

2012-2013

A photograph of two women in a classroom or office setting. The woman on the right, wearing glasses and a dark top, is leaning over a desk and writing on a document with an orange pen. The woman on the left, with blonde hair and a patterned jacket, is smiling and looking at the document. The background shows a blurred classroom with desks and chairs.

GRADUATE BULLETIN

SOUTHERN WESLEYAN UNIVERSITY > SOUTH CAROLINA



**2012-2013
GRADUATE BULLETIN**

Central, South Carolina 29630
(864) 644-5000

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

SOUTHERN WESLEYAN UNIVERSITY

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

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. Its teacher education programs are also approved by the South Carolina State Board of Education. (Documents describing accreditation are on file in the Office of the President and may be reviewed upon request.) In addition, Southern Wesleyan University is a member of the National Association of Schools of Music.

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

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

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

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

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

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

<<http://education.swu.edu/title.htm>>

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ABOUT THE UNIVERSITY

STATEMENT OF PURPOSE

The mission of Southern Wesleyan University is . . .

To help men and women become all God intends them to be through an excellent learning experience that promotes intellectual inquiry, fosters spiritual maturity, equips for service, and mobilizes leaders whose lives transform their world through faith, knowledge, love and hope as they serve Jesus Christ and others.

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

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

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

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

DOCTRINAL STATEMENT

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

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

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

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

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

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

SOUTHERN WESLEYAN UNIVERSITY LEARNING OUTCOMES

The learning community at Southern Wesleyan University fosters in participants

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

Such that graduates . . .

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

PROGRAMS AND FORMATS

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

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

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

Undergraduate programs offered in the adult-evening format include the associate degree general studies and bachelor of science programs in business management and human services.

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

CAMPUS AND LEARNING CENTER FACILITIES

Central

Southern Wesleyan University occupies a two-hundred acre campus near the town of Central (the central point on a railway line running between Charlotte and Atlanta).

Instructional facilities on campus include Folger Fine Arts Building (1964), Brower Classroom Building (1966), Gibson Science Building (1966), Ellenburg Lecture Hall (1966), John M. Newby Education Center (2003) and the Newton-Hobson Chapel & Fine Arts Center (2008). Claude R. Rickman Library (1975) is conveniently located at the center of the campus. Providing individual and group reading and study areas, the library contains over 115,000 cataloged volumes, including the Wesleyana Collection, as well as access to electronic books, reference sources, and online databases with nearly 27,000 journals in full-text.

Student-residence halls include Childs Hall (1947), Stuart-Bennett Hall (1963, addition 1967), and apartments (2000), and Mullinax Hall (2005).

The Lowell E. Jennings Campus Life Center (1991) houses snack shop, bookstore, mailroom, and student services; and J. Walden Tysinger Gymnasium (1969) contains locker rooms, shower rooms, official-size hard maple basketball floor, fitness center, recreation areas, and offices for athletic personnel. The University Dining Commons (May 2005) houses conference services and student-food services.

Most administrative offices are located in Correll Hall (1947). Adult and Graduate Studies administrative offices are located in Terry Hall (1989). Admissions is located in the Clayton Welcome Center (renovated 2009).

In 1997, the university acquired Eagles Rest, which is used as a retreat and conference center. Bryant Lodge (2001) serves as a gathering place for university and community events.

Greenville

In Greenville, SWU offers its Adult and Graduate programs at its Learning Center in the Henderson Advertising Tower, 84 Villa Road, Greenville, SC. The facility has sixteen classrooms, a computer lab and office space.

Columbia

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

Charleston

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

North Augusta

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

ADMISSION TO THE GRADUATE PROGRAMS

Graduate programs in Business Administration, Management and Education are offered at multiple locations around the state of South Carolina. Admission criteria may vary by program (see below).

Application to a Master's Degree Program:

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

- Submission of a completed AGS application.
- \$25 non-refundable application fee.
- Official transcripts for degree-granting institution of course work attempted or completed and transcript of any graduate work. (If less than 60 hours from degree-granting college, you must provide a transcript of all college-level work.)
- Two letters of recommendation from persons qualified to judge the applicant's moral character, professional expertise, and capacity for graduate-level work.
- Evidence of required employment and/or experience.

- Scores on the Graduate Record Exam, Miller Analogies Test or GMAT if required by the degree program or Graduate Admissions Committee.
- Applicants to the M.Ed. program must provide proof of teacher certification.
- For applicants for whom English is a second language, official TOEFL score.
- Satisfactory interview with designated committee or academic division, if required.

If you have any questions regarding admission requirements for your degree program, please contact your local [program representative](#).

Graduate Admission Status

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

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

General Graduate Admission Requirements

The following criteria apply to all graduate programs:

1. Bachelor's degree from a regionally accredited college or university.
2. The specified minimum cumulative grade point average on all undergraduate course work or on the final 60 hours of undergraduate course work. Based on a 4.0 scale, M.Ed. requires 3.0; other programs require 2.7.
3. Official transcripts of all college-level course work, both undergraduate and graduate.
4. Two letters of recommendation from persons qualified to judge the applicant's moral character, professional expertise, and capacity for graduate-level work.
5. Official TOEFL score of at least 550 (paper test), 213 (computer test) or equivalent evidence of proficiency in English (for applicants for whom English is a second language).
6. Completion of specified program pre-requisites (or co-requisites).
7. Satisfactory interview with designated committee or academic division, if required.
8. Experience and employment, as specified for each program.
9. Satisfactory score on the Graduate Record Exam, Miller Analogies Test, or Graduate Management Admissions Test, as specified for the degree program, if requested by the Graduate Admissions Committee. Official records are required from the testing organization.

Master of Business Administration (MBA)

Additional Admission Requirements

1. Evidence of current employment and at least two years of significant work experience, and eighteen undergraduate semester hours in business administration, management, human resource management, or marketing; or three years of managerial experience. For candidates not meeting the minimum requirements, the committee will consider additional evidence, including internships, volunteer work, and two letters of recommendation - at least one from a professor and one from someone who has knowledge of the candidate's ability to perform in a work setting.
2. Appropriate work experience for those currently unemployed includes five years of significant work experience and eighteen undergraduate-semester hours in business administration, management, human resource management, or marketing; or five years of managerial experience.

Master of Education in Classroom Leadership (MEDCL)

Additional Admissions Requirements

1. Current employment with a minimum of one year experience as an administrator or teacher such that the teacher's classroom can serve as a "laboratory" for the completion of course requirements. For candidates not meeting the minimum requirement for employment, the committee will consider additional evidence, including internships and volunteer work, and two letters of recommendation - at least one from a school administrator or teacher who would be willing to open a classroom for the candidate to complete course requirements, and one from someone who has knowledge of the candidate's ability to perform in an educational setting.
2. Valid teaching certificate from the State of South Carolina or equivalent out-of-state certification.

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

Master of Education in Administration and Supervision (MEDAS)

Additional Admissions requirements:

1. Valid South Carolina professional teacher's certificate
2. Three years teaching experience
3. Successful completion of an undergraduate program of study with a GPA of at least 3.0 (if less than 3.0, students must have satisfactory scores on the GRE and/or approval of the Graduate Admissions Committee)
3. Statement of disclosure concerning all prior convictions including felonies and misdemeanors

Master of Science in Management (MSM)

Additional Admission Requirements

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

1. Provide evidence of current employment and of work experience; at least two years' employment, one year of significant work experience and twelve undergraduate semester hours in business administration, management, human resource management, or marketing; or three years of managerial experience relevant to the program. Appropriate work experience for those currently unemployed includes three years of significant work experience and twelve undergraduate semester hours in business administration, management, human resource management, or marketing; or three years managerial experience. For candidates not meeting the minimum requirements, the committee will consider additional evidence, including internships, volunteer work, and two letters of recommendation - at least one from a professor and one from someone who has knowledge of the candidate's ability to perform in a work setting.
2. When required by the Graduate Admissions Committee, satisfactory results of a counseling interview.

Additional Graduate Admission Information

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

Central	864-644-5557
Charleston	843-266-7981
Columbia	803-744-7981
Greenville	864-672-7981
Greenwood	864-644-5557
N. Augusta	803-426-7981
Spartanburg	864-672-7981

GRADUATE PROGRAMS ACADEMIC INFORMATION

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

Transfer policy

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

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

Candidacy

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

Good Standing & Probation

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

Any student in a master's program who receives grades lower than 2.7 (B-) for two courses (3.0 (B) or lower in the M.Ed. Program) will meet with the assigned academic advisor and be placed on academic probation. If another course grade lower than 2.7 (3.0 in M.Ed.) is earned, the student will not be permitted to continue in the program. Appeals to action taken under this policy must be submitted to the graduate faculty for consideration.

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

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

Withdrawal from Courses

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

Academic Appeals

Grade-Appeal Procedures

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

1. No later than four weeks after the grade is posted, the student will confer with the instructor. If a grade inaccuracy is determined, the instructor will process a grade-change request.
2. If agreement cannot be reached, the student may appeal to the instructor's division chair, in writing, within ten working days after the meeting with the instructor. If the Division Chair can mediate an agreement between the student and instructor, a grade-change request may be processed. If no agreement can be reached, or if the instructor is also the Division Chair, or if there is not a Division Chair as in the case of Business and Education, the next step is applicable.
3. The student may appeal the decision to the Academic Dean of the appropriate college or school, in writing, again within ten working days. The Academic Dean shall investigate and render a decision. A decision by the Academic Dean that the grade is not appealable is final.
If the decision is to reconsider the grade, the Academic Dean shall within ten working days in consultation with the Provost, assign the appeal to the Academic Council or its designated Appeals Committee to review all appropriate material, consult the parties involved, and determine the final grade. The Council may retain the original grade or assign a new grade (which may be the same as, higher than, or lower than the grade in question), and it will so inform the Registrar. The decision of the Academic Council is final.

Appeals (Cases of Alleged Academic Dishonesty)

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

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

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

Other Academic Appeals

Students seeking an exception to the application of a stated policy of the university may appeal in writing to the university registrar who will refer the appeal to the administrator responsible for the application of the particular policy. If the matter cannot be resolved at that level, the matter may be referred to the Provost within ten days of the decision. The Provost will investigate and render a decision. A decision by the Provost that the matter is not appealable is final.

If the decision is to consider an exception to the policy, the Provost will either make the appropriate change or, within ten working days, assign the appeal to the Academic Council or its designated Appeals Committee to review all appropriate material, consult the parties involved, and make a determination. The decision of the Academic Council is final.

Residency Requirement

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

General Graduation Requirements

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

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

Financial Information

Current Rates

MBA/MSM Tuition Rate (per course)	\$1700.00
MEDCL, MEDAS Tuition Rate (per course)	\$1300.00
MED (Internship Final Course)	\$3900.00
Wesleyan Pastor Master of Ministry Discount	\$ 70.00 per hour
Master of Ministry Tuition Rate (per course)	\$1300.00

Miscellaneous Fees

Application Fee – Graduate	\$25.00
Tuition Deposit (non-refundable)	\$50.00
Late Fee	\$25.00

Payment Options

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

Course-by-Course Payment Plan: 100% of payment submitted three weeks prior to each course start date. Please see below* for options on how to make a payment. If payment is not received by due date, a late fee of \$25.00 may be assessed.

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

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

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

least 75% of tuition fees. If tuition that is covered by your employer-assistance plan does not cover 100% of your tuition cost, you are required to pay the difference no later than 31 days after the class ends. If your tuition assistance plan does not cover 100% of your ERF (educational-resource fee), you are required to pay for the unreimbursed ERF no later than 31 days after the class ends. Outstanding balances for each course must be paid no later than 31 days after the class ends, including costs not reimbursed by your company. **There is a \$20 service charge per class for this option.**

The matriculation fee that each new student pays upon entering the AGS program is not a qualified expense under the deferred-billing option and will need to be paid upfront by the student. The continuing-enrollment fee each enrolled student pays upon entering a new program is not a qualified expense under the deferred-billing option and also will need to be paid by the student.

*A payment may be made through MyCampus or by calling the Student Accounts Office at 864-644-5520. The Student Accounts Office accepts check, E-check, Visa, MasterCard, Discover, and American Express.

Delinquency Policy

AGS tuition for Self-Pay students is due three weeks prior to class start dates. Any outstanding student-account balances are considered delinquent after the start date of the course. A \$25 late fee may be assessed if payment is not received by the due date. Outstanding balances of AGS students receiving financial aid and/or that participate in third-party billing will be considered delinquent sixty days past the due date. Outstanding balances of AGS students participating in Deferred Billing are considered delinquent 32 days after course end date, allowing students 31 days to remit payment. Any AGS Accounting Office approved payment plan will be considered in delinquency immediately if a payment is not received by its due date. Any student with an outstanding balance sixty days past the withdrawal date on record will be considered in default.

Refund Policies

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

1. Application fees are not refundable.
2. The Education Resource Fee is partially refundable for materials not yet used. Refunds will not be made for books that have been marred in any way or from which shrink-wrap has been removed. Generally, refunds will not be made for books required in any class that the student has attended one or more times.
3. A refund of 90% of the Educational Resource Fee will be made for withdrawal for the following reasons: work transfer, military obligations, death in the immediate family, and serious personal or family illness.
4. If written notification of withdrawal is received prior to the first workshop of a course, the student is eligible for a full tuition refund for that course. If notification is received after the first workshop but before the second workshop, 90% of the tuition will be refunded (whether or not the student ever attended).
5. No refund will be given after the second workshop except on appeal. Appeals may be granted only in rare situations involving death in the immediate family, work transfer, military obligations, or serious personal or family illness.

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.

SCHOOL OF BUSINESS

Jeannie Trudel, Ph.D., Dean

VISION STATEMENT

The School of Business will build on the student-centered tradition of Southern Wesleyan University to become the program of choice in South Carolina for students seeking a high quality business education delivered with a Christian perspective. The School will be responsive to the educational goals of all stakeholders in an atmosphere that helps men and women become all that God intends them to be.

CORE VALUES

Biblical

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

Practical

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

Innovative

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

Diversity:

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

Culture of Success:

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

MISSION

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

Degrees Offered

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

MASTER OF BUSINESS ADMINISTRATION

Program Goals

Southern Wesleyan University MBA graduates:

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

Masters of Business Administration (MBA)

MBAM 5123	Fundamentals of Executive Management	3
MBAM 5223	Quantitative Analysis of Business	3
MBAM 5323	Accounting for Decision-Making and Control	3
MBAM 5243	Managerial Economics	3
MBAM 5803	Business Policy, Strategy, and Planning	3
MBAM 5103	Advanced Financial Management	3
MGMT 5363	International Management	3
MGMT 5033	Production and Operations Management	3
MGMT 5053	Organizational Behavior	3
MGMT 5063	Marketing Management	3
MGMT 5073	Human Resources Management	3
MGMT 5253	Management Ethics	3
		<u>36 credit hours</u>

Further information

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

MASTER OF SCIENCE IN MANAGEMENT

Program Goals

Southern Wesleyan University MSM graduates:

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

Master of Science in Management (MSM)

MGMT 5053	Organizational Behavior	3
MGMT 5043	Analysis and Decision-Making for Managers	3
MGMT 5063	Marketing Management	3
MGMT 5073	Human Resources Management	3
MGMT 5123	Managerial Finance	3
MGMT 5143	Executive Economics	3
MGMT 5163	Management Information Systems	3
MGMT 5253	Management Ethics	3
MGMT 5363	International Management	3
MGMT 5443	Quality Management	3
MGMT 5553	Analysis and Decision-Making for Managers	3
MGMT 5823	Integrated Studies in Management	3
		<u>36 credit hours</u>

Further information

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

SCHOOL OF EDUCATION

Paul Shotsberger, Ph.D., Dean

Vision of the School of Education

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

Mission of the School of Education

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

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

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

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

Purpose of the Teacher Education Program

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

Goals of the Teacher Education Program

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

- Principle 1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
- Principle 7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.
- Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Principle 11: The teacher demonstrates dispositions that promote scholarship within a Christian ethic of care. (Southern Wesleyan University)

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

MASTER OF EDUCATION

Master of Education in Classroom Leadership

Programs Goals

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

Recognize the importance of philosophical and psychological learning theory in the development of a personal philosophy of education and as a basis for improving curriculum design and teaching strategies.

Apply critical thinking skills to identify strengths and weaknesses in current trends in education and to develop appropriate instructional strategies.

Expand knowledge of learning theory and learning styles, including cognitive development, and apply this knowledge in the development of effective teaching strategies and curriculum design.

Accept differences among learners as normal and provide for them accordingly by such means as individualized instruction and inclusion.

Develop a deeper understanding of ethics and values from the Christian perspective and explore methods for conveying positive attitudes and values through curriculum design and instructional activities.

Recognize the political and social environment of education and the role of government and society in the structure of education today.

Express ideas clearly, concisely, and logically through effective speech, written communication, and interpersonal skills.

Develop effective qualitative and quantitative research skills while exploring, in depth, a current curricular or instructional problem of interest to the individual.

Use the most current technology available in the classroom and in research.

Employ appropriate assessment and reporting procedures, including alternative assessment models that empower the student in the assessment process.

Curriculum (36 Semester Hours)

Required Courses

EDUC 5113	Philosophy of Education
EDUC 5313	Instructional Technologies
EDUC 5263	Action Research I
EDUC 5323	Behavior and Classroom Management
EDUC 5213	Contemporary Issues Involving Diversity in the Classroom
EDUC 5273	Teaching Reading with Observational Experience
EDUC 5413	Student Assessment
EDUC 5163	Introduction to Curriculum Development
EDUC 5363	Professional Leadership
EDUC 5463	Action Research II
Six hours of graduate electives	

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

Master of Education in Administration and Supervision

Program Goals

SWU Standards—Developed from ELCC, ISLLC and SC Standards for evaluation of Educational Leaders

(Enduring Understandings for the Program)

1. A school or district administrator is an educational leader who demonstrates scholarship within a Christian ethic of care.
2. A school or district administrator is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
3. A school or district administrator is an educational leader who fosters the success of all students by leading the development and alignment of the organization, curriculum, instruction, and assessment that enhance teaching and learning.
4. A school or district administrator is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient and effective learning environment.
5. A school or district administrator is an educational leader who fosters the success of all students by advocating, nurturing, and sustaining a positive school climate.
6. A school or district administrator is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.
7. A school or district administrator is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.
8. A school or district administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
9. A school or district administrator is an educational leader who fosters the success of all students by demonstrating interpersonal skills that encourage effective interaction with stakeholders and address their needs and concerns.
10. A school or district administrator is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.
11. A school or district administrator is an educational leader who fosters the success of all students by using available resources and opportunities for his/her own professional growth.

Curriculum (39 Semester Hours)

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

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

DESCRIPTION OF COURSES

All courses are offered yearly, upon sufficient demand, unless indicated otherwise. Those courses offered on an alternate-year basis have the next academic year of availability indicated by a date within parentheses immediately following the course description.

Although the course 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.

Graduate courses carry 5 as the first digit.

MASTER OF EDUCATION IN CLASSROOM LEADERSHIP - GRADUATE COURSES

EDUC 5113. Philosophy of Education

Introduction to contemporary philosophy of education as an academic discipline. Focuses on Anglo-American tradition and includes study of language analysis, argument analysis, conceptual analysis, as well as examination of ethical issues related to contemporary education. Special emphasis on the Judeo-Christian heritage that permeates the content and processes of teaching.

EDUC 5163. Introduction to Curriculum Development

Examination of issues and problems of planning for teaching and consideration of practical and theoretical aspects of curriculum. Conversation about a variety of literature – including novels, trade books, short stories, poetry, and journal articles - produces a critical examination of contemporary educational issues, coming conceptions of curriculum, organization of subject matter, curriculum theory, and external forces.

EDUC 5213. Contemporary Issues Involving Diversity in the Classroom

Designed to offer students a thorough understanding of the many variances found in schools today—including differences in the ways students learn and approach the act of learning; the effects of cultural differences on learning; students of high ability; ADD and ADHD and other exceptionalities. Includes assessment plans, interview techniques, and curriculum design.

EDUC 5223. National Board Preparation

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

EDUC 5263. Action Research I

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

EDUC 5273. Teaching Reading in the Middle and Secondary School with Observation Experience

Diagnostic and remedial procedures in reading and writing as well as trends and issues in content area literacy will be discussed for struggling readers, English as a Second Language readers and special needs readers. Planning for literacy issues in various content area classrooms as well as diagnostic practices and recommendations are considered. EDUC 5313. Instructional Technologies
Addresses the ever-changing issues in educational technology. Discusses the use of different media in the classroom, including computers. Includes the design of lessons that encourage classroom use of media to meet specific curriculum goals and that plan for student use of these technologies. Topics may include hypermedia, distance learning, audiovisual instruction, and basic trends in instructional technology.

EDUC 5323. Behavior and Classroom Management

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

EDUC 5333. Advanced Instructional Technology

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

EDUC 5363. Professional Leadership

Introduces the experienced teacher to recent trends and issues in professional leadership. Includes dynamics of group processes, decision-making procedures, parental/client involvement, educational organization and control, grant writing, and the S.C. School Report Card.

EDUC 5413. Student Assessment

A study of the methods and instruments used to assess student success, including consideration of educational tests and measurements, alternative assessments, portfolio assessment, and performance assessments.

EDUC 5463. Action Research II

A continuation of EDUC 5263, Action Research I. The student will conclude the research paper by completing the remaining chapters based on the implementation of the research proposal and collection and analysis of data. The student will formally present the research paper at the conclusion of the course.

EDUC 5513. Teaching for Creativity

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

EDUC 5533. Methods and Materials of Teaching the Intellectually Gifted

A study of the theoretical and practical aspects of curricular experiences for gifted and talented students. Examines instructional models, to encourage a critical understanding of how principles and practical procedures are set forth in teaching models.

EDUC 5553. Educating Gifted and Talented Learners

An introduction to the field of gifted education including a history of gifted education, theories of intelligence, definitions of giftedness, methods of identification and a variety programming options in the conventional classroom/school setting. Practical aspects include the development of IEP's, learning styles assessments, interest assessments, and management plans.

EDUC 5593. Transformational Christian Leadership

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

EDUC 5613. Building Communication and Teamwork in the Classroom (PLS)

Focus is on positive, observable teacher behaviors and classroom practices that enhance student self-esteem and create a positive and inviting learning environment.

EDUC 5633. Patterns for Induction, Deduction, Enquiry, Analysis, and Synthesis (PLS)

Includes awareness of personal thinking processes, problem-solving strategies specifically applicable to the classroom, problem solving used in real life, techniques for developing critical thinking skills, and patterns of thinking around which lessons can be structured.

EDUC 5653. Teaching Through Learning Channels (PLS)

Provides information about how each person learns based on current brain research and trains educators to create and deliver lessons that work through these natural channels of learning.

EDUC 5673. Keys to Motivation (PLS)

Designed to provide educators with a framework for creating a motivating environment for all students, and to understand that motivation is an enormously complex issue that can be addressed in classroom situations using encouragement, leadership, and student grouping strategies.

EDUC 5713 Meaningful Activities to Generate Interesting Classrooms (PLS)

Focuses on unlocking educators' creativity so they can develop lessons that motivate students to participate and learn. Participants develop multiple activity-based lessons within existing curriculum.

EDUC 5733 Achieving Student Outcomes Through Cooperative Learning (PLS)

Trains educators to effectively set up, manage, and debrief group work so that students learn academics and interpersonal skills.

EDUC 5753. Coaching Skills for Successful Teaching (PLS)

Concrete reasons and practical strategies for implementing coaching programs within schools. Helps educators build supportive rapport among colleagues for the purpose of bringing about positive instructional change.

EDUC 5773. Successful Teaching for Acceptance of Responsibility (PLS)

This course is designed to help experienced and beginning K-12 educators create a classroom environment in which responsible behavior is modeled, taught, and supported. Participants will explore the underlying causes of irresponsible behavior and learn specific strategies associated with four instructional approaches that empower students to be self-directed, responsible learners: helping students develop personal power, helping students use effective mental models, teaching students appropriate behaviors, and developing skills for positive student confrontation.

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

A methods course that provides teachers with a basic decoding approach to reading based on systematic phonics using multi-sensory strategies and materials delivered through direct, concept teaching. Targeted for teachers of primary students, the approach can be adapted for any person at a beginning level in decoding written language.

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

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

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

Designed to equip teachers with the strategies needed to assist in developing the mastery of sequence, as well as paragraph development and composition. This course is appropriate for teachers of students in grade one through adult levels.

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

Provides teachers with a decoding approach to use with older students who are still having difficulty mastering the reading process. The Linguistics curriculum presents the history of the written language, phonology, morphology, syntax vocabulary, affixes, roots, and word origins. Intended for teachers of students in grades four through adult levels.

EDUC 5873 Differentiated Instruction for Today's Classroom (PLS)

Acquire key knowledge and skills to implement differentiated instruction strategies successfully in your classroom. After gaining expertise making practical and flexible instructional decisions based on your diverse students' learning needs, you will create a standards-based learning environment where all students can thrive and achieve.

EDSP 5113. Introduction to Exceptional Learners

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

EDSP 5213. Assessment of Exceptional Learners

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

EDSP 5233. Characteristics of Learning Disabled

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

MASTER OF EDUCATION IN ADMINISTRATION AND SUPERVISION – GRADUATE COURSES

EDAS 5123 Ethics in Educational Leadership

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

EDAS 5224 Organizational Development in Schools w/Practicum

Students learn the value of leading with vision and commitment. They should know how to facilitate the development, communication, implementation and stewardship of a vision of learning that is shared and supported by the school, the district and its board of education and the community. A practicum (a minimum of 36 hours) is a component of this course.

EDAS 5323 Educational Leadership for Curriculum and Instruction

Students will be able to understand philosophical, theoretical and political aspects to creating a quality curriculum. They will learn to use student development and learning theories and data analysis to improve curriculum, instruction and student performance at the school and district level.

EDAS 5343 Educational Leadership for Instructional Effectiveness

Students will engage in authentic evaluation of the effectiveness of the instructional programs for student achievement of learning. This involves collecting, interpreting and using quantitative and qualitative data from a variety of sources for school and district improvement.

EDAS 5424 School Operations and Management with Practicum

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

EDAS 5523 Cultivating a Positive School Climate

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

EDAS 5623 Public and Community Relations

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

EDAS 5714 Politics, Law and the Schools with Practicum

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

EDAS 5803 Advanced Educational Research I

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

EDAS 5823 Advanced Educational Research II

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

EDAS 5906 Internship in Elementary Administration

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

EDAS 5916 Internship in Secondary Administration

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

MASTER OF BUSINESS ADMINISTRATION COURSES

MBAM 5123. Fundamentals of Executive Management (AGS) 3 credits

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

MBAM 5223. Quantitative Analysis of Business (AGS) 3 credits

Emphasizes the application of research methods to practical problems and the use of, rather than the derivation of, the methods. Applies quantitative and analytical techniques of probability, statistical inference, correlation and regression-decision theory, and forecasting.

MBAM 5323. Accounting for Decision Making and Control (AGS) 3 credits

Develops understanding of accounting techniques necessary to prepare and interpret financial statements and make managerial and investment decisions. Includes revenue estimation, cost accounting, inventory evaluation depreciation, ratio analysis, and funds-flow statements. Prerequisite: 1204 or equivalent

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

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

MANAGEMENT COURSES

- MGMT 5033. Production and Operations Management (AGS) 3 credits
Long, medium and short-range operations planning in both service and manufacturing organizations. Key topics: productivity and quality measures, production function, product design, plant location and layout, forecasting and scheduling, purchasing and materials management, inventory management, and operations strategy.
- MGMT 5053. Organizational Behavior (AGS) 3 credits
Understanding and leading individuals and groups in attaining both personal and organizational objectives. By focusing on managers and their relationships with employees, students evaluate social/psychological behavior and learn techniques for modifying behavior to meet organizational objectives.
- MGMT 5063. Marketing Management (AGS) 3 credits
The application of marketing theory to problem-solving related to product/service, price, promotion, and distribution for both profit-making and non-profit organizations. Case studies are utilized.
- MGMT 5073. Human Resources Management (AGS) 3 credits
The application of theories of human resources management to employee relations, recruitment, evaluation, grievances, development plans, and wage and salary administration.
- MGMT 5083. Marketing Strategies (AGS) 3 credits
The application of marketing theory to problem solving related to product/service, price, promotion, and distribution for both profit-making and nonprofit organizations. Both case studies and simulations are utilized.
- MGMT 5103. Advanced Financial Management (AGS) 3 credits
A study of corporate and business level financial analysis and planning, including capital budgeting, cost of funds, and capital structure and valuation. Prerequisite: Finance or Accounting.
- MGMT 5123. Finance and Accounting for Non-Financial Managers (AGS) 3 credits
Gives the student a firm understanding of financial and accounting terms, techniques, and practices. Topics cover the basics: interpreting financial statements, calculating inventory costs, cost of goods sold, understanding stocks and bonds, determining company profitability using ratio analysis techniques, and detailing cash flow.
- MGMT 5143. Executive Economics (AGS) 3 credits
An overview of economic theory necessary for establishing, revising, and interpreting business policy. Emphasis on the identification and interpretation of macro-economic and micro-economic phenomena necessary for sound management decision making.
- MGMT 5163. Management of Information Systems (AGS) 3 credits
Management of information processing, system development, statistical applications, and project management. Prerequisite: Computer literacy demonstrated by a transcribed course or approval by appropriate SWU faculty.
- MGMT 5243. Managerial Economics (AGS) 3 credits
Practical applications of microeconomic principles to real-world business issues. This course is intended to provide managers and entrepreneurs with the decision-making tools used in planning and problem solving in their organizations. Prerequisite: Three semester hours of economics, including macro and micro economics or equivalent.
- MGMT 5253. Management Ethics (AGS) 3 credits
Designed to help graduate students think in a structured and orderly way when making ethical decisions in business and management. Through case studies, the conflict between economic and special performance is examined, focusing on the manager's relationship with those with whom the manager interacts. Also considered are alternative means of reaching a decision when faced with an ethical conflict. A Christian perspective is emphasized.
- MGMT 5343 Organizational Development 3 credits
Integrates concepts and models from organization theory with changing events in the real world, providing an up-to-date view of organizations. Examples are presented that illustrate how companies are coping in the rapidly changing, highly competitive, international environment.
- MGMT 5363. International Management (AGS) 3 credits
The management and operation of transnational organizations and the situations unique to those operations. Adapting managerial policies and practices to diverse international cultural environments.
- MGMT 5373. Business in a Global Society 3 credits
A study of the management and operation of transnational organizations. Develops the capacity to adapt managerial policies and practices to diverse international cultural environments.
- MGMT 5443. Managing for Quality and Excellence (AGS) 3 credits
This course presents the philosophies, methods, and tools of Total Quality Management (TQM) and investigates a new paradigm for management that goes beyond TQM as it is commonly viewed today. Emphasis is on a customer-value orientation and the course addresses a spectrum of issues related to TQM, from human management and organizational culture to customer value measurement and continuous improvement.

MGMT 5803. Business Policy and Strategic Planning (AGS) 3 credits
A capstone course integrating the various disciplines encountered in the program. Requires the student to illustrate practical application through case analysis and critique. Development of strategy for an ongoing business is required.

MGMT 5823. Integrated Studies in Management (AGS) 3 credits
An introduction to the analysis of business strategy using an integration of accounting, marketing, and management principles to make business decisions.

RESEARCH COURSES

RSCH 5043. Analysis and Decision Making for Managers (AGS) 3 credits
Using case analysis as the basic tool, this course will aid the student in identifying the root causes of problems in business, identifying and analyzing options, and proposing solutions. Methods of research and creative problem solving will be explored.

RSCH 5083. Research Methods (AGS) 3 credits
Study of competent design and use of research for managers. Students will learn how to engage in a business-related research activity by completing five chapters of a research project. Data manipulation will require knowledge in spreadsheets and word processing. Statistical component of the research will be done by statistics software available in Excel. Prerequisite: Three semester hours of statistics including descriptive and inferential statistics, and linear regression or equivalent.

DIRECTORY 2012-2013

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Thomas Cayce

David M. Chambers

Joseph Dongell

David Emery

Darl Fowler

J. D. Fralin

Ronald Haithcock

Kenneth R. Heer

Bill Houston

Ray Lattimore

Daniel LeRoy

Jerry L. Lumston

Don Milstead

John Ott

John Michael Powell

W. Marshall Rampey, Jr.

Katie Wood Ray

Charles Ruff

M. Lee Schenck

Henry F. Shigley

Herschel A. Smith

Keith W. Smith

Joseph W. Stallings

Patrick J. Styers

D. Ken Whitener

Central, South Carolina

Birmingham, Alabama

Clinton, Tennessee

Conyers, Georgia

Birmingham, Alabama

Saluda, Virginia

High Point, North Carolina

Thomasville, North Carolina

Goodlettsville, Tennessee

Tuscaloosa, Alabama

Wilmore, Kentucky

High Point, North Carolina

Greensboro, North Carolina

Roanoke, Virginia

High Point, North Carolina

Fishers, Indiana

Easley, South Carolina

Greenville, South Carolina

High Point, North Carolina

High Point, North Carolina

Liberty, South Carolina

Roanoke, Virginia

West Union, South Carolina

Pickens, South Carolina

Waynesville, North Carolina

Columbia, South Carolina

Lakeland, Florida

Mentone, Alabama

Greer, South Carolina

Decatur, Georgia

Archdale, North Carolina

Brandon, Florida

Salem, South Carolina

Church Representative

JoAnn Lyons, General Superintendent

Indianapolis, Indiana

Trustee Emeriti

Melvin L. Gentry

Thomasville, North Carolina

W. D. James

Winter Haven, Florida

PRESIDENT'S CABINET

Todd S. Voss , Ed.D.	President
B.S., Michigan State University; M.A., Western Michigan University; Ed.D., Western Michigan University	
R. Keith Iddings , Ph.D.	Provost and Vice President for Academic Affairs
B.A., Asbury College; M.Div., Asbury Theological Seminary; Ph.D., University of Wisconsin	
Marshall L. Atcheson , B.A.	Vice President for Finance and Treasurer
B.A., Southern Wesleyan University	
William "Joe" Brockinton , Ed.D.	Vice President for Student Life
B.A., Asbury College; M.S., University of Kentucky; Ed.D., University of Louisville	
Chad Peters , M.S.M.	Vice President for Enrollment Management
B.S., Indiana Wesleyan; M.S.M., Southern Wesleyan University	

ADMINISTRATIVE STAFF

ACADEMIC

Christina Accornero, Ph.D.	Chair, Div. of Social Sciences
Judy Black, B.A.	Associate Registrar
Daryl Couch, Ph.D.	Associate Academic Dean
Jane Dill, M.F.A.	Chair, Division of Fine Arts
Laurie Hillstock, Ph.D.	Associate V.P. for Curriculum and Instruction
Cecil "Rock" McCaskill, M.P.A.	Registrar
Ken Myers, Ph.D.	Chair, Division of Humanities
Robert Sears, M.L.S.	Director of Library Services
Walt Sinnamon, Ph.D.	Dean, College of Arts & Sciences, Acting Chair, Div. of Religion
Paul Shotsberger, Ph.D.	Dean, School of Education
Jeannie Trudel, Ph.D.	Dean, School of Business

ADMISSIONS

Chad Peters, M.S.M.	VP Enrollment Management
Amanda Young, M.S.	Director of Admissions

ATHLETICS

Chris Williams, M.S.	Director of Athletics
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PUBLIC RELATIONS/ALUMNI

Joy Bryant, M.S.	Executive Director of Alumni & Constituent Relations
Greg Wilson	Director of Communications
Ed Welch, M.M.C.	Assistant Director of Public Relations & Web Coordinator

STUDENT FINANCIAL SERVICES

Jeff Dennis, M.Div.	Assoc. VP of Financial Aid
Kim Jenerette, B.A.	Director of Financial Aid

FINANCIAL AFFAIRS

Devon Broome, M.B.A.	Controller
Jonathan Catron	Director of Physical Plant
Michael Preusz, B.A.	Director of Info. Technology
Darlene Stancil	Bookstore Manager

STUDENT LIFE

Ken Dill, M.Div.	University Chaplain
Yvonne Duckett, M.A.	Dir. of Career Services Center
Phil Pranger, B.S.	Director of Resident Life
Carol Sinnamon, M.Ed.	Director of Counseling & Health Services
Beth Stuart, M.S.	Director of Retention & First-Year Experience

FACULTY, FULL TIME

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

Christina Accornero, Associate Professor of Intercultural Studies; Chair, Division of Social Sciences. B.S., University of California; M.S., University of California; Ph.D., Fuller Theological Seminary. (2008)

Joni Addis, Technical Services Librarian., B.A., Southern Wesleyan University; M.L.I.S, University of South Carolina.

Lavinia Anderson, Assistant Professor of Education. B.S., Anderson University; M.S., Columbia College; Ed.D., University of Phoenix. (2009)

Aaron Ard, Associate Professor of Business. B.S., Southern Illinois University at Carbondale; MPA, Cornell University; Ph.D., Cornell University. (2010)

Pascal Binda, Assistant Professor of Chemistry. B.S., University of Buea, Cameroon, West Africa; Ph.D., University of North Dakota. (2009)

Stephen Bird, Assistant Professor of Communication. B.A., Averett College; M.A., Central Missouri State University; Ph.D., Regent University. (2012)

Robert E. Black, Professor of Religion. B.A., Southern Wesleyan University; M.Div., Asbury Theological Seminary; Ph.D., Union Theological Seminary (VA). (1986)

Terry Blackwell, Regional Director - Greenville ;Assistant Professor of Education. B.A., Limestone College; M.Ed., Converse College. (2009)

James L. Bowen, Professor of Accounting; Coordinator of Studies in Accounting. B.S, University of South Carolina; M.P.A., Clemson University. C.P.A. (1987)

Joy Bryant, Executive Director of Alumni and Constituent Relations. B.A., Southern Wesleyan University; M.S., Southern Wesleyan University. (1998)

Royce Caines, Professor of Business. B.S., Clemson University; M.S., Clemson University; Ph.D., Clemson University. (Jan 2009)

Don R. Campbell, Professor of Music. B.A., California State University at Fullerton; M.A., California State University at Fresno; D.M.A., Arizona State University. (1998)

Bruce Cole, Assistant Professor of Business. A.B., Harvard University; M.S., Northeastern University; MBA, Stanford University. (2010)

C. Keith Connor, Professor of Physical Education; Director of Athletics. B.S., High Point College; M.A.T., University of North Carolina; Ed.D, University of Georgia. (1969)

Daryl Couch, Associate Vice President for Planning and Assessment. B.A., Spring Arbor College; M.T.S., Ontario Theological Seminary; M.S., Shippensburg University; Ph.D., Clemson University. (1999)

Gregory Day, Associate Professor of Music. B.M.E., Furman University; M.M.E., University of Southern Mississippi. (2000)

Jane Palmer Dill, Professor of Music; Chair, Division of Fine Arts. A.A., Anderson College; B.Mus., Mars Hill College; M.F.A., University of Georgia. (1977-81, 1990)

Kenneth D. Dill, University Chaplain; Assistant Professor of Religion. B.A., Southern Wesleyan University; M. Div., Emory University. (1990)

Keith East, Professor of Education. B.A., Eastern Kentucky University; M.A., Eastern Kentucky University; Ed.S., University of South Carolina; Ph.D., University of South Carolina. (2006)

Debra D. Eischen, Assistant Professor of Business. B.A., Columbia College; M.S., Chapman University; Ph.D., Syracuse University. (2010)

Susan Finley. B.A., University of North Carolina; M.L.D., Furman University. (2009)

Bradford L. Fipps, Professor of Religion; Coordinator of Studies in New Testament Greek. B.A., Southern Wesleyan University; M.Div., Asbury Theological Seminary; M.Phil, Drew University; Ph.D., Drew University. (1991)

John Frazier, Professor of Business. B.S., Roberts Wesleyan College; M.S.M., Roberts Wesleyan College; Ph.D., Anderson University. (2005)

Mari Gonlag, Professor of Religion; Director of Center for Women in Ministry . B.A., Marion College; M.Div., Asbury Theological Seminary; Ph.D., Trinity Evangelical Divinity School. (1998)

Steven Hayduk, Professor of Psychology; Coordinator of Studies in Psychology. B.A., University of Alberta; M.A., McGill University; Ph.D., McGill University. (1996)

Laurie Hillstock, Associate Vice President for Curriculum and Instruction. B.A., Converse College; M.A., Clemson University; Ph.D., Clemson University. (2010)

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

Keith Iddings, Provost. B.A., Asbury College; M.Div., Asbury Theological Seminary; Ph.D., University of Wisconsin. (2004)

Darryl L. Jachens, Professor of Music; Coordinator of Studies in Music. B.M.E., Florida State University; M.M., University of Miami; Ph.D., Northwestern University. (1987)

Philip Jeon, Associate Professor of Economics. B.A., Hankuk University of Foreign Studies, M.A., University of Kentucky, Ph.D., University of Kentucky. (2006)

Paul Jordan, Professor of Computer Science. B.S., Appalachian State University; M.A., Appalachian State University; Ph.D., LaSalle University. (2000)

Hyoung Kil Kang, Assistant Professor of Recreation and Leisure Studies Administration. B.A., Seoul National University; M.S., Seoul National University; Ph.D., University of Minnesota. (2009)

Michael Keaton, History Instructor. B.S. & B.A., Southern Wesleyan University; M.A., Clemson University. (2008)

Ken Kennedy, Associate Professor of Computer Science. B.A., Mercer University; Ph.D., Clemson University. (2008)

Carl N. King, Assistant Professor of Exercise Science. B.S., Wake Forest University; M.A., Appalachian State University; Ed.D., Virginia Polytechnic Institute and State University. (2012)

Lee E. Kizer, Associate Professor of Business. B.S., Centenary College of Louisiana; M.B.A., University of Arkansas; Sc.D., Nova Southeastern University. (2002)

Lillie Lewis, Assistant Professor of Education. B.A., Barber Scotia, M.Ed., Clemson University. (2007)

Rosina Marini, Assistant Professor of English. B.A., Southern Wesleyan University; M.A., University of South Carolina. (2008)

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

Cecil McCaskill, Registrar. B.S, Clemson University; M.P.A., Clemson University. (2001)

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

Roger McKenzie, Professor of Religion. B.A., Anderson College; M.Div, Anderson School of Theology; Ph.D., Trinity Evangelical Divinity School. (1998)

Sandra McLendon, Assistant Professor of Education ; Associate Dean, School of Education. B.A., Erskine College; M.L.S., University of North Carolina at Greensboro; Ed.D., Nova Southeastern University. (2007)

Betty A. Mealy, Professor of English. B.A., Indiana Wesleyan Univ.; M.A. TEFL, Ball State Univ.; Ed.D., Univ. of Sarasota. (2001)

Martha Mishoe. Coordinator of Student Learning Services. B.S., University of West Alabama; M.Ed., University of West Alabama. (2008)

Kenneth Myers, Associate Professor of History; Chair, Division of Humanities. B.A., Delta State University; M.Div, Oral Roberts University; M.A., Mississippi State University; Ph.D., University of Oklahoma. (2009)

Travis Nation, Professor of Biology. B.S., Furman University; M.Ed., Converse College; Ph.D. Clemson University. (2002)

Claude M. Rickman, Professor of Mathematics; Coordinator of Studies in Mathematics. B.A., Southern Wesleyan University; M.Ed., Clemson Univ.; Ed.D., Univ. of Georgia. (1978)

Susan Rouse, Professor of Biology. B.S., Georgia College; Ph.D., Emory University. (2005)

Melanie Rowell. Associate Professor of Music. B.S., Southern Wesleyan University; M.M, University of Georgia; D.M.A., University of Georgia. (2006)

Paul Schleifer, Professor of English. B.A., Davidson College; M.A., University of Georgia; Ph.D., University of Georgia. (1995)

Robert E. Sears, Director of Library Services. B.S., Indiana University; M.A., Trinity Evangelical Divinity School; M.L.S., Indiana University. (1999)

Paul Shotsberger, Dean, School of Education; Professor of Education. B.A., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Charlotte; Ph.D., University of North Carolina at Chapel Hill. (2009)

Carol Sinnamon, Director of Counseling and Health Services; Assistant Professor of Social Sciences. B.A., Southern Wesleyan University; M.Ed., Clemson University. (1985)

Walter B. Sinnamon, Dean., College or Arts and Sciences; Professor of Biology; Chair, Division of Science. B.S., Houghton College; Ph.D., Clemson University. (1982)

Beth Stuart, Director of Retention and First-Year Experience. B.A., Furman University; MSM, Southern Wesleyan University. (2007)

Jeannie Trudel, Dean, School of Business; Associate Professor of Business. B.Ec., Monash University; LLB, Monash University; M.A., California State University; Ph.D., University of Louisville. (2012)

Erin Washington, Assistant Director of Library Services. B.M., University of Georgia; M.M., University of Maryland; M.L.S., University of Maryland. (2009)

Harold M. Waters, Professor of Education. B.S., Armstrong College; M.Ed., Clemson University; Ed.D., Nova Southeastern University. (2005)

Kim Welborn, Assistant Professor of English/Writing. B.A., Clemson University; M.Ed., Clemson University. (2008)

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

Mildred Williams, Assistant Professor of Psychology. B.A., Rutgers University; M.A., Webster University; Ph.D., Capella University (ABD). (2009)

G. Fred Woodworth, Professor of Education. B.A., Eastern Nazarene College; B.Ed., University of New Brunswick; M.Ed., University of New Brunswick; Ph.D., University of Connecticut. (1995)

Ben Xie, Associate Professor of English. M.A., Suzhou University; M.S., Louisiana State University; Ph.D., Louisiana State University. (2008)

Faculty Emeriti

Gloria J. Bell, Professor of English *emeritus*. B.A., Southern Wesleyan University; M.A. University of North Carolina; Ph.D., University of Colorado. (1977)

Laura N. Black, English. Professor of English *emeritus*. B.A., Newberry College; M.Ed., University of South Carolina; Ph.D., University of South Carolina. (1980-1989, 1991-2006)

James B. Bross, Sr., Professor of Religion. B.A., Southern Wesleyan University; M.A., University of Illinois; Ph.D., University of Iowa. (1973)

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

Paul Faulkenberry, Professor of Psychology. A.A., Southern Wesleyan University; B.A., Indiana Wesleyan University; M.S., Northern State University; Ph.D., Purdue University. (1990-98)

Kenneth Foutz, Professor of Religion. B.A., Southern Wesleyan University; M.Div., Asbury Theological Seminary; M.A., Presbyterian School of Christian Education; D.Min., Emory University. (1970-98)

Thomas E. Jennings, Professor of Education. A.B., Asbury College; M.Ed., Univ. of North Carolina; Ed.D., University of North Carolina. (1970)

Jimmy J. Kimble, Registrar. B.A., Southern Wesleyan University; M.Ed., University of North Carolina. (1968)

Martin LaBar, Professor of Science. B.A. Wisconsin State University, Superior; M.S., Univ. of Wisconsin; Ph.D., Univ. of Wisconsin. (1964)

W. James Mahony, Professor of Business. B.S., U.S. Naval Academy; M.S., Webb Institute; Ph.D., Clemson Univ. (1986)

Robert R. Nash, Professor of Biology. B.A., Southern Wesleyan University; M.S., Clemson Univ.; Ph.D., Clemson Univ. (1966)

Hal G. Robbins, Jr., Professor of Education. A.B., Indiana Wesleyan University; M.A., Longwood College; Ed.D., University of Virginia. (1972-74, 1976-1995)

Don Schaupp, Assistant Professor of Computer Science. B.S., Arizona State University; M.C.S., Texas A & M University. (1988)

James L. Schmutz, Professor of Chemistry; Coordinator of Studies in Chemistry. A.B., Kansas Wesleyan University; M.S., Middlebury College; Ph.D., Pennsylvania State University. (1977)

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

Paul B. Wood, Professor Psychology. A.B., Guilford College; M.A., Univ. of North Carolina; Ph.D., Univ. of North Carolina. (1962-1994)

UNIVERSITY CALENDAR

ACADEMIC CALENDAR FOR RESIDENTIAL CAMPUS (2012 – 2014)

2012 FALL SEMESTER

Aug	13	New Faculty Orientation	
	14-15	Faculty Retreat	
Sept	17-20	New Student Orientation	
	20	Enrollment Day	
	21	Classes Begin	
	22	Opening Convocation	
	24	Last Day to Enroll	
	30	Last Day to Add a Course (Provided 90% of class meetings remain)	
	10-12	Spiritual Emphasis (modified chapel schedule)	
	17	Last Day to Drop a Course without Record	
	Oct	17	Constitution Day
		8-12	Fall Break
Nov	26	Last Day to Drop a Course	
	22-24	Missions Conference (includes Monday chapel)	
	24-25	Trustees' Meeting	
	5	Registration for Spring Semester begins	
Dec	5	Last Day to Apply for May Graduation	
	21-23	Thanksgiving Break	
	8-13	Finals Week	
	14	Baccalaureate	
	14, 15	Commencement Ceremonies	

2013 SPRING SEMESTER

Jan	11	Faculty Workshop	
	12	New Student Orientation	
Feb	14	Enrollment Day	
	15	Classes Begin	
	18	Last Day to Enroll	
	21	Martin Luther King, Jr. Day Holiday	
	25	Last Day to Add a Course (Provided 90% of class meetings remain)	
	28-30	Spiritual Emphasis (modified chapel schedule)	
	Mar	11	Last Day to Drop a Course without Record
		4-8	Spring Break
	Apr	22	Last Day to Drop a Course
		29	Good Friday Holiday
1		Registration for Fall Semester begins	
Apr	1	Last Day to Apply for December Graduation	
	10-11	Trustees' Meeting	
May	24	Honors Convocation	
	4-9	Finals Week	
	10	Baccalaureate	
	10, 11	Commencement Ceremonies	
	13-15	Planning, Assessment, and Development	
	14	Faculty Workshop	

2013 SUMMER SESSIONS

May 15-31	May Term
	June Term
	July Term

2013 FALL SEMESTER

Aug	12	New Faculty Orientation
	13-14	Faculty Retreat
	15-18	New Student Orientation
	19	Enrollment Day
	20	Classes Begin
	21	Opening Convocation
	23	Last Day to Enroll
	29	Last Day to Add a Course (Provided 90% of class meetings remain)
Sept	9-11	Spiritual Emphasis (modified chapel schedule)
	16	Last Day to Drop a Course without Record
	17	Constitution Day
Oct	7-11	Fall Break
	25	Last Day to Drop a Course
	21-23	Missions Conference (includes Monday chapel)
	30-31	Trustees' Meeting
Nov	4	Registration for Spring Semester begins
	4	Last Day to Apply for May Graduation
	27-29	Thanksgiving Break
Dec	7-12	Finals Week
	13	Baccalaureate
	13, 14	Commencement Ceremonies

2014 SPRING SEMESTER

Jan	10	Faculty Workshop
	11	New Student Orientation
	13	Enrollment Day
	14	Classes Begin
	17	Last Day to Enroll
	20	Martin Luther King, Jr. Day Holiday
	24	Last Day to Add a Course (Provided 90% of class meetings remain)
	27-29	Spiritual Emphasis (modified chapel schedule)
Feb	10	Last Day to Drop a Course without Record
Mar	3-7	Spring Break
	21	Last Day to Drop a Course
	31	Registration for Fall Semester begins
	31	Last Day to Apply for December Graduation
Apr	9-10	Trustees' Meeting
	18	Good Friday Holiday
	23	Honors Convocation
May	3-8	Finals Week
	9	Baccalaureate
	9, 10	Commencement Ceremonies
	12-14	Planning, Assessment, and Development
	13	Faculty Workshop

2014 SUMMER SESSIONS

May 14-30	May Term
	June Term
	July Term

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