

SOUTHERN WESLEYAN UNIVERSITY

SCHOOL OF EDUCATION

CANDIDATE HANDBOOK

GRADUATE

2017-2019



Educators who demonstrate scholarship within a Christian ethic of care”

SOUTHERN WESLEYAN UNIVERSITY
SCHOOL OF EDUCATION TEACHER CANDIDATE HANDBOOK

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SOUTHERN WESLEYAN UNIVERSITY

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 through the integration of faith, learning and living.

Located in Central, South Carolina, the university is a halfway point between Charlotte, North Carolina, and Atlanta, Georgia. It is thirty minutes from 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 was first chartered 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 nontraditional, contain a core curriculum in the liberal arts.

Building on this tradition, 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. Although the university primarily serves the Southeast, the teacher candidate population is a wholesome blending of cultural, ethnic and regional diversity drawn from the entire United States and the international community. Such diversity encourages broader development of values.

Ideal graduates of Southern Wesleyan have a healthy respect for themselves and others as bearers of God's image. This respect encourages care for personal, mental, physical, and spiritual health. 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 nontraditional 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.

In summary, the success of the mission of the university will be measured ultimately in the lives of the alumni who grow in faith, knowledge, love, and hope as they serve God and others.

ACCREDITATION

Southern Wesleyan University intends to offer a Doctor of Education (Ed.D.) degree with an emphasis in Curriculum and Assessment. The new degree will be offered under the umbrellas of the University's Online and Graduate Studies Program through the School of Education. The School of Education has accreditation through the Council for Accreditation of Educator Preparation (CAEP formerly NCATE); however, the Doctor of Education will not fall under the regulations of CAEP nor will SWU seek any outside professional accreditation for the Program other the SACSCOC accreditation under the auspices of the university

FOUNDATIONS OF THE SCHOOL OF EDUCATION

As a faith-based institution founded on the principles of the Wesleyan church, Southern Wesleyan University is committed to the liberal and applied arts preparation of students so they engage a postmodern culture with a Christian worldview. Among its basic tenants is the university's dedication to facilitate candidates' acquisition of skills and dispositions in an educational environment that promotes the holistic integration of faith, learning, and living in a Christ-centered transformative community based on Biblical principles. The founders' vision is still central to the purpose of the institution today as the university seeks to create an atmosphere in which members of the community work together toward wholeness through the integration of faith, learning, and living. The founders of the institution understood the value of a liberal arts education, one with a foundation in linguistic, quantitative, and analytical skills.

Institutional Vision

The vision of Southern Wesleyan University is to be a premier Christian university exemplified by a learning community whose graduates have a 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.

Unit Vision

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.

The mission statement of the unit is subsumed under the institutional mission statement so that both work in concert in the preparation of teacher candidates. Both statements are established on a commitment to develop leaders who are academically and professionally informed from a biblical perspective in order to influence the global society for the benefit of all humankind.

Institutional Mission Statement

The vision of Southern Wesleyan University is to be a premier Christian university exemplified by a learning community whose graduates have a 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.

Unit Mission Statement

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 individuals who are leaders and world changers within the all professions.

Goals of the Unit

It is the mission of the School of Education to develop “individuals who demonstrate scholarship within a Christian ethic of care.” This theme embraces the basic goals that facilitate the success of the candidate engaged in the pre-professional experience, as well as experienced professionals in the field. Within this context, the School of Education seeks to instill within its candidates competency in scholarship, a Christian ethic of care, service, sensitivity to diversity, reflective practice, technology competency, and leadership. These goals, which are described in the narratives of this section, are foundational to the mission of the university and the School of Education.

The institution has established goals for faith, learning, and living, and the unit addresses an additional goal of professionalism for each of its graduates. These goals are aligned with competency outcomes for candidates and are imbedded within the conceptual framework components addressing scholarship and a Christian ethic of care. These goals are integrated with the content of specified major courses, as well as general education courses in the curriculum. These goals are an integral part of any consideration in the policies, purposes, and practices of the university and the School of Education.

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, “Individuals who demonstrate scholarship within a Christian ethic of care.”

All candidates are expected to reflect a level of scholarship that is commensurate with their level of expertise and experience. Not only is the candidate expected to demonstrate scholarship, but is also expected to demonstrate a disposition of a “Christian ethic of care” as basic ideas related to faith, living, learning and professionalism are presented throughout the academic experience. Therefore, the teacher candidate is expected to demonstrate the following dispositions:

- Demonstrate a Christian ethic of care toward self by exhibiting a biblical approach to life that is demonstrated by a passion for learning;

- Demonstrate a Christian ethic care toward diverse individuals as demonstrated by compassionate and respectful interactions with those individuals.
- Demonstrate a Christian ethic of care toward colleagues by engaging in compassionate and respectful interactions with colleagues; and
- Demonstrate a Christian ethic of cares toward the community by recognizing it as an integral part of the learning process by valuing its pluralistic nature.

SCHOOL OF EDUCATION ADMISSIONS POLICY FOR DOCTORATE

University Requirements

- Submission of Graduate Application and Processing Fee
- Submission of official transcripts

School of Education Admissions Requirements

- An earned master degree in education or related field from an institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education or a comparable degree from an international institution with a minimum cumulative grade point average (GPA) of 3.0 on a 4-point scale. Masters in related field must be approved by the School of Education Graduate Review Committee.
- Be in good standing at all previous institutions of higher learning. Students who, for academic or disciplinary reasons, are not eligible to register in the college or university last attended will not be admitted for graduate study.
- A score on a nationally standardized graduate admissions test, the Miller Analogies Test (MAT). Test scores must be no more than five years old. The requirements are a minimum MAT score of 350. An equivalent Graduate Record Exam score will be accepted.
- Submission of two professional references.
- Submission of a writing sample.
- Applicants for whom English is a second language must submit an official TOEFL score of at least 550 (paper test), 213 (computer test) or equivalent evidence of proficiency in English.

SOUTHERN WESLEYAN UNIVERSITY LEARNING OUTCOMES

In keeping with the ultimate mission of the university to integrate faith, learning, and living, the School of Education, has established goals for those pursuing an education degree. Further, it is anticipated that the integration of these areas will be a continuing process that will enhance the candidate's life and profession. It is understood that it is not enough for the institution to provide the instructional and practical processes necessary to challenge the candidate and promote personal growth. It is also the responsibility of the candidate to actively pursue a meaningful relationship with Christ; knowledge of the subject area content and pedagogy; and personal habits that promote physical, mental, and emotional health, as well as acceptable social behavior.

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;
- the ability to effect positive change through skillful, values-driven engagement with their world.

THE EDUCATION PROGRAM ASSESSMENT SYSTEM

The faculty of the School of Education has labeled the levels in the assessment system as “Locks” and decided on three stages for the initial level. In the same manner as a lock elevates a sea vessel from one level of water to another, the unit’s “Lock” system “elevates” the candidate to the next level of the program. The assessment system was developed in collaboration with the faculty of the School of Education. In partnership with these educators, the model was revised to focus on items that were thought to be essential to assure the quality of the education program at Southern Wesleyan University. Faculty in the unit, and public partners are involved in the utilization of the Lock system. The faculty of the School of Education has considered and implemented suggestions from these colleagues as they have addressed the practical aspects of the system’s implementation.

The theme statement for the School of Education is *“Individuals who demonstrate scholarship within a Christian ethic of care.”* The elements that comprise the conceptual framework are subsumed under the descriptors of scholarship and Christian ethic of care as described in the Unit’s conceptual framework. There are designated criteria under these categories, the completion of which demonstrate that the teacher candidate has reached a successful level of competency based on the Interstate New Teacher Assessment and Support Consortium (INTASC) principles and the South Carolina teacher assessment instrument, Assisting, Developing, the Evaluating Professional Teaching (ADEPT) performance standards and the Specified Program Area (SPA) standards. Key assessments at the advanced level are aligned with the National Board of Professional Teaching Standards (NBPTS) propositions.

In order to ensure the quality of the teacher education program at Southern Wesleyan University and the teaching profession, all candidates in the initial and advanced programs are required to successfully complete the requirements for each Lock in the assessment system before continuing in the program.

Students in the School of Education are expected to:

- Demonstrate a Christian ethic of care toward self by exhibiting a biblical approach to life that is demonstrated by a passion for learning;
- Demonstrate a Christian ethic care toward diverse individuals as demonstrated by compassionate and respectful interactions with those individuals.
- Demonstrate a Christian ethic of care toward colleagues by engaging in compassionate and respectful interactions with colleagues; and
- Demonstrate a Christian ethic of cares toward the community by recognizing it as an integral part of the learning process by valuing its pluralistic nature.

Doctor of Education Learning Outcomes and Assessments

| Targeted Learning Outcome | Name and Type of Assessment | When in the program it will be administered | How it will be measured/level of expected achievement | How the scores/results will be stored, summarized and used. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------|
| 1. develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. | Mission & Strategic Plan Analysis with emphasis on results of the plans | EDUC 720 Leadership and Values in Diverse Organizations | Rubric with specific criteria 80% will achieve 3.0 or better | Chalk and Wire/E-Portfolio Canvas |
| | Institutional Diversity Plan Inquiry and Revision | | | |
| | Practicum | EDUC 709 Program Evaluation for Improvement w/Practicum | Rubric with specific criteria 80% will achieve 3.0 or better | Chalk and Wire/E-Portfolio Canvas |
| | Comprehensive Exam | Completion of Core Courses | Rubric with specific criteria 80% will achieve 3.0 or better | |
| | Dissertation | Completion of Program | Successful Completion w/Dissertation Committee | |
| 2. demonstrate a Christian ethic and professional norms to promote each student's academic success and well-being. | Investigation of Ethical Curriculum & Assessment w/Position Paper | EDUC 700 Ethics in Curriculum and Assessment | Rubric with specific criteria 80% will achieve 3.0 or better | Chalk and Wire/E-Portfolio Canvas |
| | Comprehensive Exam | Completion of Core Courses | Rubric with specific criteria 80% will achieve 3.0 or better | Chalk and Wire/E-Portfolio Canvas |
| | Dissertation | Completion of Program | Successful Completion w/Dissertation Committee | |
| 3. strive for equity of educational opportunity and culturally | Curriculum Theorist paper with analysis for the best curriculum for participant's setting | EDUC 701 Foundations in Curriculum | Rubric with specific criteria 80% will achieve 3.0 or better | Chalk and Wire/E-Portfolio Canvas |

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| responsive practices to promote each student's academic success and well-being. | Audit of institutional curriculum and assessments as to appropriateness for diverse learners | EDUC 704 Curriculum and Assessment for the Diverse Learner | Rubric with specific criteria 80% will achieve 3.0 or better | Chalk and Wire/E-Portfolio Canvas |
| | Comprehensive Exam | Completion of Core Courses | Rubric with specific criteria 80% will achieve 3.0 or better | Chalk and Wire/E-Portfolio Canvas |
| | Dissertation | Completion of Program | Successful Completion w/Dissertation Committee | |
| 4. develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. | Development of Curriculum and Assessment Model w/accommodations for diverse learners | EDUC 704 Curriculum and Assessment for the Diverse Learner | Rubric with specific criteria 80% will achieve 3.0 or better | Chalk and Wire/E-Portfolio Canvas |
| | Comprehensive Exam | Completion of Program | Successful Completion w/Dissertation Committee | Chalk and Wire/E-Portfolio Canvas |
| | Needs Analysis for Curriculum and Assessment based on data audit and evaluation | EDUC 705 Quantitative Research and Analysis I EDUC 711 Quantitative Research and Analysis II | Rubric with specific criteria 80% will achieve 3.0 or better | Chalk and Wire/E-Portfolio Canvas |
| | Dissertation | Completion of Program | Successful Completion w/Dissertation Committee | |
| 5. cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student in a meaningful, reciprocal, and beneficial manner. | Curriculum Case Studies Analysis with emphasis on community involvement and academic success | EDUC 710 Issues and Models in Curriculum | Rubric with specific criteria 80% will achieve 3.0 or better | Chalk and Wire/E-Portfolio Canvas |
| | Institutional Improvement Plan based on Data w/revisions and results | EDUC 706 Data-Driven Instruction | Rubric with specific criteria 80% will achieve 3.0 or better | Chalk and Wire/E-Portfolio Canvas |
| | Dissertation | Completion of Program | Successful Completion w/Dissertation Committee | |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------|-----------------------------------------------------------------|--------------------------------------|
| 6. foster a professional community of teachers and develop the professional capacity and practice of personnel to promote each student's academic success and well-being. | Curricular Redesign project | EDUC 707 Curricular Design | Rubric with specific criteria 80% will achieve 3.0 or better | Chalk and Wire/E-Portfolio Canvas |
| | Comprehensive Exam | Completion of Core Courses | Rubric with specific criteria 80% will achieve 3.0 or better | Chalk and Wire/E-Portfolio Canvas |
| | Dissertation | Completion of Program | Successful Completion w/Dissertation Committee | |

Credit Hour

The credit hour is the basic unit of credit awarded for progress toward a degree or certificate. Southern Wesleyan University defines a credit hour as a reasonable approximation of the student learning outcomes that can be achieved in the context of a course which requires 42-45 hours of student work. This includes contact time between student and faculty and the student's independent work. This definition is a minimum standard that does not restrict faculty from setting a higher standard that requires more student work per credit hour. The definition is the same whether the semester is in a traditional or compressed format. To be clear, since online learning represents a comparatively new mode of educational delivery compared to face-to-face, Southern Wesleyan University has taken an intentional approach to procedures for awarding credit for online courses. The University has adopted a dual approach whereby credit is measured (1) through equivalency of student learning outcomes and (2) through a process of estimating the hours of student engagement for an online course. The faculty of each school (e.g., School of Education) provide oversight for curriculum, degree requirements, program length and the appropriate awarding of credit for their respective courses. For the Doctor of Education Program, all academic course will be taken at SWU. Therefore, no incoming transfer credit will need to be evaluated nor will any credit at the master level at SWU be used in the Doctor of Education Program.

EDD CURRICULUM

| Doctor of Education (Ed.D.) degree with an emphasis in Curriculum and Assessment Required Course for graduation (7-week courses) offered for 2 courses per semester | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------|
| Course Number | Course Name | Credit Hours |
| EDUC-700 (online) | Ethics in Curriculum and Assessment | 3 Hours |
| EDUC-701 (online) | Foundations of Curriculum | 3 Hours |
| EDUC-702 (online) | Research Tools | 3 Hours |
| EDUC-703 (online) | Curriculum, Instruction, and Assessment | 3 Hours |
| EDUC-704 (online) | Curriculum and Assessment for the Diverse Learner | 3 Hours |
| EDUC-705 (online) | Quantitative Research and Analysis I | 3 Hours |
| EDUC-706 (online) | Data-Driven Instruction | 3 Hours |
| EDUC-707 (online) | Curriculum Design | 3 Hours |
| EDUC-709 (online) | Program Evaluation for Improvement w/Practicum | 3 Hours |
| EDUC-710 (online) | Issues and Models in Curriculum | 3 Hours |
| EDUC-711 (online) | Quantitative Research and Analysis II | 3 Hours |
| EDUC-720 (online) | Leadership and Values in Diverse Org | 3 Hours |
| EDUC-800 (residency and online) | Dissertation I-Research Design | 6 (first summer residency required) |
| EDUC-810 (residency and online) | Dissertation II-Methods | 6 Hours (second summer residency required) |

| | | |
|---------------------------------|------------------|-------------------------------------------|
| EDUC-820 (residency and online) | Dissertation III | 6 Hours (third summer residency required) |
| Total Required Classes | | Total Required Credit Hours |
| 15 | | 54 Hours |

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------------------------------|
| Doctor of Education (Ed.D.) degree with an emphasis in Curriculum and Assessment | | |
| Courses to be enrolled in if necessary. Courses are not required for graduation. EDUC 830 must be completed before enrolling in EDUC 831 | | |
| Course Number | Course Name | Credit Hours |
| EDUC-830 | Doctoral Dissertation Continuation | 6 Hours (15 week course) |
| EDUC-831 | Dissertation Advising | Non-Credit Bearing (15 week course) Charged at 1 hour rate |

EDUC 700 Ethics in Curriculum and Assessment (3 credits/online)

This course will explore the various types of curriculum that exist within organizations as well as goals and philosophical orientations to education. Students will delve into the ethical considerations regarding who controls the curriculum and assessment, how that control is exerted, how curricular decisions impact student learning and how you can ethically lead curricular change.

EDUC 701 Foundations of Curriculum (3 credits/online)

The Foundations of Curriculum and Instruction course focuses on applying curricular theory related to best practices in the 21st century classroom setting. Planning for instruction and evaluation of learning are the two focal points of this experience. This course is designed as an introduction to the systematic process of planning for effective classroom instruction and assessment as these tasks relate to contemporary curricular concepts. Political considerations for curriculum will be considered.

EDUC 702 Research Tools (3 credits/online)

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and research approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Emphasis will be placed on library and online resources.

EDUC 703 Curriculum, Instruction, and Assessment (3 credits/online)

This course examines curriculum, instruction, and assessment in the context of standards based education. It explores theories, methods, and procedures underlying the development and design of curriculum and instruction, the interrelationships among curriculum, instruction, and assessment.

EDUC 704 Curriculum and Assessment for the Diverse Learner (3 credits/online)

This course provides students with knowledge of current concepts and issues in the area of assessment in special education and other special needs populations, with knowledge and practice in administering a standardized assessment as well as curriculum based assessments. The history of curriculum development and evaluation; the importance of aligning learning theory and learner variables; and removal of barriers to student achievement are discussed. Current issues in assessment such as assessing students from diverse backgrounds will be covered.

EDUC 705 Quantitative Research and Analysis I (3 credits/online)

This course addresses the intermediate qualitative and quantitative research methods. Qualitatively, the course addresses forming research questions, writing field notes, and collecting, organizing, and analyzing a variety of data. The design issues of triangulation subjectivity and trustworthiness are explored. Ethics and ethical issues in qualitative research are presented. Quantitatively, the course addresses the logic of statistical inference and hypothesis testing, and provides study of analysis of variance and multiple regression, with a computer oriented approach.

EDUC 706 Data-Driven Instruction (3 credits/online)

This course is designed to provide an understanding of accountability systems, basic data analysis procedures, data management, data interpretation, and application. It is centered on understanding data as a means for improving school performance by guiding instructional and programming decisions, including the decision making processes surrounding curriculum and program evaluation. The meaning of the data to inform instruction and curricular change is the focus.

EDUC 707 Curriculum Design (3 credits/online)

This course investigates curricular models and their features, with a focus on how curricular design promotes learning. Special emphasis is placed on technology-enabled curricula, designing for learning environments, blended learning, and curricular roles in innovation.

EDUC 709 Program Evaluation for Improvement w/Practicum (3 credits/online)

All programs and organizations need information about what is working or not working in order to improve. But how do individuals and organizations learn to engage in continuous improvement, where improvement happens with frequency and depth across the whole system?

This course is designed to introduce students to key concepts in improvement science and formative evaluation as a way to support learning from real-life attempts at improvement. It is meant for students who will be working or leading in educational settings where they will be asked to collect and use information to build organizational capacity and affect change, as well as for students interested in an introduction to the practice of evaluation. Students will acquire a practical set of skills, such as communicating with key stakeholders, and generating relevant evaluation questions

and methods of collecting related data. Students will practice these skills in an authentic setting during a required 25 hour practicum.

EDUC 710 Issues and Models in Curriculum (3 credits/online)

This course is designed to assist students in developing those skills essential for curriculum restructuring, planning, and implementation at the school site. Three essential processes, curriculum development, assessment, and instruction will be considered with respect to relevant theory, research, and practice. Emphasis is placed on the role of responsible leadership in assuring that these processes function effectively. Critical issues in curriculum will be examined in your own settings with a focus on deciding on a curriculum intervention.

EDUC 711 Quantitative Research and Analysis II (3 credits/online)

This course addresses the advanced qualitative and quantitative research methods. This course is a continuation of Quantitative Research and Analysis I. Qualitatively, the course continues forming research questions, writing field notes, collecting, organizing, and analyzing a variety of data. Advanced methods including sampling strategies, observational and interview techniques, questionnaire construction, and data analysis are also addressed. Ethics and ethical issues in qualitative research are presented. Quantitatively, the course addresses the logic of statistical inference and hypothesis testing, and provides a study of analysis of variance and multiple regression, with a computer oriented approach. The design of multi-variable studies, multivariate data analysis, and other advanced methods using statistics computer programs will be examined.

EDUC 720 Leadership and Values in Diverse Org (3 credits/online)

This course is a study of basic principles and practices of leaders consisting of defining leadership, recognizing and applying Christian professional ethics and integrity, identifying best practices in supervision, assessment and evaluation, developing and working with “learning communities,” and improving teaching and student learning. Included in the study are principles and methods to evaluate and help motivate teachers by learning to utilize current research and data to improve school programs and instruction. Concepts of biblical leadership will be integrated throughout the course of study with discussion on how leaders who are Christians can make application of their biblical worldview regardless of where they serve.

EDUC 800 Dissertation I-Research Design (6 credits/Residency and Online)

During the first summer session students will have a week-long residence program on the main campus where they will work with professors on their research design. The students will work the rest of the summer term online and submit the draft designs for critique and approval by the primary professor.

EDUC 810 Dissertation II-Methods (6 credits/Residency and Online)

During the second summer session students will have a week-long residence program on the main campus where they will work with professors on their Dissertation Committee on their methodology. They will work the rest of the summer term online and submit the draft methodology for critique and approval by the primary professor.

EDUC 820 Dissertation III (6 credits/Residency and Online)

During the third summer session students will have a week-long residence program on the main campus where they will work with professors on their Dissertation Committee on their Results and Conclusions. They will work the rest of the summer term online and submit the draft methodology for critique and approval by the primary professor.

EDUC 830 Doctoral Dissertation (6 credits/optional delivery method)

After completion of the core curriculum, students must be continuously enrolled until the completion and successful defense of the dissertation. Course is designed to provide students additional time and mentoring to complete his or her dissertation. Not required for graduation.

EDUC 831 Doctoral Dissertation Advising (non-credit bearing/optional delivery method)

If students are struggling to finish his or her dissertation and students have complete all course bearing courses, students can enroll in the advising course. The advising course allows students to maintain advising contact with SWU faculty and maintain access to SWU resources. Not required for graduation.

SUMMER RESIDENCY

In addition to the credit requirements, students will be required to pass a comprehensive exam and successfully complete a dissertation requirement. Students as part of a credit bearing class(s) must also participate in a practicum and a summer residency.

Students, as part of EDUC 709 Program Evaluation for Improvement w/Practicum, will participate in a practicum. The practicum will allow students to participate in a real-life situation related to curriculum, assessment, or other closely related education field. This allows students to take the educational theories they learn and apply the critical thinking to true application in the field. Students can participate in the practicum at an approved educational site. The practicum will consist of at least 25 hours direct work at the approved site.

The three summer residency courses will be delivered through the hybrid model. The course will consist of online curriculum and one week where students must be present on the main Southern Wesleyan University campus. Students while on campus will receive instruction, collaborate with fellow students, take exams, and give presentations.

As part of the curriculum, students will be required to pass a comprehensive exam. The comprehensive will be a high-stakes exam where students will be required to express clear understanding of selected principles of curriculum and assessment; based on the students completed courses. Students can apply through the Program Coordinator to sit for the exam after the successful completion of a minimum of 30 hours. Students must take the exam for the first time prior to achieving more than 39 hours. The exam can be taken in oral or written format or in one or two parts depending on the physical need of the student and should be taken during the summer residency while a student plans to be on campus. The

exam will be evaluated by a panel of at least three faculty members (with appropriate professional and educational backgrounds) who will rate the student either pass or fail; majority rule concept for pass or fail. Students will have two official chances to pass the comprehensive exam. Students on the second attempt will only be required to redo failed portions of the exam. If the student fails the exam the second time the student may be dropped from the Program.

Students are required to submit a dissertation. The dissertation will essentially be a long essay of original research that must be related to curriculum and assessment. The dissertation will be published in the institution's main library. The dissertation must also be orally defended by the student.

A Dissertation Committee is established before a student begins his or her second year (or at 18 credits earned) to assure that students are under careful advisement and mentoring throughout the Program. If in the opinion of two of the three members of the dissertation committee, the student has failed the dissertation defense, there is no consensus to pass. The chair of the committee shall advise the student that the dissertation fails to meet the requirements of the Program. The chair shall notify the student in writing about the reason(s) for failure. If the student resubmits or submits a new dissertation for consideration by his/her graduate program at least two members of the new examining committee shall be drawn from the original committee. If the modified or new dissertation fails to meet the requirements of the Program, the student shall be dismissed from the graduate Program. The Dissertation Committee is appointed by the recommendation of the Program Coordinator of the Doctor of Education Program.

In the event that only one of the three committee members dissent, that individual must submit a letter in which he/she outlines the reasons for their dissent to the student's advisor. The advisor and student may then prepare a rebuttal statement that is submitted, along with the letter of dissent, to the Dean for review. The Dean can then decide to accept or reject the rebuttal statement. If the rebuttal is accepted, the student is passed on his/her dissertation defense. If the rebuttal is rejected, the advisory committee can recommend to the student or advisor potential steps necessary to remediate the dissertation and potentially also the work therein, or the Dean can recommend that the student be dismissed from the Program.

If a member other than the chair leaves the employment of the University or retires, a replacement should be appointed who is a resident graduate faculty member. When continuing expertise is needed and the faculty member is willing to continue serving, he/she may continue as a member of the Dissertation Committee, with the approval of the Dissertation Committee Chair and the concurrence of the Dean of the School of Education.

Graduate faculty with emeritus status may co-chair the supervisory committees of doctoral students with a resident graduate faculty member and may continue to serve as members of committees, with approval of the chair.

Advising

Students enrolled in the Doctor of Education Program and the Masters programs will be advised by the appropriate faculty members. The full-time teaching faculty in the program will ultimately provide academic advising to the doctoral students. However, during the first years of the start of the program the Dean of the School of Education will help advise students. The advisors assist students in establishing degree completion plans for graduation, updating degree audit status, scheduling needed coursework or help with similar curricular activities items of similar ilk. In some cases the advisor may be different from the dissertation chair. In this case, the advisor and the dissertation will coordinate curricular direction. Arrangements advisement can be made by contacting the advisor via telephone, email, or through conferencing technology.

CHALK & WIRE E-PORTFOLIOS

The candidate will use the Chalk & Wire e-portfolio format to present artifacts that provide evidence of competency in state and national standards. Chalk & Wire is an electronic portfolio subscription system that allows the teacher candidate to access the requirements for education course, submit and store course assignments, and publish an electronic portfolio. In addition, Chalk & Wire can be used for many personal applications, like constructing a personal and professional portfolio. It also facilitates the collection of data by the School of Education.

MASTER IN ADMINISTRATION AND SUPERVISION (MEDAS)

Required Courses

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

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

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

36 CREDIT HOURS

MASTER IN EDUCATION IN CLASSROOM LEADERSHIP (MEDCL)

[← Return to: Bulletin Search](#)

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

Proposition 1: Teachers are committed to students and their learning.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Proposition 3: Teachers are responsible for managing and monitoring student learning.

Proposition 4: Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities.

Proposition 6: Teachers are educational leaders who demonstrate scholarship within a Christian ethic of care.

Required Courses

EDUC 5113 Philosophy of Education 3 credits

EDUC 5313 Instructional Technologies 3 credits

EDUC 5263 Action Research I 3 credits

EDCL 5373 Professional Leadership and Mentoring with Practicum 3 credits *

EDCL 5183 Curriculum and Instruction with Practicum 3 credits *

EDCL 5493 Assessment and Data Analysis with Practicum 3 credits *

EDUC 5323 Behavior and Classroom Management 3 credits

EDUC 5213 Contemporary Issues Involving Diversity in the Classroom 3 credits

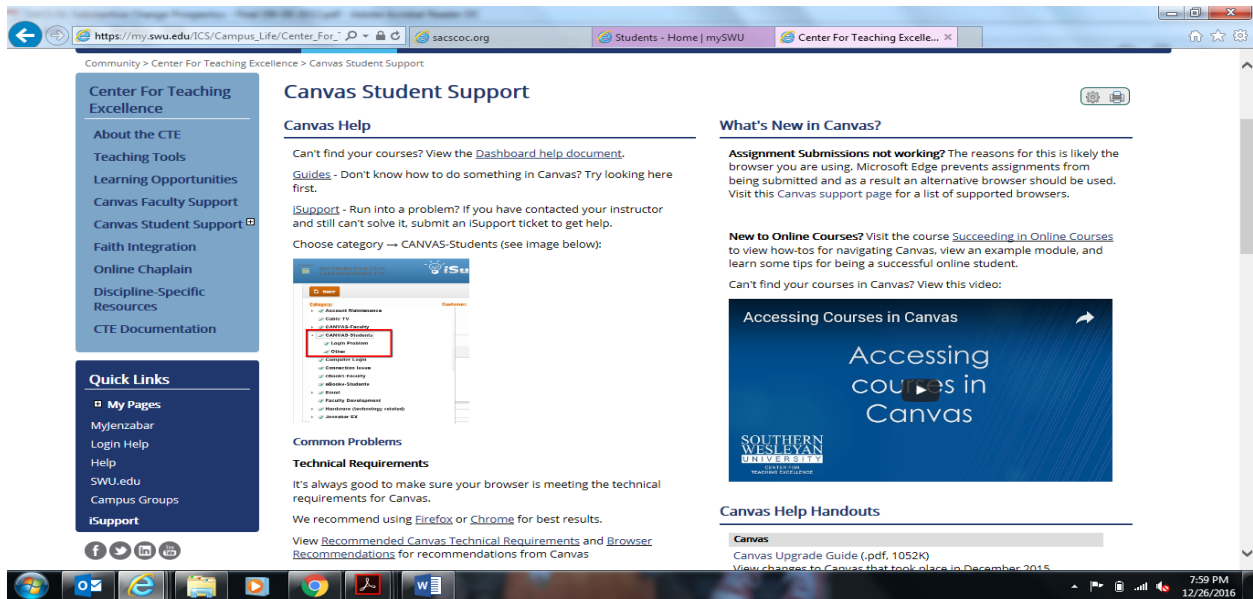
EDUC 5283 R2S Content Area Reading and Writing for EC/Elem w/Practicum 3 credits

EDUC 5463 Action Research II 3 credits

Six hours of graduate electives

LEARNING MANAGEMENT SYSTEM

The online platform and learning management system used by Southern Wesleyan University is Canvas. The learning management system (LMS) is Web-based technology/software used to plan, implement, and assess a specific learning process. In other words, the Canvas LMS is used as virtual classroom allowing instructors to deliver content and allows for interaction among students and instructor. The Institution also provides user support for Canvas.



SCHOOL OF EDUCATION CHRISTIAN ETHIC OF CARE DISPOSITIONS

| Disposition | Evidence |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The candidate demonstrates an ethic of care towards self. The teacher candidate exhibits a biblical approach to life that is demonstrated by a passion for learning.</p> | <ul style="list-style-type: none"> ▪ engages in research and professional development ▪ reflects on own practices ▪ holds high expectations for self ▪ demonstrates initiative ▪ demonstrates a professional work ethic ▪ demonstrates a biblical view of life ▪ engages in habits of moral and ethical integrity ▪ demonstrates a healthy self-perception ▪ engages in a balanced, healthy lifestyle |
| <p>The candidate demonstrates an ethic of care toward diverse individuals The teacher candidate enthusiastic about teaching as demonstrated by compassionate and respectful interactions with all individuals.</p> | <ul style="list-style-type: none"> ▪ demonstrates an integration of theory with practice ▪ demonstrates sensitivity to diverse learning styles and abilities ▪ promotes critical thinking ▪ encourages application of learning beyond the classroom ▪ encourages high achievement in all learners ▪ motivates learners ▪ promotes learning for its intrinsic value ▪ demonstrates a nurturing and caring attitude ▪ demonstrates equity in interactions ▪ exemplifies sensitivity to learners' nonacademic needs ▪ encourages individual responsibility |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The candidate demonstrates an ethic of care towards colleagues. The candidate engages in collaborative work practices as demonstrated by compassionate and respectful interactions with peers/colleagues.</p> | <ul style="list-style-type: none"> ▪ promotes collaborative learning ▪ responds constructively to feedback ▪ works cooperatively and professionally with others ▪ speaks positively about peers/colleagues ▪ displays sensitivity to the needs of peers/colleagues ▪ fosters professional relationships |
| <p>The candidate demonstrates an ethic of care towards the community. The candidates recognizes the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.</p> | <ul style="list-style-type: none"> ▪ views community as a context for teaching ▪ promotes community involvement in educational practices ▪ promotes communication with the community ▪ respects diversity within the community ▪ engages as a member of the community ▪ responds non-judgmentally to members of the community |

GRADUATE CALENDAR

The School of Education follows the University calendar with appropriate breaks for holiday and semester breaks.

[2017-2018 Academic Calendar](#)

[2018-2019 Academic Calendar](#)

CANDIDATE GRIEVANCE PROCEDURE

If a candidate has a concern related to a grade or any other academic issue, the procedures outlined in the current edition of the Southern Wesleyan University Catalog should be followed. Otherwise, the faculty of the School of Education has approved a formal procedure for resolving issues not related to academics:

- The candidate should meet with the faculty member in an attempt to resolve the issue. If the candidate does not feel comfortable meeting alone with the faculty member, the candidate may request the presence of any faculty member other than the Dean of the School of Education at the meeting. Similarly, the faculty member may request the presence of another faculty member at the meeting. If applicable, each party should be informed no later than two days prior to the meeting that another person has been requested to attend.
- If agreement cannot be reached, the student may meet with the Dean of the School of Education within ten working days after the meeting with the faculty member.

The Dean will examine the issue and meet with both parties to mediate a resolution. The decision of the Dean of the School of Education is final.