

Bulletin Home

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

About SWU

Aspirations

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

Located in Central, South Carolina, the university is a half-way point between Charlotte, North Carolina, and Atlanta, Georgia. The Town of Central was once an important mid-way stop when the railroad was the primary means of transportation between those historic cities. The University is thirty minutes from the foothills of the Blue Ridge Mountains and ten minutes from Clemson University, with whom it shares some cooperative programs.

The university evolved from a small Bible institute first chartered as Wesleyan Methodist College in 1909. It is now a four-year, private, liberal arts college that was first 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, on-campus and online, 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 leadership in religion, education, music, business, medicine, law, science, and a variety of civic and social service professions. Graduate programs are offered in the fields of education and business. In 2018, the University moved to a level-five institution with the introduction of its first doctoral program in the School of Education.

Although the university serves the Southeast, the student population blends cultural, ethnic, and regional diversity drawn from both the United States and the international community; thus, encouraging a broad cross-cultural sharing of Christian values. Ideal graduates of Southern Wesleyan have a healthy respect for themselves and others as bearers of God's image and are prepared to confront a rapidly changing world with skills in communication, information processing, analysis, synthesis, and problem-solving.

Mission and Values

University Core Values

Christ Centered: Purpose, Scholarship, Community, Transformation

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

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

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

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

Comprehensive Statement

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

University Mission

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

Doctrinal Statement

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

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

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

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

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

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

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 **on-campus programs** at its facility in Central, South Carolina. There the rich traditions of academia are coupled with residence hall communities, sports, chapel and artistic performances.

SWU's On-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. Southern Wesleyan University offers **online programs** in an innovative framework that provide opportunities to conveniently complete undergraduate, graduate and postgraduate programs. SWU Online continues year-round, and students enter the program at several times during the year.

Undergraduate programs offered through SWU Online include an associate degree in general studies. Also offered are bachelor of science programs in business administration, human services, nursing and early childhood and family studies.

Southern Wesleyan University also offers online graduate and postgraduate programs including the Master of Business Administration (MBA), the Master of Science in Management (MSM), the Master of Education in Classroom Leadership (MEDCL), the Master of Education in Administration and Supervision (MEDAS), the Master of Education in e-Learning and Instructional Design, the D. Clifton Wood Master of Science in Counseling Psychology , and the Doctor of Education in Curriculum and Assessment (EdD).

Campus Facilities

Central

Southern Wesleyan University occupies a three hundred acre campus near the town of Central (the central point on a railway line running between Charlotte and Atlanta). Instructional facilities on campus include Folger Fine Arts Building (1964), Brower Classroom Building (1966), Gibson Science Building (1966), Ellenburg Lecture Hall (1966), Nicholson-Mitchell Christian Ministry Center (1940, addition 1996), John M. Newby Education Center (2003) and the Newton-Hobson Chapel & Fine Arts Center (2008). Claude R. Rickman Library (1975) is conveniently located at the center of the campus. Offering individual and group study areas, the library provides access to over 300,000 print and electronic volumes, including the Wesleyana Collection. The library subscribes to multiple 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), Mullinax Hall (2005) and Joiner Hilson Complex (2017). The Lowell E. Jennings Campus Life Center (1991) houses a snack shop, campus store, 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). Online programs academic services offices for students are located in the Claude R. Rickman Library. 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.

Accreditation

Southern Wesleyan University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, bachelor's, master's, and doctoral 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. <http://www.sacscoc.org/>

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 (CCCU) 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>

Southern Wesleyan University offers a wide variety of online courses and programs to current and prospective students across the United States. Under the authorization of the National Council for State Authorization Reciprocity Agreement (NC-SARA or SARA), Southern Wesleyan is authorized and licensed to offer online courses and degree programs in select states throughout the country. At this time, institution only accepts applications for online programs from students who reside in any of the NC-SARA approved states.

Admissions

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

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

Master Degree Program Admission Status

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

Conditional--Applicant is admitted by action of the Dean of the School of Education, the Dean of the Benson School of Business, or the Division of Social Sciences Graduate Admissions Committee. The Dean or Social Sciences Graduate Admissions Committee may specify special admission requirements. Any specified requirements must be met no later than the end of the second graduate class. Regular admission after an "admission on condition" requires earning a minimum SWU GPA of 3.0 for the first semester in the master degree program.

Application to a Master 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 SWU Online application.
2. \$25 non-refundable application fee.
3. Official transcripts from all colleges or universities attended; both undergraduate and graduate.
4. Applicants to the MEd programs and the D. Clifton Wood MS in Counseling Psychology must provide two letters of recommendation from persons qualified to judge the applicant's moral character, professional expertise, and capacity for graduate-level work. One recommendation must be from a School Administrator for the MEDCL and MEDAS degree programs.

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

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

Master Degree Program Admission Requirements

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, the M.Ed. and D. Clifton Wood MS in Counseling Psychology require 3.0; other programs require 2.7.
3. Official transcripts of all college-level course work, both undergraduate and graduate.
4. Applicants to the MEd programs and the D. Clifton Wood MS in Counseling Psychology program must provide two letters of recommendation from persons qualified to judge the applicant's moral character, professional expertise, and capacity for graduate-level work. One recommendation must be from a School Administrator for the MEDCL and MEDAS degree programs.
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 or employment, as specified for each program.
8. Satisfactory score on the Graduate Record Exam, Miller Analogies Test, or Graduate Management Admissions Test, as specified for the degree program, if requested by the Graduate Admissions Committee. Official records are required from the testing organization.

Additional Requirements for International Student Admission into SWU Online

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

- Official TOEFL score:
 - 570, with no individual score below 50, and TWE score of at least 5-paper test version
 - 80, with no individual score below 20-online version
- Official IELTS score of 7

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

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

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

Students applying to the MBA and MBA-Health Care programs who hold a bachelor's degree in a non-business field will be required to take academic leveling course (ALC) exams. In addition, students who hold a bachelor's degree in a business field may take the ALC exams in lieu of the GMAT, GRE, or Millers Analogies, if required. The ALC provides a comprehensive review of all the foundational material associated with the degree program. As a program prerequisite, the ALC ensures that students are leveled to the program of study as they start the degree program.

Learn more about the MBA and MBA-HCA leveling course requirements.

Master of Business Administration (MBA)

Additional Admission Requirements

1. Bachelor's degree from a regionally accredited college or university.
2. GPA of 2.7 or better on all undergraduate course work or on the final 60 hours of undergraduate course work.
3. If GPA is less than 2.7 but better than 2.5, students may be granted conditional admission if approved by the Admission Committee.
4. If GPA is less than 2.5 and upon approval of the Admission Committee, students may take the GMAT and present a score of 450 or greater for consideration. Admission to the program is not guaranteed by taking the GMAT.
5. Official transcripts of all undergraduate and graduate work.
6. Applicants for whom English is a second language, applicant must submit an official TOEFL score of at least 550 (paper test), 213 (computer test) or equivalent evidence of proficiency in English.
7. Undergraduate course work in statistics, accounting, and economics. If this course work is missing, students may complete courses with these designations prior to the beginning of the program or students may take academic leveling courses (ALC) through Peregrine Academics. Students must score an 80% or higher on the post-test. Students must complete the ALC exams within 90 days from the start of their first academic term at Southern Wesleyan University.

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

Additional Admission Requirements

1. Experience in a health care setting of at least one year.
2. Bachelor's degree from a regionally accredited college or university.
3. GPA of 2.7 or better on all undergraduate course work or on the final 60 hours of undergraduate course work.
4. If GPA is less than 2.7 but better than 2.5, students may be granted conditional admission if approved by the Admission Committee.
5. If GPA is less than 2.5 and upon approval of the Admission Committee, students may take the GMAT and present a score of 450 or greater for consideration. Admission to the program is not guaranteed by taking the GMAT.
6. Official transcripts of all undergraduate and graduate work.
7. Applicants for whom English is a second language, applicant must submit an official TOEFL score of at least 550 (paper test), 213 (computer test) or equivalent evidence of proficiency in English.
8. Undergraduate course work in statistics, accounting, and economics. If this course work is missing, students may complete courses with these designations prior to the beginning of the program or students may take academic leveling courses (ALC) through Peregrine Academics. Students must score an 80% or higher on the post-test. Students must complete the ALC exams within 90 days from the start of their first academic term at Southern Wesleyan University.

Master of Education in Classroom Leadership (MEDCL)

Additional Admissions Requirements

1. Valid teaching certificate from the State of South Carolina or equivalent out-of-state certification.
2. For a student who is not currently employed in a school district, written permission from the school administrator permitting the student access to the school for completion of course requirements and practicum experiences.
3. Two letters of recommendation from persons qualified to judge the applicant's moral character, professional expertise, and capacity for graduate-level work. One recommendation must be from School Administrator.
4. Bachelor's degree from a regionally accredited college or university.
5. GPA of 3.0 on all undergraduate course work or on the final 60 hours of undergraduate course work. (If less than 3.0, student must have satisfactory scores on the GRE and/or approval of the Graduate Admissions Committee.)
6. Official transcripts of all undergraduate and graduate work.
7. Applicants for whom English is a second language, applicant must submit an official TOEFL score of at least 550 (paper test), 213 (computer test) or equivalent evidence of proficiency in English.

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

Master of Education in Administration and Supervision (MEDAS)

Additional Admissions Requirements

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

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

Disclaimer

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

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

Master of Education in e-Learning and Instructional Design

Additional Admissions Requirements

1. Two letters of recommendation from persons qualified to judge the applicant's moral character, professional expertise, and capacity for graduate-level work.
2. Bachelor's degree from a regionally accredited college or university.
3. Minimum GPA of 3.0 on all undergraduate course work or on the final 60 hours of undergraduate course work. Students with a GPA of less than 3.0 must have satisfactory scores on the GRE and/or approval by the Graduate Admissions Committee.
4. Official transcripts of all undergraduate and graduate course work.
5. Applicants for whom English is not their primary language must submit an official TOEFL score of at least 550 (paper test), 213 (computer test), or equivalent evidence of proficiency in English.

The M.Ed. in e-Learning and Instructional Design program curriculum does not lead to initial teacher certification in South Carolina.

D. Clifton Wood Master of Science (MS) in Counseling/Counseling Psychology

Additional Admissions Requirements

1. Two letters of recommendation from persons qualified to judge the applicant's moral character, professional expertise, and capacity for graduate-level work.
2. Bachelor's degree from a regionally accredited college or university.
3. Minimum GPA of 3.0 on all undergraduate course work or on the final 60 hours of undergraduate course work. Students with a GPA of less than 3.0 must have satisfactory scores on the GRE and/or approval by the Graduate Admissions Committee.

4. Official transcripts of all undergraduate and graduate course work.
5. Applicants for whom English is not their primary language must submit an official TOEFL score of at least 550 (paper test), 213 (computer test), or equivalent evidence of proficiency in English.
6. Satisfactory interview with designated committee or academic division, if required.

Master of Science in Management and Leadership (MSML)

Additional Admissions Requirements

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

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

Doctor of Education (EdD) Program Admission Status

Accepted

A student with accepted status has earned an average score from the Graduate Review Committee that meets or exceeds the cut score for admittance into the program. Accepted students enroll in the upcoming semester: fall or spring. If a student earned accepted status and does not enroll in the upcoming semester, the student must re-apply or receive permission from the Dean of the School of Education to defer enrollment to the next term.

Reserve

A student with reserve status has earned an average score from the Graduate Review Committee that meets the cut score for admittance into the program. The reserve student is accepted into the program, but the student's eligibility to enroll is waitlisted until a seat opens. The reserve student will be notified when an enrollment slot opens. Should a slot not open for the term of application, the student will be offered enrollment in the following term. If the student does not enroll in the following term as offered, the student must re-apply or receive permission from the Dean of the School of Education to defer enrollment to the next term. An applicant may submit a written request to the Graduate Review Committee for reserve status once. The applicant must justify the reason for deferring enrollment in this request.

Denied

A student with denied status has earned an average score from the Graduate Review Committee that is below the cut score for admittance into the program. An applicant denied admission may not reapply for future admission to the program.

Amend

A student with amend status may be required by the Graduate Review Committee, upon initial review of the applicant's submitted documentation, to provide additional documentation or information (e.g., additional professional recommendations) prior to the committee's review of the student's application for admission. The student will have 10 business days from the date of notification of the amend status to upload the additional information requested to the application file. Failure of the student to respond to the Graduate Review Committee requirements will result in the student being denied admission.

Admission Status Appeal

An applicant who is denied admission or placed on the reserve list may appeal this decision only in the case of one of the following:

- bias or perception of bias in the admission decision-making process;
- extenuating circumstances, which for good reason, the applicant did not inform the University in the application process, and the extenuating circumstances may have had a material impact on the admission decision.

In the case of an appeal that meets either of these criteria, the applicant must:

- appeal in writing to the Dean of the School of Education within 10 days of receiving the admission denial, as documented by the date on the status letter.
- state the reason for the appeal and provide supporting evidence.

The Dean will consider the appeal and supporting evidence, will evaluate application documents, and will review the basis for the admission denial as was determined by the School of Education Graduate Review Committee.

The applicant will receive a written decision from the Dean. The Dean is not a member of the Graduate Review Committee to ensure objectivity in the consideration of the appeal; therefore, the decision of the Dean of the School of Education is final.

Application to the Doctor of Education Program

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

1. Submission of a completed SWU Online application.
2. \$25 non-refundable application fee.
3. Official transcripts of all college-level course work, both undergraduate and graduate.
4. Official Miller Analogies Test (MAT) score of 351 or higher or Graduate Record Exam (GRE) score of 134 or higher will be accepted. Only official test scores are accepted. Test scores must be no more than five years old.

Note: The Graduate Admissions Rubric Ranges are MAT 402-600/GRE 154-170; MAT 382-401; GRE 145-153; MAT 351-381/GRE 134-144. Applicants with scores of MAT 350/GRE 133 or below will not be considered for admission.

5. A minimum of two professional references from persons qualified to judge the applicant's moral character, professional expertise, and capacity for postgraduate-level work. One of these references must be from a supervisor or administrator, and the other must be an academic reference from a professor or a content expert (not a colleague). Professional references should be able to clearly describe the applicant's abilities, knowledge, experience, and capability to succeed in this program. It is recommended the applicant has the references focus on relevant competencies, aptitudes, and experiences. References must be within one calendar year of application.
6. One-page personal statement to the School of Education Graduate Admissions Committee that states goals specific to the applicant's plan of use for future teaching, learning, training, and research in a clear and compelling manner. Applicants should share experiences that closely align with the program goals. The statement is also reviewed for level of writing proficiency and evidence of originality and creativity.
7. Current resume that includes institution's/organization's name, role/s, and start and end dates. The resume should demonstrate extensive broad experience in multiple relevant settings.
8. 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.

The Doctor of Education Program is designed to allow for initial enrollment in either the fall or spring semester; new students will not be permitted to start courses during summer semester. For questions regarding admission requirements for this degree program, please contact your admissions coordinator.

Doctor of Education Program Admission Requirements

For a candidate to be considered for admission, he or she must:

1. have earned a master degree in education or related field from an institution that is fully accredited by a regional accrediting agency or a comparable degree from an international institution with a minimum cumulative grade

- point average (GPA) of 3.0 on a 4-point scale. Master degrees earned in a related field must be approved by the School of Education Graduate Review Committee. Alignment of coursework foundational to and supportive of the EdD-curriculum and assessment is taken into consideration, e.g., research-related coursework.
2. be in good standing at all previous institutions of higher learning. Students who, for academic or disciplinary reasons, are not eligible to register in the college or university last attended will not be admitted for graduate study.

Application to the Doctorate of Business Administration Program

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

1. Submission of a completed SWU Online application.
2. \$25 non-refundable application fee.
3. Official transcripts of all college-level course work, both undergraduate and graduate.
4. International transcripts must be approved by a NACES (National Association of Credential Evaluation Services) endorsed academic credentialing agency. Southern Wesleyan University recommends the World Education Services and Josef Silny but will accept evaluations from other NACES members.
5. Submission of a Statement of Purpose essay.
6. Submission of a resume documenting professional experience in business or a related field for a minimum of three (3) years.
7. Provision of official documents of satisfactory GRE, GMAT, or MAT test scores that are no older than five (5) years from the date of application to the doctorate program.
8. Submission of official English language proficiency scores if English is not the candidate's first language. Test of English as a Foreign Language (TOEFL) scores or the International English Language Testing System (IELTS) scores are required. A minimum score of 83 on the Internet-based TOEFL or a minimum overall band score of 6.5 on the IELTS is required.

The Doctorate of Business Administration Program is designed to allow for initial enrollment in either the fall or spring semester; new students will not be permitted to start courses during summer semester. For questions regarding admission requirements for this degree program, please contact your admissions coordinator.

Doctorate of Business Administration Program Admission Requirements

For a candidate to be considered for admission, he or she must:

1. have earned a master degree in business or related field from an institution that is fully accredited by a regional accrediting agency or a comparable degree from an international institution with a minimum cumulative grade point average (GPA) of 3.0 on a 4-point scale. Master degrees earned in a related field must be approved by the Benson School of Business Graduate Review Committee.
2. International transcripts must be approved by a NACES (National Association of Credential Evaluation Services) endorsed academic credentialing agency. Southern Wesleyan University recommends the World Education Services and Josef Silny but will accept evaluations from other NACES members.
3. submit all official graduate transcripts from all colleges and universities attended.
4. be in good standing at all previous institutions of higher learning. Students who for academic or disciplinary reasons are not eligible to register in the college or university last attended, will not be admitted for graduate study.
5. submit a Statement of Purpose essay.
6. submit a resume documenting professional experience in business or a related field for a minimum of three (3) years.
7. provide official documents of satisfactory GRE, GMAT, or MAT test scores that are no older than five (5) years from the date of application to the doctorate program.
8. submit official English language proficiency scores if English is not the candidate's first language. Test of English as a Foreign Language (TOEFL) scores or the International English Language Testing System (IELTS) scores are required. A minimum score of 83 on the Internet-based TOEFL or a minimum overall band score of 6.5 on the IELTS is required.

Application to a Microcredential Program

For a candidate to be considered for admission in a microcredential program, the following must be submitted to the Office of Admissions:

1. Submission of a completed SWU Online application.
2. \$25 non-refundable application fee.
3. Official academic transcript from the regionally accredited college or university of highest degree earned.

Additionally, a candidate for the Microcredential in the Master of Education in Classroom Leaders program must also submit:

1. Valid teaching certificate from the State of South Carolina or equivalent out-of-state certification.
2. Verification of current employment as a school teacher. Applicants who are not currently employed in a school district must provide written permission from the school administrator permitting the student access to the school for completion of course requirements and practicum experiences.

A candidate for the Healthcare Microcredential in the Benson School of Business must also submit:

1. Proof of a minimum of one-year professional experience in a healthcare field.

Additional Graduate Admission Information

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

Requests for general information about SWU Online or questions about the application process should be directed to (864) 644-5557 or online@swu.edu.

Academics

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The university offers the following graduate programs: Master of Business Administration (MBA), Master of Science in Management, Master of Education in Classroom Leadership (MEDCL), Master of Education in Administration and Supervision (MEDAS), Master of Education in e-Learning and Instructional Design, and D. Clifton Wood Master of Science in Counseling Psychology. The university offers the following post graduate program: Doctorate in Business Administration (DBA) and Doctor of Education in Curriculum and Assessment (EdD). All post-baccalaureate, graduate and professional degree programs at Southern Wesleyan University require at least 30 semester hours, and some academic degree programs require more.

Transfer policy

For all master programs, with the exception of the MEDAS, the Master of Education in e-Learning and Instructional Design, and the D. Clifton Wood Master of Science in Counseling Psychology, 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 2.7 (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.

For the Doctor of Education program and for the Doctorate in Business Administration, all coursework must be completed at Southern Wesleyan University. No transfer coursework will be accepted into the Ed.D. or DBA program including master level coursework earned at Southern Wesleyan University.

Candidacy

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

Credit Hour

The credit hour is the basic unit of credit awarded for progress toward a degree or certificate. In accordance with federal government guidelines, Southern Wesleyan University defines a credit hour as a reasonable approximation of the student learning outcomes that can be achieved in the context of a course that requires 42-45 hours of student work. This includes contact time between student and faculty and the student's independent work, including but not limited to laboratory work, internships, practica and studio work. This definition is a minimum standard that does not restrict faculty from setting a higher standard requiring more student work per credit hour. This definition applies for traditional semesters or those with a compressed format.

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

Direct faculty instruction, or academic engagement, includes traditional, on-campus face-to-face classroom instruction with regular meetings for approximately 750 minutes for each credit hour granted (equivalent to one hour per week in a 15-week semester).

In the case of online and hybrid courses, academic engagement must be equivalent to traditional classroom instruction in terms of time (750 minutes per credit hour). Out-of-class student work, or preparation, is typically reading and study time in preparation for academic engagement within the course. Preparation is calculated as 1500 minutes for each credit hour granted (equivalent to two hours per week in a 15-week semester). Credit is measured through equivalency of student learning outcomes and through a process of estimating the hours of student engagement for an online course.

Academic Rigor

Southern Wesleyan sets high standards for student learning across the curriculum. It is important that sufficient rigor, the academic challenge in which students must think and perform, is built into each course and program. To ensure that all programs are of the highest quality:

- Courses/programs must have measurable student learning outcomes;
- Courses/programs must have a curriculum map that is consistent with SWU curriculum map guidelines, provides an overview of the structure of the curriculum and indicates the contribution of individual courses to the goals of the program;
- Academic content must progressively advance as course levels advance numerically. Graduate courses/programs must be more advanced than undergraduate courses/programs to express the advanced nature of the degree.

Academic Assessment

Southern Wesleyan is committed to quality student learning, and the University is committed to excellence. This commitment to quality and excellence is at the core of why assessment is an integral and essential part of teaching and learning. On the whole, assessment is a cyclical process focusing on improvement (assuring quality); assessment is not a

static process and is not about the individual person. Assessment is about providing a solid education for the Southern Wesleyan student through a process of improvement. At Southern Wesleyan University, assessment is firstly the process of gathering and interpreting information to determine if the department/major/program is meeting the intended student learning outcomes associated with a learning goal. Secondly, decisions are made, or a new plan is created as a result of the information collected.

The University community plays vital roles in the assessment process. Consequently, participation in assessment activities is a University priority and responsibility. The information gathered from assessment activities is used for planning and improvement. In addition to the value of assessment in improving learning at the University, many assessment activities are mandated by external agencies.

Principal responsibility for the assessment of academic programs within the major or area of concentration resides with the faculty of each academic unit. Primary responsibility for coordinating the assessment of general education rests with the General Education Committee. Oversight of assessment, outside of general education, falls under the auspices of the Assessment Committee. Although the committees have assessment oversight, all faculty must be actively involved in planning assessment and using the results to evaluate program effectiveness. In some instances, both the General Education Committee and the Assessment Committee may be part of the oversight process. Assessment activities are integral to the processes of teaching and learning.

Verification of Student Identity in Online Education

The United States Federal Higher Education Opportunity Act requires schools to verify the identity of online students. For this reason, Southern Wesleyan University has established policies to certify that the student registering for a course is the same student who participates in the course or receives course credit.

The following methods, in accordance with the Family Educational Rights and Privacy Act (FERPA), will be used for the ongoing verification of student identity:

- a secure login and password, unique to each student, will be required to access the learning management system and related course resources, discussions and assignments;
- A SWU email account with secure login and password will be issued to all students and used as the primary communication method among students, faculty and staff;
- Faculty, at their discretion, may require proctored work or other electronic verification through an appropriate technology.

Academic Advising

Each graduate student is assigned an advisor at the time of admission. SWU Online students are assigned an academic success coach (ASC). SWU Online students may arrange advisement sessions by contacting their ASC. The ASC assists with degree planning, questions regarding degree requirements, re-entry to SWU, withdrawing, or other academic policies.

Students enrolled in the Doctorate of Business Administration will be advised by appropriate faculty members. Before a doctoral student has accumulated 30 credit hours, a Dissertation Committee is established in order to assure that students are under careful advisement and mentoring throughout the program.

Students enrolled in the Doctor of Education Program will be advised by appropriate faculty members. The full-time teaching faculty in the program will provide academic advising to the doctoral students. The Dean of the School of Education will also assist with academic advising. The student's academic advisor and dissertation chair, when not the same individual, will coordinate curricular direction for the student when needed. Students may arrange advisement sessions by contacting their faculty advisor.

Registration

When a student enrolls, registration for each subsequent course in the sequence is automatic provided the student maintains good academic standing.

Class Attendance

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

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

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

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

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

Tardy Policy

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

Course Load

A full-time graduate student at Southern Wesleyan University is any graduate level student who is enrolled in 9 credit hours or more in a 15-week period or enrolled in 9 credit hours or more within two consecutive 7 week periods. A graduate student who is registered for six (6) credit hours for a semester is classified as a part-time student, and registration for five (5) or less credit hours for a semester is classified as less than half-time. A graduate student must be registered for a least five (5) hours for the semester to be eligible for financial aid.

Grades

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

Grades serve the school in many ways, including:

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

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

The following meanings are represented by the letter grades:

- A **Advanced:** The student has gone beyond the simple mastery of the course objectives. He or she can integrate the concepts presented with previously learned material as appropriate to the course. In addition, key ideas can be applied in new and complex settings bringing fresh insights and creativity. Work is of consistently high quality.
- B **Proficient:** The student has gained competence with respect to the course objectives and is able to satisfactorily apply concepts most of the time. Work is of moderate to high quality.
- C **Basic:** The student performs adequately in relation to most of the course objectives. There may be some areas of weakness and he or she sometimes applies ideas incorrectly or incompletely. Work is of moderate quality with some inconsistency.
- D **Below Basic:** The student has minimal grasp of the course objectives. Many important concepts are only partially mastered and he or she struggles to make adequate application. The quality of work is inconsistent and/or marginal.
- F **Failure:** The student has not demonstrated mastery of many or most of the course objectives. The quality of work is not sufficient to warrant gaining credit for the course.

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

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

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

W

Withdrew

Incompletes

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

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

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

Grade Point Average

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

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

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

Good Standing and Academic Probation

For a graduate student to remain in good standing, he or she must maintain a cumulative (irrespective of level of courses taken) GPA of 3.0 (B) or higher as determined at the close of fall and spring and after the second semester of summer term. Students whose GPA falls below 3.0 (B) will be placed on academic probation. To return to good standing, a graduate student placed on academic probation must successfully repeat any failed course(s) or earn a minimum SWU GPA of 3.0 (B) or higher at the end of the semester of academic probation. If the minimum cumulative SWU GPA of 3.0 (B) is not achieved following the semester of academic probation, the student will be academically suspended.

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

In addition, any graduate student who has earned two consecutive grades of F will be placed on academic probation.

Academically suspended graduate students may petition for readmission after six months. A suspended student who wishes to apply for readmission should submit an application for admission and a written justification explaining why he or she should be granted readmission to the dean of the program. The decision of the dean is final.

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

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

No grade below 2.7 (B-) may be applied toward a graduate degree in the School of Education. A minimum GPA of 3.0 (on all work attempted) within a five-year period from initial enrollment in the program is required to graduate from the School of Education with the M.Ed. A minimum GPA of 3.0 (on all work attempted) within a seven-year period from initial enrollment in the program is required to graduate from the School of Education with the EdD.

Students enrolled in the D. Clifton Wood Master of Science in Counseling Psychology program must earn a minimum grade of 2.4 (C+) for each course required in the program. Students must complete the specified degree requirements

with a minimum cumulative program GPA of 3.0 within a five-year period from initial enrollment in the D. Clifton Wood Master of Science in Counseling program.

To graduate, all graduate students must have a grade point average of at least a 3.0 (B).

Request for Grade Change

Students who believe they have received a final grade that does not accurately reflect their academic performance may petition the instructor in writing no later than four (4) weeks after the grade is posted to the student's academic record. The petition for a grade change should include substantiating evidence* to support the petition (e.g., written correspondence between the instructor and the student, graded assignments, record of attendance, etc.).

If a grade miscalculation or other inaccuracy is determined, the instructor will submit a grade change request to the division chair (if applicable) or dean as is appropriate for review.

If the petition is approved, the change in grade is processed by the Office of Academic Records, and the student's academic record is updated. If the instructor disapproves the petition, the student may appeal according to the University's grade appeal procedures.

***Note: A disagreement about the subjective evaluation of the student's performance in the class is NOT grounds for a grade change. It is assumed that the instructor, as the subject matter expert, is the one most qualified to evaluate any and all work submitted. Therefore, in order for a grade change request to be considered, the student must demonstrate an objective discrepancy between the way in which s/he was evaluated and the grading policies and procedures outlined in the course syllabus.**

Grade-Appeal Procedures

A grade appeal will only be considered when:

- The grade is the final grade in a course;
- The grade has not been appealed previously;
- The instructor has disapproved the student's petition for a grade change as described in Request for Grade Change;
- Substantiating evidence* of improper application of or disregard of university policy or procedure by the instructor is evidenced in the student's appeal;
- The course is not included in an earned degree by the student when s/he has already graduated from Southern Wesleyan; and
- The student complies with the grade appeal procedure.

***Note: A disagreement about the subjective evaluation of the student's performance by the instructor is NOT grounds for an appeal. It is assumed that the instructor, as the subject matter expert, is the one most qualified to evaluate any and all work submitted. Therefore, in order for an appeal to be considered, the student must demonstrate an objective discrepancy between the way in which s/he was evaluated and the grading policies and procedures outlined in the course syllabus.**

Procedure:

The student may appeal in writing to the instructor's division chair (if applicable) or dean within ten (10) working days following the receipt of the instructor's disapproval of the student's petition for a grade change. The student's appeal should include:

- a completed grade appeal form;
- a letter to the division chair (if applicable) or dean describing the steps already taken to resolve the grade issue with the instructor;
- copies of the communications with the instructor to resolve the grade issue; and
- substantive evidence supporting the grade appeal.

If the student disagrees with the division chair's written decision, the student may appeal to the instructor's dean within ten (10) working days of receipt of the division chair's decision. The dean will only consider appeals if the division chair's decision lacks due process or shows evidence that relevant information was not taken into consideration. The student's appeal to the dean should include:

- a letter to the dean indicating the steps already taken to resolve the grade issue with the instructor and with the division chair (if applicable);
- a completed grade appeal form or a copy of the grade appeal form that was submitted to the division chair;
- copies of communications with the instructor and the division chair (if applicable) to resolve the grade issue; and
- substantive evidence supporting the grade appeal.*

The dean's decision is final, and no further appeal will be considered for this grade. The grade resulting from this decision may be the original grade, a higher grade, or a lower grade depending on the outcome of the appeal and is posted as the final grade on the student's official academic record, including the University transcript.

***Note: A disagreement about the subjective evaluation of the student's performance by the instructor is NOT grounds for an appeal. It is assumed that the instructor, as the subject matter expert, is the one most qualified to evaluate any and all work submitted. Therefore, in order for an appeal to be considered, the student must demonstrate an objective discrepancy between the way in which s/he was evaluated and the grading policies and procedures outlined in the course syllabus.**

Course Withdrawal

A withdrawal, grade of *W*, is appropriate if a student requests a withdrawal from a course that is in progress. A withdrawal must be processed before the half-way point of the course to avoid a grade of *F*. If the student fails to contact his or her academic success coach (ASC) after the half-way point, the student will be awarded a grade of *F*.

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

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

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

Military Withdrawal

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

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

Withdrawal from the University

Withdrawal from the University is appropriate when a student wishes to discontinue his or her online or graduate program. The student's academic success coach (ASC) must be contacted to initiate the appropriate withdrawal process. The student should contact his or her Financial Aid Counselor to discuss the financial implications of withdrawal from the University.

Re-entry following Withdrawal

Students who have been withdrawn for less than one calendar year and who wish to re-enter, should contact their academic success coach (ASC) for academic advisement and to develop a class schedule. To re-enroll, the students must meet the minimum GPA requirement, and all previous account balances must be resolved.

Students who have been withdrawn for greater than one calendar year must submit an application for re-admission, and they will be subject to the current catalog policies and degree completion requirements at the time of their re-admission and re-enrollment. Students must complete degree requirements within a five-year period from initial enrollment in the program.

Residency Requirement

A student enrolled in select master programs may transfer a maximum of 25 percent of the total number of credit hours required for the degree program. All remaining required credit hours must be completed with Southern Wesleyan University. (See transfer policy, above.) The MEDAS, the Master of Education in e-Learning and Instructional Design, and the D. Clifton Wood Master of Science in Counseling Psychology do not accept transfer credit.

A student enrolled in the Doctor of Education program must complete all coursework in-residence at Southern Wesleyan University.

General Graduation Requirements for Master Degree Programs

- Complete the specified degree requirements with a minimum cumulative program GPA of 3.0 within a five-year period from initial enrollment in the master program.
- Complete each course with a minimum grade of 2.0 (C) to earn a graduate degree in the Benson School of Business.
- Complete each course in the D. Clifton Wood Master of Science in Counseling Psychology program with a minimum grade of 2.4 (C+).
- Complete each course with a minimum grade of 2.7 (B-) to earn a graduate degree in the School of Education.
- Meet all specific program requirements.
- Pay all tuition, fees, and other charges.
- Apply for graduation.

General Graduation Requirements for the Doctorate in Business Administration Degree Program

- Complete the specified degree requirements with a minimum cumulative program GPA of 3.0 within a seven (7)-year period from initial enrollment in program.
- Complete each course with a minimum grade of 2.7 (B-) to earn a Doctorate in Business Administration.
- Meet all specific program requirements including successful completion of the comprehensive examination, the doctoral dissertation, and a residency requirement.
- Pay all tuition, fees, and other charges.
- Apply for graduation.

General Graduation Requirements for the Doctor of Education Degree Program

- Complete the specified degree requirements with a minimum cumulative GPA of 3.0.
- Complete each course with a minimum grade of 2.7 (B-) to earn a graduate degree in the School of Education.
- Meet all specific program requirements including successful completion of the comprehensive examination, the doctoral dissertation, and three summer residencies.
- Complete all degree and program requirements within seven (7) years from the student's initial enrollment in the program.
- Pay all tuition, fees, and other charges.
- Apply for graduation.

Comprehensive Assessment in the Doctor of Education Degree Program

As a lock-step program, the Comprehensive Assessment (COMPs) must be started after successful completion of 30-36 hours of coursework and after the formation of the Dissertation Committee. The same Dissertation Committee members will serve as the student's COMP Committee.

The student must write an empirical, theoretical or analytical paper in APA format that may not supplant or supplement the dissertation. The paper is negotiated between the faculty serving on the Dissertation Committee and the student; it must be solely authored by the student; and it must represent the student's learning specific to the EdD coursework. Examples include but are not limited to: a topic of interest originating or deriving from specific course resources (article text, video, discussion, etc.), expansion of a concept, application of a strategy, extensive higher level questioning (delve deeper into a topic), or further research of a contradiction of findings.

As a culmination of learning, the student must align to learning outcome #2 plus two additional learning outcomes of the program of student's choice. Assessment must be evident as a focus of the program. The student will work closely with the Dissertation Committee Chair through multiple drafts until the Chair feels the paper is ready for the student to submit to full committee. The committee privately discusses the strengths and limitations of the paper. All three committee members will then vote that the student passes, passes with revision, or fails.

Final Examination in the Doctorate of Business Administration Degree Program

The final, comprehensive examination will take the form of a written or oral examination. The student in conjunction with the Director of Graduate Studies, will determine the format of the examination. The student will report the date and location of the exam to the Benson School of Business for approval by the committee chair. The student will take the exam upon the completion of 30 hours after successful completion of the course BDBA 7163 Developing the Research Proposal. The exam will be in two (2) parts. If the student fails one part, he or she will have one semester following the completion of BDBA 7163 to retake the failed portion of the exam.

Doctoral Dissertation

Doctorate of Business Administration

Before a doctoral student has accumulated thirty (30) credit hours, a Dissertation Committee forms in order to assure that students are under careful advisement and mentoring throughout the program. The Director of Graduate Studies, along with the student's input, recommends the appointment of the Dissertation Committee.

Doctorate in Business Administration students who have passed candidacy and have begun taking doctoral dissertation hours must remain enrolled in a least four (4) dissertation hours each semester (including summers), without skipping a semester, until completion of the dissertation. Students who need to interrupt their dissertation work for extenuating circumstances must submit a Leave of Absence form to the Benson School of Business. Submission and approval of the form must be obtained prior to the first day of classes for the semester of non-enrollment.

Failure to enroll each semester will result in termination of doctoral candidacy and will result in removal from the program. A doctoral candidate has seven (7) years to complete the coursework and the dissertation.

If, in the opinion of two of the three members of the dissertation committee, the student has failed the dissertation defense, there is no consensus to pass. The chair of the Dissertation Committee shall advise the student that the dissertation fails to meet the requirements of the program. The chair shall notify the student in writing about the reason(s) for failure. If the student resubmits the dissertation, or submits a new dissertation for consideration, at least two members from the original committee shall serve on the new examining committee. The student is dismissed from the degree program if the modified or new dissertation fails to meet the requirements of the program.

If one of the three members of the committee dissents, the dissenting member must submit a letter to the student's advisor outlining the reasons. The advisor and student may then prepare a rebuttal statement for submission, along with the letter of dissent, to the dean of the Benson School of Business for review. The dean can then decide to accept or reject the rebuttal statement. If the rebuttal is accepted, the student will pass on his or her dissertation defense. If the rebuttal is rejected, the advisory committee can recommend to the student or the advisor potential steps necessary to remediate the dissertation or the work therein, or the dean can recommend that the student be dismissed from the program.

The Doctorate of Business Administration requires on-campus residency of one week (each) for a minimum of two summer semesters to work on the dissertation.

Doctor of Education

The candidate for a Doctor of Education in Curriculum and Assessment receives academic credit for conducting research and preparing a dissertation under the direction of the Dissertation Committee. A written dissertation is mandatory for candidates for the doctoral degree and requires a minimum of twelve (12) hours of doctoral research following successful completion of program coursework. The dissertation must exemplify original research related to curriculum and assessment. In addition to the written dissertation, the dissertation must be successfully orally defended by the student at two times: the proposal and the final defense.

The dissertation is original research in which data collected and the interpretation of data do not already exist in the researcher's field of study. The dissertation demonstrates the student's capacity to engage in the highest level of critical thought and ability to make a substantive contribution to theory or practice. The dissertation must meet the guidelines provided, including Chapters 1-5, a table of contents, appendices, instruments, and consent forms. The dissertation must reflect APA format and be written in English.

Each member of the Dissertation Committee completes a final dissertation defense ballot identifying "PASS," "PASS WITH REVISIONS," or "FAIL." In the event that one or two of the three Dissertations Committee members dissent, the Dissertation Committee will identify specific area/s of deficit and work with the candidate to successfully revise the document. A successful oral defense of the dissertation is required.

All processes and procedures are outlined in the Dissertation Manual.

Conferral of Degrees

Degrees are conferred two times per year: at the May and December commencement ceremonies. Final degree requirements must be completed or in progress at Southern Wesleyan University by the scheduled ceremony date to qualify for a given ceremony.

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

Microcredential Programs

A microcredential is a cluster of courses at the post-Baccalaureate level that provides specific educational training towards qualification in a skill area. Students who are seeking a graduate degree share enrollment in this series of courses; consequently, a student seeking a microcredential will experience the same rigorous academic standards and learning outcomes as the degree-seeking students. Also, students share the same resources and support services as degree-seeking graduate students including the online bookstore, disability services, and chaplain services.

A microcredential will typically consist of a minimum of 12 credit hours, not including any required pre-requisite course work. All microcredential credits must be completed at Southern Wesleyan University.

An official academic transcript from the regionally accredited college or university of the student's highest degree earned is required for admission into a microcredential program. The Healthcare Microcredential requires additional proof of a minimum of one-year professional experience in the healthcare field for admission.

Additionally, a candidate for the Microcredential in the Master of Education in Classroom Leaders program must also submit:

1. Valid teaching certificate from the State of South Carolina or equivalent out-of-state certification.
2. Verification of current employment as a school teacher. Applicants who are not currently employed in a school district must provide written permission from the school administrator permitting the student access to the school for completion of course requirements and practicum experiences.

Tuition rates and fees apply for all microcredential programs, and payment plans are not offered.

Successfully completed microcredential courses may apply toward a graduate degree program or in the case of a Microcredential in Classroom Leadership, may meet requirements for the classroom leadership endorsement in South Carolina. Check individual microcredential programs for details regarding the application of microcredential credit. No grade below 2.7 (B-) may be applied toward a graduate degree in the School of Education. No grade below 2.0 (C) may be applied toward a graduate degree in the Benson School of Business. However, the Benson School of Business allows for no more than two grades below B- for students enrolled in a graduate degree program to remain in good academic standing. A student who earns grades lower than B- for two courses, including grades earned in microcredential courses, will be placed on academic warning. If another course grade lower than B- is earned, the student will not be permitted to continue in the business degree program.

A certificate of completion will be issued to students who successfully complete the required courses for the microcredential program. Completion of the microcredential program will be recorded on the student's academic transcript.

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. Consequently, 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 manage their classrooms and are encouraged to be present during exams. In the case of exams given outside of a classroom setting (such as online), efforts should be made to safeguard the integrity of the evaluation.

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

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

1. Talk with the student in the presence of another faculty member or an appropriate administrator. If the student is taking classes online only, then the faculty member should email the student and copy the dean or designated representative.
2. Inform the student of the resulting discipline, based upon the situation:
 - a. student's unprompted confession - NC or 0 for work involved.
 - b. admission after confrontation by faculty member - NC or 0 on work and 10% course grade reduction; the student is not permitted to withdraw from class.
 - c. denial of guilt and faculty member believes innocence - no penalty.
 - d. denial of guilt but faculty member believes guilt - F for the course; the student is not permitted to withdraw from class.
 - e. In the event that there is evidence the student either encouraged others to be involved in the academic dishonesty, or conspired with others in the process by giving, receiving or using unauthorized aid, the faculty member should consult with his or her academic dean and recommend to the provost a response that may include academic dismissal from the university.
3. Explain the appeal process to the student, which is thus detailed below in the catalog.
4. Submit a written report to the provost, including the discipline implemented. Upon receipt of the report, the provost will take the following action:
 - a. For a first offense, the provost will send a letter to the student indicating that evidence of the incident will be kept on file and warning of possible dismissal should the student be implicated in academic dishonesty again.

- b. For a first offense involving multiple students or outside parties that results in a recommendation of dismissal, the provost will meet with the students.
- c. For a second offense, the student will meet with the provost to discuss the evidence and appropriate action. This meeting may result in the student's dismissal from the institution.
- d. Should a student not enrolled in the course be implicated in an act of academic dishonesty, that student will meet with the provost, who will place a record of the event in the student's file. A second offense would result in dismissal from the university.

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

Appeals (Cases of Alleged Academic Dishonesty)

If a student is charged with academic dishonesty and the matter is not resolved with the faculty member, the student may appeal to the instructor's division chair, in writing, within ten (10) 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, if the instructor is also the division chair, or if there is no division chair as in the case of the Benson School of Business and the School of Education, the student may appeal the decision in writing to the appropriate academic dean within ten (10) working days. The academic dean shall investigate and render a decision. The student is not permitted to withdraw from the course during this process.

Within ten (10) working days after being informed of the decision, either the instructor or the student may appeal the dean's decision to the provost who will determine if the case should be considered by the Academic Council. The Academic Council or its designated Appeals Committee will review all appropriate material, consult the parties involved, and determine the final penalty. The decision of the Academic Council is final. Academic dishonesty discovered outside the context of a course or after a course is completed will be dealt with in a manner appropriate to the situation. The penalty may include such sanctions as rescinding of credit previously awarded, expulsion from the university, revocation of certificates, honors or diplomas, and in a case of fraud, appropriate legal action. Appeals in these cases will be heard by the Provost, with a final appeal to the Academic Council.

Other Academic Appeals

When a student seeks an exception to any academic policy that is documented in the University Bulletin or in the Student Handbook, the student should appeal accordingly:

1. The student should submit a written appeal to his or her academic success coach (ASC), who will then forward the appeal to the administrator responsible for the application of the particular policy.
2. All appeals must be written and must include the student's desired outcome of the appeal.
3. A thorough explanation of the student's rationale and supporting documentation is required in order for the appeal to be considered.

The administrator will investigate the matter and make a decision. If the administrator approves the appeal, the exception will be communicated to the appropriate parties. If the administrator disapproves the appeal, the student will be contacted about the decision. The administrator's decision is the final step for almost all appeals.

If, however, the student can provide compelling evidence that the decision of the administrator was biased or that all documentation was not considered, the student may appeal the administrator's decision in writing within ten (10) working days to the Provost. The Provost will investigate and determine if the appeal may be reconsidered or not. The Provost's decision that the matter will not be reconsidered is final.

If the Provost determines that the matter may be reconsidered, the Provost shall either grant the exception or assign the appeal to the Academic Council, or designee, within ten (10) working days. The Academic Council, or designee, will review all appropriate material, consult parties involved, and approve or disapprove the appeal. This final decision of the Academic Council may not be appealed.

Textbooks

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

Tutoring Services

SMARTHINKING

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

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

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

For on campus help, contact Tutoring Services at 864.644.5036.

Library Services

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

The Rickman Library homepage is the starting point for accessing all library resources. Students can search the online catalog for books and other materials that are housed in the library. Students can also search and request holdings from other academic libraries across the state of South Carolina through the statewide catalog, PASCAL.

Over 100 databases are available from the library, arranged by both title or subject. To access databases, log in with your full SWU email address and the password used for access to the student portal mySWU.

Research and course guides are available with useful resources compiled by librarians. There are also pages with tips for citing your sources in APA or MLA writing styles.

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

Accommodations for Students with Disabilities

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

Accessing Accommodations through Support Services

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

- Contact the Student Success Coordinator to schedule an appointment for an intake meeting;
- Be prepared to provide current and appropriate formal documentation of your disability.

Formal documentation may be mailed, emailed or hand-delivered to the Student Success Coordinator before or at the time of the intake meeting. Contact information is provided below. Accommodations do not begin until this process is completed; consequently, in order to start the semester with accommodations, this meeting should take place and the information should be provided to the Student Success Coordinator prior to classes starting.

Student Success Coordinator
Southern Wesleyan University
PO Box 1020

SWU Box 1994
Central, SC 29630

learningcenter@swu.edu

Accommodations are determined based on the individual's documentation and needs. Accommodations may include but are not limited to:

- extended time on test-time and a half or double time depending on documentation;
- alternative/private testing location;
- copies of notes and/or PowerPoint presentations;
- ability to record lectures using recorder or Smartpen;
- have test read aloud;
- preferential seating.

Required Documentation

All documentation must be current in order to be acceptable. In order to be considered current, the documentation must fall within the following time frames:

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

Documentation should be typed on official letterhead, dated and signed by a qualified and credentialed professional.

Documentation provided on a prescription pad is not acceptable. The documentation should include the following:

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

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

Process for Obtaining Services

1. The student contacts the Student Success Coordinator to schedule an intake meeting to discuss accommodations;
2. An intake meeting is completed in which documentation is reviewed and a determination is made regarding reasonable accommodations. If the documentation is deemed incomplete, a request for additional information will be made;
3. The Student Success Coordinator sends the appropriate instructor an email notification about the approved accommodations for the student. A copy of this notification is sent to the student;
4. The instructor reviews the accommodations and confers with the student and the Student Success Coordinator as needed;
5. After the accommodations have been approved, it is the student's responsibility to introduce himself or herself to the instructor on the first day of class and to provide further information the student deems necessary;
6. The Student Success Coordinator and instructor will address any issues that arise with providing the requested accommodations;
7. The student must meet with the Student Success Coordinator at the beginning of each semester to renew his or her request for accommodations.

Students who find services to be unsatisfactory or who wish to file a grievance should contact the Student Success Coordinator at 864-644-5036 or learningcenter@swu.edu.

Workplace Policies

Children in the Classroom

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

Email Policy

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

Inclement Weather

In the event of inclement weather, Southern Wesleyan University will determine if offices and academic programs of the University will open on schedule, delay opening or will be closed. This decision is made by 6:00 a.m., and announcements regarding adjustments to normal working hours, delay or closure at the Central campus will be announced through the University's SWUALERT notification system. Students, faculty and staff are automatically enrolled in SWUALERT to be notified of emergencies and inclement weather information. SWUALERT utilizes email, voice and text for notifications. Additionally, the University website will display inclement weather alerts, and notifications may be broadcast over local radio and television stations.

In the event a SWU Online student experiences inclement weather that causes a disruption to his or her ability to participate in meeting online course requirements (e.g., power outage or flooding), the student should check his or her course syllabus for specific information about notifying faculty members. It is the student's responsibility to notify instructors promptly and explain circumstances due to severe weather. Instructors will notify the student of any approved extension for coursework.

Pets in the Workplace

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

Photo and Video Policy

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

Privacy of Student Educational Records

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

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

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

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

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

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

Smoking Policy

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

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

Financial Aid and Expenses

Online and Graduate Programs

Tuition and Fee Schedule for Online and Graduate Programs

(Because the cost of operations in a university depends upon numerous variables beyond the institution's control, Southern Wesleyan University reserves the right to change all fees, schedules, and refund policies without notice at any time.)

Payment of Accounts

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

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

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

Payment Options

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

The following are the payment plan options for SWU Online:

- **Payment in full** prior to first day of class.
- **Two Pay Plan** - The balance on the student's account is divided into two equal payments. This plan has a per term finance charge of \$20.00. A \$25.00 late fee will be charged for any payment not received in full by the last day of the month.
- **Three Pay Plan** - The balance on the student's account is divided into three equal payments. This plan has a per term finance charge of \$40.00. A \$25.00 late fee will be charged for any payment not receive in full by the last day of the month.
- **Four Pay Plan** - The balance on the student's account is divided into four equal payments. This plan has a per term finance charge of \$60.00. A \$25.00 late fee will be charged for any payment not receive in full by the last day of the month. This plan is not offered for the summer term.
- **Direct Bill Plan** - Approved company tuition vouchers must be received and approved by the Student Accounts Office. If the recipient will not have 100% of his or her bill paid through funding, a payment plan for the remaining balance must be selected.
- **Veteran's Assistance** - Signed and approved forms must be on file with SWU's VA representative in the Office of Academic Records for this option to be chosen. If the recipient will not have 100% of his or her bill paid through funding, a payment plan for the remaining balance must be selected.

- **Deferred Billing** - Signed and approved deferred billing forms must be on file with Student Accounts for this option to be chosen. Deferred billing is a delayed payment option in which outstanding balances for each course must be paid no later than 31 days after the class ends. Payment is deferred because the student is awaiting his or her employer's reimbursement. To qualify for this option, the employer must be able to reimburse the student for at least 75% of tuition cost per year. There is a \$20.00 service charge assessed per course for this payment option.

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

Delinquency Policy

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

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

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

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

Refund Policies

The following refund policies pertain to all SWU Online programs:

1. Application fees are not refundable. Tuition deposits are refundable upon request, if student does not enroll.
2. If submission of appropriate withdrawal paperwork is received prior to the course start date, the student is eligible for a full-tuition credit for that course.
3. If submission of appropriate withdrawal paperwork is received after the course start date but before the start of the second week, 90% of the tuition (whether or not the student ever attended) will be credited.
4. There is no refund of fees after the start of the course.
5. No refund is given after the start of the second week 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.

Online students must contact their academic success coach prior to initiating a withdrawal from the university. No financial adjustments will be made if the student fails to withdraw properly, and a grade of F will be assigned for each course not successfully completed.

A permanent withdrawal during an academic award period may reduce or eliminate financial aid or VA assistance and/or eligibility and require that all or part of the assistance received be refunded to the lender.

Veterans' Benefits

Certain armed forces veterans and dependents who qualify under federal laws administered by the Veterans' Administration are eligible to receive educational benefits. Information about these programs is available through state or county V.A. offices or from the Office of Academic Records. Funding is available to eligible, active military students.

Southern Wesleyan University participates in all educational offerings for our veterans and is a Yellow Ribbon participant. Grade point average for those receiving veterans' benefits will be calculated on all work attempted. For certification of enrollment, those eligible should contact the Office of Academic Records.

Veteran's benefits are considered a grant/scholarship for financial aid purposes. For that reason, total Veteran's Benefits, in combination with other grants and scholarships, cannot exceed direct university charges for tuition, fees, room and board. In the event that Veteran's Benefits plus other grants and scholarships exceed the student's direct cost, other institutional aid will be reduced so as not to exceed the direct cost.

In accordance with Title 38 US Code 3679 subsection (e), Southern Wesleyan University adopts the following provisions for students using U.S. Department of Veteran Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (CH. 31) benefits, while payment to the institution is pending from the VA. Southern Wesleyan University will not:

- prevent the student's enrollment;
- assess a late penalty fee;
- require the student to secure alternative or additional funding;
- deny the student's access to any resources that are available to other students who have satisfied their tuition and fees payment obligation.

To qualify for this provision, Ch. 33 students must provide the VA Benefits Administrator in the Office of Academic Records with a Certificate of Eligibility, and Ch. 31 students must provide either a Certificate of Eligibility printed from their eBenefits account or VA Form 28-1905.

Active Duty Military

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

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

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

Student Life

Community Expectations

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

The Ideal

The gold standard for community as set forth in the New Testament is "love." You cannot get around it. It is everywhere as you turn the pages of scripture. We believe God stamped His own image in people. They are deeply loved by God, and consequently, are of inestimable value. This value does not originate with the individual or relate to race, gender, age,

personality, talent, beauty or wealth. Rather, worth arises solely from God and is extended equally to all. We are called to a fellowship of love because God loves and esteems each member. Jesus said it well in John 13:34: "A new commandment I give to you, that you love one another, even as I have loved you..."

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

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

Property

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

Protection of property extends to intellectual property as well. Individuals will refrain from "stealing" the words, ideas, or creative work of another. Examples of this include, but are not limited to, cheating, plagiarism, passing another's intellectual output as one's own work, and inappropriate acquisition and use of copyrighted material without proper permission.

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

Student Conduct

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

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

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

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

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

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

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

If a member of the community feels he or she or the larger community have been wronged by another, the first action taken is to go privately to the one perceived to be at fault and seek to make things right. If this response does not bring resolution, it is appropriate to bring an administrator into the conversation.

The Student Handbook contains additional information and policies relevant to Student Life.

Student Conduct Process (Non-academic)

Students should report Community Expectations violations to their Academic Online Support Specialist (AOSS) who will forward the report to the appropriate Administrator, Dean, or Division Chair.

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

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

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

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

Disciplinary Appeals

Following discipline at any level, students are guaranteed the right to one appeal to the next highest level of authority. The appeal must be made in writing within 48 hours (2 business days) after receiving written notification of the disciplinary action, and the burden of proof is the student's responsibility. The letter of appeal must be based on at least one of the following:

1. Significant or relevant new evidence;
2. Procedural error;
3. There is bias in the decision.

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

1. Disciplinary action by a Division Chair is appealed to the Dean, who responds within five business days after receiving the written letter of appeal.
2. Disciplinary action by a Dean is appealed to the Provost, who responds within five business days after receiving the written letter of appeal
3. Disciplinary action by the Provost is authoritative and there is no further appeal.

Disciplinary Outcomes

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

1. **Admonition/Warning** - Generally, this is a response given to students as a result of a minor first-time offense. Students are sent a letter regarding the details of the violation, and a copy is placed in the student's record.
2. **Restitution** - This sanction requires a submission of payment of fees made payable to the University as reimbursement for the costs of violations such as vandalism or intentional damage, and / or destruction of University property. The amount of restitution varies according to the property damaged or vandalized.
3. **Interim Suspension** - Suspension is placed in effect until after stipulations for restoration to the community have been met, or until a disciplinary hearing is held for the student who has alleged charges against him or her. This type of suspension is usually released pending a satisfactory resolution or when the outcome of the disciplinary hearing has been determined. Suspension of this type is usually temporary unless the student is found in violation, which requires continued or immediate suspension.
4. **Indefinite Suspension** - Dismissal or suspension from the University to be served for an indefinite period of time while legal action is pending. This type of suspension is usually released pending the outcome of the disciplinary hearing or any pending legal proceedings. Suspension of this type is usually temporary unless the student is found in violation or charges are upheld legally. This sanction can also be placed upon a student if he/she fails to comply with guidelines rendered from the University and be released if the student complies.
5. **Private Withdrawal** - In light of basic principles of the University, any student whose conduct is considered detrimental to the best interests of the University, whose overall influence is negative to campus morale, whose attitude is persistently antagonistic toward others, whose academic performance is regularly delinquent or whose stay in the University seems to be of small personal benefit or hostile to others, may be confronted by University personnel and given an opportunity to address such concerns. If not addressed to the satisfaction of the University, such a student may be given the option to withdraw privately or may be dismissed without formal charges.
6. **Suspension/Dismissal** - Dismissed for a period of time, no less than 6 months. The student in violation may not return to campus except to conduct official business with an administrative officer or faculty member, and then only with permission from the Provost. Readmission is at the sole discretion of University officials.
7. **Expulsion** - A student is permanently excluded from the University. A written record is placed in the student's file. The student will receive academic credit only for courses already completed at the time of dismissal.
8. **Other** - The University reserves the right to implement other disciplinary responses as appropriate. Examples may include a character, spiritual or educational assignment, community service, mandatory counseling and/or rehabilitation as deemed necessary.

Gender Discrimination under Title IX

Philosophy

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

Definition

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

Title IX Coordinator

The Title IX Coordinator for Southern Wesleyan University is the Director of Human Resources. The Title IX Coordinator receives the complaint from the student and assists the student in understanding the process for filing a Title IX complaint. Refer to the Student Handbook for additional information about Title IX process and procedure.

Grievance Procedure

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

Student Complaints

From time to time students enrolled at Southern Wesleyan University may desire to forward a complaint with respect to the administration of university policy, procedures, promised benefits, or requirements by an agent or agents of the university. When such complaints have occurred and a student raises the issue and asks for some form of redress in writing (either electronic or hard-copy) from an employee of the university, the university will investigate, and if warranted, resolve the complaint within established policies and procedures. Formal complaints should be submitted through the "We Are Listening/We Have Heard" portal on mySWU.

When a student complaint is submitted, the appropriate vice president or administrator who is responsible for the matter of concern is notified about the complaint. The complaint is subsequently investigated.

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

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

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

Definitions

Student Complaint

An expressed concern that meets the following criteria:

- Is from a student as defined below.
- Is submitted through the "We Are Listening/We Have Heard" portal on mySWU.
- Relates to a perception of injustice, threat, or failure to act in accordance with a real or implied commitment on the part of the institution or its agents.
- Is NOT a part of a defined appeals process in matters related to grades, academic policy, or student discipline.
- Is related to an area or issue under Southern Wesleyan University's control.

Student An individual who is or has been enrolled in a Southern Wesleyan University course or is applying for admission to the institution.

Note to Georgia Residents

If the complaint is not resolved at the institution level through its complaint procedure, students may file a complaint with the Georgia Nonpublic Postsecondary Education Commission (NPEC), 2082 East Exchange Place, Suite 220, Tucker, GA 300843300. The NPEC telephone number is 7704143300. The NPEC has provided an online form to be used by students for filing complaints; this can be found at the following Web address: <http://gnpec.org/consumerresources/gnpec-authorizedschoolcomplainantform>.

Non-South Carolina State Residents

Southern Wesleyan University students residing outside the state of South Carolina who desire to resolve a grievance are encouraged to follow the institution's complaint procedures. Students may also contact the appropriate state agency within the state they reside to file a complaint. If the student is unable to resolve the complaint through Southern Wesleyan University's process, the complaint can be made to South Carolina's Commission for Higher Education. Please note that complaints regarding grades or conduct violations are governed directly by Southern Wesleyan University procedures and should not be filed with the agency in the state in which the student resides.

Harassment of the Disabled

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

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

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

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

Complaint Against	Submit To	Investigator
Faculty member	Academic Success Coach or Executive Director of Student Learning	Dean of the faculty's department
Staff member	Academic Success Coach or Executive Director of Student Learning	Executive Director of Student Learning
Executive Director of Student Learning	University Provost	University Provost
Another student	Executive Director of Student Learning	Executive Director of Student Learning

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

If the investigation process is not initiated within 10 working days or if the student disagrees with the outcome of the investigation, the student may appeal to the Committee for Students with Disabilities. The appeal must be in writing and

must be made within 48 hours of the student being notified of the initial outcome of the investigation. The Committee for Students with Disabilities will review the investigation of the complaint and outcome and make a determination within 10 working days of the receipt of the written appeal.

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

A Final Word about Rights & Responsibilities

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

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

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

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

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

Graduate Schools

Benson School of Business

School of Education

College of Arts and Sciences

Benson School of Business

Stephen Preacher, DBA, Dean

Vision Statement

The Benson School of Business at Southern Wesleyan University will be a leader in Christian business education equipping and empowering its students academically and spiritually to discover their Christ-centered purpose as servant leaders who impact the community, the marketplace, and the world.

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

Graduate Program Learning Outcomes

1. Critical and Analytical Thinking: Apply theoretical concepts to management situations focused on evidence-based solutions;
2. Communication and Collaboration: Communicate effectively orally and in writing;
3. Ethical Awareness: Demonstrate a clear perception of management ethics based on Christian principles;
4. Servant Leadership: Apply Christian servant leadership principles in developing innovative solutions to organizational problems;
5. Analytical Problem Solving: Demonstrate the ability to use data to analyze business decisions.

Programs

Master of Business Administration (MBA) with

- Health Care Concentration
- Human Resources Management Concentration
- Leadership Concentration
- Project and Quality Management Concentration
- Logistics and Quality Management Concentration

Master of Science in Management and Leadership (MSML) with

- Health Care Concentration
- Human Resources Management Concentration
- Management Concentration
- Project and Quality Management Concentration
- Logistics and Quality Management Concentration

Microcredential

- Healthcare Microcredential
- Human Resources Management Microcredential

- Leadership Microcredential
- Logistics and Quality Management Microcredential
- Management Microcredential
- Project and Quality Management Microcredential

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 diverse individuals** by displaying an enthusiasm about teaching as demonstrated by compassionate and respectful interactions with learners.
- **The teacher candidate demonstrates an ethic of care towards colleagues** by engaging in collaborative work practices as demonstrated by compassionate and respectful interactions with colleagues.
- **The teacher candidate demonstrates an ethic of care towards the community** by recognizing the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.

PURPOSE OF THE TEACHER EDUCATION PROGRAM

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

GOALS OF THE TEACHER EDUCATION PROGRAM

INTASC STANDARDS

Standard #1: Learner Development

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

Standard #2: Learning Differences

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

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

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

Standard #5: Application of Content

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

Standard #6: Assessment

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

Standard #7: Planning for Instruction

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

Standard #8: Instructional Strategies

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

Standard #9: Professional Learning and Ethical Practice

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

Standard #10: Leadership and Collaboration

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

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

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

PURPOSE OF THE DOCTOR OF EDUCATION IN CURRICULUM AND ASSESSMENT

The Ed.D. in Curriculum and Assessment is designed for education professionals aspiring to be curriculum and assessment experts who can impact student achievement in any educational system through purpose, scholarship and community that is Christ-centered. The student will gain scholarly expertise in the latest innovative research and best practices in learner-centered curriculum and instructional design, instructional strategies, program evaluation and student assessment. Using real-life settings, the student will learn to think critically about ways to drive innovation and change at the systemic level and apply ethical strategies that can affect quantifiable improvement in schools. The student will thrive in a connected body of learners.

PROGRAMS

- Master of Education in Administration and Supervision (MEDAS)
- Master of Education in e-Learning and Instructional Design (MEDEI)
- Master of Education in Classroom Leadership (MEDCL)
- Doctor of Education in Curriculum and Assessment (EDD)

Microcredential

- Classroom Leadership Microcredential
- e-Learning and Instructional Design Microcredential

College of Arts and Sciences

Programs

- Master of Science in Counseling Psychology

Academic Programs

Master

Healthcare Concentration (MBA)

Federal CIP: 52.0205 Operations Management and Supervision

Learning Outcomes

Southern Wesleyan University MBA graduates will:

1. **Critical and Analytical Thinking:** Apply theoretical concepts to management situations focused on evidence-based solutions;
2. **Communication and Collaboration:** Communicate effectively orally and in writing;
3. **Ethical Awareness:** Demonstrate a clear perception of management ethics based on Christian principles;
4. **Servant Leadership:** Model Christian servant leadership principles in the development of innovative solutions to organizational issues;
5. **Problem Solving and Decision Making:** Identify and solve business problems using data, various analytical tools and technology.

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

Core Requirements (24 Hours)

- MBAM 5223 Data Analysis and Decision Making 3 credits
- MBAM 5323 Accounting in Automated Society 3 credits
- MGMT 5053 Applied Organizational Behavior 3 credits
- MGMT 5073 Human Resources Management 3 credits
- MGMT 5103 Advanced Financial Management 3 credits
- MGMT 5243 Economics for Managers 3 credits
- MGMT 5263 Leadership and Ethics 3 credits or IBMT 5013 Culture and Ethics in International Business (3 hours)
- MGMT 5803 Business Policy and Strategic Planning 3 credits

Health Care Concentration Requirements (12 Hours)

- HCAM 5423 Health Care Organizations and Delivery 3 credits
- HCAM 5453 Health Information Systems 3 credits
- HCAM 5463 Health Care Policy and Quality Systems 3 credits
- HCAM 5483 Strategic Management in Health Care 3 credits

Summary

Total: 36 hrs.

Healthcare Concentration (MSML)

Federal CIP: 52.1005 Human Resources Development

Learning Outcomes

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

- **Critical and Analytical Thinking:** Apply theoretical concepts to management situations focused on evidence-based solutions;
- **Communication and Collaboration:** Communicate effectively orally and in writing;
- **Ethical Awareness:** Demonstrate a clear perception of management ethics based on Christian principles;
- **Servant Leadership:** Model Christian servant leadership principles in the development of innovative solutions to organizational issues;
- **Problem Solving and Decision Making:** Identify and solve business problems using data, various analytical tools and technology.

MSML with Health Care Concentration

Core Requirements (24 Hours)

- MGMT 5053 Applied Organizational Behavior 3 credits
- MGMT 5073 Human Resources Management 3 credits
- MGMT 5123 Accounting and Finance for Managers 3 credits

- MGMT 5143 Executive Economics 3 credits
- MGMT 5263 Leadership and Ethics 3 credits or IBMT 5013 Culture and Ethics in International Business 3 credits
- MGMT 5273 Strategic Leadership 3 credits
- MGMT 5383 Organizational Change Management 3 credits
- MGMT 5823 Integrated Studies in Management 3 credits

Health Care Concentration Requirements (12 Hours)

- HCAM 5423 Health Care Organizations and Delivery 3 credits
- HCAM 5453 Health Information Systems 3 credits
- HCAM 5463 Health Care Policy and Quality Systems 3 credits
- HCAM 5483 Strategic Management in Health Care 3 credits

Summary

Total: 36 hrs.

Human Resources Management Concentration (MBA)

Federal CIP: 52.0205 Operations Management and Supervision

Learning Outcomes

Southern Wesleyan University MBA graduates will:

1. **Critical and Analytical Thinking:** Apply theoretical concepts to management situations focused on evidence-based solutions;
2. **Communication and Collaboration:** Communicate effectively orally and in writing;
3. **Ethical Awareness:** Demonstrate a clear perception of management ethics based on Christian principles;
4. **Servant Leadership:** Model Christian servant leadership principles in the development of innovative solutions to organizational issues;
5. **Problem Solving and Decision Making:** Identify and solve business problems using data, various analytical tools and technology.

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

Core Requirements (24 Hours)

- MBAM 5223 Data Analysis and Decision Making 3 credits
- MBAM 5323 Accounting in Automated Society 3 credits
- MGMT 5053 Applied Organizational Behavior 3 credits
- MGMT 5073 Human Resources Management 3 credits
- MGMT 5103 Advanced Financial Management 3 credits
- MGMT 5243 Economics for Managers 3 credits
- MGMT 5263 Leadership and Ethics 3 credits or IBMT 5013 Culture and Ethics in International Business 3 credits
- MGMT 5803 Business Policy and Strategic Planning 3 credits

Human Resources Management Concentration Requirements (12 Hours)

- MGMT 5153 Employment Practices 3 hours
- MGMT 5213 Employee and Labor Relations 3 hours
- MGMT 5423 Compensation Management 3 hours
- MGMT 5853 Employee Development 3 hours

Summary

Total: 36 hrs.

Human Resources Management Concentration (MSML)

Federal CIP: 52.1005 Human Resources Development

Learning Outcomes

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

- **Critical and Analytical Thinking:** Apply theoretical concepts to management situations focused on evidence-based solutions;
- **Communication and Collaboration:** Communicate effectively orally and in writing;
- **Ethical Awareness:** Demonstrate a clear perception of management ethics based on Christian principles;
- **Servant Leadership:** Model Christian servant leadership principles in the development of innovative solutions to organizational issues;
- **Problem Solving and Decision Making:** Identify and solve business problems using data, various analytical tools and technology.

MSML with Human Resources Management Concentration

Core Requirements (24 hours)

- MGMT 5053 Applied Organizational Behavior 3 credits
- MGMT 5073 Human Resources Management 3 credits
- MGMT 5123 Accounting and Finance for Managers 3 credits
- MGMT 5143 Executive Economics 3 credits
- MGMT 5263 Leadership and Ethics 3 credits or IBMT 5013 Culture and Ethics in International Business 3 credits
- MGMT 5273 Strategic Leadership 3 credits
- MGMT 5383 Organizational Change Management 3 credits
- MGMT 5823 Integrated Studies in Management 3 credits

Human Resources Management Concentration Requirements (12 hours)

- MGMT 5153 Employment Practices 3 hours
- MGMT 5213 Employee and Labor Relations 3 hours
- MGMT 5423 Compensation Management 3 hours
- MGMT 5853 Employee Development 3 hours

Summary

Total: 36 hrs.

Leadership Concentration (MBA)

Federal CIP: 52.0205 Operations Management and Supervision

Learning Outcomes

Southern Wesleyan University MBA graduates will:

1. **Critical and Analytical Thinking:** Apply theoretical concepts to management situations focused on evidence-based solutions;
2. **Communication and Collaboration:** Communicate effectively orally and in writing;
3. **Ethical Awareness:** Demonstrate a clear perception of management ethics based on Christian principles;
4. **Servant Leadership:** Model Christian servant leadership principles in the development of innovative solutions to organizational issues;
5. **Problem Solving and Decision Making:** Identify and solve business problems using data, various analytical tools and technology.

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

Core Requirements (24 Hours)

- MBAM 5223 Data Analysis and Decision Making 3 credits
- MBAM 5323 Accounting in Automated Society 3 credits
- MGMT 5053 Applied Organizational Behavior 3 credits
- MGMT 5073 Human Resources Management 3 credits
- MGMT 5103 Advanced Financial Management 3 credits
- MGMT 5243 Economics for Managers 3 credits
- MGMT 5263 Leadership and Ethics 3 credits
- MGMT 5803 Business Policy and Strategic Planning 3 credits

Leadership Concentration Requirements (12 Hours)

- IBMT 5013 Culture and Ethics in International Business 3 credits
- MGMT 5273 Strategic Leadership 3 credits
- MGMT 5383 Organizational Change Management 3 credits
- MGMT 5463 Applied Leadership Theory 3 hours

Summary

Total: 36 hrs.

Logistics and Quality Management Concentration (MBA)

Federal CIP: 52.0205 Operations Management and Supervision

Learning Outcomes

Southern Wesleyan University MBA graduates will:

1. **Critical and Analytical Thinking:** Apply theoretical concepts to management situations focused on evidence-based solutions;
2. **Communication and Collaboration:** Communicate effectively orally and in writing;

3. **Ethical Awareness:** Demonstrate a clear perception of management ethics based on Christian principles;
4. **Servant Leadership:** Model Christian servant leadership principles in the development of innovative solutions to organizational issues;
5. **Problem Solving and Decision Making:** Identify and solve business problems using data, various analytical tools and technology.

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

Core Requirements (24 Hours)

- MBAM 5223 Data Analysis and Decision Making 3 credits
- MBAM 5323 Accounting in Automated Society 3 credits
- MGMT 5053 Applied Organizational Behavior 3 credits
- MGMT 5073 Human Resources Management 3 credits
- MGMT 5103 Advanced Financial Management 3 credits
- MGMT 5243 Economics for Managers 3 credits
- MGMT 5263 Leadership and Ethics 3 credits or IBMT 5013 Culture and Ethics in International Business 3 credits
- MGMT 5803 Business Policy and Strategic Planning 3 credits

Logistics and Quality Management Concentration Requirements (12 hours)

- IBMT 5083 Global Logistics 3 credits
- MGMT 5033 Operations Management 3 credits
- MGMT 5383 Organizational Change Management 3 credits
- MGMT 5443 Managing for Quality and Excellence 3 credits

Summary

Total: 36 hrs.

Logistics and Quality Management Concentration (MSML)

Federal CIP: 52.1005 Human Resources Development

Learning Outcomes

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

- **Critical and Analytical Thinking:** Apply theoretical concepts to management situations focused on evidence-based solutions;
- **Communication and Collaboration:** Communicate effectively orally and in writing;
- **Ethical Awareness:** Demonstrate a clear perception of management ethics based on Christian principles;
- **Servant Leadership:** Model Christian servant leadership principles in the development of innovative solutions to organizational issues;
- **Problem Solving and Decision Making:** Identify and solve business problems using data, various analytical tools and technology.

Core Requirements (24 hours)

- MGMT 5053 Applied Organizational Behavior 3 credits

- MGMT 5073 Human Resources Management 3 credits
- MGMT 5123 Accounting and Finance for Managers 3 credits
- MGMT 5143 Executive Economics 3 credits
- MGMT 5263 Leadership and Ethics 3 credits or IBMT 5013 Culture and Ethics in International Business 3 credits
- MGMT 5273 Strategic Leadership 3 credits
- MGMT 5723 Field Study in Management and Leadership 3 hours
- MGMT 5823 Integrated Studies in Management 3 credits

Logistics and Quality Management Concentration Requirements (12 hours)

- IBMT 5083 Global Logistics 3 credits
- MGMT 5033 Operations Management 3 credits
- MGMT 5383 Organizational Change Management 3 credits
- MGMT 5443 Managing for Quality and Excellence 3 credits

Summary

Total: 36 hrs.

Management Concentration (MSML)

Federal CIP: 52.1005 Human Resources Development

Learning Outcomes

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

- **Critical and Analytical Thinking:** Apply theoretical concepts to management situations focused on evidence-based solutions;
- **Communication and Collaboration:** Communicate effectively orally and in writing;
- **Ethical Awareness:** Demonstrate a clear perception of management ethics based on Christian principles;
- **Servant Leadership:** Model Christian servant leadership principles in the development of innovative solutions to organizational issues;
- **Problem Solving and Decision Making:** Identify and solve business problems using data, various analytical tools and technology.

Core Requirements (24 hours)

- MGMT 5053 Applied Organizational Behavior 3 credits
- MGMT 5073 Human Resources Management 3 credits
- MGMT 5123 Accounting and Finance for Managers 3 credits
- MGMT 5263 Leadership and Ethics 3 credits
- MGMT 5273 Strategic Leadership 3 credits
- MGMT 5723 Field Study in Management and Leadership 3 hours
- MGMT 5383 Organizational Change Management 3 credits
- MGMT 5823 Integrated Studies in Management 3 credits

Management Concentration Requirements (12 hours)

- IBMT 5013 Culture and Ethics in International Business 3 credits
- MGMT 5033 Operations Management 3 credits
- MGMT 5143 Executive Economics 3 credits
- MGMT 5363 International Management 3 credits

Summary

Total: 36 hrs.

Master of Education in Administration and Supervision (MEDAS)

Federal CIP: 13.0401 Educational Leadership and Administration, General

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

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

Required Courses

- EDAS 5123 Ethics in Educational Leadership 3 credits
- EDAS 5223 Organizational Development in Schools w/Practicum 3 credits
- EDAS 5323 Educational Leadership for Curriculum and Instruction 3 credits
- EDAS 5343 Educational Leadership for Instructional Effectiveness 3 credits
- EDAS 5423 School Operations and Management with Practicum 3 credits
- EDAS 5523 Cultivating a Positive School Climate 3 credits
- EDAS 5623 Public and Community Relations 3 credits
- EDAS 5713 Politics, Law and the Schools with Practicum 3 credits
- EDAS 5803 Advanced Educational Research I 3 credits
- EDAS 5823 Advanced Educational Research II 3 credits

- EDAS 5906 Internship in Elementary Administration 6 credits * **or**
Advising nights on 4th night and 10th night.
- EDAS 5916 Internship in Secondary Administration 6 credits *
Advising nights on 4th night and 10th night.

36 credit hours

Note:

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

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

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

Master of Education in Classroom Leadership (MEDCL)

Federal CIP: 13.1299 Teacher Education and Professional Development, Specific Levels and Methods, Other

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

- Proposition 1: Teachers are committed to students and their learning.
- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
- Proposition 3: Teachers are responsible for managing and monitoring student learning.
- Proposition 4: Teachers think systematically about their practice and learn from experience.
- Proposition 5: Teachers are members of learning communities.
- Proposition 6: Teachers are educational leaders who demonstrate scholarship within a Christian ethic of care.

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

Required Courses

- EDUC 5113 Philosophy of Education 3 credits
- EDUC 5313 Instructional Technologies 3 credits
- EDUC 5263 Action Research I 3 credits

- EDCL 5373 Professional Leadership and Mentoring with Practicum 3 credits * *Required for the Teacher Leadership endorsement.*
- EDCL 5183 Curriculum and Instruction with Practicum 3 credits * *Required for the Teacher Leadership endorsement.*
- EDCL 5493 Assessment and Data Analysis with Practicum 3 credits * *Required for the Teacher Leadership endorsement.*
- EDUC 5323 Behavior and Classroom Management 3 credits
- EDUC 5213 Contemporary Issues Involving Diversity in the Classroom 3 credits
- EDUC 5283 R2S Content Area Reading and Writing for EC/Elem w/Practicum 3 credits
- EDUC 5463 Action Research II 3 credits
- Six hours of graduate electives

Content Area Electives

Literacy

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

Learning Disabled

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

Gifted and Talented

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

Early Childhood Special Education

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

Project Read

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

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

e-Learning and Instructional Design

- EDUC 6033 Online Learning Instructional Practices 3 credits
- EDUC 6043 Learning Management Systems/Interface Technologies 3 credits
- EDUC 6063 Instructional Design in a Culturally Responsive Society 3 credits
- EDUC 6083 e-Learning Evaluation and Assessment 3 credits

Additional Information

Completion of the curriculum within a five-year period from initial enrollment in the program with a minimum cumulative GPA of 3.0 is required.

36 Credit Hours

Note

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

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

Master of Education in e-Learning and Instructional Design

Federal CIP: 13.0501 Educational/Instructional Media Design

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

- connect instructional design theories to real-world applications for effective online teaching and e-teaching;
- exhibit requisite skills required for online e-technologies and instructional design;
- demonstrate a working knowledge of digital devices and media design;
- participate in, promote, and model life-long learning relative to e-learning and instructional design; and
- integrate Christian Ethic of Care in all instructional design leadership and development capacities by:
 - promoting digital citizenship;
 - modeling the safe and effective use of e-technologies; and
 - promoting design for a culturally responsive society.

The Master of Education in e-Learning and Instructional Design is offered in an online format.

Required Courses

- EDUC 6003 Ethics and History of Instructional Design 3 credits
- EDUC 6013 Instructional Design and Leadership in 21st Century 3 credits

- EDUC 6023 Project Management Thesis for Instructional Design I 3 credits
- EDUC 6033 Online Learning Instructional Practices 3 credits
- EDUC 6043 Learning Management Systems/Interface Technologies 3 credits
- EDUC 6053 Design for Multimedia Instruction/Digital Media 3 credits
- EDUC 6063 Instructional Design in a Culturally Responsive Society 3 credits
- EDUC 6073 Developing Web Applications and Social Media 3 credits
- EDUC 6083 e-Learning Evaluation and Assessment 3 credits
- EDUC 6123 Project Management Thesis for Instructional Design II 3 credits

Additional Information

Completion of the curriculum within a five-year period from initial enrollment in the program with a minimum cumulative GPA of 3.0 is required.

30 Credit Hours

Master of Science in Counseling Psychology

Federal CIP: 51.1508 Mental Health Counseling/counselor

The D. Clifton Wood Master of Science in Counseling Psychology program provides students with the training and clinical experience needed to pursue licensure as licensed practical counselors with an entry level specialty in Clinical Mental Health Counseling. Accreditation for the program is being pursued with the appropriate accrediting agency (i.e., CACREP or MPCAC).

The D. Clifton Wood Master of Science in Counseling Psychology program is an online program. Courses are taken online, although internships and practica will be conducted in an in-person format. The program is 60 credit hours. To complete the program in 2 years, a student may take 3 courses per semester (9 hours) or 2 courses and an internship/practicum in each of the Fall, Spring, and Summer semesters. Taking fewer or more courses each semester would modify the time taken to complete the degree. Students must complete the program within 5 years of beginning.

The D. Clifton Wood Masters in Counseling Psychology program requires graduates of the program to develop the following learning outcomes. Students should be able to:

1. Evaluate, critique and integrate the broad range of counseling theories, perspectives, and techniques that comprise contemporary mental health counseling.
2. Select, assess and critique the application of counseling theories, perspectives, and techniques to resolving case examples and real human problems.
3. Select and defend the application of ethical and professional values, legal standards, and regulations of clinical mental health counselors to a range of professional settings and interactions.
4. Explain and evaluate their own whole-person development.

Required Courses

- PSYC 5003 Professional Orientation and Practice 3 credits
- PSYC 5053 Counseling Foundations and the Helping Relationship 3 credits
- PSYC 5123 Human Growth and Development I 3 credits
- PSYC 5143 Human Growth and Development II 3 credits
- PSYC 5513 Counseling in a Multicultural World 3 credits
- PSYC 5523 Group Dynamics and Processes 3 credits
- PSYC 5533 Lifestyle and Career Development 3 credits

- PSYC 5543 Psychological Assessment and Testing 3 credits
- PSYC 5553 Research and Evaluation 3 credits
- PSYC 5563 Psychopathology 3 credits
- PSYC 5573 Psychodiagnostics 3 credits
- PSYC 5583 Spirituality and Counseling 3 credits
- PSYC 5800 Practicum Variable credit (1-3 credits)
- PSYC 5830 Internship I Variable credit (1-8 credits)
- PSYC 5850 Internship II Variable credit (1-8 credits)

Electives

Nine (9) Hours selected from the following:

- PSYC 5713 Psychopharmacology of Addiction 3 credits
- PSYC 5723 Addictions Counseling 3 credits
- PSYC 5733 Addiction and Recovery 3 credits
- PSYC 5743 Crisis Intervention 3 credits
- PSYC 5753 Trauma-informed Practice 3 credits
- PSYC 5763 Cognitive Behavioral Therapy 3 credits
- PSYC 5773 Counseling Children and Adolescents 3 credits
- PSYC 5783 Mindfulness Therapy 3 credits

Summary

Total: 60 hrs.

Project and Quality Management Concentration (MBA)

Federal CIP: 52.0205 Operations Management and Supervision

Learning Outcomes

Southern Wesleyan University MBA graduates will:

1. **Critical and Analytical Thinking:** Apply theoretical concepts to management situations focused on evidence-based solutions;
2. **Communication and Collaboration:** Communicate effectively orally and in writing;
3. **Ethical Awareness:** Demonstrate a clear perception of management ethics based on Christian principles;
4. **Servant Leadership:** Model Christian servant leadership principles in the development of innovative solutions to organizational issues;
5. **Problem Solving and Decision Making:** Identify and solve business problems using data, various analytical tools and technology.

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

Core Requirements (24 Hours)

- MBAM 5223 Data Analysis and Decision Making 3 credits
- MBAM 5323 Accounting in Automated Society 3 credits
- MGMT 5053 Applied Organizational Behavior 3 credits
- MGMT 5073 Human Resources Management 3 credits

- MGMT 5103 Advanced Financial Management 3 credits
- MGMT 5243 Economics for Managers 3 credits
- MGMT 5263 Leadership and Ethics 3 credits or IBMT 5013 Culture and Ethics in International Business 3 credits
- MGMT 5803 Business Policy and Strategic Planning 3 credits

Project and Quality Management Concentration Requirements (12 hours)

- MGMT 5033 Operations Management 3 credits
- MGMT 5273 Strategic Leadership 3 credits
- MGMT 5403 Advanced Project Management 3 hours
- MGMT 5443 Managing for Quality and Excellence 3 credits

Summary

Total: 36 hrs.

Project and Quality Management Concentration (MSML)

Federal CIP: 52.1005 Human Resources Development

Learning Outcomes

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

- **Critical and Analytical Thinking:** Apply theoretical concepts to management situations focused on evidence-based solutions;
- **Communication and Collaboration:** Communicate effectively orally and in writing;
- **Ethical Awareness:** Demonstrate a clear perception of management ethics based on Christian principles;
- **Servant Leadership:** Model Christian servant leadership principles in the development of innovative solutions to organizational issues;
- **Problem Solving and Decision Making:** Identify and solve business problems using data, various analytical tools and technology.

Core Requirements (24 hours)

- MGMT 5053 Applied Organizational Behavior 3 credits
- MGMT 5073 Human Resources Management 3 credits
- MGMT 5123 Accounting and Finance for Managers 3 credits
- MGMT 5143 Executive Economics 3 credits
- MGMT 5263 Leadership and Ethics 3 credits or IBMT 5013 Culture and Ethics in International Business 3 credits
- MGMT 5383 Organizational Change Management 3 credits
- MGMT 5723 Field Study in Management and Leadership 3 hours
- MGMT 5823 Integrated Studies in Management 3 credits

Project and Quality Management Concentration Requirements (12 hours)

- MGMT 5033 Operations Management 3 credits
- MGMT 5273 Strategic Leadership 3 credits
- MGMT 5403 Advanced Project Management 3 hours

- MGMT 5443 Managing for Quality and Excellence 3 credits

Summary

Total: 36 hrs.

Doctorate

Doctor of Education in Curriculum and Assessment (EDD)

Federal CIP: 13.0699 Educational Assessment, Evaluation, and Research, Other.

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

1. develop, advocate, and enact a shared mission, vision and core values of high-quality education and academic success and well-being of each student;
2. demonstrate a Christian ethic and professional norms to promote each student's academic success and well-being;
3. strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being;
4. develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being;
5. cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student in a meaningful, reciprocal and beneficial manner;
6. foster a professional community of teachers and develop the professional capacity and practice of personnel to promote each student's academic success and well-being.

Required Courses

- EDUC 7003 Ethics in Curriculum and Assessment 3 credits
- EDUC 7013 Foundations of Curriculum 3 credits
- EDUC 7023 Research Tools 3 credits
- EDUC 7033 Curriculum, Instruction and Assessment 3 credits
- EDUC 7043 Curriculum and Assessment for the Diverse Learner 3 credits
- EDUC 7053 Research and Analysis I 3 credits
- EDUC 7063 Data-Driven Instruction 3 credits
- EDUC 7073 Curriculum Design 3 credits
- EDUC 7093 Program Evaluation for Improvement w/Practicum 3 credits
- EDUC 7113 Research and Analysis II 3 credits
- EDUC 7103 Issues and Models in Curriculum 3 credits
- EDUC 7203 Leadership and Values in Diverse Organizations 3 credits
- EDUC 8006 Dissertation I- Research Design 6 credits
- EDUC 8106 Dissertation II- Methods 6 credits
- EDUC 8206 Dissertation III 6 credits

54 Credit Hours

Course Options

- EDUC 8306 Doctoral Dissertation 6 credits
EDUC 8306 may be repeated at the discretion of the Dean and the Coordinator of the Doctoral Program.

Doctorate of Business Administration

Federal CIP: 52.0201 Business Administration and Management, General.

At the end of the Doctorate of Business Administration, students will:

1. Demonstrate a high skill level in academic writing by properly utilizing information literacy and research methods, critically analyzing results, and expressing findings using clear, concise tools and writing styles and proper academic writing formats;
2. Design a process for solving an ethical dilemma that is logical, fair, and consistent with Christian values;
3. Formulate a process for applying a systematic critical analysis in a variety of business contexts;
4. Explain the ways that qualitative research strategies shape analysis and illustrate how to present findings and describe the analysis process;
5. Determine appropriate decision-making strategies and the means of implementation;
6. Explain the effect of individual servant leadership on organizational effectiveness and create a plan for organizational development;
7. Translate the theories, trends, and tactics of human resource development into a design for an HRD strategy in a specific organizational context;
8. Synthesize and explain a Christian worldview within the context of organizational design and behavior;
9. Explain and discuss the complex global economy and explore practical strategies for managers to prepare for and respond to its increasing complexity;
10. Evaluate and synthesize the role of strategic intelligence, strategy management and execution frameworks, strategic innovation in solving problems and opportunities that are arising from revolutionary forces in technology, and the organization's mechanisms to adapt to change;
11. Design a plan for evaluating current and future methods of adult instruction;
12. Determine modifications that would improve existing instructional technology and predict innovation that may bring the effect of substantial change;
13. Develop and evaluate student-learning outcomes for peer-selected material and design various instruments for learning outcome assessment;
14. Create a prototype for a selected online business course.

Required Courses

- BDBA 7013 Research and Writing Skills 3 hours
- BDBA 7023 Management Ethics and Christian Values in Business 3 hours
- BDBA 7033 Critical Thinking in Business 3 hours
- BDBA 7043 Qualitative Analysis 3 hours
- BDBA 7053 Quantitative Analysis 3 hours
- BDBA 7063 Servant Leadership 3 hours
- BDBA 7073 Human Resource Development 3 hours
- BDBA 7083 Organizational Design and Behavior 3 hours
- BDBA 7093 Contemporary Issues in Management 3 hours
- BDBA 7103 Strategic Innovation for Performance Excellence 3 hours

Cognate: Instruction

- BUED 7113 Adult Education 3 hours
- BUED 7123 Instructional Technology 3 hours
- BUED 7133 Curriculum and Instruction 3 hours
- BUED 7143 Instructional Design for Online Learning 3 hours

Research and Dissertation

- BDBA 7153 Research Methods 3 hours

- BDBA 7163 Developing the Research Proposal 3 hours
- BDBA 8014 Dissertation I 4 hours
- BDBA 8024 Dissertation II 4 hours
- BDBA 8034 Dissertation III 4 hours

Total 60 Credit Hours

Program Milestones

Milestone I Completion of 30 hours after successful completion of BDBA 7163 Developing the Research Proposal. The Director of Graduate Studies will assign the members of the Dissertation Committee.

Milestone II Completion of the comprehensive exam (oral or written- format is chosen by the candidate).

Milestone III Successful defense of the dissertation to the Dissertation Committee.

Microcredential

Classroom Leadership Microcredential

Completion of courses can meet requirements for the Classroom Leadership endorsement in South Carolina. Courses can meet three core requirements in the Master of Education in Classroom Leadership program.

Required Courses

- EDUC 5113 Philosophy of Education 3 credits
- EDCL 5183 Curriculum and Instruction with Practicum 3 credits
- EDCL 5373 Professional Leadership and Mentoring with Practicum 3 credits
- EDCL 5493 Assessment and Data Analysis with Practicum 3 credits

Summary

Total: 12 hours

e-Learning and Instructional Design Microcredential

Completion of Microcredential courses can meet requirements for the Master of Education in e-Learning and Instructional Design or can meet elective requirements for the Master of Education in Classroom Leadership. This Microcredential in e-Learning and Instructional Design is approved by the South Carolina Department of Education as an endorsement for South Carolina certified teachers.

Required Courses

- EDUC 6033 Online Learning Instructional Practices 3 credits
- EDUC 6043 Learning Management Systems/Interface Technologies 3 credits
- EDUC 6063 Instructional Design in a Culturally Responsive Society 3 credits
- EDUC 6083 e-Learning Evaluation and Assessment 3 credits

Summary

Total: 12 hrs.

Healthcare Microcredential

Healthcare Microcredential Required Courses

- HCAM 5423 Health Care Organizations and Delivery 3 credits
- HCAM 5453 Health Information Systems 3 credits
- HCAM 5463 Health Care Policy and Quality Systems 3 credits
- HCAM 5483 Strategic Management in Health Care 3 credits

12 Credit Hours

Human Resources Management Microcredential

Learning Outcomes

Students completing a Microcredential in Human Resources are expected to:

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

Human Resources Management Microcredential Required Courses

- MGMT 5153 Employment Practices 3 hours
- MGMT 5213 Employee and Labor Relations 3 hours
- MGMT 5423 Compensation Management 3 hours
- MGMT 5853 Employee Development 3 hours

12 Credit Hours

Leadership Microcredential

The Leadership Microcredential is designed to prepare individuals for the next level of leadership within their current organization or for new job opportunities within their profession. The purpose of this microcredential is to develop students into leadership opportunities within the students' areas of professional aptitude and experience rather than prepare a student for leadership opportunities outside of their career pathways. For example, upon completion of the Leadership Microcredential, current nurses, production supervisors, and accountants could strengthen their personal marketability for more advanced levels of management within their current organization.

Leadership Microcredential Required Courses

- IBMT 5013 Culture and Ethics in International Business 3 credits
- MGMT 5053 Applied Organizational Behavior 3 credits or MGMT 5463 Applied Leadership Theory 3 credits
- MGMT 5273 Strategic Leadership 3 credits
- MGMT 5383 Organizational Change Management 3 credits

12 Credit Hours

Logistics and Quality Management Microcredential

Logistics and Quality Management Microcredential Required Courses

- IBMT 5083 Global Logistics 3 credits
- MGMT 5033 Operations Management 3 credits
- MGMT 5383 Organizational Change Management 3 credits
- MGMT 5443 Managing for Quality and Excellence 3 credits

12 Credit Hours

Management Microcredential

Management Microcredential Required Courses

- IBMT 5013 Culture and Ethics in International Business 3 credits
- MGMT 5033 Operations Management 3 credits
- MGMT 5143 Executive Economics 3 credits
- MGMT 5363 International Management 3 credits

12 Credit Hours

Project and Quality Management Microcredential

Learning Outcomes

Students completing a Microcredential in Project and Quality Management are expected to:

1. Apply theoretical concepts of the main Project Management Process Groups, the Project Life Cycle and different Quality Management Systems.
2. Be effective communicators and capable problem solvers using collaborative techniques.
3. Demonstrate a clear perception of business ethics as they applied to projects and quality based on Christian principles.
4. Apply Christian servant leadership principles in developing innovative solutions to managerial and organizational problems and projects.

Project and Quality Management Microcredential Required Courses

- MGMT 5033 Operations Management 3 credits
- MGMT 5273 Strategic Leadership 3 credits
- MGMT 5403 Advanced Project Management 3 hours
- MGMT 5443 Managing for Quality and Excellence 3 credits

12 Credit Hours

Certificate Programs

A professional development certificate program is a series of courses clustered together to provide specific educational training towards qualification in a skill area. Students are required to meet the same rigorous academic standards and outcomes as the degree-seeking students. A certificate program will consist of a minimum of 12 credit hours, not including any pre-requisite course work needed. All credits towards a certificate program must be completed at SWU.

Submission of proof of a Baccalaureate degree from a regionally accredited institution of higher education is required for enrollment in all required professional development courses in a certificate program. Go to certificate program Admissions Requirements .

Tuition rates and fees apply for all certificate programs, and payment plans are not offered. Non-credit certificate courses are charged at one-half of the graduate tuition rate per credit hour. Students enrolled in certificate programs share the same resources and support services as degree-seeking graduate students including the online bookstore, disability services and chaplain services.

Certificate Programs offer noncredit professional development courses that, upon completion of a grade of Pass (equivalent to a grade of C or higher on a standard grading scale) for all required courses, will lead to a professional certificate.

Courses completed through the certificate program are for noncredit and do not apply toward a degree program. Academic transcripts are not produced for professional development courses or for proof of completion of the certificate program. A certificate of recognition and a letter of completion will be issued to students who successfully complete the required courses for the certificate program. Certificate-seeking students who fail to complete the requirements for the certificate will receive neither the certificate of recognition nor a letter of completion.

Students may elect to earn graduate-level credit upon successful completion of their first professional development course or upon completion of the certificate program if they meet the following requirements: admission requirements for the appropriate graduate degree program; acceptance into the degree program; and payment of the required transcription fee, calculated at the rate of 50% of the current graduate business tuition rate per credit hour, for the completed professional development course(s). For a professional development course to be considered for transfer into the appropriate degree program, the student must earn a grade of C or higher. However, the Benson School of Business allows for no more than two grades below B- for students enrolled in a graduate degree program to remain in good academic standing. A student who earns grades lower than B- for two courses, including grades earned in professional development certificate courses, will meet with the assigned academic success coach and will receive a letter of academic warning from the Provost. If another course grade lower than B- is earned, the student will not be permitted to continue in the degree program.

Certificate programs are not 1098-T eligible. If a student meets the criteria for graduate-level credit, the certificate transcribing fee will be considered 1098-T eligible.

Microcredential

Healthcare Microcredential

Healthcare Microcredential Required Courses

- HCAM 5423 Health Care Organizations and Delivery 3 credits
- HCAM 5453 Health Information Systems 3 credits
- HCAM 5463 Health Care Policy and Quality Systems 3 credits
- HCAM 5483 Strategic Management in Health Care 3 credits

12 Credit Hours

Human Resources Management Microcredential

Learning Outcomes

Students completing a Microcredential in Human Resources are expected to:

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

Human Resources Management Microcredential Required Courses

- MGMT 5153 Employment Practices 3 hours
- MGMT 5213 Employee and Labor Relations 3 hours
- MGMT 5423 Compensation Management 3 hours
- MGMT 5853 Employee Development 3 hours

12 Credit Hours

Leadership Microcredential

The Leadership Microcredential is designed to prepare individuals for the next level of leadership within their current organization or for new job opportunities within their profession. The purpose of this microcredential is to develop students into leadership opportunities within the students' areas of professional aptitude and experience rather than prepare a student for leadership opportunities outside of their career pathways. For example, upon completion of the Leadership Microcredential, current nurses, production supervisors, and accountants could strengthen their personal marketability for more advanced levels of management within their current organization.

Leadership Microcredential Required Courses

- IBMT 5013 Culture and Ethics in International Business 3 credits
- MGMT 5053 Applied Organizational Behavior 3 credits or MGMT 5463 Applied Leadership Theory 3 credits
- MGMT 5273 Strategic Leadership 3 credits
- MGMT 5383 Organizational Change Management 3 credits

12 Credit Hours

Logistics and Quality Management Microcredential

Logistics and Quality Management Microcredential Required Courses

- IBMT 5083 Global Logistics 3 credits
- MGMT 5033 Operations Management 3 credits
- MGMT 5383 Organizational Change Management 3 credits
- MGMT 5443 Managing for Quality and Excellence 3 credits

12 Credit Hours

Management Microcredential

Management Microcredential Required Courses

- IBMT 5013 Culture and Ethics in International Business 3 credits
- MGMT 5033 Operations Management 3 credits
- MGMT 5143 Executive Economics 3 credits
- MGMT 5363 International Management 3 credits

12 Credit Hours

Project and Quality Management Microcredential

Learning Outcomes

Students completing a Microcredential in Project and Quality Management are expected to:

1. Apply theoretical concepts of the main Project Management Process Groups, the Project Life Cycle and different Quality Management Systems.
2. Be effective communicators and capable problem solvers using collaborative techniques.
3. Demonstrate a clear perception of business ethics as they applied to projects and quality based on Christian principles.
4. Apply Christian servant leadership principles in developing innovative solutions to managerial and organizational problems and projects.

Project and Quality Management Microcredential Required Courses

- MGMT 5033 Operations Management 3 credits
- MGMT 5273 Strategic Leadership 3 credits
- MGMT 5403 Advanced Project Management 3 hours
- MGMT 5443 Managing for Quality and Excellence 3 credits

12 Credit Hours

Courses

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

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

Early Childhood Special Education

ECSP 5213 Introduction to Early Childhood Special Education 3 credits

ECSP 5223 Partnerships in Early Childhood Special Education 3 credits

ECSP 5503 Practicum in Early Childhood Special Education 3 credits

ECSP 5523 Assessment of Young Children with Disabilities 3 credits

ECSP 5613 Procedures for Working with Young Children with Disabilities 3 credits

ECSP 5623 Social/Emotional Development & Guidance for Young Children with Disabilities 3 credits

Classroom Leadership

EDCL 5183 Curriculum and Instruction with Practicum 3 credits

EDCL 5373 Professional Leadership and Mentoring with Practicum 3 credits

EDCL 5493 Assessment and Data Analysis with Practicum 3 credits

Education

EDUC 5113 Philosophy of Education 3 credits

EDUC 5213 Contemporary Issues Involving Diversity in the Classroom 3 credits

EDUC 5223 National Board Preparation 3 credits

EDUC 5263 Action Research I 3 credits

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

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

EDUC 5293 Behavior Management 3 credits

EDUC 5313 Instructional Technologies 3 credits

EDUC 5323 Behavior and Classroom Management 3 credits

EDUC 5333 Advanced Instructional Technology 3 credits

EDUC 5463 Action Research II 3 credits

EDUC 5513 Teaching for Creativity 3 credits

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

EDUC 5553 Nature and Needs of Gifted and Talented Students 3 credits

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

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

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

EDUC 5863 Decoding Approach for Older Students with Difficulty Mastering the Reading Process (Linguistics) (Project Read) 3 credits

EDUC 5913 R2S Foundations in Reading w/Practicum 3 credits

EDUC 5923 R2S Assessment of Reading w/Practicum 3 credits

EDUC 5933 R2S Instructional Practices w/Practicum 3 credits

EDUC 6003 Ethics and History of Instructional Design 3 credits

EDUC 6013 Instructional Design and Leadership in 21st Century 3 credits

EDUC 6023 Project Management Thesis for Instructional Design I 3 credits

EDUC 6033 Online Learning Instructional Practices 3 credits

EDUC 6043 Learning Management Systems/Interface Technologies 3 credits

EDUC 6053 Design for Multimedia Instruction/Digital Media 3 credits

EDUC 6063 Instructional Design in a Culturally Responsive Society 3 credits

EDUC 6073 Developing Web Applications and Social Media 3 credits

EDUC 6083 e-Learning Evaluation and Assessment 3 credits

EDUC 6123 Project Management Thesis for Instructional Design II 3 credits

EDUC 7003 Ethics in Curriculum and Assessment 3 credits

EDUC 7013 Foundations of Curriculum 3 credits

EDUC 7023 Research Tools 3 credits

EDUC 7033 Curriculum, Instruction and Assessment 3 credits

EDUC 7043 Curriculum and Assessment for the Diverse Learner 3 credits

EDUC 7053 Research and Analysis I 3 credits

EDUC 7063 Data-Driven Instruction 3 credits

EDUC 7073 Curriculum Design 3 credits

EDUC 7093 Program Evaluation for Improvement w/Practicum 3 credits

EDUC 7103 Issues and Models in Curriculum 3 credits

EDUC 7113 Research and Analysis II 3 credits

EDUC 7203 Leadership and Values in Diverse Organizations 3 credits

EDUC 8006 Dissertation I- Research Design 6 credits

EDUC 8106 Dissertation II- Methods 6 credits

EDUC 8206 Dissertation III 6 credits

EDUC 8306 Doctoral Dissertation 6 credits

Exceptional Learners

EDSP 5113 Introduction to Exceptional Learners 3 credits

EDSP 5213 Assessment of Exceptional Learners 3 credits

EDSP 5233 Characteristics of Learning Disabled 3 credits

EDSP 5243 Methods of Teaching Students with Learning Disabilities 3 credits

EDSP 5253 Advanced Methods of Teaching Mild to Moderate Intellectual Disabilities 3 credits

EDSP 5263 Advanced Characteristics of Mild to Moderate Intellectual Disabilities 3 credits

EDSP 5503 Practicum in Special Education 3 credits

Administration and Supervision

EDAS 5123 Ethics in Educational Leadership 3 credits

EDAS 5223 Organizational Development in Schools w/Practicum 3 credits

EDAS 5323 Educational Leadership for Curriculum and Instruction 3 credits

EDAS 5343 Educational Leadership for Instructional Effectiveness 3 credits

EDAS 5423 School Operations and Management with Practicum 3 credits

EDAS 5523 Cultivating a Positive School Climate 3 credits

EDAS 5623 Public and Community Relations 3 credits

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

EDAS 5803 Advanced Educational Research I 3 credits

EDAS 5823 Advanced Educational Research II 3 credits

EDAS 5906 Internship in Elementary Administration 6 credits

EDAS 5916 Internship in Secondary Administration 6 credits

Health Care Administration

HCAM 5423 Health Care Organizations and Delivery 3 credits

HCAM 5453 Health Information Systems 3 credits

HCAM 5463 Health Care Policy and Quality Systems 3 credits

HCAM 5483 Strategic Management in Health Care 3 credits

International Business Management

IBMT 5013 Culture and Ethics in International Business 3 credits

IBMT 5023 Foreign Language for Business 3 credits

IBMT 5033 Foreign Language for Business Lab 0 credits

IBMT 5043 Critical Thinking and Cross-Cultural Negotiation 3 credits

IBMT 5053 Dynamics of Globalization 3 credits

IBMT 5063 Global Marketing 3 credits

IBMT 5073 Global Trade and Investment 3 credits

IBMT 5083 Global Logistics 3 credits

IBMT 5093 Seminar in International Accounting Practices 3 credits

IBMT 5103 International Financial Management 3 credits

IBMT 5113 Future Trends in Global Industry 3 credits

IBMT 5123 International Business Study Tour 3 credits

International Health Care Administration

HCIM 5423 International Business Study Tour: Health Care Organizations Business Innovation 3 hours

Master of Business Administration

MBAM 5223 Data Analysis and Decision Making 3 credits

MBAM 5323 Accounting in Automated Society 3 credits

Management

MGMT 5033 Operations Management 3 credits

MGMT 5053 Applied Organizational Behavior 3 credits

MGMT 5063 Marketing Management 3 credits

MGMT 5073 Human Resources Management 3 credits

MGMT 5103 Advanced Financial Management 3 credits

MGMT 5123 Accounting and Finance for Managers 3 credits

MGMT 5143 Executive Economics 3 credits

MGMT 5153 Employment Practices 3 hours

MGMT 5163 Management of Information Systems 3 credits

MGMT 5213 Employee and Labor Relations 3 hours

MGMT 5243 Economics for Managers 3 credits

MGMT 5263 Leadership and Ethics 3 credits

MGMT 5273 Strategic Leadership 3 credits

MGMT 5363 International Management 3 credits

MGMT 5383 Organizational Change Management 3 credits

MGMT 5403 Advanced Project Management 3 hours

MGMT 5423 Compensation Management 3 hours

MGMT 5443 Managing for Quality and Excellence 3 credits

MGMT 5463 Applied Leadership Theory 3 hours

MGMT 5723 Field Study in Management and Leadership 3 hours

MGMT 5803 Business Policy and Strategic Planning 3 credits

MGMT 5823 Integrated Studies in Management 3 credits

MGMT 5853 Employee Development 3 hours

Psychology

PSYC 5003 Professional Orientation and Practice 3 credits

PSYC 5053 Counseling Foundations and the Helping Relationship 3 credits

PSYC 5123 Human Growth and Development I 3 credits

PSYC 5143 Human Growth and Development II 3 credits

PSYC 5513 Counseling in a Multicultural World 3 credits

PSYC 5523 Group Dynamics and Processes 3 credits

PSYC 5533 Lifestyle and Career Development 3 credits

PSYC 5543 Psychological Assessment and Testing 3 credits

PSYC 5553 Research and Evaluation 3 credits

PSYC 5563 Psychopathology 3 credits

PSYC 5573 Psychodiagnostics 3 credits

PSYC 5583 Spirituality and Counseling 3 credits

PSYC 5713 Psychopharmacology of Addiction 3 credits

PSYC 5723 Addictions Counseling 3 credits

PSYC 5733 Addiction and Recovery 3 credits

PSYC 5743 Crisis Intervention 3 credits

PSYC 5753 Trauma-informed Practice 3 credits

PSYC 5763 Cognitive Behavioral Therapy 3 credits

PSYC 5773 Counseling Children and Adolescents 3 credits

PSYC 5783 Mindfulness Therapy 3 credits

PSYC 5800 Practicum Variable credit (1-3 credits)

PSYC 5830 Internship I Variable credit (1-8 credits)

PSYC 5850 Internship II Variable credit (1-8 credits)

Doctor of Business Administration

BDBA 7013 Research and Writing Skills 3 hours

BDBA 7023 Management Ethics and Christian Values in Business 3 hours

BDBA 7033 Critical Thinking in Business 3 hours

BDBA 7043 Qualitative Analysis 3 hours

BDBA 7053 Quantitative Analysis 3 hours

BDBA 7063 Servant Leadership 3 hours

BDBA 7073 Human Resource Development 3 hours

BDBA 7083 Organizational Design and Behavior 3 hours

BDBA 7093 Contemporary Issues in Management 3 hours

BDBA 7103 Strategic Innovation for Performance Excellence 3 hours

BDBA 7153 Research Methods 3 hours

BDBA 7163 Developing the Research Proposal 3 hours

BDBA 8014 Dissertation I 4 hours

BDBA 8024 Dissertation II 4 hours

BDBA 8034 Dissertation III 4 hours

Business Education

BUED 7113 Adult Education 3 hours

BUED 7123 Instructional Technology 3 hours

BUED 7133 Curriculum and Instruction 3 hours

BUED 7143 Instructional Design for Online Learning 3 hours

Personnel

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Chair, Division of Social Sciences

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OneLife/SWU Site Director

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Chair, Division of Religion

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Student Life

Brittany Bickel Director of Conference Services

Brad Bowen Director of Campus Safety

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Dana Frost, MBA Title IX Coordinator

Bob Kerstetter Director of Worship and Discipleship

Gail Kerstetter Director of Music Ministry and Outreach

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Wes Pate Director of Campus Activities and Intramurals

Monica Perez, MEd Director of Counseling and Health Services

Jason Tegen, MSML

Assistant Vice President for Campus Life and Housing

Cindy Trimmier-Lee, MEd

Director of Student Support Services (TRiO Program)

Faculty, Full-Time

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

Simone Adams, Assistant Professor of Special Education. BA, Clemson University; MA, Furman University; PhD, Clemson University. (2020)

Raymond Attawia, Assistant Professor of Business. MA, Northern Illinois University; PhD, Northern Illinois University. (2016)

Lynn Brown-Bulloch, Associate Dean of RN to BSN Nursing Program; Professor of Business. BN, Medical University of South Carolina; MN, University of South Carolina; DBA, University of Phoenix. (2014)

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

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

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

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

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

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

Oliver Brent Dongell, Associate Professor of Youth Ministry; Director of Quest Youth Theology Institute. BS, Indiana Wesleyan University; MDiv, Liberty University. (2018)

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

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Stacia Emerson, Associate Professor of Education. BS, Louisiana Tech University; MS, Louisiana Tech University; PhD, University of North Texas. (2018)

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

Derek Forrester, Assistant Professor of Recreation and Sport Management. BA, Clemson University; MA, Furman University; MA, Liberty University. (2019)

Charissa Fryberger, Visiting Assistant Professor of English. BA, Colorado College; MA, Clemson University. (2020)

Robert Furr, Assistant Professor of Computer Science. BS, Southern Wesleyan University; MBA, Southern Wesleyan University. (2020)

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

Mary Gibson, Assistant Professor of Accounting. BA, Southern Wesleyan University; MBA, Southern Wesleyan University; DBA, Liberty University. (2020)

Charles Hackney, Associate Professor of Psychology. BA, George Fox University; PhD, SUNY-Albany University. (2020)

Lisa Hall-Hyman, Associate Professor of Education. BA, South Carolina State University; MEd, Education/National Institute Teaching, Cambridge College; PhD, University of Southern Mississippi. (2016)

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

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

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

Walter Henley, Associate Professor of Marketing. MBA, University of Memphis; DBA, University of Memphis. (2017)

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

Michael Hylen, Coordinator of Doctoral Studies; Associate Professor of Education. MEd, University of Missouri; PhD, University of Missouri. (2020)

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Staci Johnson, Chair, Division of Sciences; Associate Professor of Biology; Laboratory and Safety Coordinator. BS, University of Tennessee; MS, Clemson University; PhD, Clemson University. (2012)

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

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

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

Gunsung Lee, Assistant Professor of Psychology. BA, Yonsei University; MA, Yonsei University; PhD, University of Iowa. (2017)

Namhoon "August" Lee, Assistant Professor of Business. MS, Illinois State University; PhD, Illinois Institute of Technology. (2015)

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

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

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

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

Stephen Preacher, Dean, Benson School of Business; Professor of Business. BA, Bob Jones University; MS, National University; MBA, National University; DBA Alliant International University. (2017)

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

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

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

Jonathan Sircy, Associate Professor of English. BA, Murray State University; MA University of Kentucky; PhD, University of South Carolina. (2018)

Hyunjin Son, Assistant Professor of Mathematics. BS, Ajou University; MS, Ajou University; MS, Clemson University; PhD, Auburn University. (2018)

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

Virginia "Britt" Terry, Associate Professor of English. BA, Winthrop University; MA, Winthrop University; PhD, University of South Carolina. (2017)

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

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

Tyler Watts, Assistant Professor of e-Learning and Instructional Design. BA, California Baptist University; MBA, University of Hawaii; PhD, University of Kentucky. (2019)

Mildred Williams, Associate Professor of Psychology; Program Coordinator for BS in Human Services. BA, Rutgers University; MA, Webster University; PhD, Capella University (ABD). (2009)

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

Janice Young, Assistant Professor of Education and Coordinator of Field Studies. BA, Clemson University; MEd, Southern Wesleyan University; PhD, Capella University. (2019)

Faculty Emeriti

Gloria J. Bell, Professor of English. BA, Southern Wesleyan University; MA, University of North Carolina; PhD, University of Colorado. (1977-2009)

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

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

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

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

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

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

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

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

Thomas E. Jennings, Professor of Education. AB, Asbury College; MEd, University 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, University of Wisconsin; PhD, University of Wisconsin. (1964-2004)

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

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

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

Claude M. Rickman, Professor of Mathematics; Coordinator of Studies in Mathematics. BA, Southern Wesleyan University; MEd, Clemson University; EdD, University 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; ThD, Fuller Theological Seminary. (1978)

Paul B. Wood, Professor Psychology. AB, Guilford College; MA, University of North Carolina; PhD, University 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)