

# Bulletin Home

## Central, South Carolina 29630

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

# About SWU

## Aspirations

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

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

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

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

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

## Mission and Values

### University Core Values

Christ Centered: Purpose, Scholarship, Community, Transformation

*Purpose:* A specific calling for a unique role in our world.

*Scholarship:* Academic excellence in an innovative faith-centered environment.

*Community:* Belonging to a connected and compassionate body of learners.

*Transformation:* Christ's redemptive work in individual and corporate life.

## Comprehensive Statement

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

## University Mission

Southern Wesleyan University is a Christ-centered, student-focused learning community devoted to

transforming lives by challenging students to be dedicated scholars and servant leaders who impact the world for Christ.

## Doctrinal Statement

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

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

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

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

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

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

## Southern Wesleyan University Learning Outcomes

The learning community at Southern Wesleyan University fosters in participants

- biblically informed personal wholeness reflected in healthy, growth-enhancing relationships with God, themselves, and others;

- the ability to participate articulately in the significant conversations of the human race from a well-informed, reasonable, and distinctively Christian perspective; and
- the ability to effect positive change through skillful, values-driven engagement with their world.

Such that graduates . . .

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

## Programs and Formats

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

SWU's residential campus program offers a wide variety of undergraduate majors in areas such as business, recreation, teacher education, music, English, communication, religion & ministry, biology, chemistry, math, computer science, forensics, pre-medicine, medical technology, history, psychology, social science and human services.

To serve the needs of the working adult, Southern Wesleyan University offers adult evening programs in an innovative framework. Learning centers in Greenville, Columbia, North Augusta, Charleston, and Central provide opportunities to conveniently complete undergraduate and graduate programs by attending classes one evening a week, with additional online instruction.

Undergraduate programs offered in the adult evening format include an associate degree in general studies. Also offered are bachelor of science programs in business administration, human services, and early childhood and family studies.

Southern Wesleyan University also offers graduate programs for working adults at locations around the state of South Carolina, including the Master of Business Administration (MBA), the Master of Education in Classroom Leadership (MEDCL), the Master of Education in Administration and Supervision (MEDAS), and the Master of Science in Management (MSM).

## **Campus and Learning Center Facilities**

### **Central**

Southern Wesleyan University occupies a three-hundred acre campus near the town of Central (the central point on a railway line running between Charlotte and Atlanta). Instructional facilities on campus include Folger Fine Arts Building (1964), Brower Classroom Building (1966), Gibson Science Building (1966), Ellenburg Lecture Hall (1966), Nicholson-Mitchell Christian Ministry Center (1940, addition 1996), John M. Newby Education Center (2003) and the Newton-Hobson Chapel & Fine Arts Center (2008). Claude R. Rickman Library (1975) is conveniently located at the center of the campus. Providing individual and group reading and study areas, the library contains over 115,000 cataloged volumes, including the Wesleyana Collection, as well as access to electronic books, reference sources, and online databases with nearly 27,000 journals in full-text.

Student residence halls include Childs Hall (1947), Stuart-Bennett Hall (1963, addition 1967), apartments (2000), and Mullinax Hall (2005). The Lowell E. Jennings Campus Life Center (1991) houses snack shop, bookstore, mailroom, and student services; and J. Walden Tysinger Gymnasium (1969) contains locker rooms, shower rooms, official-size hard maple basketball floor, fitness center, recreation areas, and offices for athletic personnel. The University Dining Commons (2005) houses conference services and student food services.

Most administrative offices are located in Correll Hall (1947). Adult and Graduate Studies administrative offices are located in Terry Hall (1989). Admissions is located in the Clayton Welcome Center (renovated 2009). In 1997, the university acquired Eagles Rest, which is used as a retreat and conference center. Bryant Lodge (2001) serves as a gathering place for university and community events.

### **Greenville**

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

### **Columbia**

In Columbia, SWU offers Adult and Graduate programs at its Learning Center at 1021 Pinnacle Point, Suite 300, Columbia, SC 29223. The facility has seven classrooms, a computer lab, and office space.

### **Charleston**

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

### **North Augusta**

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

# Accreditation

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

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

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

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

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

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

records is on file in the Office of Academic Records and may be obtained upon request.

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

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

# Admissions

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

Each application is considered individually, taking into account basic admissions requirements and the individual's unique abilities and circumstances. Acceptance is determined by the Director of Admissions in consultation with the Admissions Committee. Applicants are notified in writing as soon as a decision is made. Admission requirements vary depending on the program for which the student has applied.

## Application to a Master's Degree Program

For a candidate to be considered for admission, the following must be submitted to SWU's Admissions Office:

1. Submission of a completed AGS application.
2. \$25 non-refundable application fee.
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. Evidence of required employment and/or experience.
6. Scores on the Graduate Record Exam, Miller Analogies Test or Graduate Management Admissions Test, as specified for the degree program, if requested by the Graduate Admissions Committee.
7. Applicants to the MEd program must provide proof of teacher certification.
8. For applicants for whom English is a second language, official TOEFL or IELTS score.
9. Satisfactory interview with designated committee or academic division, if required.

If you have any questions regarding admission requirements for your degree program, please contact your local admissions coordinator.

## Graduate Admission Status

**Regular--**Applicant meets all requirements and has completed all program prerequisites.

**Conditional--**Applicant is admitted by action of the Graduate Admissions Committee, which may specify special requirements. Any specified requirements must be met no later than the end of the second graduate class. Regular admission after an "admission on condition" requires earning a minimum SWU GPA of 3.0 for the first semester in the master's degree program.

## General Graduate Admission Requirements

The following criteria apply to all graduate programs:

1. Bachelor's degree from a regionally accredited college or university.
2. The specified minimum cumulative grade point average on all undergraduate course work or on the final 60 hours of undergraduate course work. Based on a 4.0 scale, M.Ed. 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. Satisfactory score on the Graduate Record Exam, Miller Analogies Test, or Graduate Management Admissions Test, as specified for the degree program, if requested by the Graduate Admissions Committee. Official records are required from the testing organization.

## **Additional Requirements for International Student Admission into an Online Graduate Program**

International students seeking admission into a fully online graduate program must provide evidence of English proficiency using one of the following, taken within the past two years:

- Official TOEFL score:
  - 570, with no individual score below 50, and TWE score of at least 5-paper test version
  - 80, with no individual score below 20-online version

- Official IELTS score of 7

On the request of the prospective students, if one of the above test scores is unavailable, one of the following criteria may be used to demonstrate proficiency in English.

1. Completion of equivalent of U.S. bachelor's degree at a university where the curriculum and instruction were exclusively in English.
2. GRE scores of no less than 287 overall, with at least 150 on Verbal Reasoning and 4 in writing, taken within the past two years.
3. GMAT scores of no less than 550 overall, with at least 35 on the Verbal section, and an AWA score of at least 5, and IR score of at least 6, taken within the past five years.

## **Academic Leveling Courses for Master of Business Administration (MBA) and Master of Business Administration with Health Care Administration Concentration (MBA-HCA)**

Students applying to the MBA and MBA-Health Care programs who hold a bachelor's degree in a non-business field will be required to take academic leveling course (ALC) exams. In addition, students who hold a bachelor's

degree in a business field may take the ALC exams in lieu of the GMAT, GRE, or Millers Analogies, if required. The ALC provides a comprehensive review of all the foundational material associated with the degree program. As a program prerequisite, the ALC ensures that students are leveled to the program of study as they start the degree program.

To learn more about the MBA and MBA-HCA leveling course requirements ([click here](#)).

## **Master of Business Administration (MBA)**

### **Additional Admission Requirements**

1. Bachelor's degree from a regionally accredited college or university.
2. GPA of 2.7 or better on all undergraduate course work or on the final 60 hours of undergraduate course work.
3. If GPA is less than 2.7 but better than 2.5, students may be granted conditional admission if approved by the Admission Committee.
4. If GPA is less than 2.5 and upon approval of the Admission Committee, students may take the GMAT and present a score of 450 or greater for consideration. Admission to the program is not guaranteed by taking the GMAT.
5. Official transcripts of all undergraduate and graduate work.
6. Two letters of recommendation from persons qualified to judge the applicant's moral character, professional expertise, and capacity for graduate-level work.
7. Applicants for whom English is a second language, applicant must submit an official TOEFL score of at least 550 (paper test), 213 (computer test) or equivalent evidence of proficiency in English.
8. Undergraduate course work in statistics, accounting, and economics. If this course work is missing, students may complete courses with these designations prior to the beginning of the program or students may take leveling tests from accredited organizations upon approval of the the Dean of the School of Business. Upon successful completion of statistics, accounting, and economics course work or leveling tests, the requirement for MBAM 5003 will be removed from the MBA sequence. Otherwise, MBAM 5003 will be a required course for the program.

# **Master of Business Administration with Health Care Administration Concentration (MBA-HCA)**

## **Additional Admission Requirements**

1. Experience in a health care setting of at least one year.
2. Bachelor's degree from a regionally accredited college or university.
3. GPA of 2.7 or better on all undergraduate course work or on the final 60 hours of undergraduate course work.
4. If GPA is less than 2.7 but better than 2.5, students may be granted conditional admission if approved by the Admission Committee.
5. If GPA is less than 2.5 and upon approval of the Admission Committee, students may take the GMAT and present a score of 450 or greater for consideration. Admission to the program is not guaranteed by taking the GMAT.
6. Official transcripts of all undergraduate and graduate work.
7. Two letters of recommendation from persons qualified to judge the applicant's moral character, professional expertise, and capacity for graduate-level work.
8. Applicants for whom English is a second language, applicant must submit an official TOEFL score of at least 550 (paper test), 213 (computer test) or equivalent evidence of proficiency in English.
9. Undergraduate course work in statistics, accounting, and economics. If this course work is missing, students may complete courses with these designations prior to the beginning of the program or students may take leveling tests from accredited organizations upon approval of the the Dean of the School of Business. Upon successful completion of statistics, accounting, and economics course work or leveling tests, the requirement for MBAM 5003 will be removed from the MBA sequence. Otherwise, MBAM 5003 will be a required course for the program.

# **Master of Education in Classroom Leadership (MEDCL)**

## **Additional Admissions Requirements**

1. Valid teaching certificate from the State of South Carolina or equivalent out-of-state certification.
2. Current employment with a minimum of one year experience as a teacher such that the teacher's classroom can serve as a "laboratory" for the completion of course requirements. (For those with less than one year experience, the teacher may provide two letters of recommendation-one of which must be from a school administrator stating that the teacher would have access to a classroom for completion of course requirements.)
3. Two letters of recommendation from persons qualified to judge the applicant's moral character, professional expertise, and capacity for graduate-level work. One recommendation must be from School Administrator.
4. Bachelor's degree from a regionally accredited college or university.
5. GPA of 3.0 on all undergraduate course work or on the final 60 hours of undergraduate course work. (If less than 3.0, student must have satisfactory scores on the GRE and/or approval of the Graduate Admissions Committee.)
6. Official transcripts of all undergraduate and graduate work.
7. Applicants for whom English is a second language, applicant must submit an official TOEFL score of at least 550 (paper test), 213 (computer test) or equivalent evidence of proficiency in English.

*The M.Ed. program curriculum does not lead to initial teacher certification in the State of South Carolina.*

# Master of Education in Administration and Supervision (MEDAS)

## Additional Admissions requirements

1. Valid teaching certificate from the State of South Carolina.
2. Current employment with a minimum of two years experience as an administrator or teacher such that the teacher's classroom can serve as a "laboratory" for the completion of course requirements.
3. Two letters of recommendation from persons qualified to judge the applicant's moral character, professional expertise, and capacity for graduate-level work. One recommendation must be from School Administrator.
4. Bachelor's degree from a regionally accredited college or university.
5. GPA of 3.0 on all undergraduate course work or on the final 60 hours of undergraduate course work. (If less than 3.0, student must have satisfactory scores on the GRE and/or approval of the Graduate Admissions Committee.)
6. Official transcripts of all undergraduate and graduate work.
7. Applicants for whom English is a second language, applicant must submit an official TOEFL score of at least 550 (paper test), 213 (computer test) or equivalent evidence of proficiency in English.
8. Background statement (supplied by the university) of disclosure concerning all prior convictions including felonies and misdemeanors.

*The M.Ed. program curriculum does not lead to initial teacher certification in the State of South Carolina.*

## Disclaimer

The guidelines for renewing or adding an endorsement to your South Carolina Educator Licensure are established by the South Carolina Department of Education. Contact the South Carolina Department of Education for individual course requirements for licensure renewal and add on endorsements. Licensure and renewal requirements may change due to changes made by the South Carolina Department of Education. It is the candidate's responsibility to be aware of changes and his/her course needs.

Individuals from states other than South Carolina must contact their state department of education for audits of transcripts and course requirements unique to each state.

# Master of Science in Management and Leadership (MSML)

## Additional Admission Requirements

In addition to the general admission requirements listed above, an applicant for admission to the Master of Science in Management program must:

1. Bachelor's degree from a regionally accredited college or university.
2. GPA of 2.7 or better on all undergraduate course work or on the final 60 hours of undergraduate course work.
3. If GPA is less than 2.7 but better than 2.5, students may be granted conditional admission if approved by the Admission Committee.
4. If GPA is less than 2.5 and upon approval of the Admission Committee, students may take the GMAT and present a score of 450 or greater for consideration. Admission to the program is not guaranteed by taking the GMAT.
5. Official transcripts of all undergraduate and graduate work.
6. Two letters of recommendation from persons qualified to judge the applicant's moral character, professional expertise, and capacity for graduate-level work.
7. Applicants for whom English is a second language, applicant must submit an official TOEFL score of at least 550 (paper test), 213 (computer test) or equivalent evidence of proficiency in English.

## Additional Graduate Admission Information

Requests for general information about the SWU adult-evening programs or questions about application should be directed to the Adult and Graduate Studies admissions office in your area or inquire at [www.swu.edu](http://www.swu.edu).

Central	864-644-5557
Charleston	843-266-7981
Columbia	803-744-7981
Greenville	864-672-7981

Greenwood 864-644-5557  
N. Augusta 803-426-7981  
Spartanburg 864-672-7981

## Adult & Graduate Studies

Application Fee	\$25.00
Tuition Deposit (refundable upon request)	\$50.00
MBA/MBAHC/MSML Tuition Rate (per credit hour)	\$558.00
MEDCL, MEDAS Tuition Rate (per credit hour)	\$425.00
MEDAS (6 credit hour course plus offset for each practicum)	\$3825.00
Deferred Billing Service Charge	\$20.00
Directed Study Fee (per credit hour)	\$100.00
Late Fee	\$25.00
Returned Check Fee	\$32.00
Transcript Fee	\$8.00

## Payment of Accounts

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

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

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

## Financial Aid and Expenses

### Payment Options

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

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

- **Payment in full** prior to first day of class.
- **Two Pay Plan** - The balance on the student's account is divided into two equal payments. This plan has a per term finance charge of \$20.00. A \$25.00 late fee will be charged for any payment not received in full by the last day of the month.
- **Three Pay Plan** - The balance on the student's account is divided into three equal payments. This plan has a per term finance charge of \$40.00. A \$25.00 late fee will be charged for any payment not receive in full by the last day of the month.
- **Four Pay Plan** - The balance on the student's account is divided into four equal payments. This plan has a per term finance charge of \$60.00. A \$25.00 late fee will be charged for any payment not receive in full by the last day of the month. This plan is not offered for the summer term.
- **Direct Bill Plan** - Approved company tuition vouchers must be received an approved by the Student Accounts Office. If the recipient will not have 100% of his or her bill paid through funding, a payment plan for the remaining balance must be selected.
- **Veteran's Assistance** - Signed and approved forms must be on file with SWU's VA representative in the Office of Academic Records for this option to be chosen. If the recipient will not have 100% of his or her bill paid through funding, a payment plan for the remaining balance must be selected.
- **Deferred Billing** - Signed and approved deferred billing forms must be on file with Student Accounts for this option to be chosen. Deferred billing is a delayed payment option in which outstanding balances for each course must be paid no later than 31 days after the class ends. Payment is deferred because the student is awaiting his or her employer's reimbursement. To qualify for this option, the employer must be able to reimburse the student for at least 75% of tuition cost per year. There is a \$20.00 service charge assessed per course for this payment option.

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

## Delinquency Policy

In general, AGS students who have not met their financial obligation will be considered delinquent ten days after beginning the first course of the current term. In addition, any AGS student with an outstanding balance at the end of the current term will be considered in default. An AGS student participating in Deferred Billing is considered delinquent 32 days after course end date, allowing students 31 days to remit payment. Those participating in Direct Billing will be considered delinquent 60 days past the due date.

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

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

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

## Refund Policies

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

1. Application fees are not refundable. Tuition deposits are refundable upon request, if student does not enroll.
2. If submission of appropriate withdrawal paperwork is received prior to the course start date, the student is eligible for a full-tuition credit for that course.
3. If submission of appropriate withdrawal paperwork is received after the course start date but before the second workshop, 90% of the tuition (whether or not the student ever attended) will be credited.
4. No refund will be given after the second workshop except on appeal. Appeals may be granted only in rare situations involving death in the immediate family, work transfer, military obligations, or serious personal or family illness.

## Veterans' Benefits

Certain armed forces veterans and dependents who qualify under federal laws administered by the Veterans' Administration are eligible to receive educational benefits. Information about these programs is available through state or county V.A. offices or from the Office of Academic Records. Funding is available to eligible, active military students. Southern Wesleyan University participates in all educational offerings for our veterans and is a Yellow Ribbon participant. Grade point average for those receiving veterans' benefits will be calculated on all work attempted. For certification of enrollment, those eligible should contact the Office of Academic Records.

## Active Duty Military

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

	<b>Undergraduate Tuition Discount</b>	<b>Graduate Tuition Discount</b>
Active duty personnel and active drilling National Guardsmen and Reservists	\$300 discount per course	\$150 discount per course

who have served in combat		
Spouses of active duty military personnel	\$75 discount per course	

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

# Student Life

## Community Expectations

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

### The Ideal

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

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

Love is patient, love is kind, and is not jealous;  
Love does not brag and is not arrogant,  
Does not act unbecomingly;  
It does not seek its own, is not provoked,  
Does not take into account a wrong suffered,  
Does not rejoice in unrighteousness, but rejoices with the truth;

Bears all things, believes all things,  
Hopes all things, endures all things.  
Love never fails. (NASB)

### The Minimum

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

### Respect

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

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

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

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

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

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

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

## Privacy

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

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

## Property

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

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

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

## Gender Discrimination

### Philosophy

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

### Definition

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

## Title IX Coordinator

The Title IX Coordinator for Southern Wesleyan University is the Associate Vice President for Student

Engagement. The campus phone number is 864-644-5144. The Coordinator receives the complaint from the student and assists the student in understanding the process.

## Grievance Procedure

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

## 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.

## Student Complaints

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

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

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

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

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

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

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

## Provost's Office

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

## Student Life Office

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

## President's Office

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

## Definitions

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

## Grievance Procedure

All complaints need to be registered in writing, signed and agreed to by the complainant. The complainant should submit complaints to the President who will refer it to a committee for a thorough and confidential investigation. 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. Refer to the AGS Handbook for the complete procedure.

### Note to Georgia Residents

If the complaint is not resolved at the institution level through its complaint procedure, students may file a complaint with the Georgia Nonpublic Postsecondary Education Commission (NPEC), 2082 East Exchange Place, Suite 220, Tucker, GA 300843300. The NPEC telephone number is 7704143300. The NPEC has provided

an online form to be used by students for filing complaints; this can be found at the following Web address:  
<http://gnpec.org/consumerresources/gnpecauthorized-schoolcomplainantform>

## Student Discipline

Students should report Community Expectations violations to their Student Services Coordinator who will forward the report to the appropriate Administrator, Dean, or Division Chair.

The Administrator, Dean, or Division Chair will conduct a preliminary investigation of the alleged violation to determine if a formal discipline process is warranted.

During the preliminary investigation, the Administrator, Dean, or Division Chair may, in his/her sole discretion, interview witnesses and obtain statements concerning the complaint. Actions taken to investigate the complaint during the preliminary investigation are intended to be conducted confidentially to the extent it is practical, appropriate, and permitted by applicable law. However, any of the information provided or obtained during the preliminary investigation may be disclosed if the matter is referred to the Formal Hearing Procedures. The University reserves the right to withhold statements as deemed necessary. If the Administrator, Dean, or Division Chair determines that the complaint does not have merit, the matter is considered closed unless further information becomes available.

If the Administrator, Dean, or Division Chair perceives the matter as a serious violation of Community Expectations and/or infers the possibility of a threat, the violator may be requested not to participate within the community until the matter has been resolved. In this case, the accused will be notified in writing, and the letter should include the following:

1. Charges or allegations being addressed
2. Stipulations for restoration to the community
3. Instructions on how to appeal to the next highest authority and appropriate reasons for doing so
4. A time limitation for the one in violation to take action and the final consequences if the stipulations for restoration are not met

## Disciplinary Appeals

Following discipline at any level, students are guaranteed the right to one appeal to the next highest level of authority.

The appeal must be made in writing within 48 hours (2 business days) after receiving written notification of the disciplinary action. The letter of appeal must be based on at least one of the following:

- Significant or relevant new evidence
- Procedural error
- The discipline decision is arbitrary, unjustified, or inconsistent with University policy
- Extenuating circumstances

The appeals process includes an opportunity for the student who initiated the discipline to state and to defend his or her position to the next highest level of authority hearing the appeal, and the decision is final. Disciplinary appeals shall be made as follows:

1. Disciplinary action by a Division Chair is appealed to the Dean, who responds within five business days after receiving the written letter of appeal.
2. Disciplinary action by a Dean is appealed to the Provost, who responds within five business days after receiving the written letter of appeal
3. Disciplinary action by the Provost is authoritative and there is no further appeal. The Provost may choose to refer the decision to an AGS Student Appeals Committee.

## Disciplinary Outcomes

There could be a variety of decisions regarding discipline for Community Expectations violations by students:

1. **Admonition/Warning** - Generally, this is a response given to students as a result of a minor first-time offense. Students are sent a letter regarding the details of the violation, and a copy is placed in the student's record.
2. **Restitution** - This sanction requires a submission of payment of fees made payable to the University as reimbursement for the costs of violations such as vandalism or intentional damage, and / or destruction of University property. The amount of restitution varies according to the property damaged or vandalized.
3. **Interim Suspension** - Suspension is placed in effect until after stipulations for restoration to the community have been met, or until a disciplinary hearing is held for the student who has alleged charges against him or her. This type of suspension is usually released pending a satisfactory resolution or when the outcome of the disciplinary hearing has been determined. Suspension of this type is usually

temporary unless the student is found in violation, which requires continued or immediate suspension.

4. **Indefinite Suspension** - Dismissal or suspension from the University to be served for an indefinite period of time while legal action is pending. This type of suspension is usually released pending the outcome of the disciplinary hearing or any pending legal proceedings. Suspension of this type is usually temporary unless the student is found in violation or charges are upheld legally. This sanction can also be placed upon a student if he/she fails to comply with guidelines rendered from the University and be released if the student complies.
5. **Private Withdrawal** - In light of basic principles of the University, any student whose conduct is considered detrimental to the best interests of the University, whose overall influence is negative to campus morale, whose attitude is persistently antagonistic toward others, whose academic performance is regularly delinquent or whose stay in the University seems to be of small personal benefit or hostile to others, may be confronted by University personnel and given an opportunity to address such concerns. If not addressed to the satisfaction of the University, such a student may be given the option to withdraw privately or may be dismissed without formal charges.
6. **Suspension/Dismissal** - Dismissed for a period of time, no less than 6 months. The student in violation may not return to campus except to conduct official business with an administrative officer or faculty member, and then only with permission from the Provost. Readmission is at the sole discretion of University officials.
7. **Expulsion** - A student is permanently excluded from the University. A written record is placed in the student's file. The student will receive academic credit only for courses already completed at the time of dismissal.
8. **Other** - The University reserves the right to implement other disciplinary responses as appropriate. Examples may include a character, spiritual or educational assignment, community service, mandatory counseling and/or rehabilitation as deemed necessary.

## Accommodations for Students with Disabilities

It is the practice of Southern Wesleyan University to comply with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, as well as

with state and local requirements regarding students and applicants with disabilities. Under these laws, no qualified individual with a disability will be denied access to or participation in any services, programs or activities of SWU.

## Accessing Accommodations through Support Services

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

1. Complete a Disability Accommodations Request form (available online, in the Student Success Coordinator's office in Rickman Library, Room 224 on the Central campus (864-644-5036; mmishoe@swu.edu), or from an Academic Coordinator at one of the off campus Education Centers).
2. Provide current and appropriate formal documentation of your disability.
3. This information may be mailed, faxed, emailed or hand-delivered to the Student Success Coordinator on the main campus in Central. So that services may begin by the start of classes, documentation must be submitted to the Student Success Coordinator at least three weeks prior to the beginning of services. Students' accommodations requests must be renewed through the Student Success Coordinator prior to the start of each fall and spring semester. Students who are enrolled in the Adult Graduate Studies (AGS) Program should contact the Academic Coordinator at their Education Center for instructions and assistance with renewal of accommodations each semester. Students who request re-entry to the AGS program must resubmit current documentation if it has been four or more years since their documentation has been assessed by the Student Success Coordinator.

## Process for Obtaining Services

1. The student contacts the Student Success Coordinator.
2. An intake meeting is scheduled between the Student Success Coordinator and the student, at which the student provides formal documentation of his or her disability, and services are discussed.
3. The submitted documentation is reviewed by the appropriate University personnel, and a determination is made regarding reasonable accommodations.
4. The Student Success Coordinator notifies the student's faculty and appropriate SWU personnel via email

about the student's need for accommodations. A copy of this notification is sent to the student.

5. The student's faculty review the accommodations and confer with the student and the Student Success Coordinator.

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

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

## Required Documentation

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

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

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

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

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

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

## Harassment of the Disabled

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

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

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

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

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

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

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

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

# Academics

The university offers the following graduate programs: Master of Business Administration, Master of Education in Classroom Leadership, Master of Education in Administration and Supervision, and Master of Science in Management. All graduate programs are offered at selected approved sites in South Carolina. They are all designed with the working adult in mind.

## Transfer policy

For all programs, with the exception of the MEDAS, a maximum of two three-semester hour graduate-level courses for a total of six semester hours may be transferred from other regionally accredited institutions provided that

- The grade for the transferred course is 3.0 (B) or greater.
- The course was completed within the previous five years.
- The program director judges the course to satisfy specified requirements in the graduate curriculum.

## Candidacy

Candidacy for the master's degree is achieved upon regular admission to the respective program.

## Credit Hour

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

## Registration

When a student enrolls in a cohort, registration for each subsequent course in the sequence is automatic as long as the student is classified as a member of that group.

## Class Attendance

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

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

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

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

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

## Tardy Policy

A tardy is defined as missing more than 30 minutes of class without a valid excuse. Each tardy counts as ½ of an absence. Two tardies will count as one absence. The class participation grade for a course may also be affected by a tardy.

# Grades

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

Grades serve the school in many ways, including:

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

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

The following meanings are represented by the letter grades:

- A **Advanced:** The student has gone beyond the simple mastery of the course objectives. He or she can integrate the concepts presented with previously learned material as appropriate to the course. In addition, key ideas can be applied in new and complex settings bringing fresh insights and creativity. Work is of consistently high quality.
- B **Proficient:** The student has gained competence with respect to the course objectives and is able to satisfactorily apply concepts most of the time. Work is of moderate to high quality.
- C **Basic:** The student performs adequately in relation to most of the course objectives. There may be some areas of weakness and he or she sometimes applies

ideas incorrectly or incompletely. Work is of moderate quality with some inconsistency.

- D **Below Basic:** The student has minimal grasp of the course objectives. Many important concepts are only partially mastered and he or she struggles to make adequate application. The quality of work is inconsistent and/or marginal.
- F **Failure:** The student has not demonstrated mastery of many or most of the course objectives. The quality of work is not sufficient to warrant gaining credit for the course.

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

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

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

## Incompletes

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

The faculty member and the student will mutually determine the amount of time needed to complete the work, within a maximum of five (5) calendar weeks from the last day of classes. An Incomplete (I) grade that is not made up within the time frame allowed will be administratively changed to the grade of Failure (F).

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

## Grade Point Average

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

If a course is repeated at SWU, only the highest grade will be used to calculate the cumulative GPA.

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

## Good Standing and Academic Probation

For a graduate student to remain in good standing, he or she must maintain a cumulative (on all SWU graduate work attempted) GPA of 3.0 (B) or higher. Students whose GPA falls below 3.0 (B) will be placed on academic probation. To return to good standing, a graduate student placed on academic probation must earn a minimum SWU GPA of 3.0 (B) or higher at the end of the semester of academic probation. If the minimum cumulative SWU GPA of 3.0 (B) is not achieved following the semester of academic probation, the student will be academically suspended.

A graduate student admitted conditionally based on an undergraduate cumulative GPA of less than 3.0 (B) must achieve at least a 3.0 (B) SWU GPA for his or her first semester of enrollment. If the minimum cumulative SWU GPA of 3.0 (B) is not achieved at the end of the first semester, the student will be administratively withdrawn from the graduate program without being placed on academic probation.

In addition, any student who has earned two grades of Incomplete (I), two grades of F, or a combination of one Incomplete (I) and one grade of F in courses in the same semester on their academic record will be administratively

withdrawn without first being placed on academic probation.

Academically suspended graduate students may petition for readmission after six months. A suspended student who wishes to apply for re-entry should submit a Re-Entry Request, along with a written justification explaining why he or she should be granted re-entry, to the dean of the program. The decision of the dean is final.

A student enrolled in a graduate program who earns grades lower than (2.7 (B-) in the School of Business) or (3.0 (B) in the School of Education) for two courses will meet with the assigned academic coordinator and will receive a letter of academic warning from the Provost. If another course grade lower than (2.7 (B-) in the School of Business) or (3.0 (B) in the School of Education) is earned, the student will not be permitted to continue in the program. Appeals to action taken under this policy must be submitted to the dean of the appropriate program for consideration.

No grade below 2.0 (C) may be applied toward a graduate degree in the School of Business.

No grade below 3.0 (B) may be applied toward a graduate degree in the School of Education. A minimum GPA of 3.0 (on all work attempted) within a five-year period from initial enrollment in the program is required to graduate from the School of Education with the M.Ed.

## Grade-Appeal Procedures

A student may petition for a grade appeal if the student disagrees with the final grade earned in a course and can provide substantiating evidence to support his or her position.

No later than four weeks after the grade is posted to the student's academic record, the student should petition the instructor in writing and provide documentation to support the petition (i.e. written correspondence between the instructor and the student, graded assignments, record of attendance, etc.). If a grade miscalculation or other inaccuracy is determined, the instructor will process a grade-change request to the division chair or dean as is appropriate for review. If approved, the change in grade is processed by the Office of Academic Records, and the student's academic record is updated.

If the instructor disapproves the petition, the student may appeal in writing to the instructor's division chair (or to the dean when there is no division chair) within ten working days following the receipt of the instructor's decision. Absent substantiating evidence of improper application of

or disregard of a university policy or procedure by the instructor, the student's grade appeal to the division chair or dean will not be considered. The student must provide evidence in support of the petition. A division chair's disapproval is appealable to the instructor's dean within ten business days of receipt of the division chair's decision. If approved, the change in grade is processed by the Office of Academic Records, and the student's academic record is updated.

A dean's disapproval is appealable to the University Provost within ten business days of receipt of the dean's decision. The student should petition the Provost in writing and provide documentation to support the petition. The Provost's decision is final. If approved, the change in grade is processed by the Office of Academic Records, and the student's academic record is updated.

## Withdrawal

A withdrawal, grade of W, is appropriate if a student requests a withdrawal from a course that is in progress. A withdrawal must be processed before the half-way point of the course to avoid a grade of F. If the student fails to contact the Academic Coordinator after the half-way point, the student will be awarded a grade of *F*.

A student's financial aid award will likely be affected by withdrawal from a course. Consequently, the student should contact his or her Financial Aid Counselor to discuss the financial implications of withdrawal.

A withdrawal may affect a student's anticipated graduation date, and the student may be administratively withdrawn from additional courses if the course in question is a pre-requisite.

No student may earn more than two grades of W. A grade of W will not be included in the calculation of the grade point average.

## Withdrawal from the University

Withdrawal from the University is appropriate when a student wishes to discontinue his or her AGS program. The Academic Coordinator for the student's site must be contacted to initiate the appropriate withdrawal process. The student should contact his or her Financial Aid Counselor to discuss the financial implications of withdrawal from the University.

## Re-entry Process

If withdrawn or administratively withdrawn students wish to re-enroll, they must submit a Re-Entry Request available either on the SWU website or from their Academic Coordinator. To re-enroll, the students must meet the minimum GPA requirement, and all previous account balances must be resolved. The decision to approve or deny the Re-Entry Request will be sent to students with additional instructions.

Students whose Re-Entry Request is approved must schedule an academic advisement appointment with their Academic Coordinator to develop a class schedule.

Students re-entering after withdrawal will be subject to the current catalog policies and degree completion requirements at the time of their re-entry. Students must complete degree requirements within a five-year period from initial enrollment in the program.

## Residency Requirement

A graduate student may transfer a maximum of 25 percent of the total number of credit hours required for the degree program. All remaining required credit hours must be completed with Southern Wesleyan University. (See transfer policy, above.)

## General Graduation Requirements for All Graduate Degree Programs

- Complete the specified degree requirements with a minimum cumulative GPA of 3.0 within a five-year period from initial enrollment in the program.
- Complete each course required for the degree with a grade of 3.0 (B) or higher.
- Meet all specific program requirements.
- Pay all tuition, fees, and other charges.
- Apply for graduation.

## Conferral of Degrees

Degrees are conferred two times per year: at the May and December commencement ceremonies. Final degree

requirements must be completed or in progress at Southern Wesleyan University by the scheduled ceremony date to qualify for a given ceremony.

Graduation information and application forms are e-mailed in February and September to potential graduates who must apply by the deadline stated in that material.

## Academic Honesty

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

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

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

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

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

1. Talk with the student in the presence of another faculty member or an appropriate administrator. If the student is taking classes online only, then the faculty

member should email the student and copy the dean or designated representative.

2. Inform the student of the resulting discipline, based upon the situation:
  - a. student's unprompted confession - NC or 0 for work involved
  - b. admission after confrontation by faculty member - NC or 0 on work and 10% course grade reduction
  - c. denial of guilt and faculty member believes innocence - no penalty
  - d. denial of guilt but faculty member believes guilt - F for the course
  - e. In the event that there is evidence the student either encouraged others to be involved in the academic dishonesty, or conspired with others in the process by giving, receiving or using unauthorized aid, the faculty member should consult with his or her academic dean and recommend to the provost a response that may include academic dismissal from the university.
3. Explain the appeal process to the student, which is thus detailed below in the catalog.
4. Submit a written report to the provost, including the discipline implemented. Upon receipt of the report, the provost will take the following action:
  - a. For a first offense, the provost will send a letter to the student indicating that evidence of the incident will be kept on file and warning of possible dismissal should the student be implicated in academic dishonesty again.
  - b. For a first offense involving multiple students or outside parties that results in a recommendation of dismissal, the provost will meet with the students.
  - c. For a second offense, the student will meet with the provost to discuss the evidence and appropriate action. This meeting may result in the student's dismissal from the institution.
  - d. Should a student not enrolled in the course be implicated in an act of academic dishonesty, that student will meet with the provost, who will place a record of the event in the student's file. A second offense would result in dismissal from the university.

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

## Appeals (Cases of Alleged Academic Dishonesty)

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

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

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

## Other Academic Appeals

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

1. The student may appeal to the Academic Coordinator, who will forward the appeal to the appropriate administrator(s). All appeals must be in writing and contain a statement of what exception to the policy is desired, a thorough explanation of the rationale and supporting documentation order to be considered. The administrator(s) will then make a decision.

2. If the request is deemed appropriate and it is determined that a change is in order, the administrator will notify the appropriate parties. If the administrator determines no change is warranted, he or she 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 administrator 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 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 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.

## Textbooks

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

## Workplace Policies

### Children in the Classroom

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

### Email Policy

Upon admission to Southern Wesleyan University, students are provided with an email account, which is the official channel of communication between the University and its students. It is the responsibility of the student to periodically monitor his or her student email account and to be aware of the information sent by the University. Students are expected to check their email on a

frequent and consistent basis in order to stay current with University-related communications. Students are responsible for recognizing that certain communications may be time-critical. Failure to manage email accounts is not an acceptable excuse for missing official University communications via email and will not excuse students from complying with University policies, procedures, and deadlines. There is no grounds for appeal for relief from those policies, procedures and deadlines communicated through email to students.

## **Inclement Weather**

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

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

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

## **Pets in the Workplace**

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

## **Photo and Video Policy**

Southern Wesleyan University takes photographs and videos of students throughout the year. These images often

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

## **Privacy of Student Educational Records**

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

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

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

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

1. The right to prevent disclosure of the student's education record except to the extent that FERPA authorizes disclosure without the student's consent. A student's education record may be released without the student's written consent:
2. to school officials with legitimate educational interests: a school official is an individual who has a legitimate need to review an education record in order to fulfill his or her professional responsibilities;
3. to third parties endorsed by SWU who perform an institutional service or function for the University;
4. to officials of another postsecondary institution at which a student seeks or intends to enroll;
5. in response to a judicial order or lawfully issued subpoena;
6. to authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the University's state-supported education programs;
7. in connection with financial aid for which the student has applied or which the student has received;
8. to parents of an eligible student if the student is a dependent for IRS tax purposes as defined in Section 152 of the Internal Revenue Code;
9. to appropriate officials in connection with a health or safety emergency;
10. to parents of a student under 21 years of age who is found in violation of any Federal, State, or local law, or of any rule or policy of SWU, governing the use or possession of alcohol or a controlled substance;
11. when directory information is requested. Directory information at SWU includes student's name, local and permanent address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards (including scholarships) received, participation in officially recognized activities and sports, and weight and height of members of an athletic team.

Currently enrolled students may request non-disclosure of directory information by completing the Request for Non-disclosure form available in the Office of Academic Records. Written requests for non-disclosure will be honored for a maximum of one year. In the absence of a non-disclosure form, SWU may release directory information about a student accordingly.

## Smoking Policy

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

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

## Library Services

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

Name of Resource	Description
Library Website	Your starting point for accessing all library resources, including databases and catalogs.
ONEsearch	Use ONEsearch to find books, ebooks, and articles in one single search.
About Rickman Library	Contact information, library hours, and services.
Adult/Evening Students (AGS Program)	A page just for AGS students that may address the special needs of AGS students.
LibGuides (Research Guides)	LibGuides are research guides and useful resources compiled by your friendly librarians.
Citing Sources (APA, MLA)	How to cite your sources in different styles.

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

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

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

# Graduate Schools

## School of Business

*Stephen Preacher, PhD, Dean*

### Vision Statement

The School of Business at Southern Wesleyan University will be the premier choice for Christ-centered, student-focused education encouraging, equipping and empowering its students to transform communities in a changing, global marketplace as measured by student success.

### Core Values

#### Biblical

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

#### Practical

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

#### Innovative

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

#### Diversity

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

#### Culture of Success

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

### Mission

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

### Programs

- Master of Business Administration (MBA)
- Master of Business Administration with Health Care Administration Concentration (MBA-HCA)
- Master of Science in Management and Leadership (MSML)

# School of Education

*Sandra McLendon, EdD, Dean*

## VISION OF THE SCHOOL OF EDUCATION

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

## MISSION OF THE SCHOOL OF EDUCATION

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

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

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

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

compassionate and respectful interactions with colleagues.

- **The teacher candidate demonstrates an ethic of care towards the community** by recognizing the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.

## PURPOSE OF THE TEACHER EDUCATION PROGRAM

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

## GOALS OF THE TEACHER EDUCATION PROGRAM

### INTASC STANDARDS

#### Standard #1: Learner Development

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

#### Standard #2: Learning Differences

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

#### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that

encourage positive social interaction, active engagement in learning, and self-motivation.

#### Standard #4: Content Knowledge

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

#### Standard #5: Application of Content

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

#### Standard #6: Assessment

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

#### Standard #7: Planning for Instruction

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

#### Standard #8: Instructional Strategies

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

#### Standard #9: Professional Learning and Ethical Practice

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

#### Standard #10: Leadership and Collaboration

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

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

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

### PROGRAMS

- Master of Education in Administration and Supervision (MEDAS)
- Master of Education in Classroom Leadership (MEDCL)

# Academic Programs

# Master of Business Administration (MBA)

## Learning Outcomes

Southern Wesleyan University MBA graduates will:

1. apply theoretical concepts to management situations focused on practical solutions.
2. be effective communicators and capable problem solvers using collaborative techniques.
3. demonstrate a clear perception of business ethics based on Christian principles.
4. demonstrate the ability to use data to analyze business decisions.
5. apply Christian servant leadership principles in developing innovative solutions to organizational problems.

Note: Students interested in the Master of Business Administration program who hold a bachelor's degree in a non-business field will be required to take academic leveling course (ALC) exams. Please see Admissions or the Peregrine web page to learn more.

## Masters of Business Administration (MBA) Requirements

- MGMT 5053 Organizational Behavior 3 credits
- MGMT 5063 Marketing Management 3 credits
- MGMT 5263 Leadership and Ethics 3 credits
- MBAM 5223 Quantitative Analysis of Business 3 credits
- MGMT 5243 Managerial Economics 3 credits
- MBAM 5323 Accounting for Decision Making and Control 3 credits
- MGMT 5073 Human Resources Management 3 credits
- MGMT 5103 Advanced Financial Management 3 credits
- MGMT 5163 Management of Information Systems 3 credits
- MGMT 5363 International Management 3 credits
- MGMT 5033 Production and Operations Management 3 credits
- MGMT 5803 Business Policy and Strategic Planning 3 credits

36 credit hours

# **Master of Business Administration with Health Care Administration Concentration (MBA-HCA)**

## **Learning Outcomes**

Southern Wesleyan University MBA-HCA graduates will:

1. apply theoretical concepts to business situations.
2. communicate effectively orally and in writing.
3. demonstrate a clear perception of business ethics based on Christian principles.
4. solve problems collaboratively in a diverse global environment.
5. analyze data to formulate strategy and make effective business decisions.

Note: Students interested in the Master of Business Administration, Health Care Administration program who hold a bachelor's degree in a non-business field will be required to take academic leveling course (ALC) exams. Please see Admissions or the Peregrine web page to learn more.

## **Master of Business Administration with Health Care Administration Concentration (MBA-HCA) Requirements**

- MGMT 5053 Organizational Behavior 3 credits
- MGMT 5263 Leadership and Ethics 3 credits
- MBAM 5223 Quantitative Analysis of Business 3 credits
- MGMT 5243 Managerial Economics 3 credits
- MGMT 5063 Marketing Management 3 credits
- MBAM 5323 Accounting for Decision Making and Control 3 credits
- MGMT 5073 Human Resources Management 3 credits
- MGMT 5103 Advanced Financial Management 3 credits
- HCAM 5423 Health Care Organizations and Delivery 3 credits
- HCAM 5453 Health Information Systems 3 credits
- HCAM 5463 Health Care Policy and Quality Systems 3 credits
- HCAM 5483 Strategic Management in Health Care 3 credits

**36 credit hours**

# **Master of Education in Administration and Supervision (MEDAS)**

## **Learning Outcomes that are aligned to ELCC, ISLLC and SC Standards for evaluation of Educational Leaders**

1. A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.
2. A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the how to develop motivating student learning environments. Infusing technology into leadership practices has become a recognized domain of practical knowledge essential to effective instructional leadership.
3. A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.
4. A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.
5. A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.
6. A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.
7. A school or district administrator is an educational leader who demonstrates scholarship within a Christian ethic of care.

## **Required Courses**

- EDAS 5123 Ethics in Educational Leadership 3 credits
- EDAS 5223 Organizational Development in Schools w/Practicum 3 credits
- EDAS 5323 Educational Leadership for Curriculum and Instruction 3 credits
- EDAS 5343 Educational Leadership for Instructional Effectiveness 3 credits

- EDAS 5423 School Operations and Management with Practicum 3 credits
- EDAS 5523 Cultivating a Positive School Climate 3 credits
- EDAS 5623 Public and Community Relations 3 credits
- EDAS 5713 Politics, Law and the Schools with Practicum 3 credits
- EDAS 5803 Advanced Educational Research I 3 credits
- EDAS 5823 Advanced Educational Research II 3 credits
- EDAS 5906 Internship in Elementary Administration 6 credits \* **or**  
*Advising nights on 4<sup>th</sup> night and 10<sup>th</sup> night.*
- EDAS 5916 Internship in Secondary Administration 6 credits \*  
*Advising nights on 4<sup>th</sup> night and 10<sup>th</sup> night.*

36 credit hours

Note:

\*All courses are 7 weeks except EDAS 5906 and EDAS 5916. These intern experiences are 12 weeks.

*The guidelines for renewing or adding an endorsement to your South Carolina Educator Licensure are established by the South Carolina Department of Education. Contact the South Carolina Department of Education for individual course requirements for licensure renewal and add on endorsements. Licensure and renewal requirements may change due to changes made by the South Carolina Department of Education. It is the candidate's responsibility to be aware of changes and his/her course needs.*

*Individuals from states other than South Carolina must contact their state department of education for audits of transcripts and course requirements unique to each state.*

# Master of Education in Classroom Leadership (MEDCL)

The Master of Education program requires graduates of the program to develop the following Learning Outcomes:

Proposition 1: Teachers are committed to students and their learning.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Proposition 3: Teachers are responsible for managing and monitoring student learning.

Proposition 4: Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities.

Proposition 6: Teachers are educational leaders who demonstrate scholarship within a Christian ethic of care.

The Master of Education in Classroom Leadership is offered in an online or face to face format.

## Required Courses

- EDUC 5113 Philosophy of Education 3 credits
- EDUC 5313 Instructional Technologies 3 credits
- EDUC 5263 Action Research I 3 credits
- EDCL 5373 Professional Leadership and Mentoring with Practicum 3 credits \*
- EDCL 5183 Curriculum and Instruction with Practicum 3 credits \*
- EDCL 5493 Assessment and Data Analysis with Practicum 3 credits \*
- EDUC 5323 Behavior and Classroom Management 3 credits
- EDUC 5213 Contemporary Issues Involving Diversity in the Classroom 3 credits
- EDUC 5283 R2S Content Area Reading and Writing for EC/Elem w/Practicum 3 credits
- EDUC 5463 Action Research II 3 credits
- Six hours of graduate electives

*\* Required for the Teacher Leadership endorsement.*

## Content Area Electives

### Literacy

- EDUC 5273 R2S Content Area Reading and Writing for Middle/Secondary w/Practicum 3 credits
- EDUC 5913 R2S Foundations in Reading w/Practicum 3 credits
- EDUC 5923 R2S Assessment of Reading w/Practicum 3 credits
- EDUC 5933 R2S Instructional Practices w/Practicum 3 credits

### Learning Disabled

- EDSP 5113 Introduction to Exceptional Learners 3 credits
- EDSP 5213 Assessment of Exceptional Learners 3 credits
- EDSP 5233 Characteristics of Learning Disabled 3 credits
- EDSP 5243 Methods of Teaching Students with Learning Disabilities 3 credits
- EDSP 5503 Practicum in Special Education 3 credits
- EDUC 5273 R2S Content Area Reading and Writing for Middle/Secondary w/Practicum 3 credits
- EDUC 5293 Behavior Management 3 credits

### Gifted and Talented

- EDUC 5533 Introduction to Curriculum and Instruction for Gifted and Talented Students 3 credits
- EDUC 5553 Nature and Needs of Gifted and Talented Students 3 credits

## Early Childhood Special Education

- ECSP 5213 Introduction to Early Childhood Special Education 3 credits
- ECSP 5223 Partnerships in Early Childhood Special Education 3 credits
- ECSP 5503 Practicum in Early Childhood Special Education 3 credits
- ECSP 5523 Assessment of Young Children with Disabilities 3 credits
- ECSP 5613 Procedures for Working with Young Children with Disabilities 3 credits
- ECSP 5623 Social/Emotional Development & Guidance for Young Children with Disabilities 3 credits

## Project Read

- EDUC 5813 Decoding and Spelling Strategies for Elementary Teachers (Phonology) (Project Read) 3 credits
- EDUC 5833 Structure and Format of Language for the Elementary Classroom (Reading Comprehension) (Project Read) 3 credits
- EDUC 5853 Word Function in Sentence Structure and Paragraph Development (Written Expression) (Project Read) 3 credits
- EDUC 5863 Decoding Approach for Older Students with Difficulty Mastering the Reading Process (Linguistics) (Project Read) 3 credits

## Additional Information

Section 7.10 of the AGS Student Handbook states that a requirement for graduation for the M.Ed. Program is "Completion of the curriculum within a five-year period from initial enrollment in the program with a minimum cumulative GPA of 3.0."

## 36 Credit Hours

## Note

*The guidelines for renewing or adding an endorsement to your South Carolina Educator Licensure are established by the South Carolina Department of Education. Contact the South Carolina Department of Education for individual course requirements for licensure renewal and add on endorsements. Licensure and renewal requirements may change due to changes made by the South Carolina Department of Education. It is the candidate's responsibility to be aware of changes and his/her course needs.*

*Individuals from states other than South Carolina must contact their state department of education for audits of transcripts and course requirements unique to each state.*

# **Master of Science in Management and Leadership (MSML)**

## **Learning Outcomes**

Students completing a Master of Science in Management and Leadership (MSML) are expected to:

1. apply theoretical concepts to management situations focused on practical solutions.
2. effective communicators and capable problem solvers using collaborative techniques.
3. demonstrate a clear perception of management ethics based on Christian principles.
4. apply Christian servant leadership principles in developing innovative solutions to organizational problems.

## **Master of Science in Management and Leadership (MSML) Requirements**

- MGMT 5053 Organizational Behavior 3 credits
- MGMT 5263 Leadership and Ethics 3 credits
- MGMT 5143 Executive Economics 3 credits
- MGMT 5273 Strategic Leadership 3 credits
- MGMT 5123 Accounting and Finance for Managers 3 credits
- MGMT 5063 Marketing Management 3 credits
- MGMT 5073 Human Resources Management 3 credits
- MGMT 5383 Organizational Change Management 3 credits
- MGMT 5363 International Management 3 credits
- MGMT 5823 Integrated Studies in Management 3 credits

30 credit hours

# Personnel

## Board of Trustees

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## President's Cabinet

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President

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

Tonya T. Strickland

Provost and Vice President for Academic Affairs

BS, University of Wyoming; MA, University of Wyoming; EdD, Baylor University

William "Joe" Brockinton

Vice President for Student Life

BA, Asbury College; MS, University of Kentucky; EdD, University of Louisville

Lisa C. McWherter

Vice President for Advancement

BS, University of Tennessee; MBA, Middle Tennessee State University; EdD, Peabody College of Vanderbilt University

Chad Peters

Vice President for Enrollment Management

BS, Indiana Wesleyan; MSM, Southern Wesleyan University

Mark T. Reeves

Vice President for Finance and Treasurer

BSBA, Drake University; MBA, University of Wisconsin

## Administrative Staff

### Academic

Shannon Brooks

Director of Library Services

Daryl Couch, PhD

Chair, Division of Social Sciences

Jane Dill, MFA

Chair, Division of Fine Arts

Elizabeth Fezio, DNP

Dean and Program Director, RN to BSN

Janice Hartsoe, MEd

Registrar

Robert Hudson

Dean, Institutional Effectiveness and Strategic Planning

Randolph Johnson, PhD  
Theodore "Ted" Long, EdD  
Sandra McLendon, EdD  
Kenneth Myers, PhD  
Stephen Preacher, DBA  
Michael Preusz  
Walt Sinnamon, PhD  
Michael Tapper, PhD  
Mona Thornton, EdD  
April White, PhD

Dean, College of Arts and Sciences  
Director of Center for Teaching Excellence  
Dean, School of Education  
Chair, Division of Humanities  
Dean, School of Business  
Director of Information Technology  
Chair, Division of Science  
Chair, Division of Religion  
Associate Dean, School of Education  
Associate Vice President for Educational Excellence

## **Admissions**

David Slabaugh, MSM

Director of Admissions

## **Athletics**

Chris Williams, MSM

Director of Athletics

## **Financial Affairs**

Devon Broome, MBA  
Jonathan Catron  
Dana Frost, MBA  
Darlene Stancil

Controller  
Director of Physical Plant  
Director of Human Resources  
Bookstore Manager

## **Public Relations/Alumni**

Joy Bryant, MSM  
Cody Thomas, MFA  
Ed Welch, MMC

Executive Director of Alumni & Constituent Relations  
Director of Marketing  
Director of Communications

## **Student Financial Services**

Melanie Gillespie, MSM

Director of Financial Aid

## **Student Life**

Emily Bloxdorf, MBA

Director of Retention

Justin Carter, PhD

AVP for Student Engagement and Title IX Coordinator

Kenneth Dill, MDiv

AVP for Spiritual Life and University Chaplain

Ellen Pate, MA

Director of Career Services Center

Monica Perez, MEd

Director of Counseling & Health Services

Jason Tegen, MSML

Director of Residence Life

## Faculty, Full Time

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

Raymond Attawia, Assistant Professor of Business. Assistant Professor of Business, Master of Arts, Northern Illinois University; Doctorate of Economics, Northern Illinois University. (2016)

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

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

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

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

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

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

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

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

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

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

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

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

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

Elizabeth Fezio, Dean and Program Director, RN to BSN; Associate Professor of Nursing. BS - Nursing, Georgia College; MSN, Georgia College; DNP, Georgia College. (2016)

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

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

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

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

Heather Haithcock, Music Instructor. Music (Vocal Performance), Southern Wesleyan University; Music (Vocal Performance), Raftord University. (2017)

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

Lisa Hall-Hyman, Assistant Professor of Education. BA-Political Science, SC State University; M.Ed, Education/National Institute Teaching, Cambridge College; Ph.D, Education, Administration and Supervision, University of Southern Mississippi. (2016)

Priscilla Hammond, Assistant Professor of Business. PhD, Indiana Wesleyan University; MMin, Southern Wesleyan University; MBA, University of Hawaii at Manoa; BBA, Georgia State University. (2017)

Tingting Han, Assistant Professor of Chemistry. BS Applied Chemistry, Jiaotong University; PhD Chemistry, Clemson University. (2016)

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

Walter Henley, Associate Professor of Marketing. Bachelors not in file; vMBA Finance, University of Memphis; DBA, University of Memphis. (2017)

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

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

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

Heather Hudson, Associate Professor of Exercise Science. BS, Sports Medicine, Emphasis in Athletic Training, Mars Hill College; MS, Sports and Exercise Science, West Texas A&M University; EdD, Curriculum and Instruction, Gardner Webb University. (2017)

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

Randolph Johnson, Dean of College of Arts and Sciences, Associate Professor of Music. BS Music, Indiana University; MA Music, Ohio State University; Ph.D Music, Ohio State University. (2017)

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

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

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

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

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

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

Namhoon "August" Lee, Assistant Professor of Business. Bachelors not in file; MS Finance, Illinois State University; Ph.D Management Science, Illinois Institute of Technology. (2015)

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

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

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

Ann Mohr, Assistant Professor of Education. Assistant Professor of Education. BA, University of Indianapolis; EdS, Converse College; PhD, University of South Carolina. (2017)

Jeffery Mohr, Associate Professor of Biology. MS, Zoology, Oklahoma University; Ph.D, Agriculture, Forestry & Life Science, Clemson University. (2016)

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

Kipling Pirkle, Professor of Management, PhD, Clemson University; MBA, University of Georgia; BBA, University of Georgia. (2017)

Stephen Preacher, Dean, School of Business, Professor of Business. (2017)

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

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

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

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

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

Michael Tapper, Chair of Religion Division and Associate Professor of Religion. PhD Saint Paul University; MA, Saint Paul University; MDiv, Tyndale Seminary; BA, Kingswood University. (2017)

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

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

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

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

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

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

Mark Wilson, Assistant Professor for Discipleship, Multiplication, and Renewal. MA, Fuller Theological Seminary; BA, Indiana Wesleyan University. (2017)

## Faculty Emeriti

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Courses

Although courses generally will be offered on a regular basis, the university reserves the right to introduce or delete courses, depending on sufficient demand.

The fourth digit in the course number indicates the number of semester credit hours.

## Early Childhood Special Education

### **ECSP 5213 Introduction to Early Childhood Special Education**

**3 credits**

This course is designed to provide a broad overview of the characteristics, assessment techniques, methods of intervention, natural environments, community and family resources, and current issues of children from birth to age eight with diverse abilities and disabilities. The focus is to increase the awareness and understanding of individual needs and strengths in an early childhood and after school setting.

### **ECSP 5223 Partnerships in Early Childhood Special Education**

**3 credits**

This course is an examination of the developing special needs child in a historical and current societal context focusing on the interrelationship of family, school and community. The process of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families.

### **ECSP 5523 Assessment of Young Children with Disabilities**

**3 credits**

This course applies critical and reflective thinking to observation and assessment of young children with disabilities development. It also prepares teachers of young children with disabilities to use observation, documentation, and interpretation strategies to improve program quality in early childhood settings.

### **ECSP 5613 Procedures for Working with Young Children with Disabilities**

**3 credits**

Focuses on various developmental and individual needs of young children with disabilities as related to group settings, curriculum decisions, and the design of early learning environments. Emphasis is on current issues, the role of the caregiver (family and/or teacher), the process of guiding and teaching, and the facilitation of development and learning of young children who are culturally, linguistically, and ability diverse.

### **ECSP 5503 Practicum in Early Childhood Special Education**

**3 credits**

This course provides practical experience in teaching early childhood students with exceptional learning needs under the supervision of university faculty and local mentor teachers. Students will complete a minimum of 36 hours of field experiences in a public school early childhood special education setting.

### **ECSP 5623 Social/Emotional Development & Guidance for Young Children with Disabilities**

**3 credits**

This course focuses on guidance and discipline of young children with disabilities through examination of theories, research and practical application for teachers in early childhood special education classrooms and parents at home. The course includes strategies for understanding and responding to special need children's behavior in ways that are congruent with the core values of early childhood education. Concepts of guidance relating to typical and atypical development, culture, and environment will be presented. Developmental stages of children's behavior, positive guidance strategies and teaching social-emotional skills are included.

## Classroom Leadership

### **EDCL 5183 Curriculum and Instruction with Practicum**

**3 credits**

This course is designed to develop teachers as instructional leaders in the planning, implementation and evaluation of school-wide curriculum and instructional initiatives. As teachers continue to expand their expertise beyond the classroom, new roles in teacher leadership have emerged specific to the monitoring and assessment of school-based instructional programs. Teachers function as members of leadership teams, chair data committees and coordinate school-wide teaching and learning activities. This course examines the concepts, theory, and practices in curriculum development and prepares teacher leaders with the knowledge and skills necessary to research, refine, and implement curriculum and instructional practices that increase student achievement. The course includes a 12 hour field experience.

**EDCL 5373 Professional Leadership and Mentoring with Practicum****3 credits**

This course focuses on the teacher's role as leader not only in their classroom, but also school-wide. Many leadership opportunities exist at the building level which do not require administrative certification, but which are nonetheless vital to the effective operation of a school: department head, program or project coordinator, faculty mentor, and others. This course prepares teachers to oversee curriculum and manage projects to achieve school goals, use evaluation to improve programs, coach and mentor faculty, and develop a school's leadership capacity. The Professional Leadership and Mentoring course will have as a component a requirement that the participants complete the CERRA sponsored South Carolina Foundations in Mentoring. The course includes a 12 hour field experience.

**EDCL 5493 Assessment and Data Analysis with Practicum****3 credits**

This course is 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. Much of the content of this course will translate into improved assessment practices in the classroom teachers. The course includes a 12 hour field experience.

## **Education**

**EDUC 5113 Philosophy of Education****3 credits**

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 5213 Contemporary Issues Involving Diversity in the Classroom****3 credits**

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 5223 National Board Preparation****3 credits**

Designed specifically for educators who are interested in pursuing National Board Certification or who want to be able to improve their teaching and student achievement by studying the Core Standards of National Boards and incorporating them into their classroom practice. Teachers will be given the opportunity to evaluate your teaching practices using the Five Core Propositions of the National Board for Professional Teaching Standards as a blueprint. Teachers will gain experience in descriptive, analytical and reflective writing about your teaching. This seven-week journey will help prepare you to begin the National Board Certification process if you choose to pursue full candidacy.

**EDUC 5263 Action Research I****3 credits**

This course is a study of the characteristics of children and adolescents with intellectual disabilities (ID). This course is an overview of intellectual disabilities, including etiology and syndromes, theoretical research bases, and social, emotional, physical, and intellectual characteristics.

**EDUC 5273 R2S Content Area Reading and Writing for Middle/Secondary w/Practicum****3 credits**

This course is a R2S course designed so 6-12 teachers can acquire strategies to improve student reading comprehension and writing skills. Class members will participate in activities and strategies to help students be better able to read and understand information content area material and ideas and writing. This course will emphasize the following SC Literacy Competencies for Middle and Secondary: Standard 1: Foundational Knowledge; Standard 2 Curriculum and Instruction; Standard 3: Assessment and Evaluation; Standard 4-Diversity; Assessment 5-Literate Environment; Standard 6-Professional Learning and Leadership. Includes a 12 hour practicum.

**EDUC 5283 R2S Content Area Reading and Writing for EC/Elem w/Practicum****3 credits**

This course is a R2S course designed so k-5 teachers can acquire strategies to improve student reading comprehension and writing skills. Class members will participate in activities and strategies to help students be better able to read and understand information content area material and ideas and writing. The participants will be able to recognize and build the instruction on the K-5 students' cultural and linguistic diversity including special needs and dual language learners; be an advocate for impartiality; optimize the use of both print and digital media; support practices that foster reading; This course will emphasize the following SC Literacy Competencies for PreK-5th grade: Standard 4-Diversity; Assessment 5-Literate Environment; Standard 7-Dual Language Learners (English Language Learners). Includes a 12 hour practicum.

**EDUC 5293 Behavior Management****3 credits**

This course examines research-based strategies and techniques that teachers can use in working with students who have exceptional learning needs and whose behavior interferes with their success. These students include students with problems related to sustaining attention, hyperactivity, aggression, and oppositional defiance. Participants will learn to: (1) identify problem behaviors through understanding antecedents and consequences of behavior (e.g. Functional Behavior Analysis); (2) develop age-appropriate interventions and plans (e.g. Positive Behavior Intervention Plans) and other data-driven decision-making techniques for evaluating the effectiveness of interventions (e.g. observations); and (3) collaborate with parents and other professionals in developing and implementing behavior intervention plans. An understanding of professional ethical guidelines, relevant state and federal laws and regulations, and the importance of developing students' self-management skills will also be explored.

**EDUC 5313 Instructional Technologies****3 credits**

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 5323 Behavior and Classroom Management****3 credits**

This course examines the strategies used in behavior and classroom management. Topics include management models, behavior modification, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Simulations and case studies will be examined.

**EDUC 5333 Advanced Instructional Technology****3 credits**

Instructional technology techniques that will build on the instructional experience for both the instructor and the learner. Topics include designing and planning technology enhanced instruction, the digital technologies, audiovisual technologies, and ethical issues involved in using technology. Prerequisite: EDUC 5313.

**EDUC 5463 Action Research II****3 credits**

A continuation of EDUC 5263 Action Research I 3 credits. 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.

**EDUC 5513 Teaching for Creativity****3 credits**

Focuses on the examination of theories of creativity, research in creativity and the teaching of creative thinking skills in the context of the classroom. Creativity is well-recognized as a factor in the expressions of giftedness. This course anchors students in the theories, definitions and facilitation strategies for creativity particularly as it applies to learners who are gifted, talented, and creative. This will enable teachers to better understand the nature and needs of the learner who is gifted, talented and creative, and determine the best practices for specific teaching strategies and general programming.

**EDUC 5533 Introduction to Curriculum and Instruction for Gifted and Talented Students****3 credits**

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 Nature and Needs of Gifted and Talented Students****3 credits**

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 5813 Decoding and Spelling Strategies for Elementary Teachers (Phonology) (Project Read)****3 credits**

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. Targeted for teachers of primary students, the approach can be adapted for any person at a beginning level in decoding written language.

**EDUC 5833 Structure and Format of Language for the Elementary Classroom (Reading Comprehension) (Project Read) 3 credits**

A methods course that presents teachers with strategies related to the explanation of the underlying structure and format of language in both expository and narrative forms. The goal is to instruct teachers on how to assist students in the independent application and transfer of the concepts and skills into other curriculum areas. Intended for teachers of students in grades four through adult levels.

**EDUC 5853 Word Function in Sentence Structure and Paragraph Development (Written Expression) (Project Read) 3 credits**

Designed to equip teachers with the strategies needed to assist in developing the mastery of sequence, as well as paragraph development and composition. 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) 3 credits**

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.

**EDUC 5913 R2S Foundations in Reading w/Practicum 3 credits**

This is a R2S course designed to give an overview of reading and its curricular implications for Read to Succeed. Emphasis is placed on current theoretical and evidence-based foundations in place for the reading and writing processes and instruction. All participants will recognize theories in reading and writing; explain language and reading development; have knowledge and demonstrate understanding of proven strategies; exhibit affirmative dispositions related to their own reading and writing; and understand external influences on the policies regarding reading. The continued importance of professional learning and leadership as a career-long process is stressed. This course will emphasize the following SC Literacy Competencies for PreK-5th grade: Standard 1-Foundational Knowledge; 6- Professional Learning and Leadership. Includes a 12 hour practicum.

**EDUC 5923 R2S Assessment of Reading w/Practicum 3 credits**

This is a R2S course designed to assist participants broaden and deepen their understanding of the reading and writing progression with assessment and evaluation of the reading and writing processes. Participants will have a repertoire of different types of assessments and their characteristics; formative and summative assessments and the administration and interpretation; the use of assessment information to plan, evaluate, and adapt instruction; and the communication of assessment results and implications to varied audiences. This course will emphasize the following SC Literacy Competencies for PreK-5th grade: Standard 3-Assessment of Reading. Includes a 12 hours practicum.

**EDUC 5933 R2S Instructional Practices w/Practicum 3 credits**

This is a R2S course designed to demonstrate to participants instructional approaches and materials that will assist with implementing an integrated, comprehensive, and balanced curriculum to support student learning in reading and writing in K-5. The participants will be able to design and implement a complete and balanced curriculum while using content knowledge; implementing appropriate and a variety of instructional strategies; understanding the value of the K-5 student's background and prior knowledge; making connections for reading and writing with other disciplines by integrating instruction; using a variety of texts and formats; organizing instructional time based on proven best strategies and scaffolding for both oral and written language; encouraging students' communication by introducing and building vocabulary for K-5 students; encouraging fluency in reading through practice with varied texts. This course will emphasize the following SC Literacy Competencies for PreK-5th grade: Standard 2-Curriculum and Instruction. Includes a 12 hours practicum.

## **Exceptional Learners**

**EDSP 5113 Introduction to Exceptional Learners 3 credits**

Introduces pre-service teachers to the diverse needs of exceptional children. Included in study will be characteristics of various exceptionalities, including but not limited to learning disabilities, emotional/behavioral disorders, mental impairment, hearing impairment, visual impairment, gifted and talented, Autism, and other handicapping impairments including attention deficit/hyperactivity disorder. The aim of the class is to provide information about laws and regulations governing special education, procedures and methods for teaching students with exceptionalities including the development and implementation of Individualized Educational Plans, and strategies for adapting curriculum and materials for students with exceptionalities in the regular classroom.

**EDSP 5213 Assessment of Exceptional Learners 3 credits**

Concepts and methods of assessment in special education with emphasis on administering, scoring, and interpreting standardized educational tests. Major topics covered are Response to Intervention, recent research on assessment practices, accommodations and modifications, the role of families in the assessment process, students with diverse cultural and linguistic backgrounds, standardized instruments, curriculum based assessment, interpreting tests and writing reports, assessment of young children, and transition assessment.

**EDSP 5233 Characteristics of Learning Disabled 3 credits**

Designed to provide students, who are currently teaching or who plan to teach, with the knowledge and disposition to successfully provide service to individuals who have been identified as having learning disabilities. Students will explore the moral, ethical, legal, and practical foundations involved in the identification of and provision of services to an individual with learning disabilities with a specific focus on Tier 1 and Tier 2 interventions. In addition, they will develop appreciation and respect for the opportunities and challenges faced by all stakeholders in an individual's life and will be able to promote collaboration as an integral part of provision of services.

**EDSP 5243 Methods of Teaching Students with Learning Disabilities** **3 credits**  
This course is designed to provide knowledge of methods, materials, and current research related to instructing and improving outcomes for students with learning disabilities.

**EDSP 5253 Advanced Methods of Teaching Mild to Moderate Intellectual Disabilities** **3**  
This course is a study of the methods for teaching children and adolescents with intellectual disabilities (ID). This course is an overview of the biological, educational, social, and behavioral factors contributing to intellectual delays. Students will consider current and historical educational practices for individuals with intellectual disability and explore contemporary ethical, social, and educational issues that affect the lives of individuals with this label across the lifespan.

**EDSP 5503 Practicum in Special Education** **3 credits**  
This course provides practical experience in teaching students with exceptional learning needs in a special education setting under the supervision of university faculty and local mentor teachers. Students will complete a minimum of 30 hours of field experiences in a public school special education classroom.

## **Administration and Supervision**

**EDAS 5123 Ethics in Educational Leadership** **3 credits**  
Students gain an understanding of the characteristics and importance of a Christian ethic of care toward self, learners, colleagues and community. They will learn how to foster success of all students by demonstrating integrity and fairness. They will also learn how to judge sensitivity, ethics and diverse considerations in their interactions with others.

**EDAS 5223 Organizational Development in Schools w/Practicum** **3 credits**  
Students learn the value of leading with vision and commitment. They should know how to facilitate the development, communication, implementation and stewardship of a vision of learning that is shared and supported by the school, the district and its board of education and the community. A practicum (a minimum of 36 hours) is a component of this course.

**EDAS 5224 Organizational Development in Schools w/Practicum** **4 credits**  
Students learn the value of leading with vision and commitment. They should know how to facilitate the development, communication, implementation and stewardship of a vision of learning that is shared and supported by the school, the district and its board of education and the community. A practicum (a minimum of 36 hours) is a component of this course.

**EDAS 5323 Educational Leadership for Curriculum and Instruction** **3 credits**  
Students will be able to understand philosophical, theoretical and political aspects to creating a quality curriculum. They will learn to use student development and learning theories and data analysis to improve curriculum, instruction and student performance at the school and district level.

**EDAS 5343 Educational Leadership for Instructional Effectiveness** **3 credits**  
Students will engage in authentic evaluation of the effectiveness of the instructional programs for student achievement of learning. This involves collecting, interpreting and using quantitative and qualitative data from a variety of sources for school and district improvement.

**EDAS 5423 School Operations and Management with Practicum** **3 credits**  
Students learn about management of the operations of a school and a school district. This course includes district procedures, human resources, facilities and space oversight, fiscal operations and safety and security issues based on indicators of equity, effectiveness and efficiency. A practicum (a minimum of 36 hours) is a component of this course.

**EDAS 5424 School Operations and Management with Practicum** **4 credits**  
Students learn about management of the operations of a school and a school district. This course includes district procedures, human resources, facilities and space oversight, fiscal operations and safety and security issues based on indicators of equity, effectiveness and efficiency. A practicum (a minimum of 36 hours) is a component of this course.

**EDAS 5523 Cultivating a Positive School Climate****3 credits**

Students will cultivate a sensitivity and appreciation of diverse populations and learn skills in fostering a collegial climate that includes individual performance plans based on quantitative and qualitative data. Students learn how to formulate an effective discipline plan and develop abilities to engage in successful conflict resolution.

**EDAS 5623 Public and Community Relations****3 credits**

By developing an effective and interactive communications plan and public relations program for the school and district, students learn how to elicit and respond to feelings, needs, concerns and perceptions of others to build mutual understanding among all stakeholders to positively impact students.

**EDAS 5713 Politics, Law and the Schools with Practicum****3 credits**

Students gain an ongoing understanding of the larger political, social, economic, legal and cultural context in which their schools and districts are situated. They should be able to lead their schools through the necessary compliance of legal regulations, but will also demonstrate courage, foresight and initiative to confront influences that hinder the success of all students. A practicum (a minimum of 36 hours) is a component of this course.

**EDAS 5714 Politics, Law and the Schools with Practicum****4 credits**

Students gain an ongoing understanding of the larger political, social, economic, legal and cultural context in which their schools and districts are situated. They should be able to lead their schools through the necessary compliance of legal regulations, but will also demonstrate courage, foresight and initiative to confront influences that hinder the success of all students. A practicum (a minimum of 36 hours) is a component of this course.

**EDAS 5803 Advanced Educational Research I****3 credits**

This course engages students in action research. They also learn how to collect, interpret and use qualitative and quantitative data for school and district improvement. Students will write and defend a research proposal, including a literature review and description of methodology. The study will be conducted during the subsequent 12 weeks.

**EDAS 5823 Advanced Educational Research II****3 credits**

Students complete their individual research projects by writing a draft of their paper, receiving feedback for improvement and submitting a final version. Students will present their findings to their colleagues.

**EDAS 5906 Internship in Elementary Administration****6 credits**

Students will complete an internship in schools at the elementary level for elementary certification, including a field experience (a minimum of 90 hours) and seminars. This course should be taken as last course in degree program.

**EDAS 5916 Internship in Secondary Administration****6 credits**

Students complete an internship in schools at the secondary level for secondary certification. This includes a field experience (90 hours) and seminars. This course should be taken as last course in degree program.

## **Healthcare Administration**

**HCAM 5423 Health Care Organizations and Delivery****3 credits**

This course is a comprehensive approach to healthcare systems, organization and delivery. Students will examine the evolution of the U.S. healthcare delivery system through to the current dynamic, integrated and managed care systems. Students will assess the interactions of regulatory, economic, political, and social aspects of the healthcare system on the structure and function of healthcare organizations. Students will explore transformational servant leadership qualities needed to promote change and effectively lead in the current era of health care reform.

**HCAM 5453 Health Information Systems****3 credits**

This course focuses on the critical role and types of e-health and information systems in the planning, operation, and management of health care organizations. Students will evaluate technology trends and clinical applications to determine the challenges and opportunities for the organization; assessing health information systems in the context of organizational objectives and improving patient care.

**HCAM 5463 Health Care Policy and Quality Systems****3 credits**

This course focuses on healthcare policy issues in the planning, organization and delivery of services. Students will explore the roles and influence of major stakeholders, regulations, and market pressures. Students will evaluate quality and safety systems used to implement policy and improve patient outcomes, along with the leadership qualities needed for transformational change.

**HCAM 5483 Strategic Management in Health Care****3 credits**

This is a capstone course for the program. It is designed to give the student an opportunity to develop the conceptual skills needed by effective health care managers. Student will examine the strategic management and planning processes within the dynamic, complex, and evolving nature of the health care industry. Students will demonstrate application, integration, and evaluation of (1) the strategic planning process (2) strategy map formulation of objectives and policies, (3) balanced scorecard measurement of strategic objectives and (4) management of change within the healthcare regulatory and fiscal environment. Prerequisite: Successful completion of all major program courses.

**Business Administration****MBAM 5003 Foundations of Quantitative Analysis****3 credits**

This course covers the basic quantitative areas of business administration in accounting, economics and quantitative methods. Online modules in each of the core areas provide skills and knowledge foundational to the MBA program.

**MBAM 5223 Quantitative Analysis of Business****3 credits**

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: MBAM 5003.

**MGMT 5243 Managerial Economics****3 credits**

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: MBAM 5003.

**MBAM 5323 Accounting for Decision Making and Control****3 credits**

This course offers real world tools for decision making within the context of organizational strategy. Effective tools are linked with management concepts that affect decisions on how a business competes in the marketplace. Both financial and non-financial information are integrated for better strategic, organizational, and operational decisions. The student's analytical ability is developed through the use of problems and cases that stress application. Special topics concerning issues in management accounting and ethics are incorporated throughout the course. Prerequisite: MBAM 5003.

**Management****MGMT 5033 Production and Operations Management****3 credits**

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****3 credits**

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****3 credits**

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 Resources Management****3 credits**

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

**MGMT 5103 Advanced Financial Management****3 credits**

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 Accounting and Finance for Managers** **3 credits**

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** **3 credits**

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** **3 credits**

This course explores how information systems impact and drive business operations and managerial decision-making. The course will address how information systems are reshaping organizations and the processes within and prepare students to evaluate, manage and leverage information systems throughout the business organization. Prerequisite: Computer literacy demonstrated by a transcripted course or approval by appropriate SWU faculty.

**MGMT 5263 Leadership and Ethics** **3 credits**

This course examines the role of an organizational leader in fostering ethical behavior in the workplace. Case studies and discussion will identify various ethical perspectives leaders use in decision making and communication. Students can expect to focus on the importance of ethics and the impact leaders have on their followers' behavior.

**MGMT 5273 Strategic Leadership** **3 credits**

This course is designed to explore the central role of a business leader in setting vision, formulating strategy and influencing employees, investors and customers. Students will learn to utilize various leadership styles as well as employ principles of communication, motivation and organizational change.

**MGMT 5343 Organizational Development** **3 credits**

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** **3 credits**

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 5383 Organizational Change Management** **3 credits**

This course is designed to provide students with a conceptual framework addressing strategic change management in organizations. The focus is on understanding how to plan and implement change in the context of an organization's mission, goals, strategies, environment, structure, processes, and human capital. The integrative competencies and interpersonal skills required of individuals who initiate, manage and are affected by change will be examined.

**MGMT 5443 Managing for Quality and Excellence** **3 credits**

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** **3 credits**

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. Prerequisite: Successful completion of all major program courses.

**MGMT 5823 Integrated Studies in Management** **3 credits**

This course is the culmination of the MSML program with the application of strategic management principles relating to positioning, formulating, implementing, and evaluating the cross-functional decisions (strategy) that build successful organizations. Emphasis will be placed on internal capabilities and competencies to achieve competitive advantage and operationalize the organization's mission and vision. Students will integrate best management practices and incorporate biblical and ethical standards in the capstone project. Prerequisite: Successful completion of all major program courses.

## **Orientation for Business Graduate Programs**

### **ORGR 100 Orientation for School of Business Graduate Programs**

This module is designed as an Orientation Course for new graduate students. It includes information about how to SWU online learning system (Canvas), library resources and policies and procedures of the School of Business. Students will have a faculty member guiding them throughout this orientation experience online.

## **Research**

### **RSCH 5043 Analysis and Decision Making for Managers**

**3 credits**

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