textbook or notes during and exam without the instructor’s permission
- giving or receiving unauthorized help on assignments
- stealing a problem solution from an instructor
- tampering with experimental data to obtain ‘desired’ results
Creating results for experiments not done (dry-labbing)
• tampering with or destroying the work of others
• submitting substantial portions of the same academic work for credit or honors more than once without instructor permission
• lying about academic matters
• falsifying college records, forms, or other documents
• unauthorized access of computer system or files

Any student who knowingly assists another student in dishonest behavior is equally responsible and anyone guilty of such violations should expect to be penalized. Penalties may include being dropped from the course or withdrawn from school, zero credit for the assignment, partial credit for re-done work, or a range of other options, at the instructor’s discretion. An instructor whose definition of cheating may differ from that stated above has the responsibility and obligation to inform the students, in writing, at the beginning of the course.

Are there ethical guidelines for using the computer network?
As with our overall approach to academic integrity, the community guidelines we have established for appropriate use of the computer network represents our basic faith commitments and Wesleyan theological perspective. The most central elements are given below:
• computer communications and access are designed to promote the free exchange of ideas and enhance the learning process; therefore, using electronic communication to harass others or interfere with their work is unacceptable
• computer users have the right to privacy and security and tampering with the files or information that belong to others is unacceptable. System administrators may, for technical reasons, access your files but are prohibited from disclosing your e-mail traffic unless you give permission
• university computers must not be used for commercial purposes
• computer users are expected to abide by current copyright laws with regard to software, its development and licensing, and use of site content on the world wide web
• attempting to hack, modify, or corrupt the network system will be prosecuted under Title 18 of the United States Code; unauthorized access is a very serious offense and will be treated accordingly
• using computer resources to create an environment of intimidation or harassment on the basis of gender, race, religion, ethnicity, creed or sexual orientation is illegal and unacceptable: fraudulent, threatening, or obscene e-mail or displays are prohibited: chain letters, mass mailings, and repeated sending of e-mail after being requested to stop are also inappropriate

Computer privileges may be suspended immediately upon discovery of a violation of these guidelines. Under these circumstances, the university reserves the right to examine computer files, if necessary. A full range of possible actions is available if a student is found to have violated this covenant, including criminal prosecution if warranted.
What if I think the grade I received in a course isn't correct? Can it be changed?

An instructor can only change a grade after the semester is over if the change is based on a straightforward clerical error when the grade was originally reported. This is because the grade recorded for a course should reflect work completed during the semester. If you think there was a mathematical error, talk to your instructor and if it needs to be changed for that reason, they have the appropriate form to do so. Instructors aren’t, however, allowed to let you go back and re-do work from a previous semester just to raise a grade, so don’t put them in the awkward position of having to say no to such a request. If you didn’t do as well as you’d hoped, learn from your experience and redouble your efforts to do your best as the new semester progresses.

If you have a serious disagreement with your instructor over a course grade and you think your work was not assessed fairly, you have the right to appeal that grade. To do so, you must submit your request in writing within one semester after the course is over and provide documentation to support your position. When the Dean receives your written appeal, information will be requested from the course instructor (also in writing). The full set of information is then forwarded to an appeals committee; that group then reviews all the materials and makes a recommendation to approve or deny the appeal.

What if I'm doing okay in a course through most of the semester, but something unavoidable happens at the end of the semester to blow my grade?

If you have something like this happen, you can request that you be given an extension of time to complete the work and receive a temporary grade of "I" (Incomplete). Please be advised that this grade is reserved for the exceptional situation in which you have made satisfactory progress throughout the semester but are unable to complete the remaining course requirements because of some exceptional circumstance at the end of the semester (major illness, death, serious accident). You cannot ask for this option if you’ve simply forgotten to turn work in or haven’t been able to manage your time to get all the requirements completed. If that’s the case (or if you simply aren’t doing as well as you’d hoped), your best option is to drop the course and re-take it again in a later semester.
You should also note that you must request a grade of "Incomplete"; it will not be granted automatically by your instructor. In order to gain approval for an "I," you must fill out a form detailing the extenuating circumstances, which then must be approved by the course instructor, the department chair, and the college dean. All this must be done before your instructor can give you an "I." As a part of the form, details must be given for what you have left to do to complete the course, along with due dates for submitting your remaining work (which can be no more than one semester after the course is over). Your instructor is also required to submit a replacement grade, which is the grade you will receive if you do not turn in the remaining work. If you receive an "I" but don't complete the terms given in the extension, the replacement grade becomes permanent on your transcript.

Can my parents talk directly with professors about how I'm doing in class?

The Family Educational Rights and Privacy Act (FERPA), enacted in 1974, gives you a number of privacy rights as a student. These include the right to know what information the university maintains about you, the right to know who has access to what types of information, and the right to ensure accuracy of the records kept. General information classified as "directory" in nature includes items such as name, address, email address, phone number, major, classification, degrees awarded, and denominational information. These may be released routinely to the general public, unless you specifically request otherwise by contacting the Office of Student Development (491-6336) at the beginning of each semester.

In order for us to best serve you, appropriate information is shared on a need-to-know basis among offices within the institution, but is not provided to external sources without special permission (except for directory information). Since FERPA assumes you are an adult, you must give special permission for the release of records even to your parents. As a part of the registration process, therefore, you will be asked whether or not you are willing to have your academic, financial, and personal information made available to them. If so, we are able to respond to them when they call or visit; if not, such information cannot be shared. If you have questions about FERPA or information releases, call the Office of Student Development (491-6336) or the Office of the Registrar (491-6386).
I have an academic scholarship. What academic performance must I have in order to keep it?

If you are receiving an institutionally funded academic scholarship (such as Honors, President’s, or Dean’s), your cumulative GPA and hours completed will be reviewed at the end of each semester to determine on-going eligibility. The specific GPA you must maintain depends upon the particular scholarship you are awarded. If your GPA falls below the required minimum at the end of your first semester as a freshman, you will be placed on scholarship probation and be given one semester to bring your grades back up. If you do so, your scholarship will continue without interruption; if not, you may lose the scholarship assistance you were receiving. During subsequent years, no probation semester is provided. If you have questions about the scholarships you have been awarded, call either the Financial Aid Office (491-6310) or the Registrar’s Office (491-6386).
Hints for Academic Success

When You're in Class

Sit near the front. You'll stay awake better if you risk the embarrassment of having the whole class see you fall out of your chair.

Act interested until you get that way.

Make appropriate eye contact with the instructor. This lets them know that at least you're on the same planet.

Come prepared. Both you and your instructor will enjoy class more if you do.

Ask relevant questions and then listen for the answer.
Don’t miss unless you’re in a coma or almost dead. Even then, have a classmate listen for you.

Help your group stay on its assigned task (if you’re working in small groups). Who’s going with whom on Friday night is interesting, but class isn’t the time for it.

You may have been up all night working on that paper, but don’t undermine your efforts by falling asleep in class the next day.

Take notes. Develop a system that helps you sort out the relevant from the trivial. This assumes, of course, that you have developed good listening and comprehension skills, too. If you’re not sure how, ask your instructor or get help from someone in the Academic Center for Excellence.

Make note of what the instructor says (either directly or indirectly) is important...you’ll probably see it again on an exam. Most of the time, their writing on an overhead or the board is more than simply artistic expression.
Get rid of the chewing gum and the cap. Even though you may not mean it disrespectfully, it will seem that way to the instructor.

Sit up straight. You'll be amazed at how much better your ears work in this position.

Bring your books to class with you. At least then the teacher will know that you know what you're supposed to be reading.

Pay attention to what's going on. Daydreaming is fun, but doesn't usually help learning.

Adopt an open posture. Folded arms and crossed legs imply that you're there but you don't want to be.

Be on time. It can save you endless embarrassment.
Succeeding in college is a choice you make every hour of every day. Let your actions reflect your commitment to succeed.

Getting Along with Faculty

Stop by each of your instructors' offices early in the semester for a brief visit. The reason (whether asking a question or clarifying a concept) is less important than simply letting them know you care about the class they teach. You may also notice pictures of kids or dogs that help you know your prof is a real person, after all!

Never, ever, ever, ever, ever say to your instructor
"Did we do anything important in class today?"

Never misspell or mispronounce your instructor's name. Doing so communicates that you're either lazy, uncaring, or stupid, none of which will help your relationship with them.
Do your best to go by during a faculty member's office hours rather than just dropping in at random. They want to be available to you, but there are legitimate reasons they post office hours.

Find out what form of address each of your instructors prefers. Some prefer Dr. or Professor while others may prefer something less formal. If you're not sure, err in the direction of formality.

Remember that your instructor may have a class next hour, too.

Find out what type of contact the instructor prefers (face-to-face, e-mail, phone) and then use that form for most of your communication with them.

Always ask "Is this a good time for me to ask you about...?" rather than "Are you busy?" The second option implies they do nothing but sit quietly waiting for your call. Believe it or not, they do much more.

Understand that faculty members take the study of their disciplines very seriously. They've chosen this field because of their love for and interest in it. Find out what it was that turned them on to this field; it just might help you get a foothold to learn it more easily yourself.
Ask other students what style of testing the instructor prefers and prepare accordingly.

Watch for subtle biases in the way you interact with your instructors. Few things are more aggravating to an accomplished professional woman than to have students address her male colleagues as doctor (whether they are or not!) and address her by first name.

Try to talk to your instructor about your grades or attendance at some time other than just before or after class. In all likelihood they won’t have the information with them and it will waste your time and theirs. Make an appointment.

Help your instructors as they’re learning your name. They do want to know you, but it may take them a while to learn the dozens of new students’ names they have each semester.

Secretaries and maintenance staff are some of the most valuable people on campus to know, so treat them with the respect they deserve. They can facilitate your requests and often know more about what’s going on than either faculty or administration. Just be sure you don’t ask them to do things they can’t or shouldn’t (like give you the key to an exam or letting you in to an unauthorized location!).

Avoid the temptation to say “You’re never in your office” to an instructor. If it’s true, they don’t want you to remind them. If it’s not (which is far more likely!), you’ll only show your ignorance. Remember that in addition to preparing and teaching a full class load, they have committee meetings, labs, lessons, rehearsals, research, grading, class prep, and myriad other responsibilities to which they are asked to devote their time.
Never, ever, ever, ever, ever say: "Are we doing anything important in class today?" It's an insult to your instructor's dignity and your intelligence.

Outside of Class

At the end of every page or two of your reading, ask yourself what you just read. It will force you to read with comprehension and is a much better investment of your study time.

Pay attention to details. Well-typed papers almost always receive higher marks than sloppily handwritten ones, even when they have the same content.
Follow instructions. This may seem obvious but you’d be surprised how many low grades come from simply not doing what the instructions said.

Space out your study time rather than relying on the "last-minute cram." It takes more discipline, but it just might save your sanity!

For e-mail, use a cybername that’s at least moderately recognizable. Receiving an assignment from "Superstud" won’t do much to demonstrate to your professors that you’re a serious student.

Actually read your textbooks and other assigned materials. For some odd reason, exams and assignments just seem to go better if you’ve done more than just scan the big or bold print.

Wear a watch. Making it to class and appointments will be much easier if you do.

Learn when to be serious and when to have fun. College success is about maintaining a healthy balance of both.

Don’t assume you’ll get credit for assignments turned in late. Different instructors have different policies, so check your course syllabi for what’s acceptable in each class.
Thinking about new, challenging, and difficult ideas forms the very fabric of academic life, so you should expect to deal with hard concepts and perplexing questions. As Christian scholars, your instructors are committed to pursuing Truth and they will challenge you to do the same.

At the end of every section or chapter, ask yourself what the relevance of this material has to what you’re expected to learn in the class.

Keep copies of all assignments you turn in, at least until you receive your final grade in a course. Should any question arise, it’s awfully hard to prove you did an assignment if you have nothing to show for it.

Plan your work and then work your plan. Buy a planner or calendar that you will actually use, and then wear it out by using without fail.

Use the “Swiss cheese” method to break big assignments down into smaller, more manageable ones. Eat little holes in the whole task until you can swallow what’s left.
Ask yourself “What can I do to remember this five years from now?”

Start working on your major paper or project as soon as you know about it. Taking small steps early can make the difference between a paper that's merely acceptable and one that's outstanding.

No assignment is “just busywork." No great literature can be authored without knowing grammar, no heavenly music can be composed without knowing notes and scales, no breakthrough in the lab can be achieved without learning basic sterile technique.

Call your instructor at home only if they’ve said it’s okay, and stay within the hours they’ve set as acceptable.

Do what you can to avoid the "binge and purge" learning syndrome. Long-term learning requires a steady diet, and cramming only works for pigs and suitcases.
Don’t ask for “extra” credit, especially if you have assignments you haven’t completed, work you didn’t turn in on time, or several absences. Invest your time in doing correctly what’s required the first time. If you’ve done that and are still struggling, talk to your professor about strategies you could use to improve your performance.

*Procrastination is the #1 killer of academic success in college. Don’t let its insidious grasp kill your academic dreams!*  

If, for legitimate reasons, you received permission to turn in an assignment or exam late, allow at least as much time to pass before asking the instructor if it’s graded as the amount overdue it was. If your reason wasn't legitimate, don't even bother to ask.

*Learning new vocabulary is critical to academic success. Pick a vocabulary word of the day, learn its meaning, and practice using it in your conversation (correctly, that is!). After a while, you’ll be amazed at how much easier your reading becomes.*

Save your assignments to both your computer’s hard drive and a diskette. Never, ever rely solely on the hard drive for a record of your work. Purchase a diskette for each of your classes and save a backup copy of every assignment on it before you turn it in. That way, even if your computer crashes and burns, your academic work won’t.
Believe it or not, this IS the real world. The disciplines you are developing today (like getting to class, doing your work on time, following instructions, getting along with others) are exactly the same skills you need to make it in the real world. So don’t delude yourself into thinking that you'll magically be granted those habits the day you graduate. Unless you’re practicing them now, you won't have them then.