

# **Bulletin Home**

## ***Central, South Carolina 29630***

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

## **About SWU**

## **Aspirations**

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

Located in Central, South Carolina, the university is a half-way point between Charlotte, North Carolina, and Atlanta, Georgia. 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 and Music Studies.

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, digital marketing, recreation, teacher education, music, English, communication, religion & ministry, biology, chemistry, exercise science, environmental science, math, computer science, forensics, pre-medicine, history, psychology, social science, criminal justice, 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 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), and Doctorate of Business Administration (DBA).

## **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 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 (SACSCOC) to award associate, baccalaureate, masters, and doctorate

degrees. Southern Wesleyan University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Southern Wesleyan University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

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

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

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

The school is recognized and listed by the U.S. Department of Education and by the South Carolina State Approving Agency. 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: <https://www.swu.edu/academics/school-of-education/stakeholder-information/>

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 Chair of the School of Education and Music Studies, the Chair of the Benson School of Business and Social Sciences, or Social Sciences Graduate Admissions Committee. The Chair 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. Official transcripts of all degree-conferring colleges.
3. 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 MED in Classroom Leadership and MED in Administration and Supervision degree programs. Applicants to the MBA program must provide contact information for two references.
4. Evidence of required employment and/or experience.
5. 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.
6. Applicants to the MEd program must provide proof of teacher certification.
7. For applicants for whom English is a second language, official TOEFL, IELTS, or Duolingo score.
8. Satisfactory interview with the designated committee or academic department, 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 MBA, M.Ed. and D. Clifton Wood MS in Counseling Psychology require 3.0.
3. Official transcripts of all degree-conferring colleges.
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 MED in Classroom Leadership and MED in Administration and Supervision degree programs. Applicants to the MBA program must provide contact information for two references.
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 department, 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
- Official Duolingo score of 110

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)**

All students applying to the MBA program who hold a bachelor's degree will be required to take the *Peregrine Comprehensive Business Exam* instead of the GMAT or GRE exam. Peregrine has customized the exam to match the MBA coursework. The objective of this policy is to augment student success, rather than to screen applicants from the program. The exam helps to ensure they are equipped to pass the courses with quantitative content. If a student's score is less than 70% in any of the following areas, they will be required to take self-paced academic leveling courses (ALC) for those disciplines: economics, finance, and quantitative methods. The ALC leveling courses must be completed with a score of 70% or higher before registering for classes.

Learn more about the MBA 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 3.0 or better on all undergraduate course work or on the final 60 hours of undergraduate course work.
3. Students with a GPA of less than 3.0 must have satisfactory scores on the GMAT (550 or greater) and/or approval by the Graduate Admissions Committee. Admission to the program is not guaranteed by taking the GMAT no matter the score.
4. Official transcripts of all degree-conferring colleges.
5. Completion of the Peregrine Comprehensive Business Assessment is required regardless of the undergraduate degree or major. Once an application is submitted, admissions will contact the applicant with details on how to complete this complementary assessment. If a student's score is less than 70% in any of the following areas, they will be required to take self-paced academic leveling courses (ALC) for those disciplines:
  - Economics
  - Finance
  - Quantitative Methods.

The ALC final assessment must be completed with a score of 70% or higher before registering for classes.

## **Master of Education in Teacher Leadership or Virtual Teaching**

### ***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 degree-conferring colleges.

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 one year experience as an administrator or teacher such that the teacher's classroom can serve as a "laboratory" for the completion of course requirements.
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 coursework or on the final 60 hours of undergraduate coursework. (If less than 3.0, the student must have satisfactory scores on the GRE and/or approval of the Graduate Admissions Committee.)
6. Official transcripts of all degree-conferring colleges.
7. Applicants for whom English is a second language, the 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 coursework or on the final 60 hours of undergraduate coursework. 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 degree-conferring colleges.
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 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. Resume with recent and relevant work experience included.
3. Bachelor's degree from a regionally accredited college or university.
4. 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.
5. Will accept up to 9-transfer credit hours from a qualifying institution.
6. Official transcripts of all degree-conferring colleges.
7. 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.
8. Satisfactory interview with the designated committee or academic department, if required.

# 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 Chair of the School of Education and Music Studies 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 Chair of the School of Education and Music Studies 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 Chair of the School of Education and Music Studies 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 School Chair 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 and Music Studies Graduate Review Committee.

The applicant will receive a written decision from the School Chair. The Chair is not a member of the Graduate Review Committee to ensure objectivity in the consideration of the appeal; therefore, the decision of the Chair of the School of Education and Music Studies 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. Official transcripts of all degree-conferring colleges and university-level coursework.
3. 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.
4. 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.
5. 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.
6. 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 with a specialization in Curriculum and Assessment is designed to allow for initial enrollment in either the fall or spring semester while the Doctor of Education Program with a specialization in the Exceptional Learner will only allow for initial enrollment in the fall 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 (EdD) 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.

## **Doctor of Business Administration (DBA) 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 DBA program coordinator 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 DBA Program Coordinator 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 Chair of the School of Education and Music Studies 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 Program Coordinator 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 Benson School of Business and Social Sciences Review Committee.

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

# **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. Official transcripts of all degree-conferring colleges and university-level coursework.
3. 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.
4. Submission of a Statement of Purpose essay.
5. Submission of a resume documenting professional experience in business or a related field for a minimum of three (3) years.
6. All applicants must take the Peregrine Comprehensive Business Exam before registering for classes. This must be done early enough in advance in order to take any needed academic leveling courses (ALC) if scores in quantitative disciplines are lower than 70%. The GRE, GMAT, or MAT tests are not required.
7. 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, a minimum overall band score of 6.5 on the IELTS is required, or a minimum score of 115 on the Duolingo 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 and Social Sciences 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 official transcripts of all degree-conferring colleges and university-level coursework.
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. All applicants must take the Peregrine Comprehensive Business Exam before registering for classes. This must be done early enough in advance in order to take any needed academic leveling courses (ALC) if scores in quantitative disciplines are lower than 70%. The GRE, GMAT, or MAT tests are not required.
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, a minimum overall band score of 6.5 on the IELTS is required, or a minimum score of 115 on the Duolingo is required.

## **Application to a Certificate Program**

For a candidate to be considered for admission in a certificate 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 Certificate 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.

## ***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) 644-5550 or [online@swu.edu](mailto:online@swu.edu).

## **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 or School Chair.

The Administrator or School 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 or School 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 or School Chair determines that the complaint does not have merit, the matter is considered closed unless further information becomes available.

If the Administrator or School 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 Department Coordinator is appealed to the School Chair, who responds within five business days after receiving the written letter of appeal.
2. Disciplinary action by a School Chair 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 SWU may desire to make 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 hardcopy) from an employee of the University, the University will make efforts to investigate, and if warranted, to resolve the complaint within established procedures. Additionally, University employees will ensure that the following steps are taken. If the student complaint is received in print format the staff/faculty member receiving the complaint will forward a copy of the complaint to the VP for Student Life in order for the complaint and all responses related to it to be tracked, forwarded to appropriate administrators for resolving, and archived upon resolution. The institution is prepared to provide documentation related to complaints to regulators and accrediting bodies with a legitimate right to access those records.

Any student filing a complaint (excluding complaints concerning Sexual Misconduct) should first attempt to resolve the issue by consulting with the involved faculty or staff member. In the event no resolution is reached, or if this direct approach would place the student in an inappropriate

situation, the student should bring or send the complaint, in writing, to an appropriate employee of the University with supervisory authority over the faculty or staff member in question (see guidance below). Complaints concerning Sexual Misconduct should be reported immediately to the Title IX Coordinator in accordance with the Title IX policy.

When a student complaint is received in writing by an employee of the University, he or she will forward the complaint to the appropriate supervisor responsible for the matter of concern and to the VP for Student Life who will monitor and track the complaint process. The employee receiving the complaint will work with their supervisor to investigate the matter and resolve it unless the complaint is reassigned to a more appropriate administrator by the VP for Student Life. All responses related to the complaint as well as a description of the resolution must be forwarded to the VP for Student Life by the employee or administrator responsible for addressing the complaint.

The administrator who is addressing the complaint is responsible for forwarding the complaint, all responses, and the resolution to the VP for Student Life. Administrators are assigned to investigate a complaint according to their respective area of responsibility.

- **Academic Affairs:** Academic Division Chairs, Academic Deans and the Provost's Office are responsible for student complaints that relate to issues of academic policy or procedure, or any perceived injustice or misrepresentation related to instruction or evaluation. These complaints might relate to such things as failure to follow the written syllabus, penalties related to academic dishonesty, faculty bias or behavior, transfer credit problems, advising issues, library matters, etc.
- **Student Life Office:** Responsible for student complaints that relate to issues concerning the counseling center, health services, career services, residence life, commuter concerns, security, spiritual life, student policy, or perceptions of threat of prejudice outside the classroom or from other students.
- **Campus Safety Office:** Responsible for student complaints that relate to issues concerning campus safety and motor vehicle & parking fines.
- **Athletic Office:** Responsible for student complaints that relate to issues concerning athletics.
- **Business Office:** Responsible for student complaints that relate to issues of human resources, buildings and grounds, dining service, financial aid, and business office functions and policies.
- **Admissions Office:** Responsible for student complaints related to enrollment.
- **President's Office:** Responsible for student complaints that relate to the University in general and are not closely associated with any offices listed above.

Any student who is unsure where to direct a complaint is encouraged to speak with the VP for Student Life who can assist the student in determining the best person within the University to address the complaint.

As various offices and individuals are involved in addressing the student complaint, actions taken are to be documented and correspondence is to be kept. Once University activity related to the complaint has been concluded, all documentation will be sent to the administrator who is

responsible for addressing the complaint. The administrator will then forward all documentation to the VP for Student Life for archival purposes. Record of complaints and their documentation will be kept for no less than five years. The University has no obligation to inform a student how his or her complaint was resolved, nor does a student have a right to appeal a resolution of which he or she is made aware.

### **Definitions**

*Student Complaint*-An expressed concern that meets the following criteria:

1. Is from a student as defined below.
2. Is in writing either in electronic form or hard copy and is submitted to an appropriate faculty/staff/administrator as explained in the procedure section below.
3. Relates to a perception of injustice, inappropriate speech/conduct directed at a student, threat, or failure to act in accordance with a real or implied commitment on the part of the institution or its agents.
4. Is NOT a part of a defined adjudicatory process concerning grades, academic policy, student discipline, or Title IX related matter.
5. Is related to an area or issue under SWU's control.

*Student*-An individual who is or has been enrolled in a SWU course or is applying for admission to the institution.

Students may submit a complaint to the South Carolina Commission on Higher Education (CHE) using this form: [Complaint\\_Procedures\\_and\\_Form.pdf](#).

### **Note to Georgia Residents**

If the complaint is not resolved at the institution level through its complaint procedure, students who reside in Georgia may file a complaint with the Georgia Nonpublic Postsecondary Education Commission (NPEC), 2082 East Exchange Place, Suite 220, Tucker, GA 30084-3300. The NPEC telephone number is 770-414-3300.

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/consumer-resources/gnpec-authorized-school-complainant-form>

### **Note to Non-South Carolina Students**

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 to identify 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 should the student find it appropriate to file a complaint with the agency in the state in which

reside, complaints regarding grades or conduct violations should be excluded, as such complaints are governed directly by Southern Wesleyan University's complaint procedures.

## 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.

<b>Complaint Against</b>	<b>Submit To</b>	<b>Investigator</b>
Faculty member	Academic Success Coach or Executive Director of Student Learning	Chair 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.

## **Academics**

- Academic Advising
- Academic Appeals
- Academic Honesty
- Accommodations for Students with Disabilities
- Candidacy

- Class Attendance
- Course Load
- Conferral of Degrees
- Credit Hour
- Doctoral Comprehensive Examination
- Doctoral Dissertation
- Graduation Requirements for Master Degree Programs
- Graduation Requirements for the Doctorate in Business Administration Program
- Graduation Requirements for the Doctor of Education Program
- Grade Change Request
- Grades
- Grade Appeal Procedures

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**

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 Chair of the School of Education and Music 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 students enroll in the Master of Education, Doctor of Education, and Doctor of Business Administration, registration for each subsequent course in the sequence is automatic provided the student maintains good academic standing. For all other programs, students will meet with their academic success coach to schedule classes for upcoming semesters.

## **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  $\frac{1}{2}$  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

For graduate students taking required coursework leading to a degree, "full-time" at Southern Wesleyan University is defined as enrollment in nine (9) credit hours or more in either a fifteen-week period or within two consecutive seven-week periods. In the case of students who have completed all required coursework for a degree but are completing a dissertation or applied doctoral project, "full-time" is defined as enrollment in one (1) credit hour of doctoral continuation per term. A graduate student pursuing required coursework who is registered for six (6) credit hours for a semester is classified as a part-time student, and registration for five (5) or fewer credit hours for a semester is classified as less than half-time. To be eligible for financial aid, a graduate student must either be registered for at least six (6) hours of required coursework for the semester or one doctoral continuation credit per term.

## 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 chair 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, spring, and summer terms. 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) is on a probation period during the first semester and 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 administratively withdrawn.

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 chair of the program. The decision of the chair is final.

A student enrolled in a graduate program who earns grades lower than 2.7 (B-) in the Benson School of Business and Social Sciences or 3.0 (B) in the School of Education and Music Studies 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 and Social Sciences or 3.0 (B) in the School of Education and Music 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 chair 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 and Social Sciences.

No grade below 2.7 (B-) may be applied toward a graduate degree in the School of Education and Music. 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 and Music 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 and Music 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 department coordinator (if applicable) or chair 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 department coordinator or school chair 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 department coordinator or school chair 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 department coordinator's written decision, the student may appeal to the instructor's school chair within ten (10) working days of receipt of the department coordinator's decision. The school chair will only consider appeals if the department coordinator's decision lacks due process or shows evidence that relevant information was not taken into consideration. The student's appeal to the school chair should include:

- a letter to the school chair indicating the steps already taken to resolve the grade issue with the instructor and with the department coordinator;
- a completed grade appeal form or a copy of the grade appeal form that was submitted to the department coordinator;
- copies of communications with the instructor and the department coordinator to resolve the grade issue; and
- substantive evidence supporting the grade appeal.\*

The school chair'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**

In the event that a student, who is a member of the National Guard, United States Armed Forces, or a reserve component, shall be called/ordered into active duty (including active State duty), the student and/or student's spouse can request and receive a granted military leave of absence from Southern Wesleyan University. The student and/or spouse will be administratively withdrawn from the university and receive a full refund of tuition and fees\*. The refunding of other charges may be prorated based on the date of the withdrawal.

Service members and/or their spouses 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.

Upon release from military duty, the student and/or student's spouse will be readmitted to the university at the current tuition rate with the same academic status they held during their last attending semester without loss of academic credits earned, scholarships or institutional grants awarded prior to the commencement of military duty. The student will be readmitted under the current catalog as long as the program/courses are still offered.

Without deployment orders, the student and/or student's spouse must follow standard College drop or withdrawal procedures. A retroactive appeal to consider a military withdrawal can be initiated upon delivery of the applicable deployment orders.

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 Master of Education in Administration and Supervision, 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 Business Administration and Doctor of Education programs 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 and Social Sciences.
- 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 and Music.
- Meet all specific program requirements.
- 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.
- 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 and Music.
- 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.
- 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 and Social Sciences 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**

After the completion of at least 18 credit hours, the student begins the process of forming a committee in order to assure that the student is under careful advisement and mentoring throughout the program. The Program Director, along with the student's input, recommends the appointment of the Dissertation Committee.

The dissertation is original research in which data is collected by the candidate and the interpretation of that data does 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 in the Dissertation Manual. The dissertation must reflect the most current APA requirements and be written in English.

Doctoral students who have passed comprehensive exams and have begun taking doctoral dissertation hours must remain enrolled in at least six (6) 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 Program Director. 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 removal from the program. A doctoral candidate has seven (7) years to complete the coursework and the dissertation.

A written dissertation is mandatory for candidates for the doctoral degree and requires a minimum of six (6) hours of doctoral research following successful completion of program coursework. In addition to the written dissertation, the dissertation must be successfully defended by the student at two times: the proposal and the final defense.

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 during the May and December commencement ceremonies. Final degree requirements must be completed or in progress to participate in commencement. Students' degrees will also be conferred on August 31st for those who complete degree requirements after the academic deadline for May graduation and by the end of the publishing ending date of the summer semester. For students who receive an August conferral date, they will be able to participate in the December commencement.

The graduation application, the application deadline as published on the University calendar, and related graduation information and instructions are emailed to graduation candidates via their SWU email account several months prior to commencement. Graduation candidates must apply for graduation prior to the stated deadline to have their degree conferred.

Diplomas are mailed to graduates' permanent address within six weeks following commencement.

Graduates who have outstanding financial obligations to the University will not receive their diploma until all financial holds are resolved.

## **Certificate Programs**

A certificate 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 certificate 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 certificate will typically consist of a minimum of 12 credit hours, not including any required pre-requisite course work. All certificate 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 certificate program.

Additionally, a candidate for the Certificate 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 certificate programs, and payment plans are not offered.

Successfully completed certificate courses may apply toward a graduate degree program or in the case of a certificate in Classroom Leadership, may meet requirements for the classroom leadership endorsement in South Carolina. Check individual certificate programs for details regarding the application of certificate credit. No grade below 2.7 (B-) may be applied toward a graduate degree in the School of Education and Music. No grade below 2.0 (C) may be applied toward a graduate degree in the Benson School of Business and Social Sciences. However, the Benson School of Business and Social Sciences 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 certificate program. Completion of the certificate 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 chair 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 chair 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 department coordinator, in writing, within ten (10) working days after being informed that the grade for the course will be F. If the department coordinator 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 department coordinator, the student may appeal the decision in writing to the appropriate academic school chair within ten (10) working days. The academic school chair 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 school chair'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**

### *Brainfuse*

Brainfuse 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 Brainfuse, 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 Brainfuse when assistance is needed in any one of several subject areas including writing, math, science, or business.

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

For help using Brainfuse, contact [info@brainfuse.com](mailto:info@brainfuse.com) or [support@brainfuse.com](mailto:support@brainfuse.com). To reach support by phone, call 1(866) 272-4638 to speak to someone directly or to leave a voicemail after hours.

For on campus help, contact Tutoring Services by phone at 864.644.5137 or by email at [studentsuccess@swu.edu](mailto:studentsuccess@swu.edu).

## **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](mailto: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](mailto: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 childcare 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.

## **Benson School of Business and Social Sciences**

### **Department of Business**

### **Department of Social Sciences**

### **School of Education and Music**

### **Department of Education**

### **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 (SWU), 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 and diplomas until all accounts with the university (including parking fines, library fines, residence fines, athletic insurance, and student account 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. If a payment made to a student's account is returned by the bank for any reason, repayment of the original amount plus a returned payment fee of \$32 will be due. Multiple returned payments and/or failure to comply with the terms of any payment plan or agreement made with Southern Wesleyan University may result in cancellation of classes and/or suspension of eligibility to register for future courses.

Southern Wesleyan University uses student e-mail as an official method of communication with students, which means that students are responsible for reading the e-mails received from Southern Wesleyan University on a timely basis. Electronic billing on MySWU is the official billing method that Southern Wesleyan University uses, but there may be times where letters or statements may be mailed to the home address on record. In addition, students may also be contacted on their cell phone using text messages or voicemails about important deadlines and due dates for payments. For this reason, it is vital that students keep Southern Wesleyan University records up to date with current physical addresses, email addresses, and phone numbers. Upon leaving Southern Wesleyan University for any reason, it is the student's responsibility to provide updated contact information for purposes of continued communication regarding any amounts that remain due. Information can be updated by reaching out to the Academic Records Office at [academicrecords@swu.edu](mailto:academicrecords@swu.edu) or by calling 864-644-5530.

Students are responsible for viewing and paying their bill on MySWU. Failure to review a bill does not constitute a valid reason for not paying a bill on time. Administrative, clerical or technical billing errors do not absolve a student of financial responsibility to pay the correct amount of tuition, fees and other associated financial obligations as assessed as a result of a student's registration at Southern Wesleyan University. Please direct any questions about billing to the Student Accounts Office at [studentaccounts@swu.edu](mailto:studentaccounts@swu.edu) or by calling 864-644-5520.

# 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**
- **Payment plan** - Payments may be made monthly through Meadow Pay, allowing you to pay your educational expenses each term in as many as four\* payments. There is a non-refundable finance charge of \$50 to use a payment plan. Payments are set to auto draft monthly based on the billing information you put on file. A \$50 late fee will be charged for any payment not received within seven days of the due date.

\*Summer term only has a maximum of three payments.

# 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. Information can be updated by reaching out to Academic Records Office at [academicrecords@swu.edu](mailto:academicrecords@swu.edu) or by calling 864-644-5530.

# 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 have an authorization submitted by their caseworker.

## 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.

	<b>Undergraduate Tuition Discount</b>	<b>Graduate Tuition Discount</b>
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.*

## Academic Programs

### Master

### Master of Business Administration (MBA)

The master's in business administration (MBA) at the Benson School of Business prepares its graduates for senior management and strategic leadership in business and equips them for ethical decision-making, innovative analytical and problem-solving skills, and professionalism in their careers. The program is designed for prospective graduate school students and qualified full-time and part-time workers who continue to work while earning a graduate business degree that enhances their career paths towards senior level management positions in Human resources,

Business and Management Analyses, Project Management, Employee Training and Development, etc.

Federal CIP: 52.0205 Operations Management and Supervision

## ***Learning Outcomes***

Southern Wesleyan University MBA graduates will:

1. apply theoretical concepts to management situations focused on evidence-based solutions;
2. communicate effectively orally and in writing;
3. demonstrate a clear perception of business ethics based on Christian principles;
4. demonstrate the ability to use data to analyze business decisions;
5. apply Christian servant leadership principles in developing innovative solutions to organizational problems.

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

## **Masters of Business Administration (MBA) Requirements**

- IBMT 5013 Culture and Ethics in International Business 3 credits
- MBAM 5223 Data Analysis and Decision Making 3 credits
- MBAM 5323 Accounting Information Systems 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 5363 International Management 3 credits
- MGMT 5383 Organizational Change Management 3 credits
- MGMT 5433 Crisis Management 3 credits

**30 credit hours**

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

Federal CIP: 13.0401 Educational Leadership and Administration, General

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

Standard 1: Mission, Vision, and Improvement

Standard 2: Ethics and Professional Norms

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Standard 4: Learning and Instruction

Standard 5: Community and External Leadership

Standard 6: Operations and Management

Standard 7: Building Professional Capacity

Standard 8: Internship

Standard 9: Christian Ethic of Care (not NELP Standard)

## 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 Institutional 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**  
EDAS 5916 EDAS 5916 Internship in Secondary Administration 6 credits \*

## 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 e-Learning and Instructional Design (MED)**

**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 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 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 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 6900 Instructional Design Lab 0 Credits - **Optional**

### **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 Education in Teacher Leadership (MED)

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 Teacher 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 Science in Counseling Psychology (MS)**

**Federal CIP: 51.1508 Mental Health Counseling/counselor**

The D. Clifton Wood Master of Science in Counseling Psychology provides students with the training and clinical experience needed to pursue licensure as Licensed Professional 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 the summer residency, 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 3 credits
- PSYC 5850 Internship 15 credits

## **Electives**

*Six (6) to 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.***

## **Doctorate**

### **Doctor of Business Administration (DBA)**

**Federal CIP: 52.0299 Business Administration, Management and Operations, Other.**

Upon completing the Doctor of Business Administration, students will:

1. Apply theoretical concepts to management situations focused on evidence-based solutions.
2. Communicate effectively orally and in writing.
3. Demonstrate a clear perception of business ethics based on Christian principles.
4. Apply Christian servant leadership principles in developing innovative solutions to organizational problems.
5. Demonstrate the ability to use data to analyze business decisions.

## 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 Advanced Topics in 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 7123 Economic Analysis 3 hours
- BDBA 7143 Crisis Management 3 hours
- BDBA 7163 Strategic External Assessment 3 hours
- BDBA 7203 Special Topics in Business Administration 3 hours
- BDBA 8003 Applied Doctoral Project I 3 hours
- BDBA 8103 Applied Doctoral Project II 3 hours
- BDBA 8206 Applied Doctoral Project III 6 hours

## 54 Credit Hours

### Optional Continuous Course

- BDBA 8301 Applied Doctoral Project Continuous 1 hour

## Doctor of Education with Curriculum and Assessment Specialization (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 7023 Research Tools 3 credits
- EDUC 7013 Foundations of Curriculum 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 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 8311 Dissertation Continuation 1 hour

## **60 Credit Hours**

# **Doctor of Education with Exceptional Learner Specialization (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 7023 Research Tools 3 credits
- EDUC 7213 The Nature and Needs of the Exceptional Learner 3 credits
- EDUC 7133 Methods for Teaching the Exceptional Learner 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 7173 Assessment of the Exceptional Learner 3 credits
- EDUC 7093 Program Evaluation for Improvement 3 credits
- EDUC 7223 Introduction to Curriculum for the Exceptional Learner 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 8311 Dissertation Continuation 1 hour

## **60 Credit Hours**

### **Certificate**

### **e-Learning and Instructional Design Certificate**

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 6053 Design for Multimedia Instruction/Digital Media 3 credits
- EDUC 6063 Instructional Design in a Culturally Responsive Society 3 credits  
or
- EDUC 6083 e-Learning Evaluation and Assessment 3 credits

### **Summary**

***Total: 12 hrs.***

## **Leadership Certificate**

The Leadership Certificate 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 certificate 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 Certificate, current nurses, production supervisors, and accountants could strengthen their personal marketability for more advanced levels of management within their current organization.

### **Leadership Certificate 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**

## **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.

## **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 6900 Instructional Design Lab 0 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 3 credits**

**EDUC 7103 Issues and Models in Curriculum 3 credits**

**EDUC 7113 Research and Analysis II 3 credits**

**EDUC 7133 Methods for Teaching the Exceptional Learner 3 credits**

**EDUC 7173 Assessment of the Exceptional Learner 3 credits**

**EDUC 7203 Leadership and Values in Diverse Organizations 3 credits**

**EDUC 7213 The Nature and Needs of the Exceptional Learner 3 credits**

**EDUC 7223 Introduction to Curriculum for the Exceptional Learner 3 credits**

**EDUC 8006 Dissertation I- Research Design 6 credits**

**EDUC 8106 Dissertation II- Methods 6 credits**

**EDUC 8206 Dissertation III 6 credits**

**EDUC 8311 Dissertation Continuation 1 hour**

## **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 Institutional 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**

## **International Business Management**

**IBMT 5013 Culture and Ethics in International Business 3 credits**

**IBMT 5083 Global Logistics 3 credits**

**IBMT 5123 International Business Study Tour 3 credits**

## **Master of Business Administration**

**MBAM 5223 Data Analysis and Decision Making 3 credits**

**MBAM 5323 Accounting Information Systems 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 5433 Crisis Management 3 credits**

**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 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 3 credits**

**PSYC 5850 Internship 15 credits**

**PSYC 5900 Special Topics in Counseling Psychology variable credit**

## **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 Advanced Topics in 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**

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**BDBA 7123 Economic Analysis 3 hours**

**BDBA 7143 Crisis Management 3 hours**

**BDBA 7163 Strategic External Assessment 3 hours**

**BDBA 7203 Special Topics in Business Administration 3 hours**

**BDBA 8003 Applied Doctoral Project I 3 hours**

**BDBA 8103 Applied Doctoral Project II 3 hours**

**BDBA 8206 Applied Doctoral Project III 6 hours**

**BDBA 8301 Applied Doctoral Project Continuous 1 hour**

## **Personnel**

- Board of Trustees
- President's Cabinet
- Administrative Staff
- Faculty, Full-Time
- Faculty Emeriti

## Board of Trustees

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Wayne Schmidt, General Superintendent Fishers, Indiana

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E. Keith Carroll	Thomasville, North Carolina
Thomas Cayce	Goodlettsville, Tennessee
D. Mike Chambers	Tuscaloosa, Alabama
Charles L. Joiner	Birmingham, Alabama
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Hershell A. Pruitt	Mentone, Alabama



Brittany Bickel

Vice President of Auxiliary Services

MSML, Southern Wesleyan University

Julia Reininga

Vice President of Athletics

MMin, Bethel University

Hannah Craig

Executive Director of Presidential Initiatives

BA, Grove City College

## **Administrative Staff**

### *Academic*

Vacant

Director of Library and Learning Services

Kevin Brannon, BS

Executive Director of Information Technology

Joe Crosby, PhD

Chair, School of Social Sciences

Michele Eller, PhD

Department Coordinator, Life Science and Allied Health

Regina Bolding Harned,  
MBA

Registrar

Priscilla Hammond, PhD

Chair, Benson School of Business

Amber James, PhD

Department Coordinator, Music

Staci Johnson, PhD

Chair, School of Science, Technology, and Mathematics

Danita Jones, MBA

Director of Academic Online Support Services

Jonathan Sircy, PhD

Chair, School of Religion and Humanities

Hyunjin Son, PhD

Department Coordinator, Mathematics and Computer Information  
Science

Nathan Street, EdD

Chair, School of Education and Music

Chad Stutz, PhD

Vice Provost of Academic Initiatives

Laura Timmerman, MA      Department Coordinator, Business

Mark Wilson, DMin      Department Coordinator, Religion

## ***Enrollment Management, Marketing and Communications***

Diana Sanders      Interim Director of Admissions and Recruitment

Jennifer Walker      Director of Marketing

Tracy Spires      Director of Operations

## ***Alumni/Development***

Heath Mullikin      Director of Alumni Relations

## ***Athletics***

Gary Michael Gillespie      Director of Compliance and Associate Athletic Director

## ***Auxiliary Services***

Christin Harrison      Director of Auxiliary Services

## ***Financial Affairs***

Devon Broome      Associate Vice President for Finance and Controller

Rob Bowling      Director of Facilities Services

Melissa Frazier      Director of Human Resources

## ***Student Financial Services***

Thomas Valles      Director of Financial Aid

Brittany Mann Director of Student Accounts

## ***Student Life***

Rick Swift Associate Vice President for Student Life

Steven Lowry Director of Campus Safety

Kenneth Dill University Chaplain Emeritus

Director of Health Services

Laura Hedden Director of Career Services

Director of Campus Activities and Intramurals

Monica Perez Director of Counseling Services

Deborah Rhodes Director of Housing

## **Faculty, Full-Time**

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

Ahn, Hye Won, Assistant Professor of Social Science, PhD, MA, Sookmyung Women's University; University of Iowa. (2024)

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

Jessica Anderson, Instructor. MFA, Queens University of Charlotte (2023)

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

Oluleye Babatunde, Visiting Professor of Computer Science. BS and MS, Federal University of Agriculture; MS, University of Ibadan; MA, Charleston Southern University; PhD, Edith Cowan University. (2024)

Brad Bowen, Assistant Professor of Criminal Justice. BBA, Strayer University; MS, University of Cincinnati; MA, Liberty University; EdD, Liberty University. (2023)

Joseph Crosby, Chair, School of Social Sciences; 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)

Dave DeBorde, Associate Professor of Media Communication. BA, Southeastern University, MA, University of Central Florida, MFA, Hollins University. (2023)

Oliver Brent Dongell, Associate Professor of Youth Ministry. BS, Indiana Wesleyan University; MDiv, Liberty University; PhD, Columbia International University. (2018)

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

Michele Eller, Department Coordinator, Life Sciences; Assistant Professor of Biology. BS, Southern Wesleyan University; PhD, Clemson University. (2017)

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)

Atrez "Trez" Flemings, Assistant Professor of Education. BS, University of South Carolina-Spartanburg; MAT, Liberty University; EdD, Liberty University. (2022)

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

Rebecca Fort, Assistant Professor of Mathematics. BS, Clemson University; MED, Converse College. (2020)

Jessica Freeman, Assistant Professor of Counseling and Graduate Internships Coordinator. BS, Presbyterian College; MED, Clemson University; PhD, University of the Cumberland. (2021)

Kelly Grogan, Professor of Chemistry. BS, Clemson University; MS, Clemson University; PhD, Clemson University. (2025)

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

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

Amber James, Department Coordinator for Music; Associate Professor of Music. BA, Southern Wesleyan University; MM, University of Georgia; DMA, University of Southern Mississippi. (2018)

Staci Johnson, Chair, School of Science, Technology, and Mathematics; Professor of Biology. BS, University of Tennessee; MS, Clemson University; PhD, Clemson University. (2012)

Paul Jordan, Computer Science Instructor. BS and MA, Appalachian State University; PhD, La Salle University. (2023)

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

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, Associate Professor of Psychology. BA, Yonsei University; MA, Yonsei University; PhD, University of Iowa. (2017)

Mary Helen Martin, Assistant Professor of Physical Education. BS, Lander University; MA, Tennessee Tech University; MED, Southern Wesleyan University; PhD, Clemson University. (2022)

Ronnie McCarrell, Assistant Professor of Counseling Psychology. BS, USC Upstate; MA, Webster University. (2024)

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

Samuel Miller, Assistant Professor of Music. BM, Valdosta State University; MME, University of Georgia; MM, Mercer University; DMA, University of Kentucky. (2023)

Jeffrey Mohr, Professor of Biology. MS, Oklahoma University; PhD, Clemson University. (2016)

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

Cliff Pawley, Associate Professor of Exercise Science. BS, Southern Illinois University, MED, University of Louisiana, EdD, Union University. (2023)

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

Rosalyn Pitts, Assistant Professor of Education. BA, Clemson University; M.SpEd, Clemson University. (2022)

Lori Shelton, Assistant Professor of Piano and Collaborative University Pianist. BM, University of Kentucky; MMus, University of South Carolina. (2024)

Sandra Rodriguez, Instructor of Biology. BS, Universidad Adventista de las Antillas; MS, Liberty University. (2024).

Jonathan Sircy, Chair, School of Religion and Humanities; Professor of English. BA, Murray State University; MA University of Kentucky; PhD, University of South Carolina. (2018)

Hyunjin Son, Department Coordinator, Physical Science, Technology, and Mathematics; Associate Professor of Mathematics. BS, Ajou University; MS, Ajou University; MS, Clemson University; PhD, Auburn University. (2018)

Nathan Street, Chair, School of Education and Music; Assistant Professor of Graduate Education. BME, Wingate University; MM, University of North Carolina at Greensboro; EdD, Liberty University. (2022)

Chad Stutz, Vice Provost of Academic Initiatives, BA, Wheaton College; MA, University of Nevada Las Vegas; PhD, Boston College. (2023)

Beth Stuart, Assistant Professor of Forensic Science. BS, College of Charleston; MS, University of South Carolina; PhD, Oklahoma State University. (2024)

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

Laura Timmerman, Department Coordinator, Business; Associate Professor of Economics. BS, Charleston Southern University; MA, Clemson University. (2013)

Joey Turner, Assistant Professor of Human Services and Coordinator of Studies and Internships for Human Services. BS, Bob Jones University; MA, Liberty University. (2021)

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

Mark Wilson, Department Coordinator, Religion; Associate Professor of Christian Ministry. BA, Indiana Wesleyan University; MA, Fuller Theological Seminary; DMin, Wesley Seminary at Indiana Wesleyan University. (2017)

Janice Young, Associate 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)

Don R. Campbell, Department Coordinator, Music; Professor of Music. BA, California State University at Fullerton; MA, California State University at Fresno; DMA, Arizona State University. (1998-2023)

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

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 - 2022)

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)

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

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

Paul Schleifer, Professor of English. BA, Davidson College; MA, University of Georgia; PhD, University of Georgia. (1995-2023)

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

Walter Sinnamon, Professor of Science. BS, Houghton College; PhD, Clemson University. (1982 - 2021)

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

## University Calendar

# Academic Calendar for Residential Campus (2016 - 2017)

### *2016 Fall Semester*

#### August

15, 16	Monday, Tuesday	New Faculty Orientation
17	Wednesday	Faculty Retreat
19-21	Friday-Sunday	New Student Orientation
22	Monday	Enrollment Day
23	Tuesday	Classes Begin
24	Wednesday	Opening Convocation
26	Friday	Last Day to Enroll

#### September

1	Thursday	Last Day to Add a Course (Provided 90% of class meetings remain)
12 - 14	Monday-Wednesday	Spiritual Emphasis
17	Saturday	Constitution Day
19	Monday	Last Day to Drop a Course without Record

#### October

13-14	Thursday-Friday	Fall Break
28	Friday	Last Day to Drop a Course
26, 27	Wednesday, Thursday	Trustees' Meeting

## November

7	Monday	Registration for Spring Semester begins
7	Monday	Apply For May Graduation
23 - 25	Wednesday-Friday	Thanksgiving Break

## December

3 - 8	Saturday-Thursday	Finals Week
9	Friday	Baccalaureate
9, 10	Friday, Saturday	Commencement Ceremonies

## *2017 Spring Semester*

### January

6	Friday	Faculty Professional Development Day
7	Saturday	New Student Orientation
9	Monday	Enrollment Day
10	Tuesday	Classes Begin
13	Friday	Last Day to Enroll
16	Monday	Martin Luther King, Jr. Day Holiday
20	Friday	Last Day to Add a Course (Provided 90% of class meetings remain)
30-Feb.1	Monday-Wednesday	Spiritual Emphasis

### February

6	Monday	Last Day to Drop a Course without Record
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### March

14	Tuesday	Day of Service
17	Friday	Last Day to Drop a Course
27	Monday	Registration for Fall Semester begins

27	Monday	Last Day to Apply for December Graduation
27 -31	Monday-Friday	Spring Break

## April

12, 13	Wednesday, Thursday	Trustees' Meeting
14, 17	Friday, Monday	Easter Holiday
26	Wednesday	Honors Convocation
29 - May 4	Saturday-Thursday	Finals Week

## May

5	Friday	Baccalaureate
5, 6	Friday, Saturday	Commencement Ceremonies
8 - 10	Monday-Wednesday	Planning, Assessment, and Development
9	Tuesday	Faculty Professional Development Day

## Admissions