



**Southern Wesleyan University
Graduate Bulletin
2014-2015**

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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.

SOUTHERN WESLEYAN UNIVERSITY

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

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

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>

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ABOUT THE UNIVERSITY

Aspirations

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

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

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

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

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

Mission and Values

University Core Values

Christ Centered: Purpose, Scholarship, Community, Transformation

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 men at the last day.

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

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

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

Southern Wesleyan University Learning Outcomes

The learning community at Southern Wesleyan University fosters in participants

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

Such that graduates . . .

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

Programs and Formats

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

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

To serve the needs of the working adult, Southern Wesleyan University offers adult evening programs in an innovative framework. Learning centers in Greenville, Columbia, North Augusta, Charleston, and Central as well as facilities in Spartanburg and Greenwood provide opportunities to conveniently complete undergraduate and graduate programs by attending classes one evening a week. The Adult & Graduate Studies programs continue year-round and students enter the program at numerous times during the year.

Undergraduate programs offered in the adult evening format include an associate degree in general studies. Also offered are bachelor of science programs in business administration and human services. Some undergraduate programs may also be offered either partially or completely in an asynchronous distance format.

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

Campus and Learning Center Facilities

Central

Southern Wesleyan University occupies a three-hundred acre campus near the town of Central (the central point on a railway line running between Charlotte and Atlanta). Instructional facilities on campus include Folger Fine Arts Building (1964), Brower Classroom Building (1966), Gibson Science Building (1966), Ellenburg Lecture Hall (1966), John M. Newby Education Center (2003) and the Newton-Hobson Chapel & Fine Arts Center (2008). Claude R. Rickman Library (1975) is conveniently located at the center of the campus. Providing individual and group 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 its Adult and Graduate programs at its Learning Center in the Henderson Advertising Tower, 84 Villa Road, Greenville, SC. The facility has sixteen classrooms, a computer lab and office space.

Columbia

In Columbia, SWU offers its Adult and Graduate programs at its Learning Center at 1021 Pinnacle Point, Suite 120, Columbia, SC 29223. The facility has nine classrooms, a computer lab, a study room, and office space.

Charleston

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

North Augusta

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

ADMISSIONS INFORMATION

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

Each application is considered individually, taking into account basic admissions requirements and the individual's unique abilities and circumstances. Acceptance is determined by the Director of Admissions in consultation with the 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 from degree-granting institution of course work attempted or completed and transcript of any graduate work. (If less than 60 hours from degree-granting college, you must provide a transcript of all college-level work.)
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 GMAT if required by the degree program or Graduate Admissions Committee.
7. Applicants to the M.Ed. 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 grade of 3.0 in each of the first two courses taken 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.

Master of Business Administration (MBA)

Additional Admission Requirements

1. Evidence of current employment and at least two years of significant work experience, and eighteen undergraduate semester hours in business administration, management, human resource management, or marketing; or three years of managerial experience
2. Appropriate work experience for those currently unemployed includes five years of significant work experience and eighteen undergraduate-semester hours in business administration, management, human resource management, or marketing; or five years of managerial experience.

Master of Education in Classroom Leadership (MEDCL)

Additional Admissions Requirements

1. Current employment with a minimum of one year experience as an administrator or teacher such that the teacher’s classroom can serve as a “laboratory” for the completion of course requirements. For candidates not meeting the minimum requirement for employment, the committee will consider additional evidence, including internships and volunteer work, and two letters of recommendation – at least one from a school administrator or teacher who would be willing to open a classroom for the candidate to complete course requirements, and one from someone who has knowledge of the candidate’s ability to perform in an educational setting.
2. Valid teaching certificate from the State of South Carolina or equivalent out-of-state certification.
3. A student without teaching certification may appeal for admission. Such an appeal must be accompanied by minimum GRE scores of 287 on math and verbal and a 4 in writing.

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 South Carolina professional teacher's certificate
2. Two years teaching experience
3. Successful completion of an undergraduate program of study with a GPA of at least 3.0 (if less than 3.0, students must have satisfactory scores on the GRE (minimum of 287 on math and verbal and a 4 in writing) and/or approval of the Graduate Admissions Committee)
4. For candidates not meeting the minimum requirement for employment, the committee will consider additional evidence, including internships and volunteer work, and two letters of recommendation – at least one from a school administrator or teacher who would be willing to open a classroom for the candidate to complete course requirements, and one from someone who has knowledge of the candidate's ability to perform in an educational setting.

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 (MSM)

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. Provide evidence of current employment and of work experience; one year of significant work experience and twelve undergraduate semester hours in business administration, management, human resource management, or marketing; or three years of managerial experience relevant to the program.
2. Appropriate work experience for those currently unemployed includes three years of significant work experience and twelve undergraduate semester hours in business administration, management, human resource management, or marketing; or three years managerial experience.

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.

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

GRADUATE PROGRAMS ACADEMIC INFORMATION

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.

Good Standing & Probation

For a graduate student to remain in good standing, he or she must maintain a GPA of 3.0 (B) or higher. Students whose GPA falls below 3.0 (B) will be placed on academic probation. If a GPA of 3.0 (B) is not achieved at the end of the next two courses taken at SWU, the student will be academically suspended.

Any student in a master's program who receives grades lower than 2.7 (B-) for two courses (3.0 (B) or lower in the M.Ed. Program) will meet with the assigned student services coordinator and be placed on academic probation. If another course grade lower than 2.7 (3.0 in M.Ed.) 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 for consideration.

A graduate student admitted conditionally based on an undergraduate GPA of less than 3.0 (B) must achieve at least a 3.0 (B) in each of his or her first two courses in order to continue in the program. If conditions are not met, administrative withdrawal from the program will occur.

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

Withdrawal from Courses

To accommodate legitimate personal or professional crises, a master's student may be allowed to withdraw from a course with a grade of W. The withdrawal must occur before the fourth meeting of the course in order to avoid grade penalty of F. No student may earn more than two grades of W. Students should contact their assigned student services coordinator to begin the withdrawal process.

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).

If there is 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:

1. Notify the provost.
2. Be advised by the provost of any previous academic dishonesty by that student.
3. Confront the student in the presence of another faculty member or appropriate administrator 24 hours or more after the work is submitted. (If there is danger the evidence may be lost, such evidence may be seized at once.)
4. Implement the appropriate discipline for the student's response, inform the student of the right to appeal, and report the discipline implemented in writing to the provost.
 - 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
5. 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 which may include academic dismissal from the university.

Once the provost receives documentation and any recommendations from the faculty member, he or she will respond in one of the following ways.

1. If a first offense, a letter will be sent to the student indicating that evidence of the incident will be kept on file, and warning of possible academic dismissal should the student be implicated again.
2. If a first offense but involving multiple students or outside parties, the provost will consider the recommendation of the faculty member and the dean and act to protect the integrity of the university. If academic dismissal is recommended, the student will be permitted to discuss the matter with the provost prior to action.
3. If a second offense, the student will meet with the provost to discuss the evidence and appropriate action. This meeting may result in academic dismissal from the institution.
4. Should a student outside the course involved be implicated in an act of academic dishonesty, that student will be confronted by the provost and a record of the event will be placed in the student's file. Should a second offense occur, steps will be taken for dismissal as described above.

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

Academic Appeals

Grade-Appeal Procedures

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

1. No later than four weeks after the grade is posted, the student will confer with the instructor. If a grade inaccuracy is determined, the instructor will process a grade-change request. Conferral with the instructor should be via e-mail so there is documentation of request and response.
2. If an agreement cannot be reached, the student may contact his or her local Student Services Coordinator, in writing, within ten working days after the decision from the instructor. The Student Services Coordinator will forward a Grade Appeal Form to the student. The student should complete the form and submit it via e-mail to the Student Services Coordinator, along with all communication between the instructor and the student (including the final decision from the instructor), as well as any other supporting documentation.
3. The Student Services Coordinator will forward the appeal to the proper administrator(s) for a decision to be rendered. If an agreement is reached, a grade-change request may be processed. (Except in cases of miscalculation or obvious bias, there are few occasions in which an awarded grade is overturned on appeal. Grading is the distinct purview of the faculty member.)
4. A decision by an academic dean cannot be appealed further.

The academic dean or the Provost has the option to assign the appeal to the Academic Council or its designated appeals committee to review all appropriate material, consult the parties involved, and determine the final grade. The Council may retain the original grade or assign a new grade (which may be the same as, higher than, or lower than the grade in question), and it will so inform the registrar. The decision of the Academic Council is final. A quorum of half of the council members is necessary for an appeal to be heard.

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 and Education, the student may appeal the decision to the appropriate Academic Dean, in writing, again within ten working days. The Academic Dean shall investigate and render a decision.

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

Other Academic Appeals

When a student feels an exception is warranted to any AGS 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 Student Services 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 that no change is warranted, the 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 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.

Residency Requirement

A student must attend classes on the Central campus of Southern Wesleyan University or at another approved site and complete at least eighty percent of the required hours of the curriculum in residency with Southern Wesleyan University (note exception for students in the M. Ed. Program who transfer in courses in their area of certification). (See transfer policy, above.)

General Graduation Requirements

Complete the specified curriculum with a minimum cumulative GPA of 3.0 (on all work attempted) within a five-year period from initial enrollment in the program.

- Complete each core course with a grade of 2.0 or higher.
- Meet all specific program requirements.
- Pay all tuition, fees, and other charges.
- Apply for graduation

FINANCIAL INFORMATION

Adult & Graduate Studies (7-1-2014– 6-30-2015)

Application Fee (non-refundable)	\$25.00
Tuition Deposit (non-refundable)	\$50.00
MBA/MSM Tuition Rate (per course)	\$1775.00
MEDCL, MEDAS Tuition Rate (per course)	\$1375.00
MEDAS (Internship Final Course)	\$4125.00
Master of Ministry Tuition Rate (per course)	\$1375.00
Wesleyan Pastor Master of Ministry Discount	\$70.00 per hour
Directed Study Tuition (1.5 x rate of tuition)	
Late Fee	\$25.00
Withdrawal Fee	\$125.00
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.
- Allowing participation in graduation only if all financial obligations to the university have been met.
- Not releasing diplomas or transcripts until all accounts with the university (including parking fines, library 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.

Payment Options

A variety of payment options are available to adult undergraduate and graduate students. At the time of enrollment, the student will be asked to select a payment plan. Thereafter, the student will be responsible for following the schedule of payments.

Course by Course Payment Plan: 100% of payment submitted three weeks prior to each course start date. If payment is not received by due date, a late fee of \$25.00 may be assessed.

Financial Aid Plan: Federal Pell Grants, State Grants and Stafford Loans (need and non-need based programs) are available for eligible students. Tuition is deferred based upon completed and approved Financial Aid paperwork. The student must pay tuition and fees not covered by financial aid on or before each payment due date in accordance with the payment-plan option selected.

Direct Bill Plan: Approved company tuition vouchers must be received one week prior to each course start date. Student must pay tuition and fees not covered by Direct Billing one week prior to the first night of class. 100% of your tuition must be paid directly to Southern Wesleyan University, by your employer, in order for this option to be considered a "Primary Option".

Deferred Billing: Signed and approved deferred-billing forms must be on file with Student Accounts for this option to be chosen. Deferred billing is a delayed payment option where payment is expected no later than 31 days after the class ends. Payment is deferred because the student is awaiting their employer's reimbursement. To qualify for this option, the employer must be able to reimburse the student for at least 75% of tuition fees. If tuition that is covered

by your employer-assistance plan does not cover 100% of your tuition cost, you are required to pay the difference no later than 31 days after the class ends. A \$20 service charge is assessed per course for this payment option.

Delinquency Policy

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

AGS students with outstanding balances that are participating in Deferred Billing are considered delinquent 32 days after course end date, allowing students 31 days to remit payment. Outstanding balances of AGS students that receive financial aid and/or that participate in Direct Billing will be considered delinquent sixty days past the due date. AGS Financial Aid recipients will be considered in default once the award period has ended with a balance due. AGS students participating in Course by Course, Deferred Billing, or Direct Billing are considered in default once delinquent on two consecutive payments. Outstanding balances of AGS students participating in the Course by Course payment plan are considered delinquent after the start date of the course.

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 and tuition deposits are not refundable.
2. If submission of appropriate withdrawal paperwork is received prior to fourteen days before the course start date, a withdrawal fee will not be assessed.
3. If submission of appropriate withdrawal paperwork is received within fourteen days prior to the course start date, the student is eligible for a full-tuition credit for that course, and a \$125 withdrawal fee will be assessed (which can be rescinded if the student returns the unused, unmarred textbook issued for the course or does not download the e-book).
4. 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 and a \$125 withdrawal fee will be assessed.
5. No refund will be given after the second workshop except on appeal. Appeals may be granted only in rare situations involving death in the immediate family, work transfer, military obligations, or serious personal or family illness.
6. Refunds will not be made for books that have been marred in any way or from which shrink-wrap has been removed. Generally, refunds will not be made for books required in any course that the student has attended one or more times.

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.

Active Duty Military

Southern Wesleyan University offers tuition discounts to active duty military personnel and their spouses. 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 Institutional Aid and/or any governmental military benefits exceeds the cost of a course. Please contact the Student Accounts Office to be considered for this discount.

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

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

SCHOOL OF BUSINESS

Jeannie Trudel, PhD, Dean

VISION STATEMENT

The School of Business at Southern Wesleyan University will encourage, equip and empower its students in discovering their Christ-centered purpose to transform communities in a changing, global marketplace.

CORE VALUES

Biblical

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

Practical

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

Innovative

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

Diversity

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

Culture of Success

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

MISSION

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

Degrees Offered

Graduate business degree programs are offered in an accelerated format for working adults. Each class meets one night per week for six weeks with the exception of three quantitative courses in the MBA program. The courses in Managerial Economics, Finance, and Accounting (MGMT 5243, MBAM 5223, MBAM 5323) are twelve week classes with the first six of the twelve week courses conducted online. The programs are offered at five learning centers, and the MBA is also offered in a fully-online format.

Master of Business Administration

Program Goals

Southern Wesleyan University MBA graduates:

1. Will apply theoretical concepts to management situations
2. Will be effective communicators in writing and speech
3. Will demonstrate a clear perception of business ethics based on Christian principles
4. Will be capable problem solvers using collaborative techniques and celebrating diversity
5. Will demonstrate the ability to use data to analyze business decisions

Masters of Business Administration (MBA) Requirements

MBAM 5123	Fundamentals of Executive Management.....	3
MGMT 5053	Organizational Behavior.....	3
MBAM 5223	Quantitative Analysis of Business.....	3
MGMT 5063	Marketing Management.....	3
MBAM 5243	Managerial Economics.....	3
MGMT 5253	Management Ethics.....	3
MBAM 5323	Accounting for Decision-Making and Control.....	3
MGMT 5073	Human Resources Management.....	3
MGMT 5103	Advanced Financial Management.....	3
MGMT 5363	International Management.....	3
MGMT 5033	Production and Operations Management.....	3
MBAM 5803	Business Policy, Strategy, and Planning.....	<u>3</u>

36 credit hours

Further Information

For pricing, class start, and general program information, please call 1-800-282-8798.

Master of Science in Management

Program Goals

Southern Wesleyan University MSM graduates:

1. Will apply theoretical concepts to management situations focused on practical solutions
2. Will be effective communicators in writing and speech
3. Will demonstrate a clear perception of management ethics based on Christian principles
4. Will demonstrate the ability to use collaborative techniques in project development and completion

Master of Science in Management (MSM) Requirements

MGMT 5053	Organizational Behavior.....	3
MGMT 5253	Management Ethics.....	3
RSCH 5043	Analysis and Decision-Making for Managers.....	3
MGMT 5163	Management Information Systems.....	3
MGMT 5143	Executive Economics.....	3
MGMT 5063	Marketing Management.....	3
MGMT 5073	Human Resources Management.....	3
MGMT 5123	Managerial Finance.....	3
MGMT 5343	Organizational Development.....	3
MGMT 5363	International Management.....	3
MGMT 5443	Quality Management.....	3
MGMT 5823	Integrated Studies in Management.....	<u>3</u>

36 credit hours

Further Information

For pricing, class start, and general program information, please call 877-644-5557.

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

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

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.

Master of Education in Classroom Leadership

The Master of Education program encourages the development of the professional educator through the accomplishment of the following learner-outcome objectives.

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.

Curriculum

EDUC 5113	Philosophy of Education.....	3
EDUC 5313	Instructional Technologies.....	3
EDUC 5263	Action Research I.....	3
EDC L 5373	Professional Leadership and Mentoring	3
EDCL 5181	Curriculum and Instruction	3
EDCL 5413	Assessment and Data Analysis.....	3
EDUC 5323	Behavior and Classroom Management.....	3
EDUC 5213	Contemporary Issues Involving Diversity in the Classroom.....	3
EDUC 5273	Content Area Reading & Writing for General & Special Education w/Practicum	3
EDUC 5463	Action Research II.....	3
	Six hours of graduate electives.....	<u>6</u>
		36 credit hours

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.”

Master of Education in Administration and Supervision

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.

Curriculum

EDAS 5123	Ethics in Educational Leadership.....	3
EDAS 5224	Organizational Development with Practicum	4
	1 week break after EDAS 5224	
EDAS 5323	Educational Leadership for Curriculum and Instruction.....	3
EDAS 5343	Educational Leadership for Institutional Effectiveness.....	3
EDAS 5803	Advanced Educational Research I.....	3
EDAS 5424	School Operations and Management with Practicum.....	4
	1 week break after EDAS 5424	
EDAS 5523	Cultivating a Positive School Climate.....	3
EDAS 5623	Public and Community Relations.....	3
EDAS 5714	Politics, Law and the Schools with Practicum.....	4
	1 week break after EDAS 5714	
EDAS 5823	Advanced Educational Research II.....	3
EDAS 5906	Internship in Elementary Administration*	
	Advising nights on 4 th night and 10 th night.	
or		
EDAS 5916	Internship in Secondary Administration*	
	Advising nights on 4 th night and 10 th night.....	<u>6</u>
		39 credit hours

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

Content Area Electives

Literacy

EDUC 5913 Foundations for READING W/ Practicum
EDUC 5923 Assessment Strategies for Reading w/ Practicum
EDUC 5933 Instructional Strategies for Reading w/ Practicum
EDUC 5273 Content Area Reading and Writing for General and Special Education w/Practicum w/ Practicum

Learning Disabled

EDSP 5113 Introduction to Exceptional Learners
EDSP 5213 Assessment of Exceptional Learners
EDSP 5233 Characteristics of Learning Disabled
EDSP 5243 Methods of Teaching Learning Disabled
EDSP 5503 Practicum in Special Education
EDUC 5273 Content Area Reading and Writing for General and Special Education w/Practicum
EDUC 5293 Behavior Management

Gifted and Talented Endorsement

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

Early Childhood Special Education

ECSP 5213 Introduction to Early Childhood Special Education
ECSP 5223 Partnerships in Early Childhood School Education
ECSP 5523 Assessment of Young Children with Disabilities
ECSP 5613 Procedures for Working w/ Young Children w/ Disabilities
ECSP 5623 Social/Emotional Development and Guidance for Young Children w/ Disabilities
ECSP 5503 Practicum in Early Childhood Special Education
PSYC 5123 Human Growth and Development

DESCRIPTION OF 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.

MASTER OF EDUCATION IN CLASSROOM LEADERSHIP - GRADUATE COURSES

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 Ed.: Teaming with Parents & Professionals 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 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.

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.

EDCL 5183. Curriculum and Instruction 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

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

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.

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

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

EDUC 5273. Content Area Reading and Writing for General and Special Education w/Practicum

3 credits

Diagnostic and remedial procedures in reading and writing as well as trends and issues in content area literacy will be discussed for struggling readers, English as a Second Language readers and special needs readers. Planning for literacy issues in various content area classrooms as well as diagnostic practices and recommendations are considered. The course includes a 12 hour field experience.

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. 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. Intro 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 5593. Transformational Christian Leadership 3 credits

Emphasizes the vital nature of Christ, Community, Character, Calling and Competencies in healthy leadership. Students will be challenged to consider the role faith-based leadership can have in accomplishing the curriculum reform and achievement goals of public schools. Reading and assignments will focus on the need to address the culture, beliefs and worldview of both leaders and stakeholders who are expected to implement change.

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. Foundations for Reading 3 credits

An overview of reading and its curricular implications. Emphasis is placed on current trends and related methodologies as well as methods for observing analyzing and evaluating current reading practices in place in schools. The overall goal of this course is to equip individuals with the knowledge that will help them make intelligent curriculum/instructional decisions and to lead educators in effective change efforts. The course includes a 12 hour field experience.

EDUC 5923. Assessment Strategies for Reading 3 credits

This class is designed to help participants broaden and deepen their understanding of the reading process and of reading assessment so they can be helpful to (a) a particular child they teach, (b) the children with whom their peers teach, and (c) the children in their classrooms. A survey of formative and summative tools for assessing students' literacy needs at the school, classroom and individual level for the purpose of planning effective instruction. The course includes a 12 hour field experience.

EDUC 5933. Instructional Strategies for Reading 3 credits

This course is designed to provide demonstration and critical evaluation of teaching strategies and materials in reading. The course places emphasis on all aspects of emergent literacy and the reading and writing process. Instructional strategies focused on emergent literacy and current research will be highlighted as they support and contribute to a comprehensive approach to learning which meets the needs of diverse populations. The course includes a 12 hour field experience.

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.

**MASTER OF EDUCATION IN ADMINISTRATION AND SUPERVISION –
GRADUATE COURSES**

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 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 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 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 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.

OR

EDAS 5916. Internship in Secondary Administration 6 credits

Upon finishing this course, students complete an internship in schools at the elementary for secondary certification. This includes a field experience (90 hours) and seminars. This course should be taken as last course in degree program.

MASTER OF BUSINESS ADMINISTRATION COURSES

MBAM 5123. Fundamentals of Executive Management 3 credits

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

MBAM 5223. Quantitative Analysis of Business 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.

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.

MBAM 5423. e-Commerce: Strategies and Opportunities 3 credits

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

MANAGEMENT COURSES

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 5083. Marketing Strategies 3 credits

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

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. Finance and Accounting for Non-Financial 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

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

MGMT 5243. Managerial Economics 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: Three semester hours of economics, including macro and micro economics or equivalent.

MGMT 5253. Management Ethics 3 credits

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

MGMT 5343 Organizational Development

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 5373. Business in a Global Society

3 credits

A study of the management and operation of transnational organizations. Develops the capacity to adapt managerial policies and practices to diverse international cultural environments.

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.

MGMT 5823. Integrated Studies in Management

3 credits

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

RESEARCH COURSES**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.

RSCH 5083. Research Methods

3 credits

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

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BA, Southern Wesleyan University	
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BS, University of Tennessee; MBA, Middle Tennessee State University; EdD, Peabody College of Vanderbilt University	
Chad Peters, MSM	Vice President for Enrollment Management
BS, Indiana Wesleyan; MSM, Southern Wesleyan University	

ADMINISTRATIVE STAFF

ACADEMIC

Daryl Couch, PhD	Chair, Division of Social Sciences
Jane Dill, MFA	Chair, Division of Fine Arts
Mari Gonlag, PhD	Chair, Division of Religion
Lisa Lopez, MBA	Associate V.P. for Curriculum and Instruction
Sandra McLendon, EdD	Dean, School of Education
Ken Myers, PhD	Chair, Division of Humanities
Susan Rouse, PhD	Chair, Division of Science
Robert Sears, MLS	Director of Library Services
Walt Sinnamon, PhD	Dean, College of Arts & Sciences
Jeannie Trudel, PhD	Dean, School of Business

ADMISSIONS

Chad Peters, MSM	VP Enrollment Management
Amanda Young, MS	Director of Admissions

ATHLETICS

Chris Williams, MS	Director of Athletics
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PUBLIC RELATIONS/ALUMNI

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

STUDENT FINANCIAL SERVICES

Jeff Dennis, MDiv	Assoc. VP of Financial Aid
Melanie Gillespie	Director of Financial Aid

FINANCIAL AFFAIRS

Devon Broome, MBA	Controller
Jonathan Catron	Director of Physical Plant
Michael Preusz, BA	Director of Information Technology
Darlene Stancil	Bookstore Manager

STUDENT LIFE

Ken Dill, MDiv	University Chaplain
Yvonne Duckett, MA	Director of Career Services Center
Monica Perez	Director of Counseling & Health Services
Phil Pranger, BS	Director of Resident Life

FACULTY, FULL TIME

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

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

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

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

Clayton B. Bolton, Assistant Professor of Recreation & Sport Management. BA, Augusta State University; MS, Georgia Southern University; EdD, Mississippi State University. (2013)

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

Royce Caines, Professor of Business. BS, Clemson University; MS, Clemson University; PhD, Clemson University. (Jan 2009)

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)

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)

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

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

Emily M. Crawford, Professor of Business. BA, Savannah State University; MBA, Clark Atlanta University; DBA, International Graduate School, PhD, University of Cincinnati. (2012)

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

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

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

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

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

Susan Finley, Assistant Professor of Education and Director of Field Studies. BA, University of North Carolina; MLD, Furman University. (2009)

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

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

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

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

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

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

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

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)

Ken Kennedy, Associate Professor of Computer Science. BA, Mercer University; PhD, Clemson University. (2008)

Carl N. King, Associate Professor of Exercise Science. BS, Wake Forest University; MA, Appalachian State University; EdD, Virginia Polytechnic Institute and State University. (2012)

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

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

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

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

Lisa Lopez, Associate Vice President for Curriculum and Instruction. BS, South Carolina State University; MBA, Webster University. (2014)

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

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

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

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

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

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

Travis Nation, Professor of Biology. BS, Furman University; MEd, Converse College; PhD Clemson University. (2002)

Susan Rouse, Chair, Division of Science; Professor of Biology. BS, Georgia College; PhD, Emory University. (2005)

Melanie Rowell, Associate Professor of Music. BS, Southern Wesleyan University; MM, University of Georgia; DMA, University of Georgia. (2006)

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

Robert E. Sears, Director of Library Services. BS, Indiana University; MA, Trinity Evangelical Divinity School; MLS, Indiana University. (1999)

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

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

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

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

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

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

Yanjun J. Wan, Assistant Professor of Chemistry. BA, Shanghai Jiao Tong University; BS, Shanghai Jiao Tong University; MS, North Carolina State University; PhD, Clemson University. (2013)

Harold M. Waters, Professor of Education. BS, Armstrong College; MEd, Clemson University; EdD, Nova Southeastern University. (2005)

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

Charles H.R. Williams, Assistant Professor of Business. BA, Hampden-Sydney College; MBA, Averett University; MA, Southeastern Baptist Theological Seminary; DBA (ABD), Anderson University, Anderson, IN. (2010)

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

Ben Xie, Associate Professor of English. MA, Suzhou University; MS, Louisiana State University; PhD, Louisiana State University. (2008)

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

FACULTY EMERITI

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

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

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

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

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

Paul Faulkenberry, Professor of Psychology. AA, Southern Wesleyan University; BA, Indiana Wesleyan University; MS, Northern State University; PhD, Purdue University. (1990-98)

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)

UNIVERSITY CALENDAR

ACADEMIC CALENDAR FOR RESIDENTIAL CAMPUS (2014 – 2016)

2014 FALL SEMESTER

August		
11	Monday	New Faculty Orientation
12,13	Tuesday, Wednesday	Faculty Retreat
15 - 17	Friday-Sunday	New Student Orientation
18	Monday	Enrollment Day
19	Tuesday	Classes Begin
20	Wednesday	Opening Convocation
22	Friday	Last Day to Enroll
28	Thursday	Last Day to Add a Course (Provided 90% of class meetings remain)
September		
8 - 10	Monday-Wednesday	Spiritual Emphasis
15	Monday	Last Day to Drop a Course without Record
17	Wednesday	Constitution Day
October		
6 - 10	Monday-Friday	Fall Break
24	Friday	Last Day to Drop a Course
29,30	Wednesday, Thursday	Trustees' Meeting
November		
3	Monday	Registration for Spring Semester begins
3	Monday	Last Day to Apply for May Graduation
3 - 5	Monday-Wednesday	Missions Conference
26 - 28	Wednesday-Friday	Thanksgiving Break
December		
6 - 11	Thursday-Tuesday	Finals Week
12	Friday	Baccalaureate
12,13	Friday, Saturday	Commencement Ceremonies

2015 SPRING SEMESTER

January		
9	Friday	Faculty Workshop
10	Saturday	New Student Orientation
12	Monday	Enrollment Day
13	Tuesday	Classes Begin
16	Friday	Last Day to Enroll
19	Monday	Martin Luther King, Jr. Day Holiday
23	Friday	Last Day to Add a Course (Provided 90% of class meetings remain)
26 - 28	Monday-Wednesday	Spiritual Emphasis
February		
9	Monday	Last Day to Drop a Course without Record
March		
2 - 6	Monday-Friday	Spring Break
17	Tuesday	Day of Service
20	Friday	Last Day to Drop a Course
30	Monday	Registration for Fall Semester begins
		Last Day to Apply for December Graduation
April		
3	Friday	Good Friday Holiday
8,9	Wednesday, Thursday	Trustees' Meeting
29	Wednesday	Honors Convocation
May		
2 - 7	Saturday-Thursday	Finals Week
8	Friday	Baccalaureate
8,9	Friday, Saturday	Commencement Ceremonies
11 - 13	Monday-Wednesday	Planning, Assessment, and Development
12	Tuesday	Faculty Professional Development Day

2015 SUMMER SESSIONS

May Term	Wednesday, May 13 – Friday, May 29
June Term	Weekdays in the month of June
July Term	Weekdays in the month of July

2015 FALL SEMESTER

August		
10	Monday	New Faculty Orientation
11,12	Tuesday, Wednesday	Faculty Retreat
14 - 16	Friday-Sunday	New Student Orientation
17	Monday	Enrollment Day
18	Tuesday	Classes Begin
19	Wednesday	Opening Convocation
21	Friday	Last Day to Enroll
27	Thursday	Last Day to Add a Course (Provided 90% of class meetings remain)
September		
14 - 16	Monday-Wednesday	Spiritual Emphasis
14	Monday	Last Day to Drop a Course without Record
17	Thursday	Constitution Day
October		
5 - 9	Monday-Friday	Fall Break
23	Friday	Last Day to Drop a Course
28,29	Wednesday, Thursday	Trustees' Meeting
November		
2	Monday	Registration for Spring Semester begins
2	Monday	Last Day to Apply for May Graduation
2-5	Monday-Thursday	Missions Conference
25 - 27	Wednesday-Friday	Thanksgiving Break
December		
5 - 10	Saturday-Thursday	Finals Week
11	Friday	Baccalaureate
11,12	Friday, Saturday	Commencement Ceremonies

2016 SPRING SEMESTER

January		
8	Friday	Faculty Workshop
9	Saturday	New Student Orientation
11	Monday	Enrollment Day
12	Tuesday	Classes Begin
15	Friday	Last Day to Enroll
18	Monday	Martin Luther King, Jr. Day Holiday
22	Friday	Last Day to Add a Course (Provided 90% of class meetings remain)
25 - 27	Monday-Wednesday	Spiritual Emphasis
February		
8	Monday	Last Day to Drop a Course without Record
29 - March 4	Monday-Friday	Spring Break
March		
15	Tuesday	Day of Service
18	Friday	Last Day to Drop a Course
25	Friday	Good Friday Holiday
28	Monday	Registration for Fall Semester begins
28	Monday	Last Day to Apply for December Graduation
April		
13,14	Wednesday, Thursday	Trustees' Meeting
27	Wednesday	Honors Convocation
30 - May 5	Saturday-Thursday	Finals Week
May		
6	Friday	Baccalaureate
6,7	Friday, Saturday	Commencement Ceremonies
9 - 11	Monday-Wednesday	Planning, Assessment, and Development
10	Tuesday	Faculty Professional Development Day

2016 SUMMER SESSIONS

May Term	Wednesday May 11 - Friday May 27
June Term	Weekdays in the month of June
July Term	Weekdays in the month of July
July Term	Weekdays in the month of July

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