

University Graduate Bulletin

2009-2010



SOUTHERN WESLEYAN UNIVERSITY

2009-2010 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 nonimmigrant 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:

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

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

As a ministry of The Wesleyan Church and in service to the global Church, Southern Wesleyan prepares students for graduate study and leadership in such fields as religion, education, music, business, medicine, law, and a variety of civic and social service professions. Graduate programs are offered in fields in which the university has demonstrated particular strengths—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 & 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 associate degrees in business and general studies. Also offered are bachelor of science programs in management, business administration, elementary education 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 (MEd), the Master of Science in Management (MSM), and the Master of Ministry (MMin).

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 (1964), Gibson Science Building (1964), 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 now contains approximately 95,350 volumes, including the Wesleyana Collection.

Student residence halls include Childs Hall (1947), Stuart-Bennett Hall (1963, addition 1967), and apartments for upper-classmen. In addition, Mullinax Hall (May 2005) provides housing for 150 students.

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). Academic Services offices are located in Terry Hall (1989).

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 16 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 10 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 10 classrooms, a computer lab and office space.

ADMISSION TO THE GRADUATE PROGRAMS

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

Graduate Admission Requirements

The following criteria apply to all graduate programs:

1. Bachelor's degree from a regionally accredited (or, for the M. Min. program, an Association for Biblical Higher Education 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 prerequisites (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. Official records are required from the testing organization.

Graduate Admission Status

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

Preliminary--Applicant meets all requirements for regular admission but lacks one or more 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.

Master of Business Administration (MBA)

Additional Admission Requirements

1. Submission of an acceptable essay or writing sample as part of the application process.
2. Completion of program prerequisites: three semester hours in accounting, three semester hours in economics, and three semester hours in statistics.
3. Evidence of 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.
4. 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 (MEd)

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.
2. Teaching certificate from the State of South Carolina or equivalent out-of-state certification. A student without teaching certification may appeal for admission. Such an appeal must be accompanied by minimum GRE scores of 840 on math and verbal and a 4 in writing or a Miller Analogies Test score of at least 389.

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

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 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. Submit an acceptable writing sample with the application and, when required by the Graduate Admissions Committee, satisfactory results of a counseling interview.

Master of Ministry (MMin)

Additional Admission Requirements

1. Submit a brief biographical sketch including vocational experiences, spiritual journey, and professional goals for the future.
2. Complete prerequisites or co-requisites of 12 hours of college work in religion, Bible, or ethics. An applicant who meets the other criteria but does not have the required prerequisites may be admitted on a preliminary basis. Southern Wesleyan's religion faculty will provide counsel to help develop an individual plan for meeting the 12-hour requirement.
3. Provide evidence of at least two years of active Christian ministry or obtain approval for alternate experience.

Additional Graduate Admission Information

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

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

GRADUATE PROGRAMS ACADEMIC INFORMATION

The university offers the following graduate programs: Master of Business Administration, Master of Education, Master of Ministry, and Master of Science in Management. The Master of Ministry program is offered in Central and occasionally in High Point, North Carolina. All other 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 except the M.Ed., 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.

Up to twelve hours of elective credit can be accepted in the M. Ed. Program if the course work has been completed in the student's area of certification and if no course was completed longer than five years prior to starting the SWU M.Ed. program.

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 or higher. Students whose GPA falls below 3.0 will be placed on academic probation. If a GPA of 3.0 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 for two courses (3.0 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 must achieve at least a 3.0 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.

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 WG. The withdrawal must occur before the last meeting of the course. No student may earn more than two grades of WG.

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.

Study Groups

With the exception of the Master of Ministry program, during the first course in each sequence, students must form study groups of three to five members. Each student must be a member of a study group. Weekly attendance is required and will be monitored. Non-attendance at study group meetings will be handled the same as non-attendance for in-class instruction. Specifically, students' grades may be affected and/or students may be withdrawn from the class for absences as outlined by institutional attendance policy. The attendance and grading policy for the study group participation and the in-class participation parallel each other.

Southern Wesleyan University reserves the right to administratively reorganize study groups or request that study groups be restructured to comply with the university and government regulations.

Adult & Graduate Studies

In all programs with a lock-step cohort sequence (i.e. all adult and graduate programs except the M.Min.), set tuition and fee rates are guaranteed for students who complete a core sequence according to the prescribed curriculum schedule. This policy applies to the student's core curriculum only. The charge for drop-in courses, or for other special courses, will be applied according to the current schedule. Each course must be paid for in advance, prior to attending the first workshop. A late charge will be added to any account that is overdue as stated in the original payment plan. Supplemental materials give details about financial policies.

Information concerning current tuition & fees for the undergraduate adult evening programs and graduate programs may be obtained by calling the appropriate admissions office.

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

Adult & Graduate Studies Payment Plans

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.

Adult & Graduate Studies (AGS) Program – Delinquency Policy

All AGS tuition is due three weeks prior to class start dates, and any outstanding student account balances are considered delinquent thirty days after 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 in default three days after a delinquency occurs. Any AGS Accounting Office approved payment plan will be considered in default immediately if a payment is not received by its due date.

Adult and Graduate Studies

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.

COLLEGE OF ARTS & SCIENCES

Dr. Walt Sinnamon, Dean

MASTER OF MINISTRY

Program Goals

Upon successful completion of the Master of Ministry degree program, the graduate should be able to

- Apply the foundational truths of biblical and theological study to functional demands of the Christian ministry.
- Demonstrate the skills to communicate the Gospel effectively using a variety of communication techniques.
- Provide leadership for ministry in a Christian congregation, parachurch agency, community, or constituency through sound principles of management and administration.
- Offer Christian care in a variety of settings.
- Correlate the multiple responsibilities of an ordained or lay minister within the framework of a comprehensive theology of ministry.
- Minister effectively in a variety of vocational positions in the church or a parachurch agency.

Master of Ministry Curriculum (36 Semester Hours)

Required Courses(12 sem. hrs.)

RELG 5103	Theology of Ministry	3
RELG 5283	Spiritual Formation for Ministry	3
RELG 5363	Inductive Bible Study	3
RELG 5803	Ministry for the 21st Century	3

At least two of these electives (6 sem. hrs.)

RELG 5263	Pastoral Counseling	3
RELG 5303	Church Fin. & Christian Stewardship	3
RELG 5373	Biblical Preaching	3
RELG 5413	Educ. Ministries in Church	3

At least two of these electives (6 sem. hrs.)

RELG 5153	Leadership in the Church	3
RELG 5203	Contemp. Evangelical Theology	3
RELG 5393	Church Renewal & Revival	3
RELG 5403	Theology & Practice of Worship	3

At least two of these electives (6 sem. hrs.)

RELG 5253	Congregational Life	3
RELG 5453	Evangelism & Church Growth	3
RELG 5493	The Church & Technology	3
RELG 5533	The Family & 21st Century	3

Six additional elective hours (6 sem. hrs.) 6

Elective hours may be selected from the courses listed above.

By special permission of the division faculty, upper-division courses in Bible, Christian education, religion, or youth ministry may be taken for graduate credit, with course requirements and assignments revised to be appropriate for graduate-level study.

Further information

Additional information about the Master of Ministry program, including financial arrangements, may be obtained by calling 1-800-282-8798, Extension 5229.

SCHOOL OF BUSINESS

Dr. Royce Caines, Dean

The vision statement:

The vision of Southern Wesleyan University School of Business is to provide the Southeast's premier undergraduate and graduate business programs based on Biblical principles and experiential learning.

The mission statement:

The mission of the Southern Wesleyan University School of Business is to glorify God through its graduates. Our graduates will add value to their employers by possessing the technical, managerial, and leadership skills required to succeed in a multi-cultural environment.

Core Values:

- BIBLICAL** Train students to be persons of integrity based on Biblical truth that will transform personal and professional life.
- PRACTICAL** Develop business skills and join in adding value through real world business experiences that are framed in an academic program.
- INNOVATIVE** Learn to be creative in a world where entrepreneurship, technology, globalization and change is an increasing reality.

Degrees offered:

Southern Wesleyan University School of Business offers three levels of business degrees serving two different types of student populations. We offer an associate's degree of science in business (Adult & Graduate Studies), bachelor's of arts in business administration (traditional), a bachelor's of science in accounting (traditional), a double major bachelor's of science in accounting and business administration (traditional), a bachelor's of science in business administration (traditional and Adult & Graduate Studies), a master's in business administration **MBA** (Adult & Graduate Studies), and a master's in science of management **MSM** (Adult & Graduate Studies).

Southern Wesleyan University School of Business partners with the College of Arts and Sciences in two bachelor's degrees serving traditional students. Two bachelor's of science, one in Management of Information Technology MOIT, and the other in Recreation & Leisure Services Administration.

MASTER OF BUSINESS ADMINISTRATION

Program Goals

Upon successful completion of the Master of Business Administration degree program, the graduate should be able to

- Demonstrate the ability to apply theoretical concepts to actual management situations and utilize critical thinking and decision-making skills to identify, analyze, and develop practical solutions to organizational problems in a global environment.
- Present ideas logically and persuasively in writing and speech, with emphasis on effective business presentations utilizing the latest technology.
- Demonstrate knowledge of Christian values, ethical issues, and the legal processes as they affect the business environment.
- Use computer technology and statistical techniques as tools for business decisions making.
- Analyze managerial finance and accounting from the perspectives of business and financial managers; and use this analysis in the decision-making process.
- Apply ethical marketing management strategies and e-commerce marketing to position a product or service in domestic and international markets.
- Apply microeconomic principles, practices, applications, and techniques directly related to business issues.
- Qualify for an extended range of business positions.

Master of Business Administration Curriculum (36 Semester Hours)

Prerequisite:

ACCT	0990	Accounting Prerequisite
ECON	0990	Economics Prerequisite
STAT	0990	Statistics Prerequisite

Core Classes:

MBAM	5123	Fundamentals of Executive Management
MBAM	5223	Quantitative Analysis of Business
MBAM	5323	Accounting for Decision Making and Control
MBAM	5423	E-Commerce: Strategies and Opportunities
MGMT	5803	Business Policy, Strategy, & Planning
MGMT	5033	Production and Operations Management
MGMT	5053	Organizational Behavior
MGMT	5063	Marketing Management
MGMT	5103	Advanced Financial Management
MGMT	5243	Managerial Economics
MGMT	5373	Business in a Global Society
MGMT	5253	Management Ethics

Students must also complete the Major Field Achievement Test in Business prior to graduation.

(See AGS Student Handbook for a course sequence, including non-courses that meet prerequisites for accounting, economics, and statistics.)

Further information

For pricing, class start, and general program information, call 1-800-264-5327. For financial aid, grade information, and specific class schedules, call 1-800-282-8798.

MASTER OF SCIENCE IN MANAGEMENT

Program Goals

Upon successful completion of the Master of Science in Management degree program, the graduate should be able to

- Demonstrate the ability to apply theoretical concepts to actual management situations and utilize critical thinking and decision-making skills to identify, analyze, and develop practical solutions to management problems in an increasingly global environment.
- Express ideas clearly, concisely, and logically through effective speech, written communication, and interpersonal relationship skills.
- Integrate management ethics based on a Christian worldview in the functions and processes of management.
- Exhibit knowledge of skills and techniques required in managing and effectively guiding human resources in a rapidly changing technological environment.
- Demonstrate the ability to use computer technology as a tool for managerial decision-making.
- Qualify for an extended range of management positions.

Master of Science in Management Curriculum (36 Semester Hours)

MGMT 5053	Organizational Behavior	MGMT 5343	Organizational Development
MGMT 5073	Human Resource Management	MGMT 5363	International Management
MGMT 5063	Marketing Management	MGMT 5443	Managing for Quality and Excellence
MGMT 5123	Finance and Accounting for non-Financial Managers	MGMT 5823	Integrated Studies in Management
MGMT 5143	Executive Economics	MGMT 5253	Management Ethics
MGMT 5163	Management of Information Systems	RSCH 5043	Analysis and Decision Making for Managers

Students must also complete the Major Field Achievement Test in Business prior to graduation.

Further information

For pricing, class start, and general program information, call 864-644-5557. For financial aid, grade information, and specific class schedules, call 864-644-5557.

SCHOOL OF EDUCATION

Dr. Paul Shotsberger, 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.

Undergraduate Major Degree Programs

The School of Education offers curriculum sequences in early childhood education, elementary education, early childhood/elementary education, and special education that lead to a Bachelor of Science degree and teacher certification through the South Carolina State Department of Education. The special education program prepares the undergraduate for PK-12 multi-categorical (mild to moderate disabilities) certification in the areas of emotional disabilities/ behavioral disorders, learning disabilities, and mental disabilities. In collaboration with Divisions of the College of Arts and Sciences, the School of Education also offers the teacher candidate the option of completing a prescribed sequence of professional education courses that lead to a bachelor's degree and teaching certification in the content areas of biology, English, mathematics, music, and physical education.

All programs include a general education strand, an appropriate content area strand, and a professional education strand specific to the major. The syllabi of courses required for the preparation of educational personnel in each professional education program reflect knowledge bases, current research, effective practice, and school effectiveness. Further, the course content has been aligned to the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), the respective Specialized Professional Association (SPA) standards, the South Carolina state curriculum standards, the ADEPT assessment instrument, and the Southern Wesleyan University School of Education dispositions.

MASTER OF EDUCATION

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.

Master of Education Curriculum (36 Semester Hours)

Required Courses

EDUC 5113	Philosophy of Education
EDUC 5163	Introduction to Curriculum Development
EDUC 5213	Contemporary Issues Involving Diversity in the Classroom

EDUC 5263	Concepts of Applied Educational Research
EDUC 5313	Instructional Technologies
EDUC 5363	Professional Leadership
EDUC 5413	Student Assessment
EDUC 5463	Portfolio Presentation and Assessment Seminar

Twelve hours of graduate electives

Gifted and Talented Elective Block

EDUC 5533	Methods and Materials of Teaching the Intellectual Gifted*
EDUC 5553	Educating Gifted and Talented Learners*

*Completion of these two courses meets State Department of Education requirements for an endorsement in the area of gifted and talented.

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.”

Further information: For pricing, class start, and general program information, call 1-800-264-5327. For financial aid, grade information, and specific class schedules, call 1-800-282-8798.

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.

Those courses graded on a Pass/No Credit basis only are indicated by P/NC.

Institutional credit only (S/NC) does not give graduation credit but does count toward full loads.

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

Graduate courses carry 5 as the first digit.

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 5263 Educational 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. This course is an elective for Masters in Education and can be used for certification through the PACE program.

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 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. The course will meet for 40 in a one week period. There will be re-reading assignments two weeks prior to the beginning of the course. The cumulative project will be posted on a website two weeks after the ending of the course. (This two weeks will provide time to complete the project with reflection.) The students will email the instructor the site to grade the projects. Prerequisite: EDUC 5313. Elective Module.

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 Educational Research II

A continuation of EDUC 5263, Educational 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.

Additional graduate electives are required to total 36 semester hours. These may include six hours of graduate work in education or up to twelve hours of transferred graduate work in the student's certification discipline.

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 5613. Teacher Effectiveness and Classroom Handling (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 5693. Teaching Skills of the 21st Century (PLS)

As educators share their vision of how a curriculum should be developed and taught, they learn facilitation skills that ensure the successful education and enrichment of both student and teacher.

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 5783. Classroom Management: Orchestrating a Community of Learners (PLS)

Designed to equip educators concepts and strategies for orchestrating classroom life to enhance learning. Addresses the following areas: the physical environment, rules and routines, flow of instruction, reinforcement for desired student behaviors, a hierarchy of consequences for student misbehaviors, parent involvement, and teacher resilience.

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.

MASTER OF BUSINESS ADMINISTRATION COURSES - GRADUATE

MBAM 5123. Fundamentals of Executive Management (AGS)

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)

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)

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)

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 - GRADUATE

The 500 level courses described below are offered in the Adult and Graduate Studies (AGS) program at the graduate level.

MGMT 5033. Production and Operations Management (AGS)

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)

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)

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 Resource Management (AGS)

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

MGMT 5083. Marketing Strategies (AGS)

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)

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)

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)

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)

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)

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)

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

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)

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

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)

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)

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)

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

RELIGION COURSES - GRADUATE

RELG 5103. Theology of Ministry

Biblical, historical, and theological foundations of Christian ministry.

RELG 5153. Leadership in the Church

Development of leadership styles and management skills in relation to staff personnel, congregation, and denomination.

RELG 5203. Contemporary Evangelical Theology

The systems of major 20th-century Protestant theologians and the evangelical response to those systems.

RELG 5253. Congregational Life

Focuses on the functions of ministry in administering the sacraments, celebrating the Christian year, ministering through weddings and funerals, exercising church discipline, and small groups.

RELG 5263. Pastoral Counseling

Explores dynamics of personality within the counseling relationship and emphasizing the uniqueness of Christian counseling while recognizing areas of similarity between Christian and secular counseling.

RELG 5283 Spiritual Formation for Ministry

Examines the theological and practical dimensions of the spiritual life and explores the relationship between spirituality and ministry, especially in the light of gifts and graces, spiritual disciplines, and ministerial functions.

RELG 5303. Church Finance and Christian Stewardship

The essentials of church accounting and development of budgets and financial statements for use in decision-making by church leaders. Includes computer applications for the local church.

RELG 5363. Inductive Bible Study

A basic course in English Bible study, focusing primarily on the inductive techniques of observation, interpretation, and application for use in personal Bible study, small group Bible study, and preparation for teaching and preaching from the Bible.

RELG 5373. Biblical Preaching

A course designed to enhance skills in the preparation and delivery of expository sermons, based on sound exegetical principles and responsible biblical interpretation. Prerequisite: RELG 5363.

RELG 5393. Church Renewal and Revival

A survey of the way God has moved in the great revivals of the past with a view toward church renewal and revival in the present.

RELG 5403. Theology and Practice of Worship

The definition and historical background of Christian worship with attention to principles, methods, and resources for worship planning.

RELG 5413. Educational Ministries in the Church

Examines the role of educational ministries in the total church program and the responsibilities of the pastor as a teacher. Includes studies in teaching, nurturing, facilitating, planning, administering and coordinating the Church's educational ministries.

RELG 5453. Evangelism and Church Growth

The theology and principles of evangelism, discipleship, and church growth.

RELG 5493. The Church and Technology

Examines the use of new technologies for ministry in areas such as communication, record-keeping, and worship in the church. Also explores the impact of these technologies on our society and culture and the implications for ministry.

RELG 5533. The Family and the 21st Century

Explores the sociological, psychological, biblical, and theological dynamics of family life. Focus on equipping church leaders for strategic ministry to families in the congregation.

RELG 5803. Ministry for the 21st Century

A capstone course designed to integrate the entire Master of Ministry curriculum in a format that blends the best of traditional ministry with the new approaches needed for a new day in the church. A project in practical ministry will demonstrate students' application of their study.

RESEARCH COURSES

RSCH 5043. Analysis and Decision Making for Managers (AGS)

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)

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 research project. Data manipulation will require knowledge in spreadsheets and word processing. Statistical component of the research will be done by statistics software available in Excel. Prerequisite: Three semester hours of statistics including descriptive and inferential statistics, and linear regression or equivalent.

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Paul Shotsberger, Ph.D.	Dean, School of Education

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Carol Sinnamon, M.Ed.	Director of Counseling & Health Services

FACULTY, FULL TIME

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

Christina Accornero, Associate Professor of Religion; Chair, Division of Religion. 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)

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