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2018

### 2018 - 2019, Gardner-Webb University Academic Catalog

Gardner-Webb University

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# **GARDNER-WEBB UNIVERSITY**

## **ACADEMIC CATALOG**

### **2018-2019**



**GARDNER-WEBB**  
UNIVERSITY



# **GARDNER-WEBB UNIVERSITY ACADEMIC CATALOG 2018-2019**

Gardner-Webb  
August 2018

Additional regulations and requirements are contained in the  
Traditional Undergraduate Student Handbook,  
Degree Completion Program Student Handbook,  
Graduate Student Handbook,  
School of Divinity Student Handbook,  
and other program-specific student handbooks.  
Students are responsible for complying with  
all published regulations and requirements.

*Published annually at Boiling Springs, N.C. 28017*

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# ACADEMIC CATALOG

## CATALOG REQUIREMENTS

The Academic Catalog is provided to students as a description of the policies, academic programs, degree requirements, and course offerings for the 2018-19 year but does not constitute a binding contract between the University and the student. The University strives to present policies and program descriptions as accurately as possible at the time of publication. The University reserves the right, however, to revise information, policies, or requirements in part or in whole without notice or obligation.

Normally, students will graduate under all provisions of the catalog in force at the time of their initial enrollment as long as the student is continuously enrolled at the institution. If program requirements change, however, a student may elect as an alternative to graduate under all of the provisions of a subsequent catalog in effect during the period of their continuous enrollment. Students who wish to graduate under the academic policies of the later catalog must provide written notification to the University Registrar, designating the catalog being followed. Deviation from the academic requirements of the selected catalog must be approved through the appropriate academic appeal process.

Additional regulations and requirements are contained in the Traditional Undergraduate Student Handbook, Degree Completion Program Student Handbook, Graduate Student Handbook, School of Divinity Student Handbook, and other program-specific student handbooks. Students are responsible for complying with all published regulations and requirements.

Gardner-Webb University

August 2018

Published annually at Boiling Springs, N.C. 28017.

## NOTICE OF NONDISCRIMINATION

Various federal regulations, including the regulations implementing Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, require that each recipient of federal financial assistance, such as Gardner-Webb University, publish this Notice of Nondiscrimination. Gardner-Webb University does not discriminate on the basis of race, color, national origin, sex, disability, or age in employment for any of its programs and activities. The person designated to oversee policies, procedures and complaints related to possible discrimination on the basis of sex (including sexual harassment and sexual misconduct) is the Title IX Coordinator. The Title IX Coordinator for Gardner-Webb University is:

Dr. Cary Poole

Tucker Student Center, 704-406-2155

**cpoole3@gardner-webb.edu**

In addition to the Title IX Coordinator listed above, various members of the Gardner-Webb University community are trained to refer sexual harassment and sexual assault complaints to the appropriate authorities. These individuals are listed below.

*Complaints related to faculty or academic personnel*

*Dr. Doug Bryan, Associate Provost for Student Success*

*Tucker Student Center, 704-406-4398*

**dbryan@gardner-webb.edu**

*Complaints related to athletics*

*Ms. Pam Scruggs, Associate Athletics Director and Senior Women's Administrator*

*Lutz-Yelton Convocation Center, 704-406-4341*

**pscruggs@gardner-webb.edu**

*Complaints related to non-faculty employees*

*Ms. Frances Sizemore, Associate Director of Human Resources*

*Webb Hall, 704-406-3502*

**fsizemore@gardner-webb.edu**

*Complaints related to traditional undergraduate students*

*Ms. Sarah Currie, Vice President of Student Development and Dean of Students*

*Tucker Student Center, 704-406-2081*

**scurrie@gardner-webb.edu**

*Complaints related to admissions personnel or procedures*

*Ms. Annie Freeman, Assistant Vice President for Undergraduate Admissions*

*Dover Campus Center, 704-406-4491*

**akfreeman@gardner-webb.edu**

*Complaints related to degree completion and graduate students*

*Dr. Elizabeth Pack, Dean of the*

*Degree Completion Program*

*Washburn Hall, 704-406-2173*

**epack@gardner-webb.edu**

The person designated to oversee policies, procedures and complaints related to possible discrimination on the basis of disability (including compliance with the Americans with Disabilities Act and section 504 of the Vocational Rehabilitation Act of 1973) is:

Dr. Jeff Tubbs

Vice President for Planning and Institutional Effectiveness

Webb Hall, 704-406-4264

**jtubbs@gardner-webb.edu**



For further information on this required notice of nondiscrimination, you may visit the following website for the address and phone number of the Department of Education Office of Civil Rights office that serves your area or call 1-800-421-3481.

<http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>

## **PROGRAMS**

Gardner-Webb University offers multiple degree programs at both the graduate and undergraduate level. Programs are made available through a variety of modes of delivery. The beautiful Boiling Springs campus with its rolling lawns and colonial Georgian architecture houses the Traditional Undergraduate Program which offers the Associate of Arts, Associate of Science, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Music, Bachelor of Arts, and Bachelor of Fine Arts degrees. The University's Degree Completion Program, offered at multiple sites across the state, online, and on the main campus awards the Bachelor of Arts, Bachelor of Science and Bachelor of Science in Nursing degrees. The University also offers a number of graduate programs, including courses of study leading to the Master of Arts, Master of Science, Master of Science in Nursing, the Master of Business Administration, International Master of Business Administration, Master of Accountancy, Master of Wealth and Trust Management, Master of Divinity, Master of Physician Assistant Studies, Education Specialist, Doctor of Business Administration, Doctor of Education, Doctor of Ministry, and Doctor of Nursing Practice. All of the University's various degree programs, including the great variety of majors and minors available to undergraduate students, are detailed in this catalog.

The Traditional Undergraduate Program provides a comprehensive learning experience which includes an award-winning, broad-based, liberal arts-focused General Education curriculum. All students select a major field of study which is typically the focus of the last two years of study. A minor field of study is optional, although many major fields of study will also require a minor. The General Education curriculum is designed to equip students with skills in critical thinking, oral and written communication, along with a heightened appreciation of cultural, social and scientific achievements, and an awareness of the course of western history. Gardner-Webb's distinctive General Education program also includes biblical studies as well as opportunities to engage personal faith with learning. Career preparation is a key theme that runs throughout the undergraduate experience, including internship opportunities and other high-impact active-learning experiences.

## **MISSION STATEMENT**

Gardner-Webb University, a private, Christian, Baptist-related university, provides outstanding undergraduate and

graduate education that is strongly grounded in the liberal arts while offering opportunities to prepare for various professions. Fostering meaningful intellectual thought, critical analysis, and spiritual challenge within a diverse community of learning, Gardner-Webb is dedicated to higher education that integrates scholarship with Christian life. By embracing faith and intellectual freedom, balancing conviction with compassion, and inspiring a love of learning, service, and leadership, Gardner-Webb prepares its graduates to make significant contributions for God and humanity in an ever-changing global community.

## **STATEMENT OF VALUES**

### **CHRISTIAN HERITAGE**

Acknowledging One God – Creator and Sustainer of life, and Jesus Christ as Savior and Lord; committing to self-giving service displayed in Christ-like moral action that respects the dignity and value of every person.

### **BAPTIST HERITAGE**

Affirming historic Baptist values such as the freedom of individual conscience and the right of people to worship God as they choose, the authority of Scripture in matters of faith and practice, the priesthood of every believer, the autonomy of the local church, and the separation of church and state.

### **ACADEMIC EXCELLENCE**

Encouraging visible enthusiasm for knowledge, intellectual challenge, continuous learning, and scholarly endeavors; inviting pursuit of educational opportunities within and beyond the classroom for the joy of discovery; and inspiring accomplishment within one's field of study.

### **LIBERAL ARTS**

Offering broad-based exposure to the arts, humanities, and sciences and to each field's unique challenges, contributions, and life lessons; complementing the acquisition of career-related knowledge and skills with well-rounded knowledge of self, others, and society.

### **TEAMWORK**

Working collaboratively to support and promote shared goals, assuming responsibility willingly, meeting commitments dependably, handling disagreement constructively, and persevering despite distraction and adversity.

### **STUDENT-CENTERED FOCUS**

Providing students an environment that fosters intellectual and spiritual growth; encourages physical fitness, service, social and cultural enrichment; strengthens and develops moral character; and respects the value and individuality of every student.

## COMMUNITY ENGAGEMENT

Assisting campus, local, national, and global communities through education, outreach, and research; fostering dialogue and action in support of human welfare and environmental stewardship.

## DIVERSITY

Studying and celebrating our world's rich mix of cultures, ideologies, and ethnicities; respecting and welcoming students without regard to ethnicity, gender, religious commitment, national origin, or disability.

## ACCREDITATION

Gardner-Webb University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate, Baccalaureate, Master's, Education Specialist, and Doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097, or call 404-679-4500 for questions about the accreditation of Gardner-Webb University. Inquiries to the Commission should relate only to the accreditation status of the institution and not to general admission information.

The University has been approved by the Commission to offer classes at the following off-campus locations.

The Academy at Smith  
2225 South Holden Rd.  
Greensboro, NC 27407

Ashbrook High School  
2222 S. New Hope Rd.  
Gastonia, NC 28054

Athens Drive High School  
1420 Athens Dr.  
Raleigh, NC 27606

Catawba Valley Community College Higher Education  
Center  
2760 Highway 70 SE  
Hickory, NC 28602

East Davidson High School  
1408 Lake Rd.  
Thomasville, NC

Fayetteville Christian School  
1422 Ireland Dr.  
Fayetteville, NC 28304

Foothills Higher Education Center  
Western Piedmont Community College  
S. Sterling St.  
Morganton, NC 28665

Forsyth Technical Community College  
2100 Silas Creek Parkway  
Winston-Salem, NC 27103

Gardner-Webb University at Charlotte  
8030 Arrowridge Blvd.  
Charlotte, NC 28273

Gaston College  
201 Highway 321 South  
Dallas, NC 28034-1499

Isothermal Community College  
286 ICC Loop Rd.,  
Spindale, NC 28160

John T. Hoggard High School  
4305 Shipyard Blvd.  
Wilmington, NC 28066

Mitchell Community College  
500 W. Broad St.  
Statesville, NC 28677

Montgomery Community College  
1011 Page St.  
Troy, NC 27371

North Henderson High School  
35 Fruitland Rd.  
Hendersonville, NC 28792

Richmond Community College  
1042 W. Hamlet Ave.  
Hamlet, NC 28345

Rocky Mount High School  
1400 Bethlehem Rd.  
Rocky Mount, NC 27803

Spartanburg Regional Medical Center  
101 East Wood Street  
Spartanburg, SC 29303-3072

Surry Community College  
630 S. Main St.  
Dobson, NC 27017

Wayne Community College  
3000 Wayne Memorial Dr.  
Goldsboro, NC 27534

Western Region Education Service Alliance  
10C Yorkshire St.  
Asheville, NC 28803

Wilkes Community College  
1328 S. Collegiate Dr.  
Wilkesboro, NC 28697

In addition, several departmental programs are accredited by the appropriate state or national agencies.

All professional programs, bachelor's level and graduate level licensure programs, at Gardner Webb University are state approved by the North Carolina State Board of Education. The School of Education continues to be nationally accredited



in good standing with NCATE, which merged with TEAC to become the Council for the Accreditation of Teacher Preparation (CAEP) in 2013. Gardner-Webb University School of Education looks forward to maintaining our national accreditation status following our first CAEP accreditation review scheduled for April 2019

The Music program is accredited by the National Association of Schools of Music (11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248).

The Hunt School of Nursing is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN, 3343 Peachtree Rd. NE, Suite 850, Atlanta, GA 30326. Phone (404)975-5000, [www.acenursing.org](http://www.acenursing.org)). The Associate Degree Nursing program and the Bachelor of Science in Nursing, including the Accelerated Bachelor of Science in Nursing option, are also approved by the North Carolina Board of Nursing.

The M. Christopher White School of Divinity is accredited by the Commission on Accrediting of the Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA 15275. Phone: 412-788-6505.

Gardner Webb University is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The program has been placed on Probation as of October 24, 2017 by the CAATE, 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101. The program has chosen to Voluntarily Withdraw its Accreditation effective June 2020. The program will remain on probation until the Withdraw is effective and the program is closed.

The Godbold School of Business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

The Mental Health Counseling and School Counseling graduate programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

*The Gardner-Webb University Physician Assistant Studies Program has been awarded Accreditation-Probation. This is a temporary, status of accreditation, limited to two years, granted when a program holding an accreditation status of accreditation-provisional or accreditation-continued does not meet the Standards and when the capability of the program to provide an acceptable educational experience for its students is threatened. Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and/or risk having its accreditation withdrawn. The status of Accreditation-Probation will be reviewed for a change in status in March 2020 by the ARC-PA.*

The University is authorized by the immigration authorities of the United States for the education of foreign students.

## 2018-2019 ACADEMIC CALENDAR

The University's academic year consists of two full-length semesters and a summer session. The Fall and Spring semesters are approximately fifteen weeks long, and each contains an eight-week minimester which begins midway through the semester. Minimesters are offered primarily through the Degree Completion Program and are usually populated with online courses. The summer session consists of two five-week terms which run consecutively, or for some courses, one ten-week term. An eight-week minimester is also offered during the summer session, again primarily for the Degree Completion Program. Evening classes are offered on the main campus and at various remote sites throughout the year. Internships, clinicals, and study abroad opportunities along with a number of other high-impact learning opportunities are offered throughout the year. Graduation ceremonies are scheduled in May, August and December of each year.

### FALL SEMESTER 2018

August 13	New Faculty Orientation
August 14-15	Faculty Retreat
August 15-19	DBA Classes Begin
August 16	School of Graduate Studies (GRAD) New Student Orientation
August 17	Traditional Undergraduate (TUG) New First-Year Student Move-in and New Student Orientation
August 18	Degree Completion Program (DCP) Faculty Day
August 20	Check-in for All Returning Students and Readmit Students Living in Residence Halls
August 20	DCP Fall Classes Begin
August 20	Physician Assistant (PA) Fall Classes Begin
August 22	TUG Classes Begin
August 27	DCP Last Day for Late Registration and Schedule Modification
August 27	GRAD Classes Begin
August 28	TUG Fall Convocation
August 28	TUG Last Day For Late Registration and Schedule Modification

August 30	School of Divinity (SOD) New Student Orientation	November 29	All Programs Graduation Applications Due for May (without Late Fee)
September 3	GRAD Last Day for Late Registration and Schedule Modification	November 30	All Programs Graduation Applications for May (with \$125 Late Fee)
September 3	SOD Fall Classes Begin	December 6	SOD Last Day of Classes
September 7	SOD Last Day for Late Registration and Schedule Modification	December 7	TUG/PA Last Day of Classes
September 10	SOD Convocation	December 10-13	TUG/PA/SOD Final Exams
September 14-16	Family Weekend	December 10-13	DCP/GRAD Last Week of Classes/Final Exams
September 17-21	PA Rotation Assessment Days	December 12	All Programs - Graduating Student Grades Due by 12:00 Noon
October 1	DCP Early Registration Begins	December 15	All Programs - Final Grades Due by 8:00 a.m.
October 3	TUG/SOD/DCP/GRAD Last Day to Withdraw with Grade of "W"	December 15	Commencement
October 4	All Programs Withdraw with Grade of "WP/WF"	<b>SPRING SEMESTER 2019</b>	
October 8	GRAD/SOD Early Registration Begins	January 3-6	DBA Classes Begin
October 10	TUG Advising/Early Registration Begins	January 7	Traditional Undergraduate (TUG) New Student Orientation
October 13	Homecoming	January 7	Residential Students Return
October 15	All Programs Last Day for Graduation Applications for December (with \$125 Late Fee)	January 7	Physician Assistant (PA)/School of Graduate Studies (GRAD) New Student Orientation
October 15	DCP Fall Minimester Classes Begin	January 8	PA Classes Begin
October 17	All Programs Graduation Applications for May (without Late Fee)	January 9	TUG/Degree Completion Program (DCP) Classes Begin
October 17	DCP Minimester Last Day for Late Registration and Schedule Modification	January 14	GRAD Spring Classes Begin
October 22-23	All Programs Fall Break	January 15	TUG Last Day for Late Registration and Schedule Modification
November 7	DCP Minimester Last Day to Withdraw with Grade of "W"	January 16	DCP Last Day for Late Registration and Schedule Modification
November 9	All Programs Last Day to Withdraw with Grade of "WP/WF"	January 21	All Programs Martin Luther King, Jr. Day Break
November 19-23	SOD Thanksgiving Break	January 21	GRAD Last Day for Late Registration and Schedule Modification
November 21-23	TUG/DCP/GRAD/PA Thanksgiving Break	January 24	School of Divinity (SOD) New Student Orientation
November 27	DCP Minimester Last Day to Withdraw with Grade of "WP/WF"	January 28	SOD Spring Classes Begin
		February 1	SOD Last Day for Late Registration and Schedule Modification



February 20	TUG/DCP/GRAD/SOD Last Day to Withdraw with Grade of "W"	May 6-9	TUG/PA First-Year/SOD Final Exams
February 21	TUG/DCP/GRAD/SOD Withdraw with Grade of "WP/WF"	May 6-9	DCP/GRAD Last Week of Classes/Final Exams
March 1	DCP Early Registration for Summer and Fall	May 6-9	PA Second-Year Pre-Clinical Seminar
March 4-8	PA Clinical Summative Evaluation	May 8	All Programs - Graduating Student Grades Due by 12:00 Noon
March 4	GRAD/SOD Registration for Summer and Fall Begins	May 11	All Programs - Final Grades Due by 8:00 a.m.
March 6	DCP Minimester Classes Begin	May 11	Commencement
March 6	TUG Early Registration for Summer and Fall Begins	<b>SUMMER TERM 2019</b>	
March 8	DCP Minimester Last Day for Late Registration and Schedule Modification	May 16-19	DBA Classes Begin
March 11-15	TUG/DCP/SOD Spring Break	May 20	Physician Assistant (PA) Classes Begin
March 11-15	GRAD/PA Spring Break	May 21	School of Graduate Studies (GRAD) First Five-Week/Ten-Week Classes Begin
March 14	All Programs Last Day for Graduation Applications for May (with \$125 Late Fee)	May 23	GRAD Last Day for Late Registration and Schedule Modification (First Five-Week)
March 20	All Programs Graduation Applications for August (without a Late Fee)	May 23	Traditional Undergraduate (TUG) First Five-Week/Ten-Week Classes Begin
April 1	DCP Minimester Last Day to Withdraw with Grade of "W"	May 23	TUG Last Day for Late Registration and Schedule Modification (First Five-Week)
April 9	TUG/DCP/GRAD/SOD Last Day to Withdraw with Grade of "WP/WF"	May 28	GRAD Last Day for Late Registration and Schedule Modification (Ten-Week)
April 17-19	DCP Easter Break	May 28	Degree Completion Program (DCP) Classes Begin
April 18-22	TUG Easter Break	May 28	School of Divinity (SOD) Six-Week Classes Begin
April 18-24	SOD/GRAD Easter Break	May 28	SOD Eight-Week Classes Begin
April 19-22	PA Easter Break	May 29	TUG Last Day for Late Registration and Schedule Modification (Ten-Week)
April 22	DCP Minimester Last Day to Withdraw with Grade of "WP/WF"	May 29	TUG Last Day for Late Registration and Schedule Modification (Ten-Week)
April 29-May 3	PA Final Review	May 30	SOD Last Day for Late Registration and Schedule Modification (Six- and Eight-Week)
April 29-May 2	PA Second-Year Final Exams	May 31	DCP Last Day for Late Registration and Schedule Modification
May 2	All Programs Last Day for Graduation Applications for August (without Late Fee)	June 5	TUG/GRAD Last Day to Withdraw with Grade of "W" (First Five-Week)
May 2	TUG/SOD Last Day of Classes	June 6	TUG/GRAD Withdraw with Grade of "WP/WF" (First Five-Week)
May 2	All Programs Graduation Applications for August (with \$125 Late Fee)	June 10	TUG/GRAD Last Day to Withdraw with Grade of "WP/WF" (First Five-Week)
May 3	TUG Reading Day		

June 12	DCP Last Day to Withdraw with a Grade of "W"	July 29	DCP Last Day of Classes/Final Exams End
June 13	DCP Withdraw with a Grade of "WP/WF"	July 29- August 2	PA Final Exams and Board Review
June 13	All Programs Last Day for Graduation Applications for August (with \$125 Late Fee)	July 29	All Programs Last Day for Graduation Applications for December (without Late Fee)
June 14	SOD Last Day to Withdraw with Grade of "W" (Six- and Eight-Week)	July 30	GRAD Last Day of Classes/Final Exams (Second Five-Week and Ten-Week)
June 15	SOD Withdraw with Grade of "WP/WF" (Six- and Eight-Week)	July 30	TUG Last Day of Classes/Final Exams (Second Five-Week and Ten-Week)
June 19	TUG/GRAD Last Day to Withdraw with a Grade of "W" (Ten-Week)	July 30	All Programs Graduation Applications for December (with \$125 Late Fee)
June 20	TUG/GRAD Withdraw with a Grade of "WP/WF" (Ten-Week)	July 31	All Programs Final Grades for Graduating Students Due by 12:00 Noon
June 20	All Programs Graduation Applications for December (without Late Fee)	August 1	TUG/DCP/GRAD/SOD Grades Due by 12:00 Noon
June 24	GRAD Last Day of Classes/Final Exams (First Five-Week)	August 3	Commencement
June 25	GRAD Second Five-Week Classes Begin	August 10	DCP Faculty Orientation
June 25	TUG Last Day of Classes/Final Exams (First Five-Week)	August 12	New Faculty Orientation
June 26	SOD Last Day to Withdraw with Grade of "WP/WF" (Six-and Eight-Week)	August 13-14	Faculty Retreat
June 27	TUG/GRAD Grades Due by 12:00 Noon (First Five-Week)		
June 27	TUG Second Five-Week Classes Begin		
June 27	TUG/GRAD Last Day for Late Registration and Schedule Modification (Second Five-Week)		
July 1-5	DCP July 4th Break		
July 4	TUG/GRAD July 4th Break		
July 10	TUG/GRAD Last Day to Withdraw with Grade of "W" (Second Five-Week)		
July 11	TUG/GRAD Withdraw with Grade of "WP/WF" (Second Five-Week)		
July 15	TUG/GRAD Last Day to Withdraw with Grade of "WP/WF" (Second Five-Week and Ten-Week)		
July 15	DCP Last Day to Withdraw with Grade of "WP/WF"		
July 26	PA Last Day of Classes		

# TRADITIONAL UNDERGRADUATE PROGRAMS

## UNDERGRADUATE DEGREES AND MAJOR FIELDS

The University offers degrees on both the undergraduate and graduate levels. See the graduate section of the catalog for degree requirements for doctoral, education specialist and master's degrees. The following are the types of undergraduate degrees along with major fields of study offered by Gardner-Webb University:

### BACHELOR OF ARTS (BA)

- American Sign Language
- Art
- Biblical Studies
- Communication Studies
- Discipleship Studies
- English
- English-Teacher Licensure (9-12)
- English as a Second Language -Teacher Licensure (K-12)
- French-Teacher Licensure (K-12)
- Global Studies
- Graphic Design
- History
- History-Teacher Licensure (9-12)
- Journalism
- Missiology
- Music
- Philosophy and Theology
- Political Science
- Social Sciences
- Social Studies-Teacher Licensure (9-12)
- Sociology
- Spanish-Teacher Licensure (K-12)
- Theatre Arts
- World Languages, Literatures, and Cultures
- World Religions
- Youth Discipleship Studies

### BACHELOR OF FINE ARTS (BFA)

- Art

### BACHELOR OF MUSIC (BM)

- Music Education (K-12)
- Music Composition
- Music Performance
- Music with Emphasis in Business and Music Industry

- Worship Leadership

### BACHELOR OF SCIENCE (BS)

- Accounting
- Athletic Training (Not accepting new candidates)
- Biology
- Birth-Kindergarten, optional Teacher Licensure
- Business Administration
- Chemistry
- Computer Information Systems
- Computer Science
- Criminal Justice Administration
- Economics/Finance
- Elementary Education (K-6), Teacher Licensure
- Exercise Science
- Healthcare Management
- International Business
- Marketing
- Mathematics
- Mathematics - Teacher Licensure (9-12)
- Middle Grades Education with Concentrations in
  - Language Arts, Mathematics, Social Studies, and Science (6-9), Teacher Licensure
- Physical Education/Health Education Teacher Licensure (K-12)
- Psychology
- Sport Education
- Sport Management
- Wealth Management

### BACHELOR OF SCIENCE IN NURSING (BSN)

- Nursing
- RN to BSN

### ASSOCIATE OF ARTS (AA)

- Graphic Design

### ASSOCIATE OF SCIENCE (AS)

- Nursing

## BACHELOR'S DEGREE REQUIREMENTS

Gardner-Webb University offers an academic program consisting of a minimum of 128 credit hours for the bachelor's degree. The degree consists of a major field of study in the liberal arts or in a professional or pre-professional area, a General Education program, and elective courses. Some of the programs also require a minor field of study. To earn a



baccalaureate degree the student completes the academic program on the following pages.

## GENERAL EDUCATION REQUIREMENTS

Consistent with the best practices of the higher education community, Gardner-Webb University’s General Education curriculum includes a series of broad and intensive learning experiences. These experiences have been carefully designed to meet a diverse set of learning goals, which in turn have been developed on the basis of the University’s mission and heritage. Specifically, the faculty has identified seven major learning goals as the intended outcome of the General Education curriculum.

Certain majors may require specific General Education courses. While a course may fulfill a requirement in both the General Education curriculum and the major field of study, credit hours for the course can only be counted toward one or the other. Prescribed General Education courses, as identified by the specific major, are typically prerequisites or provide foundational knowledge for advanced courses in the major. Taking them to fulfill General Education requirements provides the most efficient way to progress toward the completion of the degree. Consult with the school/department of the major to determine specific guidelines for General Education course selection.

Students who complete their studies at Gardner-Webb University will

1. Demonstrate skill and competency in reasoning critically and creatively. Critical reasoning refers to the ability to evaluate arguments, evidence, and data that results in creative problem-solving. Appropriate use of information resources is an important component in the achievement of this goal.
2. Utilize skills in clear and effective communication.
3. Demonstrate knowledge and comprehension of the foundational components of human civilization, including history, the social sciences, literature, languages, religion, the fine arts, and other areas of intellectual inquiry that sustain a free society. The General Education curriculum provides students with foundational knowledge of the Western tradition and the larger global community.
4. Exhibit proficiency in quantitative and qualitative reasoning and analysis. Quantitative reasoning refers principally to the ability to apply mathematical skills and concepts to process quantifiable information and to analyze and model the world around us. Qualitative reasoning refers principally to the ability to evaluate deductive and inductive inferences in

arguments particularly as they pertain to problems of behavior or meaning.

5. Demonstrate knowledge of the physical and life sciences. Students will use the scientific method to develop conclusions based on quantifiable and verifiable attributes of the physical universe. They will be able to demonstrate an understanding of key concepts in the life and physical sciences.
6. Demonstrate an understanding of the processes and principles of holistic wellness necessary for the development of personal health and well-being.
7. Demonstrate knowledge and comprehension of the biblical foundations of the Christian faith central to the mission and purpose of Gardner-Webb University.

Because of the Christian nature of Gardner-Webb’s identity and mission (see point seven above), it requires all bachelor’s degree-seeking students, including transfers, to earn credit (whether at Gardner-Webb or another institution under transfer or transient credit policies) for RELI 300: Introduction to the Old Testament and RELI 301: Introduction to the New Testament. Therefore, these two courses are designated upper division General Education Requirements.

### ASSOCIATE OF ARTS DEGREES

For the General Education requirements of Associate of Arts degree programs, consult the specific program’s description in this Catalog.

### BACHELOR OF ARTS, BACHELOR OF FINE ARTS, AND BACHELOR OF SCIENCE DEGREES

The General Education curriculum is divided into the following six fundamental dimensions of learning.

#### I. DIMENSIONS OF THE HUMANITIES (11-21 HOURS)

- Composition, Literature, and Communication.....11-12
- ENGL 101 English Composition I\*
  - ENGL 102 English Composition II
  - Literature (one of the following: ENGL 211, 212, 231, 232, 251,252)
  - Oral Communication (one of the following: COMM 233, BADM 325, THEA 150, EDUC 450, BKED 440, ENGL 270, RELI 354, or two semesters of COMM 235)
  - World Language ..... 0-9
- See World Language Policy.*
- \*Some students, based on test scores, must take CRLT 101 as a prerequisite/corequisite for courses in the General Education curriculum.*

## **II. DIMENSIONS OF FAITH (8 CREDIT HOURS)**

Biblical Studies .....	6
RELI 300 Old Testament	
RELI 301 New Testament	
Dimensions (DIMS 111-114, four semesters) .....	2

## **III. DIMENSIONS OF HERITAGE (15 CREDIT HOURS)**

Western Heritage .....	6
HIST 101 Western Civilization I	
HIST 102 Western Civilization II	
Global Heritage (choose one of the following): .....	3
SSCI 205 Global Understanding	
RELI 245 Religion and Culture in a Global Perspective	
American Heritage (choose two of the following): .....	6
ECON 203 Economics and the Free Market System	
POLS 202 American Government	
HIST 245 Survey of United States History from 1877 to the Present	
COMM 230 Technology and American Society	

## **IV. DIMENSIONS OF SELF (10 CREDIT HOURS)**

UNIV 111 Dimensions of University Life in a Global Society .....	3
HLED 221 Dimensions of Personal Health or PSYC 201 General Psychology .....	3
Physical Dimensions of Wellness (choose one course from one of the following areas): .....	1
PHED 140-146 Fitness	
PHED 150-159 Lifetime Sports	
PHED 160-165 Outdoor Adventure	
ARTS 225 Art Survey or MUSC 225 Music Survey or THEA 235 Theatre Survey .....	3

## **V. DIMENSIONS OF SCIENTIFIC INQUIRY (8 CREDIT HOURS)**

Life Science (choose one of the following) .....	4
BIOL 101 Human Biology	
BIOL 104 Environment	
BIOL 111 General Biology (science and education majors only)	
Physical Science (choose one of the following) .....	4
CHEM 103 Introductory Chemistry	
CHEM 111 General Chemistry I	
GEOL 101 Physical Geology	
GEOL 102 Historical Geology	
GEOL 105 Oceanography and Meteorology	
GEOL 106 Environmental Geology	
PHYS 103 Physics in Everyday Life	
PHYS 104 Astronomy	
PHYS 111 General Physics I	
PHYS 203 General Physics for Scientists and Engineers I	

## **VI. DIMENSIONS OF QUANTITATIVE ANALYSIS (3-4 CREDIT HOURS)**

Quantitative Analysis (choose one of the following) .....	3-4
MATH 105 Fundamentals of Statistics and Probability	
MATH 110 Finite Mathematics	
MATH 120 Mathematics for Liberal Arts	
MATH 150 Precalculus	
MATH 151 Calculus	

Some students, based on test scores, must take MATH 100 as a prerequisite for courses in the General Education curriculum.

## **BACHELOR OF SCIENCE IN NURSING DEGREE**

The General Education curriculum is divided into the following six fundamental dimensions of learning.

### **I. DIMENSIONS OF THE HUMANITIES (11-15 CREDIT HOURS)**

Composition, Literature, and Communication .....	9
ENGL 101 English Composition I	
ENGL 102 English Composition II	
Literature (one of the following: ENGL 211, 212, 231, 232, 251, 252)	
Oral Communication (Competency is met by NURS 307 in the major; no additional hours required.)	
World Language .....	0-6
<i>See World Language Policy.</i>	

### **II. DIMENSIONS OF FAITH (8 CREDIT HOURS)**

Biblical Studies .....	6
RELI 300 Old Testament	
RELI 301 New Testament	
Dimensions (DIMS 111-114, four semesters) .....	2

### **III. DIMENSIONS OF HERITAGE (15 CREDIT HOURS)**

Western Heritage .....	6
HIST 101 Western Civilization I	
HIST 102 Western Civilization II	
Global Heritage (choose one of the following): .....	3
SSCI 205 Global Understanding	
RELI 245 Religion and Culture in a Global Perspective	
American Heritage (choose two of the following): .....	6
ECON 203 Economics and the Free Market System	
POLS 202 American Government	
HIST 245 Survey of United States History from 1877 to the Present	
COMM 230 Technology and American Society	

### **IV. DIMENSIONS OF SELF (10 CREDIT HOURS)**

UNIV 111 Dimensions of University Life in a Global Society .....	3
PSYC 201 General Psychology .....	3

Physical Dimensions of Wellness (choose one course from one of the following areas): .....	1
PHED 140-146 Fitness	
PHED 150-159 Lifetime Sports	
PHED 160-165 Outdoor Adventure	
ARTS 225 Art Survey or MUSC 225 Music Survey or	
THEA 235 Theatre Survey .....	3

## **V. DIMENSIONS OF SCIENTIFIC INQUIRY (15 CREDIT HOURS)**

PSYC 206 Behavioral Science 3 BIOL 105*, 203*, 204* Life Science .....	12
<i>*Minimum grade of "C" is required.</i>	

## **VI. DIMENSIONS OF QUANTITATIVE ANALYSIS (3-4 CREDIT HOURS)**

Quantitative Analysis (choose one of the following) .....	3-4
MATH 105 Fundamentals of Statistics and Probability	
MATH 110 Finite Mathematics	
MATH 150 Precalculus	
MATH 151 Calculus	
MATH 219 Calculus for Business and Social Sciences	
MATH 120 Mathematics for Liberal Arts	

## **BACHELOR OF MUSIC DEGREE**

The General Education curriculum is divided into the following six fundamental dimensions of learning.

### **I. DIMENSIONS OF THE HUMANITIES (6-15 CREDIT HOURS)**

Composition, Literature, and Communication .....	6-9
(6 ED*, 6 MIBS*, 8-9 others)	
ENGL 101 English Composition I .....	3
ENGL 102 English Composition II .....	3
ENGL 211, 212, 231, 232, 251, 252, OR BADM 325, COMM 233, ENGL 270, RELI 354, THEA 150, OR two semesters of COMM 235, OR EDUC 450, MIBS 490 .....	0*-3
(*Music Education majors meet the COMM requirement through student teaching. Music Business majors meet the COMM requirement through their internship and required journal oral presentation. Other BM students who choose to take literature rather than communication as part of the Dimensions of the Humanities will be required to present either a lecture-recital or a composition lecture-presentation during their senior year. These students will receive instruction in research and presentation in classes and private lessons prior to the public presentation. Additionally, all BM students are required to take 1 hour of vocal instruction and/or 1 credit of choral conducting in which they are taught proper use of the voice.)	

World Language .....	0-6
<i>See World Language Policy.</i>	

## **II. DIMENSIONS OF FAITH (8 CREDIT HOURS)**

Biblical Studies .....	6
RELI 300 Old Testament	
RELI 301 New Testament	
Dimensions (DIMS 111-114, four semesters) .....	2

## **III. DIMENSIONS OF HERITAGE (9 ED\*\*, 9 MIBS\*\*, 12 OTHERS +).**

Western Heritage .....	6
HIST 101 Western Civilization I	
HIST 102 Western Civilization II	
Global Heritage (choose one of the following) .....	3
SSCI 205 Global Understanding	
RELI 245 Religion and Culture in a Global Perspective AND/OR	
American Heritage (choose one the following) .....	3
ECON 203 Economics and the Free Market System	
POLS 202 American Government	
HIST 245 Survey of United States History from 1877 to the Present	
COMM 230 Technology and American Society	

\*\*Music Education and Music Business majors are to take two Western Heritage and one American Heritage.

+All other BM majors must take two Western Heritage, one Global Heritage, and one American Heritage.

## **IV. DIMENSIONS OF SELF (8 CREDIT HOURS)**

UNIV 101 First-Year Experience .....	1
HLED 221 Dimensions of Personal Health or PSYC 201 General Psychology .....	3
Physical Dimensions of Wellness (choose one course from one of the following areas): .....	1
PHED 140-146 Fitness	
PHED 150-159 Lifetime Sports	
PHED 160-165 Outdoor Adventure	
MUSC 335 Music Literature* .....	3
<i>*Minimum grade of "C" is required.</i>	

## **V. DIMENSIONS OF SCIENTIFIC INQUIRY (4-8\* CREDIT HOURS)**

BIOL 101 or 104 (Life Science) .....	4
CHEM 103 or 111; or GEOL 101, 102, 105, 106, or PHYS 103, 104, or 111 (Physical Science) .....	4

\*Music Ed Students are required to take eight credits; all other music majors are required to take one lab science (four credits).

## **VI. DIMENSIONS OF QUANTITATIVE ANALYSIS (3-4 CREDIT HOURS)**

Quantitative Analysis (choose one of the following) .....	3-4
MATH 105 Fundamentals of Statistics and Probability	

MATH 110 Finite Mathematics  
MATH 120 Mathematics for Liberal Arts  
MATH 150 Precalculus  
MATH 151 Calculus I

## WORLD LANGUAGE POLICY

The following guidelines apply to the world language requirement.

1. Aside from exceptions 2-6 noted below, students must complete a world language through the first semester of the intermediate level (201). Students may select either from those offered by Gardner-Webb or any approved world language courses transferred from an accredited institution of higher learning. American Sign Language will be deemed a world language for purposes of this requirement. Students should start their World Language requirements during or before the Spring semester of their Sophomore year.
2. International students whose native language is a language other than English will not be required to complete additional courses in a world language other than English.
3. Students may receive elective credit in a world language. Students receiving such credits will complete their world language requirements at or above the intermediate level. Students who place into a course above the elementary level of a particular language (201 or higher) will receive six credit hours of elective credit if they choose to complete six hours in that language. This elective credit does not apply for the minor or major.
4. Deaf students who score intermediate level or higher on the SLPI: ASL will not be required to take additional world language courses.
5. Bachelor of Science in Nursing students must complete a world language through the second semester of the elementary level (102). The number of hours required depends upon the student's entering competency level (either FREN 101, 102; GERM 101, 102; GREK 101, 102; HEBR 101, 102; SPAN 101, 102; SGLG 101, 102).

Students with two or more units of a world language in high school/typically begin at the 102 level; those with exceptional ability may satisfy the requirement through testing.

6. Bachelor of Music students must complete six credits of world language study in the same language, or students may test out of the 102 level. If a student tests out of the world language requirement, the student must take six credits of electives in any field.

Music Ed majors do not need to take electives if they test out of world language.

## CONTINUOUS COURSE ENROLLMENT POLICY

Students will complete the English requirement for graduation by registering for and earning appropriate grades in CRLT 101 (when required), ENGL 101 and ENGL 102, beginning with their first semester of enrollment and continuing uninterrupted each semester until the requirements for graduation are satisfied. Permission to withdraw from ENGL 101 or ENGL 102 will be granted only under extraordinary circumstances. The permission of the Chair of the English Department and the Associate Provost for Arts and Sciences is required. See Grade Point Average Minimum Policies.

## THE MAJOR

Each candidate for a baccalaureate degree must choose a major field of study. This selection must be made before entering the junior year. However, students in education, music, natural sciences, nursing, and world languages should begin their major in their first year. Requirements for each major are listed within each department or school.

The declaration of major form is completed and submitted online. Academic Advising processes the request and sends email notification to the dean or chair. The dean/chair assigns the student to an advisor within the school/department. The academic advising of all declared majors within the school/department is the responsibility of the dean/chair. This responsibility may be delegated to any faculty member within that school/department for that period of time which best serves the interest of the student.

A student may elect to complete more than one major. To do this the student meets the requirements of a primary major plus 30 credit hours or more in a secondary field as approved by the dean/chair of the secondary major. No course may be counted in both majors. A student graduating with a double major receives only one degree, that of the primary major. However, the transcript denotes both primary and secondary majors. A transfer student must complete at least one half of the major(s) at Gardner-Webb.

Certain majors may require specific General Education courses. While a course may fulfill a requirement in both the General Education curriculum and the major field of study, credit hours for the course can only be counted toward one or the other. Prescribed General Education courses, as identified by the specific major, are typically prerequisites or provide foundational knowledge for advanced courses in the major. Taking them to fulfill General Education requirements provides the most efficient way to progress toward the completion of the degree. Consult with the school/



department of the major to determine specific guidelines for General Education course selection.

## THE MINOR

The completion of a minor is not a general graduation requirement at Gardner-Webb, unless the student's major requires the completion of a minor. Some major programs require the completion of any Gardner-Webb offered minor, while others may require the completion of a specific minor. Students enrolled in a major not requiring a minor may elect to complete any minor offered by the University and have that minor reflected on the transcript. A minimum of nine hours of the minor must be taken from Gardner-Webb University. Requirements for minors are found in this catalog.

Students may also elect to complete an interdisciplinary minor of eighteen hours with at least nine hours coming from one discipline, selected by the student or recommended by the major department. Credit hours used to fulfill General Education requirements may not also be used to fulfill requirements for the interdisciplinary minor unless approved by the Curriculum Committee.

Advisement regarding minor requirements are the responsibility of the department of the student's major. Consultation with the chair of the minor department or school is encouraged. Any deviation from catalog course requirements of a minor must be approved in advance by the chair or dean of the minor department or school and filed with the Degree Evaluator in Registrar Services.

The minor field typically consists of 15-20 credit hours of academic work. A transfer student must complete at least nine hours of the minor at Gardner-Webb University. Requirements for each minor field are listed with the courses of instruction. The following minor fields are available: American Sign Language; Art History; Biblical Languages; Biblical Studies; Biology; Business Administration; Chemistry; Christian History; Classical Languages; Communication Studies; Computer Information Systems; Computer Science; Criminal Justice Administration; Cultural Studies with Concentrations in French, German, and Spanish; Discipleship Studies; English; Environmental Science; French; General Science; Global Studies; Health Care Management; Health Science; History; Intercultural Communication; Journalism; Management; Marketing; Mathematics; Military Science; Missiology; Museum Studies; Music; Philosophy and Ethics; Physical Science; Political Science; Professional Education (available for areas of licensure only); Psychology; Recreation; Sign Language Interpreting; Social Sciences; Sociology; Spanish; Sport Management; Studio Art; Theatre Arts; World Languages; World Religions; Writing; and Youth Discipleship Studies.

## PROFESSIONAL READINESS EXPERIENCE (PRE) GRADUATION REQUIREMENT

All Gardner-Webb Traditional Undergraduate students are required to complete satisfactorily at least one Professional Readiness Experience (PRE) in order to graduate, effective with the Fall 2016 freshman class. Successful completion of the Professional Readiness Experience will be indicated on the student's transcript. Students may choose to complete as many Professional Readiness Experiences as they desire. Only the first successfully completed PRE will be recorded on the student's transcript.

To meet the PRE requirement, a student must follow the procedures stipulated for the specific PRE chosen. Project supervisors need to ensure that the individual PRE is properly registered with Registrar Services in the early stages of the project/experience to ensure proper records are kept of meeting the PRE graduation requirement. The Professional Readiness Experiences are:

- Internship/Clinical/Student Teaching
- Research
- Study Abroad
- Service-Learning
- Leadership

Further information is available from academic advisors, program coordinators, the Office of International Programs (for the Study Abroad PRE), the Center for Personal and Professional Development (for the Leadership PRE), or the IMPACT Center for Christian Ethics and Social Responsibility (for the Service-Learning PRE).

## PRE GRADING POLICY

### 1. PRE Credit-bearing Courses

In situations where students are satisfying a PRE requirement through a course, the grading policies of that course are in effect and that student's course grades will be factored into the student's grade point average (GPA) according to standard policy. However, to meet the PRE graduation requirement a student must earn a "C" or better in the course. Passing a PRE (i.e., earning a "C" or better in the course) will be indicated in the student's records by a grade of "P"; failing a PRE (i.e., earning a "C-" or less in the course) will be indicated by a grade of "F."

A+, A, A-, B+, B, C+, C course grades = P (passed PRE)

C-, D+, D, D-, F course grades = F (failed PRE)

### 2. PRE Experiences Taken Independently from Credit-bearing Courses

When a student is taking a Professional Readiness Experience independent of a course, the student's work will be graded on a Pass/Fail basis. Passing grades for independent PREs (indicated in Banner

with PREX prefixes) should reflect a quality of work equivalent to a grade of “C” or better. Passing a PRE (i.e., earning a “C” or better) will be indicated in the student’s records by a grade of “P”; failing a PRE (i.e., earning a “C-” or less) will be indicated by a grade of “F.”

As these experiences do not carry credit hours, the Pass/Fail grades do not provide quality points nor are they figured into GPA calculations. A “P” (i.e., passing) in an independent PRE indicates fulfillment of the PRE graduation requirement.

NOTE: All independent PRE Pass/Fail grades must be submitted to Registrar Services by the instructor/mentor/supervisor of the PRE through the normal grade reporting channels to ensure proper crediting and record keeping of these experiences.

## WRITING INTENSIVE GRADUATION REQUIREMENT

Beginning in Fall 2018 Traditional Undergraduate Students must complete five Writing Intensive (WI) courses as a graduation requirement. This requirement will be fulfilled by completing three WI courses in the General Education curriculum (Tiers One and Two) and two WI courses in the major (Tier Three).

**Tier One:** ENGL 101 and ENGL 102.

**Tier Two:** one WI General Education course taken after ENGL 102. These courses vary semester to semester; but sections meeting the requirement will be labeled “WI2” during the registration process for each semester. This designation will also appear with the course in the student’s degree audit.

**Tier Three:** two WI courses in the major. These courses are identified by a “WI3” within the catalog course description, on the course listings for registration and in the student’s degree audit.

### Transfer Credit for Writing Intensive courses

**Tier One:** transfer credit for ENGL 101 and ENGL 102 will each meet one Tier One WI course requirement. Both Tier One WI requirements may be met through transfer credit.

**Tier Two:** students transferring under the Comprehensive Articulation Agreement or have transfer credit for General Education requirements are considered to have met this requirement.

**Tier Three:** transfer credit does not meet this requirement.

## DIMENSIONS PROGRAM

Dimensions is a weekly series of programs designed to nurture persons spiritually, intellectually, and culturally in the context of the Christian faith and to promote a sense of community.

Each student, including every TUG transfer student, is required to enroll for a Dimensions course each semester of full-time enrollment at Gardner-Webb or until a minimum of two credit hours (four semesters) has been earned.

## ASSOCIATE DEGREE IN NURSING REQUIREMENTS

Gardner-Webb University offers an associate degree program in Nursing which requires a minimum of 72 credit hours for graduation. One credit hour of Dimensions for Nursing majors is required. No student may graduate with an associate degree with less than 64 credit hours, inclusive of specified Dimensions credit.

The student is required to take the final 24 credit hours at Gardner-Webb.

A minimum grade point average of 2.00 on a 4.00 scale is required for graduation on all work attempted at Gardner-Webb.

The student bears the final responsibility for fulfilling all the requirements for the chosen degree program. It is the student’s responsibility to be familiar with the preceding requirements for graduation.

## ACADEMIC DEFINITIONS AND REGULATIONS

### THE CREDIT HOUR

The credit hour is the basic unit of credit awarded for progress toward a degree. Gardner-Webb 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 including both contact time between student and faculty and the student’s independent work. While hours of work and contact time can provide guidance in the establishment of credit hour equivalencies, it is understood that the student achievement associated with credit hours can only be measured adequately in terms of documented qualitative and quantitative outcomes. The successful completion of a credit hour will always take into consideration expectations based on degree level, discipline, the type of learning experience (e.g., didactic, clinical, practica or internships), and the mode of delivery (e.g., face-to-face or online). This definition is a minimum standard that does not restrict faculty from setting a higher standard that requires more student work per credit hour. This policy defines a credit hour at Gardner-Webb University in accordance with applicable federal regulations.

### CLASSIFICATION

Classifications are made at the beginning of the academic year in August or at the time of the student’s enrollment.

A sophomore must have removed all entrance conditions and have completed 30 credit hours of work toward a degree.

A junior must have completed 60 credit hours, and a senior, 90 credit hours of credit toward a degree.

Non-degree-seeking students include all persons not enrolled in a degree program.

## **COURSE LOAD**

A student is considered full-time if enrolled for 12 credit hours or more. The normal load is 16 credit hours. However, any student in good standing may take up to a maximum of 21.5 credit hours. Course load limits include all transient coursework, i.e., work taken concurrently at other institutions. The approval of Educational Policies and Standards Committee (EPSC) and the endorsement of the student's advisor and Chair of the Department/Dean of the School are required to exceed 21.5 credit hours. In the case of student-athletes, the approval of the Director of Academic Support for Student-Athletes is also required. The course load appeal form should be submitted to the EPSC Chair. Electronic submission of the form and all supporting documents is recommended. A paper submission should include the original plus three copies. There are additional tuition charges when exceeding more than 18.5 hours per semester.

No residential student may be enrolled for fewer than 12 credit hours at any time during a semester unless given prior permission by the Office of Housing and Residence Education.

The normal load for each term of summer school is 6 credit hours or a 4-credit-hour laboratory course plus one 3-credit-hour course. The maximum number of hours for which a student may enroll in summer is 15 credit hours.

## **COURSE REGISTRATION**

Students register for classes online through WebbConnect according to the posted schedule on the official Academic Calendar. Before registration, each student must consult with his or her academic advisor on course selection, General Education requirements, major requirements, and other degree requirements. After a face-to-face advising session for each semester, the student will be given a registration PIN (Personal Identification Number) to allow the student to enroll in classes. However, it is the responsibility of the student, not the academic advisor, to ensure that all University graduation requirements are met. A student will not receive credit for any course for which registration has not been completed. At the time of registration, the student is responsible for updating their anticipated date of graduation and contact information.

## **AUDITING COURSES**

A Gardner-Webb University student may audit a course for a nominal charge. For full-time Traditional Undergraduate students, the fee is waived. The Audit Form is located in WebbConnect under the Registration link and must be submitted to Registrar Services prior to the end of the drop/add period (first week of classes). Individuals who are not Gardner-Webb students may audit a course for a nominal charge provided an application is filed with the Admissions Office.

Auditors are subject to the attendance regulations of the University. Auditors are eligible to participate in class activities and assessments but faculty are not obligated to provide services including, but not limited to, grading, advising, mentoring, or counseling. Additional requirements, if any, are the responsibility of the instructor. Credit will not be allowed for any course for which a student registers as an auditor.

## **ADMINISTRATIVE CHANGES IN CLASS AND SCHEDULE**

The University reserves the right to cancel or discontinue any course because of insufficient enrollment or for other valid reasons. In order to assure quality instruction, the University reserves the right to close registration when the maximum enrollment has been reached, or to make changes in the schedule and/or faculty when necessary.

## **ADDING, DROPPING, AND WITHDRAWING FROM COURSES**

The student's schedule may be adjusted by adding and dropping courses with the approval of the academic advisor during the schedule modification period. Check the Academic Calendar for dates. Courses that are officially dropped by a student do not appear on a student's transcript. If a student does not officially drop a class but never attends the class, a grade of "@W" will appear on the student's transcript.

After the schedule modification period, any official withdrawal from a class must be done by the student by submitting the Withdrawal Form located in WebbConnect. When a student officially withdraws from a course, a grade of "W" (withdrew) is recorded during the first 40% of the term. After this period, a "WP" (withdrew passing) or "WF" (withdrew failing) is assigned by the instructor based upon an assessment of the student's work to date in the course. No hours attempted are recorded for "W" and "WP" grades. Check the Academic Calendar for dates.

The last day for withdrawing from an individual course is four weeks after mid-term or a date not to exceed 75% of the course. Check the Academic Calendar for dates. After this date only a complete withdrawal from school will be processed.

The directions for withdrawing are listed below.

1. Log in to WebbConnect
2. Click Registration
3. Click Withdrawal Information

Notification of the request is sent to the student upon the processing of the withdrawal.

## CHANGE OF NAME OR ADDRESS

Students are requested to contact Registrar Services at 704-406-4260 in the event of any change of name or address.

## GRADES AND REPORTS

### GRADING SYSTEM AND QUALITY POINTS

Graduation is dependent upon quality as well as upon quantity of work done. A student earns quality points as well as credit hours if the level of performance does not fall below that of "D-." Letter grades are assigned. They are interpreted in the table below, with the quality points for each hour of credit shown at the right.

Grades	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A+	1	4
A	1	4
A-	1	3.67
B+	1	3.33
B	1	3
B-	1	2.67
C+	1	2.33
C	1	2
C-	1	1.67
D+	1	1.33
D	1	1
D-	1	.67
F	1	0
PZ- Pass in Pass/Fail Option (Credit Hours Earned)	0	0
FZ- Fail in Pass/Fail Option (No Credit Hours Earned)	0	0
FX- Failure for Academic Dishonesty	1	0
FD- Dimensions Failure	0	0
P- Passing (with approval)	0	0
I- Incomplete	1	0
IN- Incomplete (with approval)	0	0

W- Withdrew	0	0
WP- Withdrew Passing	0	0
WF- Withdrew Failing	1	0
@F- Administrative Failure	1	0
@W- Administrative Withdrawal (Student never attended)	0	0
TR- Transfer Hours	Hours Credit Only	Hours Credit Only
CR- Credit Hours	Hours Credit Only	Hours Credit Only
AU- Auditor	0	0
E- Course Repeated	0	0
I- Later or Higher Attempt Computed According to Grade	1	Multiplied by quality points for final grade

### NOTATIONS ON TRANSCRIPTS

- E- Course Excluded from GPA
- I - Course Included in GPA  
(Located to the right side of the quality points  
of the course)
- 1 Multiplied by quality points for final grade

An Incomplete may be assigned only when a small amount of coursework (e.g., tests, project, research paper, or final exam) is not submitted by the end of the course. An Incomplete is appropriate only in situations where there are mitigating life circumstances of a serious nature that prevent completion of course requirements. When semester grades are submitted, the faculty member assigns an "I" in place of the grade for the student needing an Incomplete. Within 24 hours of submission, Registrar Services will send the faculty member an e-mail notification that the required "Incomplete Contract" is available through WebbConnect under the "Manage Classes" folder. The faculty member completes the online contract and submits it electronically through WebbConnect. WebbConnect automatically sends the contract to the student via the student's Gardner-Webb e-mail address. The student must "accept" the contract in order to confirm the Incomplete. If the student "denies" the contract, the faculty member will be notified, and either a revised contract will need to be submitted or a final grade assigned for the course.

The final date for completion of the coursework and conversion of the Incomplete designation to a grade can be no more than 90 days after the last day of the term in which the "I" was submitted. Extensions can be submitted by the faculty member to the Registrar. If the 90-day period expires without conversion of the Incomplete, notification is sent to the faculty member by email requesting the final grade. If no



grade is submitted at that time, the Incomplete is converted to a final grade of "F." Once the "F" is recorded, the student, the advisor and faculty member are notified by e-mail.

An "IN" is assigned to a student involved in an internship or other multi-semester course structures in which the final assessment cannot be determined by the end point of the registered term. The student has a maximum deadline of the end of the following semester to complete the coursework (this may vary by program in the graduate schools); otherwise the incomplete grade will be automatically changed to an "F" by the Registrar. While in effect, the "IN" will have no negative bearing on the student's semester and cumulative grade point average.

A "W" will be assigned when a student withdraws from a course during the first 40% of the term. After the first 40% of the term, a "WF" or "WP" is assigned by the instructor based upon the instructor's assessment of the student's work at the date of withdrawal.

A student wishing to withdraw from a class or completely from school after the schedule modification period is over must submit the withdrawal form located in WebbConnect. Advisors do not have the accessibility to withdraw a student from courses. Course or complete withdrawals are not official until they have been processed by the Registrar. E-mail notifications are sent to the student, the advisor and the instructor(s) of the courses once the withdrawal has been processed.

@F - This grade represents an administrative failure of a course. It could be assigned by either the instructor or the Registrar to any student who ceases to attend class or who otherwise exceeds the permissible number of absences in a course. This grade is treated the same as the basic "F"; it counts against the student's grade point average and is repeatable under the provisions of the Repeat Course Policy.

The last date for withdrawing from an individual course will be four weeks after mid-term or a date not to exceed 75% of the course (including summer school). After this point, students may not withdraw from individual courses but may completely withdraw from school.

Once a grade has been submitted to the Registrar, it cannot be changed except in the event of a clerical error or an error in calculation, or as a result of an academic appeal. Unless an "I" or "IN" has been assigned, an instructor cannot accept coursework from a student after a grade has been submitted.

For the policy concerning the appeal of a grade, see the section entitled Academic Appeals.

## PASS/FAIL OPTION

In the spirit of its liberal arts tradition, Gardner-Webb encourages students to pursue a broad range of interests outside their chosen major. Toward this end, students

enrolled in the Traditional Undergraduate Program may (but are not required to) select the Pass/Fail (P/F) grading option to utilize in a maximum of four courses during their undergraduate enrollment at Gardner-Webb. This option may only be utilized for free electives and may not be utilized for any course counted as meeting General Education, major, minor, or required prerequisite requirements. The Pass/Fail option may be utilized for no more than one course in any given semester or session. The Pass/Fail option must be selected by the student prior to the end of the designated schedule modification (i.e., "drop/add") period in any given semester/session and once the option is selected may not be changed although the course may be dropped as per normal rules governing that process. Student transcripts will show a final grade of "PZ" or "FZ" for the chosen course and the "PZ"/"FZ" grade will not count toward GPA calculations either as hours attempted or grade points earned. If passed, the course will count toward the 128 hours needed for graduation; if failed, the course and grade will be indicated on the student's transcript but the failing grade will not affect the student's GPA. Repeats of failed P/F courses will be governed by the normal rules for that process. Credit hours for any course chosen for the P/F option will count toward a student's semester/session enrollment and billing hours as if it were taken under regular grading policies.

Individual student selection of the P/F option will not be indicated on official communications (e.g., rolls, progress reports, etc.) to the course instructor until the final grade report which will indicate that the student has selected the P/F option. The instructor will select the appropriate grade in accordance with the course grading policies he/she promulgated in the course syllabus. All grades of "D-" or higher are considered passing.

NOTE: Because courses taken under the Pass/Fail option do not count toward GPA calculations, students should be aware of the policy on earning Dean's List and Honor Roll distinctions (i.e., students with 12-15 hours calculated in their GPA must earn a 4.0 for Dean's List and at least 3.5 for Honor Roll; for students with more than 15 hours calculated in their GPA the minimum thresholds are 3.7 and 3.2 respectively).

## GRADE POINT AVERAGE

The student's general academic performance is indicated by both a current term grade point average and a term-by-term grade point average (GPA). The current term and the cumulative GPAs are determined by dividing earned quality points by attempted credit hours. Both values are calculated based only on academic work completed at Gardner-Webb. In addition, there are three total GPAs calculated: total institution GPA, total transfer GPA, and overall GPA. Total institution GPA represents combined academic work at Gardner-Webb as of the last term of attendance. Total

transfer GPA represents combined academic work that qualified for transfer from other institutions. Overall GPA represents both academic work completed at Gardner-Webb and work transferred from other institutions.

## GRADE REPORTS

Each student receives a course grade at the end of the semester. Final grades can be accessed by visiting [webbconnect.gardner-webb.edu](http://webbconnect.gardner-webb.edu).

## TRANSCRIPTS OF STUDENT RECORDS

Requests for copies of a student's record should be made to Registrar Services. All transcripts will reflect the student's complete academic record. No transcripts will be issued without the written authorization of the student. No transcript will be issued for a student who has a financial obligation to the University.

# GRADUATION REQUIREMENTS

A minimum of 128 credit hours is required for the baccalaureate degree. All candidates for graduation must take their final 32 hours with Gardner-Webb University. Students transferring from community colleges are required to complete a minimum of 64 credit hours of subsequent study in senior colleges or universities, with at least the final 32 hours with Gardner-Webb. A student must have a minimum grade of 2.0 on each course counted toward the major. A transfer student is required to complete at least one-half of the major (a minimum of 15 credit hours) at Gardner-Webb.

## APPLICATION FOR GRADUATION

Each student is responsible for fulfilling all requirements for the chosen degree program. In cooperation with his/her advisor, the student is also responsible for filing an Application for Graduation with the Registrar through WebbConnect. Students must apply for graduation by the published deadline listed on the Academic Calendar. Specific deadlines will be published and a late fee will be imposed after the deadline date. A final deadline will also be published after which applications will be carried forward to the next scheduled commencement.

## COMMENCEMENT PARTICIPATION POLICY

Participation in commencement exercise is not required. If a student is unable to participate in the Commencement ceremony upon completion of degree requirements, the student must send an email to [graduation@gardner-webb.edu](mailto:graduation@gardner-webb.edu).

# HONORS AND AWARDS

## SEMESTER HONORS

Two lists of honor students are posted each semester:

1. Dean's List: Students enrolled for a minimum of 12 hours and fewer than 15 must have a 4.0 Gardner-Webb Grade Point Average, and students taking 15 hours or more must have a 3.7 or better with no grade below "C" (2.00).
2. Honor Roll: Students enrolled for a minimum of 12 hours and fewer than 15 must have a 3.5 Gardner-Webb Grade Point Average with no grade below "C" (2.00), and students taking 15 or more hours must have a 3.2 but less than a 3.7 with no grade below "C" (2.00).

## ALPHA CHI

Gardner-Webb University has an active chapter of Alpha Chi (AX), a multidisciplinary honor society with membership in the Association of College Honor Societies. Membership in Alpha Chi is the highest honor bestowed on traditional undergraduate students at Gardner-Webb University. In addition, it offers members opportunities for educational enrichment and for scholarship competition. A list of Alpha Chi nominees is produced by the Registrar and audited for membership requirements once a year in the fall semester. Alpha Chi nominees then receive a letter of nomination explaining the requirements of membership and an invitation to a formal induction ceremony. Alpha Chi members serve as junior marshals at commencement and are formally recognized during their own graduation ceremonies.

To be eligible for AX, a student must:

1. Have attained junior status by earning at least 60 hours of college credit,
2. Place in the top 10% of his/her class based on cumulative GPA,
3. Have earned 24 hours credit from Gardner-Webb University,
4. Be enrolled in at least 12 hours of college classes in the semester of induction, and
5. Have a record of excellent citizenship and character.

## ANNUAL AWARDS

Students with the highest Gardner-Webb University GPA are recognized at Fall Convocation. The first-, second-, and third-year awards are calculated at the conclusion of the academic year and are based on the number of academic years the student has completed at Gardner-Webb.

Awards are made to outstanding students in many individual disciplines at the Spring Awards Ceremony.

The Senior Scholastic Award is presented at each undergraduate Commencement. To be considered for the award, a student must complete a minimum of 64 hours at Gardner-Webb. It is presented to the senior who has the highest Gardner-Webb University GPA; in most cases the Gardner-Webb GPA is 4.000. When there is more than one graduating senior who has the highest GPA, the true overall GPA is used to determine the award winner, functioning as a tie-breaker. This calculation includes transfer work averaged in with all work at Gardner-Webb.

The Most Outstanding Male Graduate Award is endowed by Dr. John Roberts of Greenville, SC. Dr. Roberts received the award when he graduated from Gardner-Webb in 1949. The award perpetuates the memory of Professor J. D. Huggins, the first principal of the Boiling Springs High School. The award recognizes scholarship and participation in University activities. The Most Outstanding Female Graduate Award is provided by Mrs. Bonnie R. Price in memory of Miss Etta L. Curtis. The award recognizes scholarship and participation in University activities.

The awards are given annually at the May commencement exercise. Students who meet the criteria below are eligible for that year's Outstanding Graduate awards. Eligible students will include those who completed their requirements and graduated in the previous December commencement or who will complete and graduate during the coming August commencement. The winners of these awards are selected by the faculty.

Criteria for eligibility include the following:

1. Graduating Senior;
2. GPA of 3.5 or better;
3. Completion of at least four semesters of study in the traditional undergraduate program;
4. Record of meaningful involvement in campus life;
5. Demonstrated potential for leadership beyond graduation; and
6. Record of responsible campus citizenship (verified by Student Development).

## GRADUATION HONORS

To be considered for baccalaureate honors, a graduating student must complete a minimum of 64 hours at Gardner-Webb University, and his or her GPA for that work taken here must merit honors.

*Those in the graduating class with a GPA of 3.8 or above will receive honors. Those with a 3.8- 3.89 will receive cum laude. Those with a 3.9-3.94 will receive magna cum laude. Those with a 3.95-4.0 will receive summa cum laude.*

Associate degree students whose overall GPA and Gardner-Webb GPA are 3.2 or more are designated as Honor Students.

## HONORS PROGRAM GRADUATION RECOGNITIONS

Gardner-Webb University provides a comprehensive Honors Program to nurture academically qualified students in all majors. Emphasis is placed on Honors classes, leadership through their academic and co-curricular accomplishments, preparation for graduate school, and special activities. Students who participate in the Honors Program, complete a minimum of 27 credit hours of Honors courses, and receive the recommendation of the Honors faculty will receive "Honors Program" recognition during commencement exercises.

## ACADEMIC POLICIES

### ACADEMIC APPEALS POLICY

A student who has a question about an academic decision should consult the University official responsible for the decision. If the matter is not resolved to the student's satisfaction, the student may appeal in the following order to the next highest level in the appropriate chain of responsibility: instructor, department chair or dean, and the Educational Policies and Standards Committee (EPSC). Students requesting a course substitution for a General Education requirement must appeal to the General Education Committee. Decisions of the EPSC or General Education Committee are final and cannot be further appealed. The student must initiate all appeals in writing on his or her own behalf no more than eighteen months after the date of the decision being appealed (except grade appeals which are described below).

A student who has a question about a grade should consult the instructor as soon as possible. A student who believes a grade to be inaccurate or unfair may appeal to the instructor, department chair or dean, and the Educational Policies and Standards Committee, in that order. Decisions of the EPSC are final and cannot be further appealed. The last date to initiate a grade appeal is the end of the next fall or spring semester. Email notification of approved and processed grade changes will be sent to the student, the instructor, and the advisor.

Academic Appeal Filing Forms and General Education Requirements Substitution Forms may be obtained from the Forms section of WebbConnect. The appeal document must include the student's local or permanent address, University email address, student ID number, and a current phone number where he or she may be reached. Furthermore, all appeals must be signed and dated and include a thorough justification for the requested resolution. Appeals made on behalf of the student by another party (e.g., faculty, official of the institution, another student, or a parent) will be dismissed. Supporting documentation submitted

by a member of the faculty or administration to augment or clarify the student's appeal is welcome and will be given full consideration. The Associate Dean of Undergraduate Advising and Student Success will assist students with academic appeals if requested.

ACADEMIC STANDING AND RETENTION STANDARDS POLICY

Once admitted to the University, students who meet all requirements for continuing enrollment are considered members of the student body. However, it is the policy of the University to require each registered student to annually reaffirm the desire and intention to retain membership in the student body. Completing or updating a Housing or Commuter Contract is required during the Spring Semester. Advance deposits are required each semester as indicated in the financial section.

Standards for acceptable academic progress at Gardner-Webb University are set to assist students in assessing the quality of their performance. Academic probation and suspension are used to alert students to potentially serious academic difficulty in their progress toward degrees.

Students are placed on academic probation as a warning that their academic performance is below the minimum level expected of students in their class. If the student's academic performance fails to reach the minimum standard for continued enrollment in the ensuing semester, he/she will be suspended from the University.

Students will be placed on probation when their Gardner-Webb grade point average falls below the minimum standards listed below.

Freshmen	0 to 29 hours	1.5
Sophomores	30 to 59 hours	1.7
Juniors	60 to 89 hours	1.9
Seniors	90 hours and above	2.0

A student placed on academic probation remains on probation for the entire semester and may not register for more than 15.5 credit hours during any semester while on probation. In order to be removed from academic probation, the student's Gardner-Webb GPA must return to the appropriate minimum standard. If the student fails to bring the grade point average to a satisfactory level during the probationary semester but the semester's GPA is at or above the minimum required, probation will be continued for another semester.

If at any time while on academic probation the student's semester GPA and Gardner-Webb GPA fall below the minimum requirement, the student will be suspended for one semester. After the one-semester suspension a student desiring readmission must submit a formal application

for readmission to the University through the standard application process. If approved, the student may register for classes and will be automatically placed on academic probation.

Should a second or third academic suspension occur (even if the first or second suspension is waived on appeal), the student must remain out for at least two semesters. After a two-semester suspension from the University, the student must submit a formal application for readmission to the University through the standard application process. If approved, the student may register for classes and will be automatically placed on academic probation.

Readmission requires the approval of the Readmission Committee. Students suspended from the University are not automatically reinstated upon reapplication. Readmission approval may include recommendations or be contingent upon specific stipulations determined by the Readmission Committee. A student who wishes to appeal the denial of reinstatement may do so through a written appeal to the Provost. A student who wishes to appeal being placed on academic suspension may do so through the Office of the Provost. Suspensions that are waived on appeal are still noted on the student's academic transcript.

Students on either academic or disciplinary suspension are not allowed to participate in dramatic, musical, athletic, or other practice sessions since they are not to represent the University or participate in the public performance of such events.

Summer study at Gardner-Webb University may be used to improve one's academic standing. A student's academic standing can be affected as a result of summer school enrollment. Students who are on academic probation or suspension may not use study at another institution to improve their Gardner-Webb academic standing.

See "Readmission of Former Students" for policies concerning students seeking readmission after leaving Gardner-Webb University while on probation or suspension.

ACADEMIC RENEWAL POLICY

The purpose of the Academic Renewal Policy is to allow students who have done poorly during past enrollment at the University to start anew and have a chance to complete their undergraduate degree at the University. To be eligible for Academic Renewal, a student must not have been enrolled at Gardner-Webb for the previous four years prior to applying for readmission nor have received Academic Renewal previously. For students who have attempted more than 64 credit hours of work at Gardner-Webb, only the first 64 hours are eligible for academic renewal. All of the eligible hours must be considered; a student may not choose the hours to which this policy applies. Only Gardner-Webb



credit hours are eligible for academic renewal. Coursework at another institution must be treated according to the current transfer credit policies.

A student who is accepted under the Academic Renewal provision is considered in good academic standing and is eligible for all academic awards and honors. All transfer work from other institutions will be considered for credit, even if the course is a repeat of a course in which the student earned a D or F at Gardner-Webb. A student who is admitted under Academic Renewal may have a career total of six repeat courses. This number does not include courses repeated prior to the student's admission under Academic Renewal for which they do not receive credit upon their readmission to the University or courses repeated at other institutions.

Under this policy, all eligible Gardner-Webb University hours will be treated as transfer credit, i.e., grades of "C" or better will be given credit, but not counted in the Grade Point Average (GPA). Grades below C will not be counted as hours earned or in the GPA, with the exception of FX grades. FX grades will remain on the student's records and count in the GPA. All Gardner-Webb credit hours approved for Academic Renewal will be treated as transfer credit for determining academic awards.

The Gardner-Webb Readmission Committee will consider a student for Academic Renewal when reviewing an application for readmission. Any student who applies for readmission and is eligible for Academic Renewal may request consideration for such at that time. In addition, the readmission committee may recommend a student applying for readmission for Academic Renewal. If approved, the student will have the right to turn down Academic Renewal if it is not desired. All previous records at Gardner-Webb will be considered during the readmission process, including academic and disciplinary actions. If a student is accepted for readmission, nothing in these records should preclude eligibility for Academic Renewal. Students may not apply for or be considered for Academic Renewal after they have been readmitted and have enrolled in their first course.

## **ATTENDANCE POLICY**

Regular class attendance is an important student obligation. Students are responsible for all coursework conducted in class meetings and are required by University policy to attend a minimum of 75% of the scheduled class meetings. Failure to meet this attendance requirement will result in a grade of @F in the course. In face-to-face classes, attendance is counted from the first scheduled meeting. In online classes, attendance is counted from the student's completion of the Enrollment Verification Activity or first required course activity or assessment, whichever comes first. Furthermore, it is the prerogative of the instructor to set a more stringent class attendance policy. The instructor will clearly state in the

syllabus the attendance policies which will govern the class. Students are responsible for knowing the number of absences that they accumulate.

In online classes, attendance satisfying the 75% requirement is measured by the documented weekly participation in the class on the part of the student, e.g., a minimum of one activity per week that demonstrates attendance, such as submitting an assignment, attending a webinar, or participating in a discussion board (logging into a course in Blackboard does not constitute participation or attendance in the class). As in face-to-face classes, the instructor in an online class may stipulate a more stringent attendance policy in the syllabus.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for foreseeable personal circumstances or official University business must be negotiated with the instructor prior to the absence.

## **ABSENCE FROM TESTS AND EXAMINATIONS**

Students who miss scheduled tests and examinations without excusable reasons may not make up such assignments. Authorization to make up tests missed for excusable reasons is obtained from the course instructor.

## **FINAL EXAMINATIONS/ASSESSMENTS**

Comprehensive final examinations or assessments are required in every course during the scheduled examination time (see the Registrar Services website). If a comprehensive exam is given, a student who does not take the examination at the scheduled time will receive a failing grade in that course unless excused by the instructor. If the student is excused, an Incomplete (I) will be recorded.

## **COMPREHENSIVE ARTICULATION AGREEMENT POLICY**

Gardner-Webb University is a signatory school to the 2015 Independent Comprehensive Articulation Agreement with North Carolina Community Colleges. Community college graduates of the Associates in Arts or Associate in Science degree programs who have earned 60 credit hours in approved transfer courses with a grade of "C" or better and an overall GPA of at least 2.0 on a 4.0 scale will receive at least 60 credit hours of academic credit upon admission to Gardner-Webb. Students enrolled at a North Carolina community college prior to Fall Semester 2014 are subject to the conditions and protections contained in the ICAA in place at the time of their initial community college enrollment as long as they have remained continuously enrolled.

The Independent Comprehensive Articulation Agreement provides numerous benefits to North Carolina Community College graduates as well as students who have not yet completed their associate's degree. Interested applicants

are encouraged to speak with a Gardner-Webb University enrollment counselor to find out how the ICAA will affect their course of study.

Guidance for requirements specific to a student's intended major at Gardner-Webb may be found on the University's website.

Participation in the Comprehensive Articulation Agreement does not preclude or negate minimum requirements specified by individual departments at Gardner-Webb University. Every TUG transfer student is also required to earn credit for the upper division General Education requirements (RELI 300 and 301) and four semesters of the Dimensions program. Transfer students can review the departmental requirements under Additional Requirements for Transfer Majors for specific courses required in their major.

## **COURSE CREDIT POLICIES**

### **ADVANCED PLACEMENT**

Students achieving a minimum score of three on an Advanced Placement exam of the College Board will receive credit for the specific course covered by the test as determined by the appropriate academic department of the University. Students achieving a score of four or five may receive additional advanced credit. AP credits are not counted toward the senior college credit hour minimum (64).

### **COLLEGE-LEVEL EXAMINATION PROGRAM**

Gardner-Webb accepts credit earned through the College-Level Examination Program (CLEP) based on exams taken prior to, and through the end of, the student's first semester of enrollment. CLEP credits are not counted toward the senior college credit hour minimum (64).

Gardner-Webb University grants credit to students submitting test scores from the College-Level Examination Program on the following basis.

1. Credit will be received on the same basis as transferred credit from accredited institutions of higher learning.
2. Credit will not be granted in an area for which the examinee has attempted or earned college credit.
3. Credit earned will be computed in the examinee's academic record as "CR," which is hours credit only.
4. Unsatisfactory scores will not become part of the examinee's academic record.
5. A CLEP test on any subject may be submitted only one time.
6. Students can only receive CLEP credit within their first semester.

The Department of English Language and Literature will grant credit for English 101 (3 hours) to students who make a score of 60 or higher on the English Composition with Essay CLEP test. To earn this credit, students must take only this specific CLEP test, which is offered, administered, and scored by the Educational Testing Service (ETS). Students are responsible for ensuring ETS sends official notification of the English Composition with Essay score to Gardner-Webb's Department of English Language and Literature. CLEP credit is not available for English 102.

General examination guidelines are as follows.

1. The student must submit a score at or above the minimum score set by the American Council on Education listed for each examination.
2. The number of credit hours granted will be the total normally granted for the area covered by the test with the following restrictions:
  - a. A maximum of six credit hours may be granted for each test.
  - b. A maximum of three credit hours may be granted on the basis of a sub-score, provided the area is appropriate.
  - c. Credit thus granted may be applied to the student's course of study only as basic courses or free electives.

Subject examination guidelines are as follows.

1. The student must submit a score at or above the minimum score set by the American Council on Education listed for each examination.
2. The number of credit hours granted will be determined by the scope of the material measured as indicated by the American Council on Education.
3. Credit thus granted may be applied to the student's course of study without restriction.

A detailed list of AP and CLEP equivalencies is available on the Registrar Services website.

International Baccalaureate Organization: The University accepts credit for Higher Level courses completed with scores of 5 or above. A detailed list of IBO equivalencies is available on the Registrar Services website.

### **ARMED SERVICE-RELATED PROGRAMS**

Veterans who have successfully completed a course or courses under the Service School training program or through the United States Armed Forces Institute may submit these courses for credit consideration. Gardner-Webb recognizes the Joint Services Transcript transfer recommendations of the American Council on Education and may offer college

credits for military service equivalencies. Credit may be applied or University requirement satisfied depending on the student's specific academic program requirements.

### **COURSE BY ARRANGEMENT**

A course by arrangement is restricted to a degree or licensure-seeking student in a Gardner-Webb University program of study (i.e., is not a transient student) and a catalog course which is not offered by the University during a given semester or which cannot be scheduled by the student. The course may be offered to the student on a one-to-one basis, provided the option is limited to instances of extenuating circumstances.

Course by Arrangement requires junior, senior, or graduate standing and the approval of the following: the instructor offering the study, the student's major department/school, and the appropriate Associate Provost. A Course by Arrangement must be scheduled before the end of the schedule modification period of each semester. It will not be used to repeat a course unless the course will not be offered within twelve months from the end date of the course to be repeated. No more than two Course by Arrangements may be applied toward graduation requirements. No more than one Course by Arrangement can be taken in any one semester.

### **CREDIT BY EXAM**

A Credit by Exam is an in-depth and comprehensive assessment of the student's ability to answer questions on course content. An acceptable grade on the examination will permit the student to receive credit for the course. To request the opportunity to receive credit by exam, the student must present, in writing, justification for such an examination to the dean of the school or chair of the department in which the course is offered. The dean of the school or chair of the department will appoint a committee to review the request. If the request is approved, the dean or chair will appoint the examining instructor or committee and inform the Student Accounts office that, prior to taking the exam, the student should be charged an examination fee of \$125 per credit hour. If the examination results are acceptable, the examining instructor or committee will report the results, via the Certification of Successful Challenge Examination form, to the dean of the school or chair of the department. That dean or chair will send a copy of the form to the Registrar, who will credit the student with the appropriate number of hours for the course. No grade will be assigned or averaged into the quality point average.

### **INDEPENDENT STUDY**

The term "independent study" is reserved for those courses specifically designed as guided reading and/or for student-initiated research that includes a written project/paper.

Independent study requires junior, senior, or graduate standing and the approval of the following: the instructor

offering the study, the student's major department/school, and the appropriate Associate Provost. The student's proposal must be submitted and approved by the end of the semester preceding the study. An independent study will not be used to repeat a course and is restricted to a degree or licensure-seeking student in a Gardner-Webb University program of study. No more than six hours credit in independent study may be applied toward graduation requirements. No more than three hours of independent study can be taken in any one semester.

### **DIMENSIONS PROGRAM POLICY**

Each student, including every TUG transfer student, is required to enroll for a Dimensions course each semester of full-time enrollment at Gardner-Webb or until a minimum of two credit hours (four semesters) has been earned. Students who meet requirements earn 1/2 credit hour each term. Part-time students must earn 1/2 credit hour for every 15 credit hours earned at Gardner-Webb or until a minimum of two credit hours (four semesters) has been earned. Transfer students will be enrolled for a Dimensions course each semester of full-time enrollment at Gardner-Webb until they graduate or until a minimum of two credit hours (four semesters) has been earned. Students must attend at least 10 programs per semester to receive credit. (The required Dimensions courses are numbered 111-114; elective Dimensions courses are numbered 115-116.) Students receiving an "F" in Dimensions must repeat the course the following semester. Students who fail a second time will receive a letter of warning. Three grades of "F" in Dimensions will result in being placed on Dimensions probation. In order to be removed from Dimensions probation, the student must register for and satisfactorily complete both a Dimensions course by arrangement (20 hours of community service) and the regularly scheduled Dimensions during the following academic term. Students on probation who fail either the Dimensions course by arrangement or the regularly scheduled Dimensions will be suspended from the University.

### **PRIVACY POLICY AND ACCESS TO EDUCATIONAL RECORDS**

Gardner-Webb University complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. This Act is designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with the Act.

Institutional policy explains in detail the procedures to be used by the institution for compliance with the provisions

of the Act. The policy can be found on the Registrar Services website. That office also maintains a Directory of Records which lists all student educational records maintained by the institution. Information known as Directory Information will be published unless the student specifically requests Registrar Services withhold this information. Directory Information is defined as the following: student name, local and permanent addresses, telephone numbers, date of birth, major(s), dates of attendance, previous educational institutions attended, and degree and awards received. Questions concerning the Family Educational Rights and Privacy Act may be referred to Registrar Services.

Students may grant permission to University personnel to release to specified individuals information pertaining to Academic Records, Financial Aid, and Billing by completing the FERPA Release Form located on their Personal Information menu on WebbConnect. Using this form, students are able to specify up to three individuals to whom information may be released.

## **GRADE POINT AVERAGE (MINIMUM) POLICIES**

The following are minimum GPA requirements.

1. CRLT 101 and Math 100. Students required to take CRLT 101 or Math 100 courses must achieve a minimum final grade of "C" (2.00) in order to be released from required enrollment in the course(s). This means that students may not drop these courses once they have been enrolled in them. Students receiving a "C-," "D+," "D," "D-," or an "F" must repeat the course(s) in each successive semester of enrollment at Gardner-Webb, until they earn at least a grade of "C" (2.00). Students who fail to achieve at least a grade of "C" (2.00) in one of these courses after a maximum of four attempts will be dismissed from the University.
2. A minimum grade point average of 2.00 on a 4.00 scale based on the University grading system on all work attempted at Gardner-Webb is required for graduation.
3. The student must have a minimum grade of "C" (2.00) on each course counted toward the major. A transfer student must complete at least one half of the major at Gardner-Webb.
4. The student must also have an overall "C" (2.00) average on all work counted toward any minor. A grade of "D-" (0.67) is a passing grade for courses in the minor.
5. A grade of "D-" (0.67) is a passing grade for General Education courses.

## **INFORMATION LITERACY POLICY**

Information Literacy is a graduation requirement which must be met by completion of one Information Literacy Designated Course contained in the student's declared major. Such courses are identified by an "(IL\*)" within the course description.

## **INSTITUTIONAL CREDIT POLICY**

The last academic year (32 credit hours or more) must be taken at Gardner-Webb.

## **PRIOR COMPETENCIES POLICY**

Students must demonstrate competence in English, Reading and Mathematics prior to beginning General Education courses in those areas.

## **REPEAT COURSE POLICY**

A student may repeat up to six courses in which he or she earned a "C-," "D+," "D," "F," "D-," "@F," or "WF" to improve grades for GPA purposes. Beginning with the seventh, all repeat attempts will be counted in the GPA. Multiple repeats of the same course will count toward the six allowed. In the first six courses being repeated, only the higher grade will be counted in computing the Gardner-Webb overall grade point average, although the lower grade remains on the official transcript.

Students may repeat up to two courses in which they earned a grade of C or higher in an effort to improve their GPA. In these cases, the higher grade will be utilized for GPA calculations although the lower grade will remain on the transcript. No additional credit hours can be earned in these course repeats. These repeats do count towards the maximum of six course repeats.

Transfer credit may not be used to repeat or replace a grade earned in a Gardner-Webb course.

University policy on repeating courses is not applicable in a situation where an "Fx" was assigned because of academic dishonesty. An "Fx" that is assigned as a penalty for academic dishonesty will remain a part of the academic transcript. It cannot be removed by a course repeat and will be factored into the grade point average.

Designations appearing on the transcript at the right end of a line describing a course indicate how that course's quality points were calculated. An "E" designation on the transcript refers to a course excluded from the grade point calculation as the result of a repeat. An "I" designation on the transcript refers to an inclusion in the grade point calculation of a grade as the result of a repeat. An "A" designation refers to a course whose quality points were averaged with those of another course as the result of a repeat in excess of the limits for replacing grades.



# HONOR CODE POLICY

Gardner-Webb University students are pledged to uphold honesty, integrity, and truthfulness in all realms of University life. The Student Government Association requires all students to sign the Honor Code Form as they begin their stay at Gardner-Webb. This signed form is kept in the Office of the Vice President of Student Development.

## POLICY OF ACADEMIC HONESTY

### **PREAMBLE**

As a community of scholars founded upon the ideals of Christianity, Gardner-Webb University expects its students to develop and display a strong sense of academic integrity. As in any community, this institution must be governed by regulations; and like the laws of any community, these rules function best when they are fully understood, accepted and cherished by each and every individual member of the community. Therefore, all students and faculty members are expected to be familiar with and to base their actions upon the following statements regarding academic honesty.

### **STUDENT RESPONSIBILITIES**

1. Students should recognize that the regulations governing academic integrity exist for the protection of the honest and that dishonesty in an academic setting must not be tolerated, much less condoned;
2. Students are responsible for their own work. Any assignment turned in by a student is assumed to be the work of the student whose name appears on the assignment.
3. Students are ultimately responsible for understanding a faculty member's instructions for any assignment. If instructions are not clear, students must seek clarification from the instructor.
4. Students must understand the definitions of plagiarism and academic dishonesty.
5. Students should familiarize themselves with the proper use of citations and quotations in order to avoid accidentally passing someone else's work off as their own.
6. Students are expected to report incidence of academic dishonesty to their instructor.
7. Any student who threatens or coerces another student or faculty member for reporting an Honor Code violation will face disciplinary action, with expulsion being the recommended punishment.

### **FACULTY RESPONSIBILITIES**

1. Faculty must explain all assignments as thoroughly as is reasonable and should address any extraordinary limitations on outside assistance.

2. Faculty members should take reasonable precautions in giving tests to ensure that violations do not occur. The fact that a faculty member did not take a specific precaution does not, however, constitute an excuse for any form of academic dishonesty.
3. Faculty must be willing to investigate and, if circumstances warrant, press charges against students suspected of academic dishonesty.
4. Faculty members must file an Academic Dishonesty Report any time they issue an Official Warning or charge a student with an infraction.
5. Faculty members must seek to be fair in their dealings with students, particularly regarding cases of academic dishonesty, and must realize that no student can be convicted on suspicion alone.
6. Faculty members may ask students to sign a statement of academic honesty prior to turning in an exam, term paper, or project to their instructor stating: "I have neither given nor received unauthorized help on this assignment."

### **REPEATING COURSES IN WHICH ACADEMIC DISHONESTY OCCURRED**

Students are allowed to retake courses that they fail due to academic dishonesty; however, the course hours attempted will continue to be calculated in figuring the student's grade point average.

For more information on the Academic Honesty Policy and Procedures, see the current Traditional Undergraduate Student Handbook.

## STUDENT GUIDELINES, EXPECTATIONS, AND RIGHTS

Gardner-Webb University is a community of students, faculty and staff who are dedicated to learning and personal development in a Christian environment. As in any community, certain standards of conduct are necessary to protect the safety, rights, health and general well-being of all members of the community. The University strives to promote concern for the good of the entire group as opposed to selfish individualism. Each person, whether student, faculty or staff, voluntarily joins the University community and thus is expected to abide by rules and regulations that have been adopted to ensure reasonable standards of conduct. The Code of Student Conduct describes conduct which the University does not tolerate. By enrolling in the University, each student agrees to abide by University rules, regulations and expectations. The Board of Trustees has approved minimum penalties for certain of the prohibited behaviors. The University assures fundamental fairness to any student accused of involvement in prohibited behavior.

The Traditional Undergraduate Student Handbook describes the Code of Student Conduct and the student conduct process used in the event a student becomes involved in prohibited behavior. The Handbook is available online and may be accessed at [www.gardner-webb.edu](http://www.gardner-webb.edu). Click on the Student Life heading, then TUG Student Handbook. Portions of the Handbook (student rights, responsibilities and expectations) will be reviewed during new student orientation. Gardner-Webb University supports and is fully committed to the concept of a drug-, tobacco- and alcohol-free campus community. In order to comply with the Drug-Free Schools and Communities Act Amendments of 1989, Gardner-Webb publishes the following and makes it available to each student.

1. The unlawful manufacture, distribution, dispensing, possession or use of controlled substances is prohibited by students on Gardner-Webb University's property or as any part of the University's activities. As a condition of enrollment, Gardner-Webb University students will abide by these terms. The following is a partial list of controlled substances.

Narcotics (heroin, morphine, etc.)

Cannabis (marijuana, hashish, etc.)

Stimulants (cocaine, diet pills, etc.)

Depressants (tranquilizers, etc.)

Hallucinogens (PCP, LSD, designer drugs, etc.)

Designer (MDA, MDA-known as ecstasy, ice, etc.)

Tobacco

Alcohol

2. Gardner-Webb will impose disciplinary sanctions on students who violate the terms of paragraph 1. If found responsible, the appropriate disciplinary action, up to and including expulsion from the University and/or satisfactory participation in a drug and alcohol abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency, will be taken. More specific penalties are outlined in the Traditional Undergraduate Student Handbook. Violations may also be referred to the appropriate civil authorities for prosecution under local, state, and federal law.
3. Local, state, and federal laws prohibit the possession, and distribution of illicit drugs, alcohol and weapons. The applicable legal sanctions for various offenses are listed in the North Carolina Criminal Law and Procedure book, a reference copy of which is maintained by the University's Campus Police Department.

4. Information describing the health risks associated with the illicit drugs and abuse of alcohol is made available to all students. Additional information and individual counseling is available through the University's Counseling Center. If necessary and at the student's expense, referral can be made to an outside agency.
5. Consistent with North Carolina Statute 14-269.2 banning weapons on campus, it is a violation of Gardner-Webb University policy to possess, store, carry, or use any weapon on the University Campus or at a curricular or extracurricular activity sponsored by the University, except as otherwise specifically provided by law.

## TRANSFER CREDIT POLICIES

Students who apply to the traditional undergraduate program who have earned an Associate of Arts, Associate of Science or a minimum of 60 hours of credit from a regionally accredited community college or four-year institution will have their transfer credits evaluated against the 44-hour minimum standard of General Education hours as established in the North Carolina Independent Comprehensive Articulation Agreement (ICAA). (Visit the Gardner-Webb University website to see General Education requirements of the NC-ICAA.) Students who are within six hours of meeting the standard may complete the six-hour deficiency in their first year of study at Gardner-Webb.

Students transferring credit from an accredited institution who have not received an associate's degree will have their credits evaluated using the following criteria.

1. Courses which correspond to a Gardner-Webb University General Education course or to a Universal General Education Transfer Component designated course under the North Carolina ICAA will receive appropriate credit for the course within the General Education curriculum.
2. Courses which are not eligible for consideration within the General Education curriculum will be evaluated for application to the student's major, minor or as an elective course if the course is substantially similar to courses offered at Gardner-Webb.

Credits presented for transfer from a non-regionally accredited institution will be evaluated on a case-by-case basis and may require supplementary documentation for consideration. Supplementary documentation will usually consist of a copy of the syllabus, credentials of the instructor, and possibly evidence of student work.

## TRANSFER CREDIT FROM TWO-YEAR COLLEGES POLICY

Students transferring from accredited two-year colleges may transfer up to 64 credit hours. An additional 64 credit hours must be taken on the senior college level, with the final 32 credit hours for graduation taken at Gardner-Webb.

Community college graduates with an Associate of Arts or Associate of Sciences degree from a North Carolina Community College should see the Comprehensive Articulation Agreement section of this catalog.

## TRANSFER CREDIT FROM FOUR-YEAR COLLEGES POLICIES

Students transferring from accredited four-year colleges may transfer up to 96 credit hours. For a bachelor's degree, the final 32 credit hours for graduation must be taken at Gardner-Webb. Candidates for the associate degree must take their final 24 hours at Gardner-Webb.

All transfer work completed at an accredited college and/or university will be considered for transfer at full value, assuming the courses are passed with a grade of "C" (2.0) or better, provided they are comparable to Gardner-Webb University curriculum. This work will be evaluated by the Registrar Services staff member charged with this responsibility.

Courses accepted as transfer credit are recorded with grades, grade points, and quality points. However, the grade point average for graduation is computed on academic credit earned at Gardner-Webb University.

## TRANSFER CREDIT APPEALS

Appeals of the evaluation of transfer credits for specific University course equivalencies or of whether transfer credits fulfill specific major or minor requirements are made by the student, in consultation with his/her advisor, to the University department/school that houses the specific course, major or minor. In consultation with Registrar Services, the department chair or school dean makes the final decision on course equivalencies and on what meets the program's major and minor requirements. The decision of the chair/dean cannot be further appealed.

Students requesting to substitute transfer credits which have not been evaluated as equivalent to a specific University course that is designated as meeting a General Education requirement must appeal to the General Education Committee if they wish to have that transfer credit considered as meeting any General Education requirement. General Education Requirement Substitution Forms are available in WebbConnect. All decisions of the General Education Committee are final and cannot be further appealed.

## TRANSFER CREDIT APPEAL FOR NON-REGIONALLY ACCREDITED INSTITUTIONS

If a transfer student attended a school that is not regionally accredited, the student will need to follow the guidelines below in order for Gardner-Webb to consider the courses individually for transfer.

All courses reviewed for transfer must be related to General Education or the major subject area chosen by the student. There are currently two ways in which we can review these specific courses:

1. If any course(s) has a recommendation from an agency listed below, that recommendation will be used to aid in the evaluation. In the event the recommendation is vague or unsatisfactory, the Gardner-Webb faculty department chair for the subject area of the course being evaluated will be contacted for aid in determining the full appropriate credit to be granted. The agencies from which we accept recommendations are: American Council on Education, American Association of Collegiate Registrars and Admissions Officers, and NAFSA: Association of International Educators.
2. For coursework that does not have recommendations from the guides listed above, the student must complete the following procedural steps for each course he or she wishes to have transferred:
  - a. Produce a syllabus for the course requested for transfer.
  - b. Request the academic institution previously attended to submit a record of credentials for the teaching faculty member(s) of each course requested for transfer [a catalog showing degrees earned, faculty vita, or a letter from the academic dean indicating graduate-level work and area of graduate work for the faculty member(s)].

These credentials will be reviewed by the Associate Provost's Office for authenticity and credibility. Once the credentials are approved, the Associate Provost's Office will contact Registrar Services to permit review of the course syllabi for possible transfer of courses.

## TRANSFER STUDENTS MINIMUM HOURS POLICY

Students who transfer into the University must adhere to the following guidelines.

1. A transfer student must complete at least one-half of the major(s) at Gardner-Webb.
2. If selecting a minor, a transfer student must complete at least nine hours of the minor at Gardner-Webb.

3. Any student transferring from a two-year college must complete a minimum of 64 credit hours of subsequent study in senior colleges or universities.

## TRANSIENT CREDIT POLICY

Transient credit is credit taken from another institution while a student is currently enrolled at Gardner-Webb (including summers). Students who wish to ensure that courses taken at other accredited institutions during a regular term or summer session are applicable for Gardner-Webb credit must complete a "Request to Recognize Transient Credit" form. The form is located in WebbConnect under the Registration link. This form must be submitted to Registrar Services no later than the last class day of the semester prior to the requested semester of study. Transient credit requests will be considered only for students who are in good academic standing at the University, and thus may not be used to improve academic standing at Gardner-Webb.

The following restrictions apply to the approval of transient credit. Credit will not be accepted for

1. Students not in good academic standing (i.e., students on probation or suspension).
2. Students who attend institutions other than regionally accredited colleges or universities.
3. Students wishing to repeat a course in which a grade of "C-" or lower was made at Gardner-Webb. Once a course has been taken at Gardner-Webb, a student may not receive transfer credit to replace the course.
4. Students majoring in Biology and/or Chemistry taking a science course with an online lab.
5. Students taking a natural science course that has a two-course sequence where the first course has an online lab.

Gardner-Webb students are expected to complete the final semesters of their programs exclusively through GWU. Therefore, students enrolled in the AS Degree in Nursing Program who have earned 48 hours credit or more, students enrolled in the AA Degree in Graphic Design program who have earned 42 hours credit or more, and students enrolled in BS or BA degree programs who have earned 96 hours credit or more are allowed to attempt to earn transient credit only in extraordinary circumstances. These circumstances must involve scheduling situations clearly beyond the student's control (e.g. a course is only offered at the same time as another required course or the course will not be offered before a student's anticipated graduation date). Requests involving General Education courses, which are offered regularly in multiple sections, will only be granted in exceedingly rare instances where the student can demonstrate that taking these courses earlier was not feasible and cannot

be scheduled during their remaining semesters at Gardner-Webb. Students with credits beyond the aforementioned thresholds who desire to earn transient credit must submit a "Request to Waive Transient Credit Limitation" form, which requires the student to demonstrate clearly the extraordinary circumstances behind their waiver request. This form must be submitted to Registrar Services at least two weeks before the last class day of the semester prior to the requested semester of study. The form can be found in WebbConnect under the Registration link.

In order to ensure that transient credit is properly documented, the student must request that an official transcript from the host institution be forwarded to the Gardner-Webb Registrar. For a student taking transient credit during the final semester of study, all such transcripts must be on file in Registrar Services prior to that semester's commencement ceremonies. Transient transcripts not received by this deadline will cause the student's graduation date to be delayed.

## STUDENT RESPONSIBILITY POLICY

The student bears the final responsibility for the selection of a program of study and adherence to all published regulations and requirements of the University, including academic policies and requirements for graduation. The student is responsible for making official application for graduation to the Registrar by the deadlines published on the Registrar Services website.

## TUG/DCP STATUS CHANGE POLICY

Students who desire an immediate transfer into the Degree Completion Program and who are in good academic standing, may under exceptional circumstances, appeal to the Readmission Review Committee. Special consideration will be given to students who wish to pursue a DCP major not offered in the traditional program, as well as those who have relocated from the area and desire to pursue a distance program at Gardner-Webb University. Appeals will not be considered for students in the final 32 hours of their current program except in extreme circumstances. Students considering an appeal should contact the Advising Center for more information. Residential housing is not available to students in the Degree Completion Program (with the exception of the Hunt School of Nursing's RN to BSN program).

Additional information about the Degree Completion Program is available on the University website, [gardner-webb.edu](http://gardner-webb.edu), under Degree Completion Program or in the DCP section of this catalog.



# WITHDRAWAL POLICIES

## WITHDRAWAL, SUSPENSION, AND EXPULSION POLICIES

Voluntary termination of enrollment during the course of a semester or summer term is defined as withdrawal. Dismissal from school for a specified period of time is defined as suspension. Dismissal from school for an expulsion is permanent. The University reserves the right to suspend or expel any student or students when it believes that such action is in the best interest of the institution and/or the student(s). This action will take place only after careful consideration and consultation with the student or students in question and all other parties with information pertinent to the matter at hand. Any student withdrawing from school before the end of a term (up until the last day of classes) is required to complete and submit the online "Withdrawal Form for Traditional Undergraduate Students" in WebbConnect.

Involuntary withdrawals will be processed by the University for any student that receives a disciplinary suspension or expulsion from the University. The involuntary withdrawal will be processed and dated based on the date of the suspension or expulsion.

Students leaving the University for disciplinary reasons will not be eligible for any reduction and will be liable for the entire semester charge.

Any withdrawal will require reapplication. See Admissions.

## REMOVAL FROM CLASS

Students are expected to conduct themselves in a manner that does not distract from or disrupt the educational pursuits of others. Should an instructor determine that a student's conduct is distracting or disruptive to the educational environment in the classroom, the instructor may request the disruptive student to leave the class immediately. Such students may not return to the classroom until they have met with the instructor and offered assurances that they can conduct themselves in an appropriate manner. The instructor reserves the right to inform the Dean of Students. If the student is dismissed from the class permanently because of disruptive behavior or other violations of the Code of Student Conduct, the student's final grade will follow the grading period for a "W" or a "WP/WF," depending on the date of the dismissal.

In the event that a student refuses to remove him/herself upon request, the instructor should contact University Police immediately. A University Police Officer will then escort the disruptive student to the Office of the Vice President of Student Development and Dean of Students for possible disciplinary action.

## MEDICAL WITHDRAWAL POLICY

Any registered student who experiences medical trauma or a chronic illness that may prevent completion of the semester may apply for a medical withdrawal from the University. A medical withdrawal is a complete withdrawal from the University (i.e., not from a particular course). A medical withdrawal request is initiated through the submission of the online Withdrawal Form located in WebbConnect prior to the beginning of final exams in the same manner as a general withdrawal from the University. In addition to the online request, the student must also provide a statement from a licensed medical or mental health professional trained in the diagnosis of the student's medical condition. The statement should verify that the medical condition prevents the student from participating in classes or carrying out course requirements.

The statement from the medical or mental health professional must be submitted on official letterhead, addressed to the Gardner-Webb University Registrar, and include the practitioner's name and title. The statement should indicate that the student is unable to continue in school and include the date at which the student became unable to continue (or the closest possible approximation to the date).

The student will be notified by the Registrar of the decision made by the Medical Withdrawal Committee. If the request is approved, the student will receive a final grade of "W" for each class (except in instances of Academic Dishonesty). Any adjustment in tuition will be made on a prorated basis. Once granted a withdrawal, students must apply for readmission to the University in order to continue their studies. All program admission requirements, programmatic and degree requirements, departmental student handbook and accreditation requirements at the time of the student's return will apply.

As with any other readmission, stipulations may apply. The student must provide a statement from the same medical or mental health professional stating that the student is now able to continue studies at the university. This documentation should follow the same format as above.

## READMISSION OF FORMER STUDENTS

Students who are not in attendance for one or more semesters or who withdraw during a semester for any reason must submit a formal application for readmission. Students who have been out more than 24 months must meet the curricular requirements of the current Catalog in the academic year of their return.

Former students who have attended other institutions subsequent to their enrollment at Gardner-Webb must provide an official transcript from each institution attended. Those regulations concerning the advanced standing of

transfer students apply to these students. Students who leave Gardner-Webb University while on probation may request an evaluation of courses taken at other institutions after returning to good academic standing. Approval must be granted by the appropriate Associate Provost. A request may not be made for summer courses taken immediately after being placed on probation at the end of spring semester.

Students who leave Gardner-Webb University while on suspension may request an evaluation of courses taken at other institutions after returning to good academic standing. Approval must be granted by the appropriate Associate Provost. Courses taken during the semester or semesters the students were suspended are not eligible for evaluation. A request may not be made for summer courses taken immediately after being placed on suspension at the end of spring semester.

## LEAVE OF ABSENCE POLICY

The Leave of Absence Policy is designed for students who have had significant life circumstances impact their ability to maintain good academic standing and who may need to take a break from their current academic coursework (i.e., illness of family member, personal illness, significant financial distress or life-changing circumstances).

Traditional degree-seeking undergraduate students who will not be registered for Gardner-Webb University academic credit during a given semester (fall/spring) may apply for a leave of absence. A leave of absence is approved when there are extenuating circumstances that prevent the student from attending classes. Listed below are typical reasons a student would request a leave of absence:

1. Students who have officially withdrawn from semester courses but plan to résumé their education at Gardner-Webb University within two years;
2. Students who obtain credit while on a leave from another institution in conjunction with a Gardner-Webb University program (transfer credit will be reviewed by the appropriate Gardner-Webb University personnel for possible credit);
3. Students who, for other reasons, will not be registered at Gardner-Webb University for a semester or more;

Institutional forms of financial aid will be renewed at the same level upon return provided students meet the standard renewal requirements (GPA, application renewals, etc.). Federal and State financial aid will be determined as a result of the completion of the Free Application for Federal Student Aid.

Students must be otherwise in good academic, student conduct, and financial standing. All program admission requirements, programmatic and degree requirements,

departmental student handbook and accreditation requirements, at the time of student's return, will apply. Policy may be appealed under certain circumstances.

Upon formal approval of the leave, a specific termination date by which a student must either re-enroll or request an extension is assigned. An extension of the approved leave of absence can be applied for by emailing the Office of Retention at [retention@gardner-webb.edu](mailto:retention@gardner-webb.edu) with a request for the amount of additional time needed. A leave of absence, including extensions, is not given for more than two years during the time a student is pursuing an undergraduate degree. A student who does not re-enroll by the end of the approved leave of absence is considered to have voluntarily withdrawn from the University. The maximum of two years allowed on leave of absence applies even when those semesters are not consecutive.

Forms requesting a leave of absence are available online; the student must then obtain the signatures of the Student Accounts Office and the Advising Center, and a meeting with the Office of Retention is required.

## MILITARY DEPLOYMENT POLICY

A currently enrolled student may request withdrawal from courses if called to active military duty. Non-punitive grades of "W" or "WP" will be issued for the course(s) for the student's academic record for the semester, regardless of the student's current grade in the course(s). If a student is deployed toward the end of a semester, but still wants to complete the course, the student must contact his/her instructors to reach agreement on the terms of the completion, which may include requesting an "Incomplete." The Student Accounts Office will give special consideration to student bills when there is a military deployment related withdrawal. A copy of the student's military deployment orders is required.

## DECEASED STUDENT POLICY

Gardner-Webb University will process a complete withdrawal form upon the death of a student who is currently enrolled. Non-punitive grades of "W" or "WP" will be issued for the course(s) for the student's academic record for the semester.

The Student Accounts Office will review the student's account and will give special consideration in terms of any remaining charges on the student's account.

# ACADEMIC SUPPORT SERVICES AND PROGRAMS

## ACADEMIC ADVISING

The Academic Advising Center is an integral part of the division of Student Success. Academic Advising is located in the Student Success Center, third floor of the Tucker Center. The Advising Center provides assistance in academic planning and the selection of majors and minors. Services provided by the Advising Center include first semester registration of all new students (freshmen and transfer), academic reporting, assignment of advisors, and academic counseling for students seeking to maintain or achieve a specific grade point average. The Academic Advising Center also provides advisement services in the absence of the primary advisor.

Upon entering Gardner-Webb University, the student is assigned an advisor and is encouraged to view the advising relationship as a partnership for success. First-year students seeking a bachelor's degree are enrolled in a First-Year program course (UNIV 101 or UNIV 111). A traditional first-year student is one that is entering college within a one to three year span after graduating from a high school program. An advanced first-year student (i.e., early college high school) is one who has completed high school- and college-level studies concurrently. All first-year students are required to take UNIV 111/101 regardless of AP credit or advanced first-year status in their first semester of enrollment at Gardner-Webb University. Students with more than fifteen hours of transfer work (from non-AP credit or dual enrollment credit) are not required to take UNIV 111/101.

After an official declaration of major has been processed, the student will be assigned to a faculty advisor in the department of their chosen field of study.

Transfer students not taking the First-Year Program course will be assigned an advisor in the Academic Advising Center until the declaration process is complete. Transfer students are encouraged to officially declare a major before or during their first semester of study at Gardner-Webb University.

## NEW STUDENT ORIENTATION

Orientation provides students a glimpse in to the upcoming college experience. Students are given information to assist them during the transition from home to their "new home away from home." The Big Brother/Big Sister program allows new incoming students to meet with other Gardner-Webb students who can answer questions about life at Gardner-Webb. They will participate in activities that will provide an opportunity to meet other new students and become acquainted with the Gardner-Webb community.

## NOEL CENTER FOR DISABILITY RESOURCES

The Noel Center for Disability Resources provides accommodations and services to qualifying students with disabilities. Upon acceptance to the University, the student should register for services by filling out the Request for Services form on the Center's homepage. Professional documentation of the disability and its functional limitations should be sent to the Noel Center for Disability Resources. Once eligibility has been determined the student is assigned an Accessibility Advisor who will collaboratively work with the student to determine the appropriate accommodations and services. This person will work with the student throughout his or her time at Gardner-Webb. Some of the accommodations/services that may be provided if the student has supportive documentation include, but are not limited to, note-takers, extended-time testing, materials in alternative format, lab assistants, interpreters, orientation and mobility training and use of adaptive technology. The student may receive help in developing effective study skills as well as organizational and test-taking strategies.

## DOVER MEMORIAL LIBRARY

The Dover Memorial Library is an active and integral part of the University's academic program. The Library's collections, available on open stacks, support all areas of the curriculum with a total item count of approximately 850,000, including 282,000 volumes, 600,000 microforms, and many other materials such as videos, compact discs, and computer files. The Library has access to over 500,000 eBooks, over 230,000 periodicals, and is a selective depository for federal government documents.

In addition to its collections, the library provides numerous services to reinforce and enhance the instructional process for both on- and off-campus students.

Professional librarians are available for individual and group instruction. Several opportunities for research instruction are available: live chat, email, phone or face-to-face appointment. Interlibrary loan, audiovisual, and production (lamination, color copies, posters, etc.) services are available. The Library's homepage, [www.gardner-webb.edu/library](http://www.gardner-webb.edu/library), provides access to our online catalog and databases as well as information about the Library facility, resources, services, and policies. Off-campus students will be prompted for their WebbConnect username and password in order to access the Library's subscription databases.

## LEARNING ENRICHMENT AND ASSISTANCE PROGRAM

LEAP (Learning Enrichment and Assistance Program) is an academic support service connected to Gardner-Webb University's Undergraduate Student Success Center. LEAP's

flagship service is course-specific Peer Tutoring. Through our course-specific tutoring services, we hope to contribute to the tutors' and tutees' personal development and academic success. While LEAP is not equipped to offer tutoring assistance for all Gardner-Webb courses, we strive to provide tutoring assistance for frequently requested courses found within Gardner-Webb University's curriculum. LEAP is one of the many student resources Gardner-Webb University offers undergraduate students in need of academic assistance.

LEAP peer tutoring provides undergraduate students with the opportunity to schedule an individual tutoring appointment with a peer tutor who has previously excelled or is currently excelling in the requested course. During the student's tutoring session, the tutee will receive individual attention in a supportive environment in which he or she has the opportunity to discuss course-specific concepts, review course-specific material, and/or prepare for a course-specific exam or presentation. Peer tutoring generates no additional fees for undergraduate students.

LEAP is open to student input and needs as we seek to provide the best tutoring services possible. Our policies and responsibilities are developed to benefit the student-learning process.

## RETENTION

As a member of the Student Success Division, the Office of Retention assists with helping students thrive in academic, spiritual, social, and financial areas. When students' expectations are met in these areas, they will have increased satisfaction at Gardner-Webb University. When students are facing challenges in any of these areas they are encouraged to contact the Office of Retention by telephone, e-mail, or in person. The office is located on the third floor (Student Success Suite, Room 342), of Tucker Student Center.

## SERVICE LEARNING

Academic Service Learning empowers students and faculty to connect the work of the classroom with the needs and opportunities for serving the global community. At Gardner-Webb University, the discipline is formally defined as an integration of both service and student learning outcomes, which are intentionally designed to evoke life-giving change in both service recipients and service providers, thus fostering a commitment by all at the University to impactful, ongoing community engagement. Academic Service Learning is incorporated into classes throughout the University's academic program and is under the direction of the IMPACT Center for Christian Ethics and Social Responsibility.

## STUDY ABROAD

The Gardner-Webb University curriculum provides students with a global perspective of the world so that they may gain the international understanding necessary to be informed

citizens. The University also encourages students to explore the appropriateness of study abroad. This can be an integral part of the students' university experience, providing personal growth, cultural understanding, an international perspective, improved foreign language skills, and a competitive edge in the eventual job search.

Semester and summer study abroad is currently possible at universities in England, Malta, Spain, Sweden, Germany, The Netherlands, Austria, Switzerland, Belgium, Thailand, China, Japan, Hong Kong, Mexico, Costa Rica, Greece, and Canada (French-speaking). Students can also participate in international mission experiences. Honors students may attend special Honors programs that take place in a foreign country. Through the Office of International Programs, students may also arrange to study at foreign universities other than those mentioned above.

During the academic year as well as in the summer, Gardner-Webb sponsors short trips to various overseas destinations. With prior arrangement, credits may be earned for study/travel abroad. Some financial assistance for international study/travel is available to students who meet the necessary eligibility requirements.

## UNDERGRADUATE RESEARCH

The Undergraduate Research program encourages scholarly research, including artistic endeavors, that come to fruition outside the boundaries of the classroom. Students in any discipline may receive funding to work with a faculty mentor/collaborator on a well-planned project that is then presented in a public venue such as a professional conference or published in a scholarly journal. Projects over the last few years have included a biology experiment on biodiesel fuel retrieved from algae; a collaborative article published in a professional psychology journal about counseling bereaved children and adolescents; and teams trained for two simulation conferences, Model Arab League, and Model NATO. The Undergraduate Research program is a co-sponsor of the Life-of-the-Scholar Multidisciplinary Conference, which gives students the opportunity to showcase their scholarship on campus in February each year. The program also supports the Gardner-Webb Summer Research Scholars program, which funds students who live on campus for a summer term and work with a mentor/collaborator on an Undergraduate Research project.

## UNIVERSITY WRITING CENTER

The University Writing Center, located in the Tucker Student Center, offers assistance to all Gardner-Webb students on any problem related to writing. Qualified graduate and undergraduate students, under the direction of a faculty specialist in writing, provide individual and group tutoring and answer questions upon request. Students who live off



campus can receive writing center services via telephone or video conferencing software.

## CHRISTIAN LIFE AND SERVICE

The Office of Christian Life and Service advances the Christian and Baptist identity of the University and nurtures students, faculty and staff in the development of a mature Christian faith. Varied opportunities are provided for expressing that faith through service to God and humanity. The major areas of focus which are part of the Office of Christian Life and Service include Student Ministries, Pastoral Care, Dimensions, Missions, The IMPACT Center for Christian Ethics and Social Responsibility, and the President's Council on Faith, Service, Leadership, and the Spiritual Life of the University.

For additional information please refer to the Traditional Undergraduate Student Handbook.

## ARMY RESERVE OFFICERS TRAINING CORPS (ROTC)

*Capt. Michael Meissner, Director  
Instructor of Military Science  
(704) 406-2066  
109 Dover Chapel*

In addition to the many opportunities available to an officer in the United States Army, ROTC provides world-class leadership training applicable to corporate, executive, and governmental leadership positions. Gardner-Webb offers Army ROTC in cooperation with the University of North Carolina at Charlotte. Freshman, sophomore, and some junior military science coursework is offered on the Gardner-Webb campus. Some junior and all senior level military science coursework, along with periodic training exercises, is offered on the UNC Charlotte campus. There are no additional tuition charges for those participating in the activities on the UNCC campus although students should provide their own transportation.

After successful completion of the first two years of military science coursework (in exceptional cases, only one year may be required), achieving a competitive GPA, and earning mandated physical training scores, Gardner-Webb students may compete for an Army ROTC Scholarship which will cover the recipient's tuition and fees. In addition, Gardner-Webb will waive room and board charges for recipients of ROTC Scholarships. Other benefits, including monthly stipends and book allotments, also accrue to those attending Gardner-Webb on ROTC Scholarships. Students who receive these scholarships contract with the Army for a specific term of military service as an officer. Any GWU student may take ROTC courses without military obligation even if he/she does not contract with the Army for an ROTC Scholarship. Students who successfully complete the specified junior- and senior-level military science courses may elect to receive a minor in military science.

Students interested in ROTC should contact Capt. Meissner at 704-406-2066 or Gardner-Webb's Admissions Office at 704-406-4496.

## GOALS

1. To provide quality instruction and training that emphasizes and strengthens leadership, management and organizational skills.
2. To provide quality instruction and training that develops and strengthens critical thinking, enhances problem solving skills and fosters teamwork.
3. To promote and develop good written and oral communication skills.
4. To instill and foster the army values that support teamwork, loyalty, respect and commitment.

## MINOR FIELD OF STUDY DETAIL

MSCI 311, 311L, 312, 312L, 330, 411, 411L, 412 (18 hours)

## AIR FORCE RESERVE OFFICERS TRAINING CORPS (AFROTC)

Gardner-Webb University students may participate in Air Force ROTC at the University of North Carolina at Charlotte and may be eligible for AFROTC scholarships to apply to their Gardner-Webb tuition. Air Force ROTC courses are held only on the UNC-Charlotte campus. Interested students should contact the Commanding Officer, AFROTC Detachment 592, Department of Aerospace Studies, 9201 University City Blvd., Charlotte, NC 28223, phone number (704) 687- 8547.

## FIRST-YEAR PROGRAMS

### MISSION STATEMENT

Keeping with the mission of Gardner-Webb University, the First-Year Experience course is designed to help students make a successful transition to university life by fostering a sense of community; nurturing development of faith; inspiring a love of learning and service-based leadership; encouraging multidisciplinary thinking; and promoting success in academic skills.

### STUDENT LEARNING OUTCOMES

1. Demonstrate skill and competency in reasoning critically and creatively;
2. Utilize skills in clear and effective communication;
3. Demonstrate a mastery of Blackboard navigation and utilization;
4. Demonstrate the ability to utilize appropriate library resources for basic research needs;
5. Identify and discuss multidisciplinary and personal elements of a given issue;

6. Participate effectively as a team member within a service learning activity; and
7. Identify and discuss self-assessment and skill development with regards to employability.

All first-year students are required to take UNIV 111/101 regardless of AP credit or advanced first-year status in their first semester of enrollment at Gardner-Webb University.

A traditional first-year student is one that is entering college within a 1 to 3 year span after graduating from a high school program.

An advanced first-year student (i.e., early college high school) is one who has completed high school and college level studies concurrently.

Students with more than 15 hours of transfer work (non-AP credit or dual enrollment credit) are not required to take UNIV 111/101.

For academic advising purposes, a transfer student is a student with 15 hours or more that is not considered dual enrollment or AP credit.

## UNIVERSITY HONORS PROGRAM

Gardner-Webb University provides a comprehensive Honors Program to nurture academically qualified students in all majors. Emphasis is placed on Honors classes, leadership through academic and co-curricular accomplishments, preparation for graduate school, and university activities. In addition to special honors and interdisciplinary classes, a variety of lectures, trips and other events are planned for students. Application procedures are available through the Admissions Office.

### MISSION STATEMENT

The mission of the Gardner-Webb University Honors Program is to nurture academically qualified students in all majors by providing a program of enriched learning experiences in courses taught by Honors faculty and to instill community pride in its members by encouraging students to become active in service-based projects.

### GOALS

To provide:

1. and encourage opportunities for student-centered learning in Honors core classes;
2. opportunities for cultural enrichment;
3. opportunities for and encourage student community involvement;
4. enhancing extra-curricular learning opportunities;
5. an opportunity for and encourage student research; and

6. an opportunity for and encourage student involvement and participation in the activities of the North Carolina, Southern Regional and National Honors Organizations.

## HONORS PROGRAM CURRICULUM

A student may be identified as an "Honors Program Graduate" after meeting graduation requirements in an academic department of the University and meeting the requirements of the University Honors Program. The University Honors Program requires the completion of a minimum of twenty-seven hours of coursework designated as "Honors." A minimum of fifteen hours of coursework should be completed in the first two years of study. Honors courses in the first two years may be selected from Honors sections of General Education offerings, special courses which are offered on an occasional or "on-demand" basis for Honors students, or through "Honors Contracts" with faculty teaching regular sections of the college's overall curriculum.

All Honors students are expected to complete HONR 395, 400, and 401 in their junior or senior years. University Honors Program students are expected to maintain a minimum 3.0 grade point average.

To receive "Honors Program" recognition during commencement exercises, a student must meet the following requirements:

1. Maintain at least a 3.0 GPA;
2. Successfully complete a minimum of 27 hours in Honors courses including HONR 395, 400, and 401;
3. Initiate, prepare, present and defend a senior HONORS thesis of at least 40 pages in length;
4. Complete a minimum of 80 hours of community service which contributes to the welfare of the community; and
5. Receive the recommendation of the Honors Committee.

## ADMISSIONS

### ADMISSION PROCEDURES

Gardner-Webb University operates on a rolling admissions plan. Completed applications are acted upon and notification is made to the student within three weeks. Gardner-Webb University maintains that minimums of 2.5 GPA, 18 ACT, and/or a 950 SAT (Critical Reading and Math), and a rank in the top 50% of the high school graduating class are baselines for academic success. In addition to quantitative requirements for admission, Gardner-Webb University accepts students with strong character, leadership ability and the desire to be a positive influence in the campus community. No single criterion will be decisive, but each item will be considered

carefully as admissions decisions are made. In the case of transfer students, previous college work will serve as the criteria for acceptance.

Although an interview is not required of all applicants for admission to Gardner-Webb University, campus visits are encouraged. Campus tours and information sessions are available at 9:30 a.m. and 12:30 p.m. on Mondays, Wednesdays, and Fridays, and at 10:00 a.m. and 1:00 p.m. on Tuesdays and Thursdays. Contact the Undergraduate Admissions Office at 1-800-253-6472 or (704) 406-4498 for further information or visit our website, [www.gardner-webb.edu/visit](http://www.gardner-webb.edu/visit), to register online.

Gardner-Webb University informational packets are available directly from the Admissions Office of the University. The completed application and transcripts of all high school credits and any college work attempted should be submitted to the Gardner-Webb University Undergraduate Admissions Office, P.O. Box 817, Boiling Springs, NC 28017. Application for admission may also be made online at [www.gardner-webb.edu/apply](http://www.gardner-webb.edu/apply).

Applicants must meet the University's standards as to intellectual promise and emotional and social stability. Gardner-Webb University is committed to its responsibility as a liberal arts university within the context of the Christian faith to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds. Due to the confidential nature of some items of information required for admissions, the University reserves the right to reject any applicant without stating a reason.

Although a fixed pattern of high school credits is not prescribed, the following minimum course distribution is recommended as the best preparation for academic work at Gardner-Webb University: English, 4 units; Social Science, 2 units; Algebra, 2 units; Geometry, 1 unit; Foreign Language, 2 units; Natural Science, 2 units; plus electives.

Acceptance of students for admission to the University does not automatically guarantee their entrance into any particular program of the University. Departmental/School approval is necessary for entry into any departmental/school program and/or major that has a separate application process.

Students may enter at the beginning of any semester or summer term.

## ENTRANCE EXAMINATIONS

Applicants for admission to Gardner-Webb University are required to submit their scores on the SAT of the College Entrance Examination Board or the ACT of The American College Testing Program. Scores should be sent directly to Gardner-Webb University. The SAT school code for GWU is 5242, and 3102 for the ACT.

Applications, lists of testing centers and dates, and rules on applications, fees and other information are available in most high school guidance offices and on the Internet.

## NON-DEGREE-SEEKING STUDENTS

Gardner-Webb University admits a limited number of non-degree-seeking students. They include:

1. Persons who wish to take only private music lessons. Such applicants are admitted if instructors in the School of Performing and Visual Arts are able to schedule lessons for them.
2. Persons 21 years of age or older who are not high school graduates or degree candidates but wish to take classwork. Such persons are accepted on the basis of maturity and background sufficient to do the classwork desired.
3. College graduates who are interested in further study.
4. High school students who wish to take classwork on the Gardner-Webb campus prior to and during their senior year.
5. High school students who wish to enter Gardner-Webb at the end of their junior year may submit an application for consideration for early admission. Students must obtain approval from their local school authority (i.e., school board, principal, etc.) to count their freshman year requirements at Gardner-Webb toward their graduation requirements from high school.

Credit awarded to non-degree-seeking students will be recorded on a University transcript.

## HOMESCHOOL STUDENTS

Homeschool students should submit a transcript showing courses taken, grades, extracurricular activities and out-of-classroom experiences. The transcript must indicate the program or programs used in instruction. Homeschool students are required to submit their scores on the SAT of the College Entrance Examination Board or the ACT of The American College Testing Program. Scores should be sent directly to Gardner-Webb University. If courses were taken at a community college or college/university, transcripts must be submitted.

## TRANSIENT STUDENTS

A student enrolled and seeking a degree at another institution may take a course(s) at Gardner-Webb University and transfer that credit to the other institution. Students are encouraged to check with the receiving institution to ensure that the Gardner-Webb coursework is transferable to their home institution.

## INTERNATIONAL STUDENTS

In addition to the standard admissions/application procedures, international applicants must complete the steps listed below in order to be considered for admission to Gardner-Webb University.

1. Proof of English proficiency in reading and writing must be provided. Test results from the following are accepted.
  - a. Test of English as a Foreign Language (TOEFL) with a minimum score of 500 (paper-based), 173 (computer-based), or 61 (internet-based).
  - b. International English Language Test System (IELTS) with a minimum score of 5.0.
  - c. SAT or ACT scores may be used in lieu of TOEFL or IELTS with minimum scores met.
2. All high school transcripts must be translated into English. Please contact [visit@gardner-webb.edu](mailto:visit@gardner-webb.edu) for specific information and requirements. This must be done prior to enrollment to Gardner-Webb.
3. Transcripts of college credit received from institutions outside the United States must first be submitted to World Education Services, Inc., (WES) or an approved similar evaluator service for a course-by-course evaluation before being submitted. Please contact [visit@gardner-webb.edu](mailto:visit@gardner-webb.edu) for a complete list of evaluators. This must be done prior to enrollment at Gardner-Webb.

In addition to the items listed above, international applicants planning to study in the United States must submit the following documentation.

1. Passport - A copy of a current passport is required as part of the admissions material.
2. Visa Status - A copy of any current U.S. visa must be provided.
3. Documents to Show Financial Responsibility - A copy of the most recent bank statement showing sufficient balance to cover financial support for the first year of school is required. This can be the bank account of the prospective student, a family member, or other.
4. International Student Information Form - Please submit this completed form with other admissions materials in order for the University to issue a Form I-20. The Form I-20 is necessary for an international applicant to apply for a student visa at the appropriate U.S. embassy or consulate.
5. International Students Transferring from Another U.S. Institution - Please submit the International Student Transfer Form, in addition to the International Student Information Form. Also, please

submit copies of your current Form I-94, current Form I-20, and current student travel visa.

Additional information and international student forms may be obtained by emailing [visit@gardner-webb.edu](mailto:visit@gardner-webb.edu).

## SECOND BACCALAUREATE DEGREE

A student who completes requirements for more than one major graduates from the University with only one baccalaureate degree. The diploma will show "Bachelor of Arts" or "Bachelor of Science" depending upon the area of the primary major. Students who return for further study at the baccalaureate level may add additional courses to their transcript or receive recognition for an additional major.

Normally, a student who wishes to pursue further study after receiving a baccalaureate degree will do so at the master's or doctoral level. As an exception to this rule, a student may wish to pursue a second baccalaureate degree in a different field in order to qualify for a particular certificate or license for which the bachelor's degree is the gateway credential. Students with a prior baccalaureate degree, whether from Gardner-Webb or another institution, may apply to the Accelerated Bachelor of Science in Nursing (ABSN) program and upon acceptance and successful completion, receive a second baccalaureate degree. Applications for admission into other baccalaureate programs by degree-seeking students who already hold a bachelor's degree will require the approval of the Vice President for Enrollment Management and the Educational Policies and Standards Committee.

## FINANCIAL INFORMATION

### FINANCIAL AID

Gardner-Webb University makes every effort to assist students in securing the necessary resources to afford a Gardner-Webb education. The University provides various forms of financial aid to bridge the financial "gap" between the cost of attendance and the amount the student and/or parents can reasonably be expected to provide.

Gardner-Webb University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs.

### NEED-BASED FINANCIAL AID

Students seeking financial aid are required to complete the Free Application for Federal Student Aid (FAFSA). This



application will provide the Financial Planning Office with the amount the student and their family can contribute to the cost of education. (The cost of education includes tuition, fees, room, board and expenses for books, transportation and personal expenses.) The FAFSA collects the student's and parents' federal tax information from two years prior as well as asset information. This information is used to calculate the expected family contribution (EFC). (The EFC is the family's ability to contribute toward college costs.) The EFC determines the amount and type(s) of financial aid that can be awarded to each student.

There is no charge to apply, and the FAFSA can be completed at the following website: [www.fafsa.gov](http://www.fafsa.gov). The application can be done beginning October 1 preceding the year the student plans to attend college. Once the FAFSA has been submitted by the student, a copy of the results are provided to each college listed on the form. Gardner-Webb's school code is 002929. Gardner-Webb will receive the application electronically, and a financial aid award will be prepared once the student has been admitted. The student will receive an award notification e-mail at their Gardner-Webb e-mail address. The award information is provided via Gardner-Webb's secure online portal called WebbConnect. (Each student is given a username and password upon admission to the University.) Any scholarship aid awarded to the student from Gardner-Webb will be included in the financial aid package.

## FEDERAL ASSISTANCE PROGRAMS

Any student enrolled or accepted for enrollment in an eligible program at Gardner-Webb University may receive assistance under the Title IV Programs if he/she:

1. Is a citizen or permanent resident of the United States;
2. Has met the Selective Service Requirements;
3. Is maintaining satisfactory academic progress according to established standards;
4. Does not owe a refund on a grant or is not in default on a loan received at Gardner-Webb or any other post-secondary institution; and
5. Completes the Free Application for Federal Student Aid (FAFSA).

A list of Federal Programs available to eligible applicants is as follows:

- Pell Grant
- Supplemental Educational Opportunity Grant
- Work-Study
- Perkins Loan
- Direct Stafford Loans - Subsidized and Unsubsidized
- Direct Parent PLUS Loan

Additional information about these programs is available in the Financial Planning Office and on the Financial Planning webpage. Please realize that not all students are eligible for these programs due to specific criteria such as financial need, grade point average, year in school and availability of funds. Federal funds are awarded on a first-come, first-serve basis.

## STATE ASSISTANCE PROGRAMS

A list of State Programs for eligible North Carolina residents (funding contingent upon state appropriations) is as follows: The North Carolina Need-Based Scholarship Program (NBS) is a grant program created by the NC General Assembly for students with an Expected Family Contribution (EFC) of \$15,000 or less. The EFC is determined by the results of the Free Application for Federal Student Aid (FAFSA).

The Forgivable Education Loan for Service (FELS) was established by the North Carolina General Assembly in 2011. The loan provides financial assistance to qualified students who are committed to working in North Carolina in fields designated as critical employment shortage areas. Please visit [www.cfnc.org/fels](http://www.cfnc.org/fels) for additional information including eligibility, award amounts, application procedures, and approved education programs.

North Carolina does offer other sources of financial aid based on specific criteria. The College Foundation of North Carolina's website can be used to research and apply for such scholarships. The web address is [cfnc.org](http://cfnc.org).

## GARDNER-WEBB UNIVERSITY SCHOLARSHIP PROGRAMS

Gardner-Webb University is committed to offering scholarships to those students with outstanding academic credentials. The types of scholarships are listed below and are awarded based on the individual student's academic and/or performance profile. The University will allow institutional sources of financial aid to be combined with federal, state and outside aid up to the student's cost of attendance. For some students this may result in a reduction of their Gardner-Webb aid. Please contact the Financial Planning Office with specific questions.

### COMPETITIVE SCHOLARSHIPS

These scholarships are awarded on the basis of outstanding academic achievement, demonstrated leadership ability, and commitment to service. To receive a nomination for this competition you must be selected by the Ignite Excellence Scholarship Screening Committee and interview in the winter months.

### IGNITE EXCELLENCE SCHOLARSHIPS

Each year four students are chosen to receive a full tuition scholarship, and one student for full tuition, room and board, for eight consecutive semesters, provided the recipient is

enrolled full-time, maintains a cumulative institutional grade point average of 3.5, resides on campus, and continues to demonstrate a strong leadership ability and commitment to service.

\*Please NOTE: The Ignite Excellence Scholarship does not apply to hours taken in excess of 18 in any semester, does not apply to summer terms, or other program costs such as GEM, and does not cover the expense of books, fees and/or music lessons. Scholarships are divided equally between the fall and spring semesters when awarded. If a student is selected for the Ignite Excellence Scholarship, any previous offer of scholarship aid is rescinded.

### HONORS SCHOLARSHIP

Each year, students are chosen to compete and apply to be part of the University's Honors program. Each student selected is awarded a \$3,000 Honors Scholarship, renewable as long they maintain the requirements outlined by the Director of the Honors Program.

### INSTITUTIONAL SCHOLARSHIPS AND GRANTS

Gardner-Webb University offers the following Institutional Scholarships and Grants:

- Trustee Scholarship
- Presidential Scholarship
- Provost Scholarship
- Dean's Scholarship
- Achievement Scholarship
- Opportunity Grant

These scholarships range from \$5,000-\$17,000 depending on the student's academic profile.

In order to determine the amount of institutional scholarship or grant you are eligible to receive, you must first apply and be accepted to Gardner-Webb. Your award amount will be included in your acceptance letter from the Undergraduate Admissions Office. Institutional scholarships require a student to be enrolled full-time (12 hours or more) and maintain a grade point average in accordance with the institution's Scholarship Maintenance Policy. Award amounts vary depending on your housing status (whether you live on- or off-campus).

ADN students transitioning from the Traditional Undergraduate program into the DCP BSN program will have any institutional aid prorated based on the percentage of tuition which is covered by their current institutional aid. For example:

$$\begin{aligned} &\text{Current Institutional Aid} \div \text{Undergraduate} \\ &\text{Tuition} = \% \text{ of Tuition} \\ &\$10,000 \div \$31,220 = 32\% \end{aligned}$$

Scholarship % X DCP BSN Tuition = New  
Scholarship Amount

$$32\% \times \$5,220 \text{ (12 hrs. @ \$435/hr.)} = \$1,670$$

### PERFORMANCE-BASED SCHOLARSHIPS

**Athletic Scholarships** are awarded by each individual coach and shared with the Office of Financial Planning. Gardner-Webb offers scholarships for the following sports: men's and women's basketball, golf, soccer, swimming, tennis, track, men's baseball, football, wrestling, women's softball, lacrosse, and volleyball. Any questions concerning eligibility for a scholarship should be directed to the Coach of the sport of interest. If a student receives a financial aid award and an athletic scholarship is not listed, please contact the Coach of the sport of interest. It is possible your non-athletic aid will be reduced once the athletic scholarship is added to your financial aid package.

**Honors Music Scholarships** are awarded based on a student's performance from an on-campus audition. The Music faculty selects the recipients and shares them with the Financial Planning Office. Scholarships are renewed based on performance throughout the academic year as well as maintaining a major in Music. Award amounts vary and may depend on the total amount awarded in other Gardner-Webb funds.

**Marching Band Scholarships** are awarded by the Band Director and shared with the Financial Planning Office. The award amount is \$1,000 and is based on participation in the band. Scholarships are renewed provided participation continues each year.

**Pep Band Scholarships** are awarded by the Band Director and shared with the Financial Planning Office. The award is \$250 and is given during the spring semester. Scholarships are renewed provided participation continues each year.

**Ensemble Scholarships** are awarded by the director of each specific ensemble. The award amount ranges from \$500-\$2,500 and is based on the need within that ensemble and the student's audition as well as on required participation in that ensemble. Awards are reflected in a student's financial aid package and are reviewed each year by the department.

### OTHER GARDNER-WEBB SCHOLARSHIPS

The **Luther Butler Scholarship** is awarded to selected students who are members of North Carolina Baptist churches cooperating with the NC Baptist State Convention. The funds are awarded and provided by the NCBSC. A separate online application must be completed prior to February 15, and a new application must be submitted each year.

**Christian Service Organization Scholarships** are awarded to those students preparing for full-time Christian vocational service. The application must be completed as well as the Free

Application for Federal Student Aid (FAFSA). Award amounts vary depending upon the student's demonstrated financial need as determined by the results of the FAFSA.

**Church Matching Scholarships** are awarded based on a scholarship from a church affiliated with the Southern Baptist Convention to a student attending Gardner-Webb. The scholarship will be matched by Gardner-Webb up to \$2,500. The application deadline is May 1. The scholarship will not be matched if the student is receiving \$10,000 or more in Gardner-Webb funds. (The application is available from the Financial Planning webpage.)

**Gardner-Webb Legacy Grants** are awarded to students that have an immediate family member who is a graduate of Gardner-Webb University (parent, grandparent, great grandparent, or sibling). The grant is confirmed by the Alumni Relations Office, and is awarded at \$500 per year.

**Ministerial Board of Associates Scholarships** are awarded based on the recommendation of a member of the Ministerial Board of Associates. The application deadline is May 1, and this is for new and/or transfer students. The award amount is \$250 per year and will be renewed for three years. (The application is available from the Financial Planning webpage.)

**Minister's Dependent Scholarships** are awarded based on the dependent's parent being a full-time minister of a SBC or CBF Church or an ordained, full-time employee of a Baptist State Convention or agency. The application deadline is May 1, and a new application must be completed each year to receive the scholarship. The award amount is \$1,000 per year. (The application is available from the Financial Planning webpage.)

**Reserve Officer Training Corps (ROTC) Room and Board Scholarships** are available for those students receiving an Army ROTC Scholarship. Gardner-Webb will cover the cost of a standard double room and the 21 meal plan less any federal or state grants. The scholarship will be renewed each year the student continues to receive the ROTC Scholarship.

## SCHOLARSHIP MAINTENANCE

Students receiving scholarships from Gardner-Webb are expected to achieve a minimum cumulative institutional grade point average (GPA) to retain any scholarships. Scholarship progress is reviewed at the end of the semester. The GPA requirement for each scholarship is listed below. If your institutional GPA is below the required minimum, you will be placed on Scholarship Probation. You will be eligible to receive your scholarship while on probation; however, if at the end of the term you have not achieved the required GPA, your scholarship will be rescinded for the next semester.

Ignite Excellence\* and Honors Scholarship recipients must maintain an institutional grade point average (GPA) of 3.5

at the end of each academic year, reside on campus, and be enrolled full-time.

Trustee Scholarship .....	3.2
Presidential Scholarship .....	3.0
Provost Scholarship .....	3.0
Dean's Scholarship .....	2.8
Achievement Scholarship .....	2.8
Gardner-Webb Scholarship .....	2.8

\*Nursing students must remain in good standing in the Nursing program in lieu of the above stated GPAs to retain scholarship funds.

You may appeal the loss of your scholarship by writing a letter to the Associate Director of Financial Planning. It is important to remember that extenuating circumstances must be fully documented. Please contact the Financial Planning Office if you have any questions concerning the appeal process.

## EXPENSES

### TUITION FOR THE 2018-2019 ACADEMIC YEAR

Gardner-Webb University will make every effort to keep operating costs low while providing quality programs. Through the support of various affiliated organizations, private gifts from alumni, businesses, friends, and endowment earnings, Gardner-Webb is able to charge less than the actual cost of instruction and other services. Tuition increases are usually implemented at the beginning of the summer; however, the University reserves the right to adjust tuition and other charges at the beginning of any semester if such adjustments are necessary in the judgment of the Board of Trustees.

Item	Per Semester
Tuition (10-18 hours) .....	\$15,610
Room: Traditional Dorm* .....	\$2,630
Suite-Style Apartment* .....	\$2,630
Private Bedroom Apartment .....	\$4,190
Board: See Board Plan Options	
Part-Time/Overload .....	\$496/hour
Residence Hall Security Deposit .....	\$150
Residential Activity Fee .....	\$20
Dorm Damage Deposit	
(Refundable) .....	\$75
Residential Amenities Fee .....	\$95
Student Activities Fee .....	\$120
Insurance** .....	\$559

\*Students desiring a private room (when available) in a traditional dorm or suite-style apartment will be charged an additional amount of \$880 per semester.

\*\*Full-time traditional undergraduate students are required to purchase accident and sickness insurance through the University or provide proof of existing health insurance

coverage. A student covered under a personal policy should complete the Waiver Form located in the Student Accounts Folder in WebbConnect. The insurance charge will be removed from the student account once the Waiver Form has been completed.

Each student is expected to review his or her Online Bill at the beginning of the semester and to make satisfactory financial arrangements no later than the end of the first full week of classes.

## BOARD PLAN OPTIONS

All resident students must participate in a board plan. Enrolled students living off campus may also purchase a University meal plan. Individual meals may be purchased directly through the campus dining location.

<b>Plan Description</b>	<b>Meal Opportunities Per Week (1)</b>	<b>Flex \$ Per Semester</b>	<b>Cost Per (2) Semester</b>
Value Plan	21	\$270	\$2,565
Choice Plan	15	\$330	\$2,525
Flex Plan	10	\$360	\$2,405

1. The week will be defined as beginning Sunday dinner and running through Sunday lunch. Available meals for partial weeks will be prorated. Meals cannot be carried over from week to week, nor can they be transferred to other persons.
2. Flex Dollars are available to the student based on the meal plan selected. These dollars can be used at the student's discretion at all dining locations on campus. Flex dollar balances will be forfeited at the end of the Spring semester.
3. After the last day of schedule modification, a student is not permitted to change to a lower meal plan; however, a student may elect a higher meal plan at any point during the semester.

## MUSIC FEES

<b>Item</b>	<b>Per Semester</b>
Private Lessons - Piano, Voice, Organ, Instruments	
One lesson (1/2 hour) per week,	
1 hr. credit .....	\$400
Two lessons (1 hour) per week,	
2 hrs. credit .....	\$700

## MISCELLANEOUS ACADEMIC FEES

Depending on the program of study and courses taken, students should expect to see course-specific fees ranging from \$10 to \$400. Multiple fees may apply to individual courses. Fees are used to cover direct expenditures associated with a course requirement (i.e., laboratory materials, database

licenses, background checks, etc.) as well as indirect expenses associated with a particular class.

## ONLINE LEARNING TECHNOLOGY FEES

All online and hybrid courses will be assessed a fee of \$35 per course. Funds generated from this fee are used to help support services that Gardner-Webb provides for students. Services include student computing and technology equipment, software, site assistance and troubleshooting, and the support staff necessary for these functions to operate effectively. This fee is non-refundable in the event a student withdraws from the course.

## PART-TIME ENROLLMENT

Traditional Undergraduate Program Tuition (no more than 9 hours per semester) ..... \$496/hour  
This reduced rate is available to students who enroll in 9 hours or less. Students who enroll for 10 or 11 hours in a semester are also considered part-time (for financial aid, residence life, and other purposes), but do not qualify for the reduced hourly rate.

## UNDERGRADUATE CONTINUING EDUCATION

Traditional Undergraduate Program  
Tuition ..... \$435/hour  
Students must hold a completed bachelor's degree from an accredited/approved institution to qualify for this rate. Official transcripts must be provided to Registrar Services. The exception to this rate is tuition for the Associate Degree in Nursing Program. All students pursuing an ADN degree will be charged the traditional undergraduate tuition rate as reflected above.

## COMMON MISCELLANEOUS FEES

Audit (Per Course) .....	\$175.00
Auto Registration (Annual) .....	\$150.00
Credit by Exam (Per Credit Hour) .....	\$125.00
Graduation Fee .....	\$150.00
Graduation Hood Fee .....	\$30.00
International Student Processing Fee .....	\$150.00
Late Graduation Fee .....	\$125.00
New Student Orientation Fee .....	\$125.00
Non-Sufficient Funds/Returned Check .....	\$25.00
Replacement Student ID Card .....	\$10.00
Textbooks (Estimated Per Semester) .....	\$750.00
Transcript Fee .....	\$15.00
Transient Credit (Per Course) .....	\$100.00
Tuition Late Payment Fee .....	\$50.00
Tuition Non-Payment Fee .....	\$100.00

The above fees are those fees that are typical with enrollment in the Traditional Undergraduate Program. Fees are subject to change and additional fees may be assessed as required



under current policy. Unless otherwise explicitly stated, fees paid to the University are not refundable.

## **BOOK EXPENSES**

The estimated cost of textbooks is \$750 per semester, but can vary greatly depending on the number of classes taken and the program of study.

## **COSTS COVERED BY TUITION**

Included in tuition are the costs for registration, use of the library, use of recreation facilities, admission to home athletic events, student publications, post office box rental, and 10 to 18.5 credit hours of work. Additional academic fees may be charged based on the program of study due to the unique requirements of the program (i.e., laboratory work, clinical experience, etc.). Additional costs apply for study abroad courses. Personal expenses will vary depending on the individual student.

## **SCHEDULE OF PAYMENT**

### **ADVANCE DEPOSIT**

An enrollment deposit of \$150 and a room reservation deposit of \$150 for new resident students or an advance enrollment deposit of \$150 for new commuting students is due within 30 days of being accepted. The room reservation deposit for new resident students or the advance deposit for new commuter students is non-refundable after May 1 for fall enrollment and November 1 for spring enrollment.

Continuing residential students have the opportunity to reserve a space during and after the annual housing sign-up period by completing a Housing Application Agreement and submitting a \$150 room reservation deposit. The deposit for a continuing residential student is non-refundable. Continuing students applying for commuter status for the first time will need to complete a Commuter Application. Room reservation deposits will be credited toward the cost of the room; however, they will be forfeited if the reserved room is not utilized.

### **BALANCE OF THE ACCOUNT**

The balance of the semester's charges is due according to the scheduled due dates as reflected on the individual student's Online Bill.

### **DEFERRED PAYMENT PLAN**

Tuition, fees, and book charges are payable in full within 10 days of the start of classes; however, the University makes available a Deferred Payment Plan to students who prefer to make two payments during the summer or four payments during the fall and spring semesters rather than the full payment at the start of the semester. Students may sign up for the Deferred Payment Plan when viewing their Online Bill. The Online Bill may be accessed through the

WebbConnect portal on the Gardner-Webb homepage by using the username and password assigned to the student by Technology Services. Questions about the Deferred Payment Plan may be directed to the Student Accounts Office at (704) 406-4287.

## **EMPLOYER PAID TUITION**

Gardner-Webb recognizes that many companies offer tuition reimbursement to their employees. To enable students to take advantage of this benefit, Gardner-Webb will defer the covered portion of the student's tuition cost until three weeks after the end of the semester. A link providing details about the plan and the documentation required may be found at the bottom of the student's Online Bill, or they may contact the Student Accounts Office for details on enrolling in this plan.

## **CHARGE REDUCTION POLICY**

Registration in the University is considered a contract binding the student for charges for the entire semester. However, it is the policy of Gardner-Webb University to give pro-rata charge reductions through 60% of the enrollment period in the event a student officially withdraws from school. The Complete Withdrawal Form should be submitted electronically and may be accessed through WebbConnect. A confirmation will be sent when the withdrawal is complete. The withdrawal date is the date this process begins. Reductions will be computed on total charges for tuition and room. Reduction in board plan charges will be computed on the total cost of the board plan less the amount of Flex Dollars available with the plan. There will be an additional charge reduction for any unused Flex Dollars.

Students leaving school for disciplinary reasons will not be eligible for any reduction and will be liable for the entire semester charges. Students who withdraw from individual classes after the drop/add period will not receive a charge reduction. For purposes of interpreting this policy, the pro-rata charge reduction percentage is equal to the number of calendar days (includes weekends) remaining in the semester divided by the number of calendar days in the semester. No charge reduction will be given after the 60% period of enrollment for the semester.

When a student's charges are reduced, Federal, State, Institutional and Non-institutional Aid will be adjusted in accordance with the regulations governing the respective programs. Please contact the Financial Planning Office for current regulations concerning these programs. Leaving the University without officially withdrawing may result in a student forfeiting all financial aid and, thus, becoming responsible for the entire balance.

## **ROOM AND BOARD REDUCTIONS**

In the event a student continues to be enrolled for classes and is approved or required by Residence Education to move

from University housing to off-campus housing during a semester there will be no charge reduction for room charges. The student moving off campus may request to have his or her meal plan terminated at that time and receive a limited pro-rata charge reduction for meals. The meal plan reduction amount will equal the percentage of the semester remaining times fifty percent times the original meal plan rate. There will not be a reduction for actual Flex Dollars spent. To have the meal plan terminated and receive this reduction the student must contact the Student Accounts Office once they have been approved to move off campus and have been officially checked out by the Office of Housing and Residence Education.

## DELINQUENT STUDENT ACCOUNTS

Students with outstanding financial obligations may be prevented from registering for the following semester. In addition, transcripts and/or diplomas will not be released until all financial obligations are satisfied. Delinquent accounts may be referred to collection agencies and/or credit bureaus. Financial obligations include, but are not limited to, student account balances, parking, disciplinary and library fines, and returned checks.

## COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences at Gardner-Webb University is composed of those departments and academic units which are home to the liberal arts (arts, humanities, natural and social sciences). As the intellectual heart of the university, the College promotes interdisciplinary learning, global understanding, communication skills and the promotion of critical thinking and discovery, all in the context of Christian faith. The College also seeks to create a challenging intellectual environment that enhances individual growth, supports service and leadership, and encourages creative endeavors that augment human knowledge and understanding.

The College is made up of the following academic units.

- Department of Communication & New Media
- Department of English Language and Literature
- Department of Health, Sport, and Physical Education
- Department of Mathematical Sciences
- Department of Natural Sciences
- Department of Public Service
- Department of Religious Studies and Philosophy
- Department of Social Sciences
- Department of World Languages, Literatures, and Cultures
- The School of Performing and Visual Arts
- Department of Music
- Department of Theatre Arts

Department of Visual Arts  
The School of Psychology and Counseling

## DEPARTMENT OF COMMUNICATION & NEW MEDIA

*Department Chair: B. Carey*

### FACULTY

*Professors: B. Carey, J. Webb*

*Associate Professors: A. Bridges, L. Luedeman*

*Instructor: J. Powell*

### MISSION STATEMENT

In support of the university mission, the Department of Communication & New Media provides its graduates with a strong academic background in critical thinking and basic communication skills, along with extensive experience-based preparation for work in media-related professions.

### MAJOR FIELDS OF STUDY

The department offers three majors leading to the Bachelor of Arts degree.

- Communication Studies
- Graphic Design
- Journalism

The department offers a program of study leading to the Associate of Arts degree.

- Graphic Design

### MINOR FIELDS OF STUDY

- Communication Studies
- Graphic Design
- Journalism

The Department of Communication & New Media requires all majors and minors to complete an internship associated with their concentrations consisting of **a minimum 180 hours of off-campus, professionally-supervised work**. Typically, internships are completed in businesses, government agencies or offices, radio and television stations, networks, cable companies, newspapers, photography studios, Internet service providers, or other professional organizations as appropriate to the student's academic and career goals approved in advance by the chair. **Students are expected to apply for and acquire their own internship placement.** Students may and are encouraged to take two internships towards their degree requirements.

The Department **requires all majors and minors to purchase an Apple iPad**. The iPad will be utilized in courses and students should have them before beginning their first course. **The minimum requirement for the iPad is listed on the department webpage.** Additionally, the Department of Communication & New Media uses the Apple Mac platform in

the computer lab and for teaching production-based courses. All department coursework will be taught using software designed for the Mac. In the communication industry, it is the standard computer platform, especially in graphics, photography, and video.

Students who major in in any of the degrees offered by the Department of Communication & New Media are encouraged to consider purchasing a Mac for their personal computer use. For computer recommendations, please see a Communication & New Media faculty member.

All students must purchase a 1TB or larger G-Tech hard drive, from the campus shop, for production coursework. This allows students to protect their work from accidental loss in the computer lab and will allow them to accumulate work that can be used in their portfolio.

## COMMUNICATION STUDIES

<b>REQUIRED MAJOR HOURS</b>	<b>39</b>
<b>REQUIRED MINOR HOURS</b>	<b>NONE</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>39</b>
<b>PRESCRIBED COURSES ATTAINABLE IN GEN ED:</b>	<b>NONE</b>

## STUDENT LEARNING OUTCOMES

Students majoring in Communication Studies will:

1. demonstrate an understanding and appreciation of audio, written, and visual communication;
2. demonstrate an understanding of the theoretical foundations of Communication;
3. demonstrate an understanding of the legal and ethical foundations of Communication; and
4. demonstrate adequate entry-level professional skills in the chosen area of concentration.

## CONCENTRATIONS

The Communication Studies Major concentration must be selected from one of the following areas.

Photography  
Video and Film  
Public Relations

### REQUIRED MAJOR HOURS

COMM 220 Digital Media Convergence	3
COMM 310 Digital Media Writing	3
COMM 320 Media Operations and Management	3
COMM 380 Communication Theory	3
COMM 480 Legal and Ethical Issues in Mass Media	3

### PHOTOGRAPHY (24-HOUR CONCENTRATION)

COMM 255 Photography	3
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COMM 256 Intermediate Photography	3
COMM 351 Commercial Photography	3
COMM 370 Introduction to Computer Graphics	3
COMM 459 Portfolio	3
COMM 491 Internship	3

### CHOOSE TWO OF THE FOLLOWING

COMM 375 Layout and Design	3
COMM 451 Imaging Technologies	3
COMM 472 Web Publishing	3
JOUR 355 Photojournalism	3

### PUBLIC RELATIONS (24-HOUR CONCENTRATION)

COMM 313 Principles of Public Relations	3
COMM 314 Public Relations Copywriting	3
COMM 315 Public Relations Techniques	3
COMM 370 Introduction to Computer Graphic	3
COMM 449 Public Relations Portfolio	3
COMM 491 Internship	3
MRKT 300 Marketing	3

### CHOOSE ONE OF THE FOLLOWING

COMM 255 Photography	3
COMM 285 Communication in Sport	3
COMM 375 Layout and Design	3
COMM 417 The Kennedys' Use of Media and PR	3
MRKT 304 Advanced Marketing	3

### VIDEO AND FILM (24-HOUR CONCENTRATION)

COMM 238 Announcing	3
COMM 342 Audio Production	3
COMM 360 Intro to Digital Video and Non-linear Editing	3
COMM 370 Introduction to Computer Graphics	3
COMM 460 Intermediate Digital Video and Non-linear Editing	3
COMM 469 Video and Film Portfolio	3
COMM 491 Internship	3
Any three-hour COMM elective	3

### TOTAL REQUIRED MAJOR HOURS **39**

### TOTAL PROGRAM HOURS **39**

NOTE: HONR 400 and/or HONR 401 may be used to fulfill three hours of the concentration requirement.

## GRAPHIC DESIGN

<b>REQUIRED MAJOR HOURS</b>	<b>42</b>
<b>REQUIRED MINOR HOURS</b>	<b>NONE</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>12</b>
<b>TOTAL PROGRAM HOURS</b>	<b>54</b>

**PRESCRIBED COURSES ATTAINABLE  
IN GEN ED: NONE**

**STUDENT LEARNING OUTCOMES**

Students majoring in Graphic Design will:

1. demonstrate an understanding and appreciation of visual communication;
2. demonstrate an understanding of the theoretical foundations of Design and Communication;
3. demonstrate an understanding of the legal and ethical foundations of Communication; and
4. demonstrate adequate entry-level professional skills in graphic design.

**REQUIRED MAJOR HOURS**

COMM 220 Digital Media Convergence	3
COMM 255 Photography	3
COMM 310 Digital Media Writing	3
COMM 320 Media Operations and Management	3
COMM 370 Introduction to Computer Graphics	3
COMM 375 Graphic Design and Publication	3
COMM 380 Communication Theory	3
COMM 451 Imaging Technologies	3
COMM 470 Advanced Computer Graphics	3
COMM 472 Web Publishing	3
COMM 475 Color and Typography	3
COMM 479 Graphic Design Portfolio	3
COMM 480 Legal and Ethical Issues in Mass Media	3
COMM 491 Internship	3

**TOTAL REQUIRED MAJOR HOURS 42**

**ADDITIONAL HOURS REQUIRED**

ARTS 200 2-D Design	3
MRKT 302 Consumer Behavior	3
MRKT 304 Advertising and Promotion	3

**CHOOSE ONE OF THE FOLLOWING**

ARTS 210 Drawing I	3
ARTS 260 Painting I	3
ARTS 220 3-D Design	3

**TOTAL ADDITIONAL HOURS REQUIRED 12**

**TOTAL PROGRAM HOURS 54**

NOTE: HONR 400 and/or HONR 401 may be used to fulfill three hours of the degree requirement.

**JOURNALISM**

<b>REQUIRED MAJOR HOURS</b>	<b>39</b>
<b>REQUIRED MINOR HOURS</b>	<b>15-20</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>

**TOTAL PROGRAM HOURS**

**54-59**

**PRESCRIBED COURSES ATTAINABLE  
IN GEN ED: NONE**

**STUDENT LEARNING OUTCOMES**

Students will demonstrate:

1. an understanding of the social responsibilities of a free press;
2. a full range of writing and editing processes and apply those skills in both print and non-print media; and
3. practical skills in information gathering and reporting by covering special events and designated news beats.

**CONCENTRATIONS**

The Journalism Major concentration must be selected from one of the following areas.

Broadcast Journalism  
News Editorial  
Photojournalism

**REQUIRED MAJOR HOURS**

COMM 220 Digital Media Convergence	3
COMM 310 Digital Media Writing	3
COMM 320 Media Operations and Management	3
COMM 380 Communication Theory	3
COMM 480 Legal and Ethical Issues in Mass Media	3

**BROADCAST JOURNALISM (24-HOUR  
CONCENTRATION)**

COMM 238 Announcing	3
COMM 360 Intro to Digital Video and Non-linear Editing	3
COMM 370 Introduction to Computer Graphics	3
COMM 460 Intermediate Digital Video	3
JOUR 317 Reporting	3
COMM 469 Video and Film Portfolio	3
JOUR 491 Internship	3

**CHOOSE ONE OF THE FOLLOWING**

COMM 342 Audio Production	3
COMM 400 Special Topics in Communication	3
JOUR 400 Special Topics in Journalism	3

**NEWS EDITORIAL**

**(24-HOUR CONCENTRATION)**

JOUR 201 Student Newspaper Staff*	1
JOUR 317 Reporting	3
JOUR 318 Editing	3
JOUR 491 Internship	3
COMM 255 Photography	3



COMM 370 Introduction to Computer

Graphics 3

*\* JOUR 201 is a one-hour course that must be taken three times for a total of three credit hours. The student may enroll in this course as often as is desired; however, no more than three credit hours will be applied toward the concentration.*

**CHOOSE SIX HOURS FROM THE FOLLOWING**

COMM 360 Intro to Digital Video and

Non-Linear Editing 3

COMM 375 Graphic Design and Publication 3

JOUR 303 Newspaper Editorial Staff I 1

JOUR 355 Photojournalism 3

JOUR 403 Newspaper Editorial Staff II 2

**PHOTOJOURNALISM**

**(24-HOUR CONCENTRATION)**

COMM 255 Photography 3

COMM 256 Intermediate Photography 3

COMM 360 Intro to Digital Video and

Non-linear Editing 3

COMM 370 Introduction to Computer

Graphics 3

JOUR 355 Photojournalism 3

JOUR 450 Documentary Photography 3

JOUR 459 Portfolio 3

JOUR 491 Internship 3

**TOTAL REQUIRED MAJOR HOURS 39**

**REQUIRED MINOR HOURS**

Any University minor may be applied. 15-20

**TOTAL REQUIRED MINOR HOURS 15-20**

**TOTAL PROGRAM HOURS 54-59**

**ASSOCIATE OF ARTS IN GRAPHIC DESIGN**

**REQUIRED MAJOR HOURS 30**

**REQUIRED MINOR HOURS NONE**

**ADDITIONAL PROGRAM HOURS NONE**

**TOTAL PROGRAM HOURS 36**

**PRESCRIBED COURSES ATTAINABLE**

**IN GEN ED: NONE**

**STUDENT LEARNING OUTCOMES**

Graduates of the Associate of Arts degree in Graphic Design will:

1. demonstrate an understanding and appreciation of visual communication;
2. demonstrate an understanding of the legal and ethical foundations of Communication; and
3. demonstrate adequate entry-level professional skills in graphic design.

**GENERAL EDUCATION COURSE REQUIREMENTS (36 CREDIT HOURS)**

ENGL 101 3

ENGL 102 3

COMM 233 3

RELI 300 or RELI 301 3

DIMS 111 and 112 1

HIST 101 3

HIST 102 3

UNIV 111 3

HLED 221 or PSYC 201 3

Any PHED Activity Course 1

ART 225, MUS 225, or THEA 235 3

Science (Life or Physical) 4

MATH 105 3

**REQUIRED MAJOR HOURS**

COMM 220 Digital Media Convergence 3

COMM 255 Photography 3

COMM 310 Digital Media Writing 3

COMM 370 Introduction to

Computer Graphics 3

COMM 375 Graphic Design and

Publication 3

COMM 451 Imaging Technologies 3

COMM 470 Advanced Computer

Graphics 3

COMM 472 Web Publishing 3

COMM 480 Legal and Ethical Issues

in Mass Media 3

COMM 491 Internship 3

**TOTAL REQUIRED MAJOR HOURS 30**

**TOTAL PROGRAM HOURS 66**

**COMMUNICATION STUDIES MINOR (18 HOURS)**

COMM 220 Digital Media Convergence 3

COMM 310 Digital Media Writing 3

COMM 480 Legal and Ethical Issues in

Mass Media 3

COMM Electives 9

**GRAPHIC DESIGN MINOR (18 HOURS)**

COMM 220 Digital Media Convergence 3

COMM 370 Introduction to Computer Graphics 3

COMM 480 Legal and Ethical Issues in

Mass Media 3

COMM Electives 9

**JOURNALISM MINOR (18 HOURS)**

COMM 220 Digital Media Convergence 3

COMM 310 Digital Media Writing 3

COMM 480 Legal and Ethical Issues in

Mass Media 3

JOUR Electives 9

# DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

*Department Chair: J. Buckner*

## FACULTY

*Professors: F. Bonner, C. Davis, C. Duffus, S. Hartman,  
J. Hobbs, J. Land*

*Associate Professors: N. Bottoms, J. Buckner, S. Stuart*

*Assistant Professor: K. Randle*

*Instructors: H. Allford, M. Duffus*

## MISSION STATEMENT

The mission of the Department of English Language and Literature is to foster meaningful intellectual thought, critical analysis, and spiritual challenge through the study of composition and rhetoric, literature, creative writing, and linguistics.

## MAJOR FIELDS OF STUDY

English

Emphasis in Literature, General Writing,  
Professional Writing, or Creative Writing

English Education

## MINOR FIELDS OF STUDY

English

Writing

The English major is designed to enable students to become formidable thinkers, textual analysts, and writers. Our graduates include successful college instructors, novelists, professional writers, attorneys, bankers, and editors.

Students will complete Senior Exit Interview requirements in the final semester of coursework.

## STUDENT LEARNING OUTCOMES

1. Communicate and compose effectively;
2. Analyze the purposes of language in various forms;
3. Demonstrate fluency composing rhetorically appropriate texts with a variety of print and digital technologies; and
4. Demonstrate effective research and information literacy skills.

## REQUIRED MAJOR HOURS (LITERATURE EMPHASIS)

ENGL 201 Introduction to English Studies	3
ENGL 391 Workshop in English I	2
ENGL 471 Critical Approaches to Literature	3
ENGL 491 Workshop in English II	2

### B1: EARLY BRITISH LITERATURE (CHOOSE ONE)\*

ENGL 211 British Literature Survey I	3
ENGL 311 Medieval Literature	3
ENGL 312 British Literature 1550-1660	3

ENGL 314 British Restoration and 18th Century Literature	3
ENGL 411 Seminar in British Literature (topic dependent)	3

### B2: LATER BRITISH LITERATURE (CHOOSE ONE)\*

ENGL 212 British Literature Survey II	3
ENGL 315 British Romanticism	3
ENGL 316 Victorian Literature	3
ENGL 331 Modern British and American Literature	3
ENGL 375 Studies in the British Novel	3
ENGL 411 Seminar in British Literature (topic dependent)	3
ENGL 413 Shakespeare	3

### A1: EARLY AMERICAN LITERATURE (CHOOSE ONE)\*

ENGL 231 American Literature Survey I	3
ENGL 333 Foundations of American Culture	3
ENGL 335 Faces of Southern Literature	3
ENGL 339 Topics in American Literature (topic dependent)	3
ENGL 373 Studies in Folklore	3
ENGL 377 Studies in the American Novel (topic dependent)	3
ENGL 431 Seminar in American Literature (topic dependent)	3

### A2: LATER AMERICAN LITERATURE (CHOOSE ONE)\*

ENGL 232 American Literature Survey II	3
ENGL 331 Modern British and American Literature	3
ENGL 339 Topics in American Literature (topic dependent)	3
ENGL 377 Studies in the American Novel (topic dependent)	3
ENGL 431 Seminar in American Literature (topic dependent)	3
ENGL 434 African American Literature	3

### W: WORLD LITERATURE (CHOOSE ONE)

ENGL 354 Mythology	3
ENGL 356 Literature and Colonization	3
ENGL 357 Caribbean Literature	3
ENGL 359 Topics in World Literature	3

*\*At least one of the B courses and one of the A courses must be at or above the 300 level.*

## DEPARTMENTAL ELECTIVES

Choose fourteen non-General Education hours of  
other English courses

14

**TOTAL REQUIRED MAJOR HOURS 39**

## REQUIRED MAJOR HOURS (WRITING EMPHASIS)

Students choosing an English major with a writing emphasis can choose from one of three concentrations: general writing, professional writing, or creative writing.

## REQUIRED MAJOR HOURS (GENERAL WRITING EMPHASIS)

ENGL 201 Introduction to English Studies	3
ENGL 301 Advanced Composition	3
ENGL 391 Workshop in English I	2
ENGL 491 Workshop in English II	2
ENGL 491 Internship in Writing	3
ENGL 494 Portfolio	1

### CHOOSE THREE OF THE FOLLOWING

ENGL 203 Newswriting	3
ENGL 303 Professional Writing	3
ENGL 305 Creative Writing	3
ENGL 306 Poetry Writing	
ENGL 307 Topics in Creative Writing	3
ENGL 309 Fiction Writing	3
ENGL 409 Feature Writing	3
COMM 310 Techniques of Media Writing	3
15 hours of any remaining ENGL, 6 hours of which must be from 300-400 level literature courses	15

### CHOOSE ONE OF THE FOLLOWING

ENGL 204 Literary Magazine Staff	1
JOUR 201 Student Newspaper Staff	1
JOUR 303 Newspaper Editorial Staff	1

**TOTAL REQUIRED MAJOR HOURS** **39**

## REQUIRED MAJOR HOURS (PROFESSIONAL WRITING EMPHASIS)

ENGL 201 Introduction to English Studies	3
ENGL 203 Newswriting	3
ENGL 301 Advanced Composition	3
ENGL 303 Professional Writing	3
ENGL 391 Workshop in English I	2
ENGL 409 Feature Writing	3
ENGL 491 Workshop in English II	2
ENGL 493 Internship in Writing	3
ENGL 494 Portfolio	1

### CHOOSE ONE OF THE FOLLOWING

ENGL 204 Literary Magazine Staff	1
JOUR 201 Student Newspaper Staff	1
JOUR 303 Newspaper Editorial Staff	1
15 hours of any remaining ENGL, 6 hours of which must be from 300-400 level literature courses	15

**TOTAL REQUIRED MAJOR HOURS** **39**

## REQUIRED MAJOR HOURS (CREATIVE WRITING EMPHASIS)

ENGL 201 Introduction to English Studies	3
ENGL 204 Literary Magazine Staff	1
ENGL 301 Advanced Composition	3
ENGL 305 Creative Writing	3
ENGL 306 Poetry Writing	3
ENGL 309 Fiction Writing	3
ENGL 391 Workshop in English I	2
ENGL 471 Critical Approaches to Literature	3
ENGL 491 Workshop in English II	2
ENGL 494 Portfolio	1
15 hours of any remaining ENGL, 6 hours of which must be from 300-400 level literature courses	15

**TOTAL REQUIRED MAJOR HOURS** **39**

**TOTAL PROGRAM HOURS** **39**

## ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete ENGL 101 and 102; HIST 101 and 102; and a foreign language through the Intermediate I level (201).

## ENGLISH WITH TEACHER LICENSURE

**REQUIRED MAJOR HOURS** **40**

**REQUIRED MINOR HOURS** **27**

**TOTAL PROGRAM HOURS** **67**

## **PRESCRIBED COURSES ATTAINABLE IN GEN ED: NONE**

The English with Teacher Licensure Major prepares graduates to meet all requirements for certification to teach high school English in North Carolina.

Students will complete Senior Exit Interview requirements in the final semester of coursework.

## LEARNING GOALS

To enable students to:

1. Think, read, and write independently and critically;
2. Communicate effectively;
3. Construct philosophical frameworks and pedagogical practices that acknowledge the complexities of literacy in the twenty-first century;
4. Demonstrate the knowledge and use of the function, the influence, and the diversity of language; and
5. Demonstrate a commitment to reflective practices and lifelong professional learning.

## STUDENT LEARNING OUTCOMES

1. Communicate and compose effectively in a variety of situations;
2. Analyze the purposes of language in various contexts and forms: reading, writing, speaking, listening, and viewing;
3. Demonstrate fluency with digital technologies;
4. Manage a classroom with a linguistically and culturally diverse population; and
5. Be a self-educating and proactive teacher and learner.

## REQUIRED MAJOR HOURS

ENGL 201 Introduction to English Studies	3
ENGL 363 Structure of the English Language	3
ENGL 364 Language and Literacy through the 21st century	3
ENGL 391 Workshop in English I	2
ENGL 413 Shakespeare	3
ENGL 471 Critical Approaches to Literature	3
ENGL 475 Young Adult Literature	3
ENGL 483 Teaching of Writing	3
ENGL 491 Workshop in English II	2

### A1: EARLY AMERICAN LITERATURE (CHOOSE ONE)

ENGL 231 American Literature Survey I	3
ENGL 333 Foundations of American Culture	3
ENGL 335 Faces of Southern Literature	3
ENGL 339 Topics in American Literature (topic dependent)	3
ENGL 373 Studies in Folklore	3
ENGL 377 Studies in the American Novel (topic dependent)	3
ENGL 431 Seminar in American Literature (topic dependent)	3

### A2: LATER AMERICAN LITERATURE (CHOOSE ONE)

ENGL 232 American Literature Survey II	3
ENGL 331 Modern British and American Literature	3
ENGL 339 Topics in American Literature (topic dependent)	3
ENGL 377 Studies in the American Novel (topic dependent)	3
ENGL 431 Seminar in American Literature (topic dependent)	3
ENGL 434 African American Literature	3

### B2: LATER BRITISH LITERATURE (CHOOSE ONE)

ENGL 211 British Literature Survey II	3
ENGL 315 British Romanticism	3

ENGL 316 Victorian Literature	3
ENGL 331 Modern British and American Literature	3
ENGL 375 Studies in the British Novel	3
ENGL 411 Seminar in British Literature (topic dependent)	3
ENGL 413 Shakespeare	3

### W1: WORLD LITERATURE CATEGORY ONE (CHOOSE ONE)

ENGL 251 World Literature Survey I	3
ENGL 252 World Literature Survey II	3
ENGL 354 Mythology	3

### W2: WORLD LITERATURE CATEGORY TWO (CHOOSE ONE)

ENGL 356 Literature and Colonization	3
ENGL 357 Caribbean Literature	3
ENGL 359 Topics in World Literature	3

**TOTAL REQUIRED MAJOR HOURS 40**

## REQUIRED MINOR HOURS

### Professional Education Minor

EDUC 250 Teaching in the 21st century	4
EDUC 350 Diverse Populations in 21st Century Schools	4
EDUC 450 Student Teaching	12
ENGL 481 Classroom Management and Methods in Teaching English	4
PSYC 303 Educational Psychology	3

**TOTAL REQUIRED MINOR HOURS 27**

**TOTAL PROGRAM HOURS 65**

## SECOND MAJOR IN ENGLISH

A student seeking a second major in the Department of English Language and Literature should complete any 30 hours of coursework in English beyond any general studies requirements in English. No more than nine hours of ENGL 200-level literature survey courses may be used.

## ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete ENGL 101 and 102; HIST 101 and 102; and a foreign language through the Intermediate I level (201).

## ENGLISH MINOR (15 HOURS)

ENGL Electives 15

*Elective hours must be beyond the General Education requirements. No more than three hours of ENGL 200-level literature survey courses may be used.*

## WRITING MINOR (15-16 HOURS)

ENGL 301 Advanced Composition	3
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## TWELVE-THIRTEEN HOURS FROM THE FOLLOWING

ENGL 201 Introduction to English Studies	3
ENGL 203 Newswriting	3
ENGL 303 Professional Writing	3
ENGL 305 Creative Writing	3
ENGL 306 Poetry Writing	3
ENGL 307 Topics in Creative Writing	3
ENGL 309 Fiction Writing	3
ENGL 409 Feature Writing	3

*Elective hours must be beyond the General Education requirements. No more than three hours of ENGL 200-level literature survey courses may be used.*

## DEPARTMENT OF HEALTH, SPORT, AND PHYSICAL EDUCATION

*Department Chair: K. Baker*

### FACULTY

*Professors: K. Baker, F. Burch, J. Tubbs, D. Ware*

*Associate Professor: S. Snyder*

*Instructor: S. McNeely*

### MISSION STATEMENT

Within the context of a Christian liberal arts education, the mission of the Department of Health, Sport, and Physical Education is to promote the understanding, the appreciation, and the advocacy of healthy, physically-active lifestyles; and to academically prepare students for relevant positions of instruction, leadership and service.

### MAJOR FIELDS OF STUDY

Physical Education/Health Education with  
Teacher Licensure

Sport Education

### MINOR FIELD OF STUDY

Recreation

## PHYSICAL EDUCATION/HEALTH EDUCATION WITH TEACHER LICENSURE

REQUIRED MAJOR HOURS	42
REQUIRED MINOR HOURS	22
<b>TOTAL PROGRAM HOURS</b>	<b>64</b>

### PRESCRIBED COURSES ATTAINABLE IN GEN ED: HLED 221, AND BIOL 101

This is a dual-licensure program that prepares a student to become a professional educator at any grade level, K-12.

### STUDENT LEARNING OUTCOMES

1. Candidates demonstrate an understanding of physical education content knowledge, physical

education curriculum models, whole-of-school physical activity programming and scientific foundations for the delivery of an effective physical education program;

2. Candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness;
3. Candidates demonstrate acquisition of functional health knowledge and proficiency in health-related skills for the purpose of enhancing healthy behaviors in learners;
4. Candidates engage students in meaningful learning experiences through effective use of pedagogical skills;
5. Candidates apply content and programming knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and national standards and grade-level outcomes through the effective use of resources, accommodations and/or modifications, and technology to address the diverse needs of all students;
6. Candidates use multiple methods of assessment to measure students' knowledge acquisition and skill proficiency; and
7. Candidates engage in ongoing professional learning and activities that improve student learning and advance the profession.

In order to be admitted into Teacher Education, students seeking dual licensure in Physical Education and Health Education are required to obtain minimum scores on Praxis I. Minimum scores are required on Praxis II Subject Assessment in order to be recommended for North Carolina teaching licensure. The candidate is referred to the Teacher Education Handbook for additional requirements.

Enrollment in any of the department's professional classes is limited to students having declared the intent to major or minor in one of the department's courses of study. Exceptions to this policy can be granted only by the department chair or the course instructor.

### REQUIRED MAJOR HOURS

PHED 211 Introduction to Health, Sport, and Physical Education	3
PHED 235 Motor Learning	3
PHED 301 Elementary School Physical Education	3
PHED 331 Creative Movement	3
PHED 341 Theory and Techniques of Team Sports	3

PHED 342 Theory and Techniques of Individual and Dual Sports	3
PHED 402 Physical Education for Diverse Populations	3
PHED 407 Scientific Principles for Physical Education and Sport Pedagogy	3
PHED 408 Organization and Administration of Physical Education and Athletics	3
PHED 409 Tests and Measurements	3
HLED 226 Health Education for the School Health Educator	3
HLED 320 Comprehensive Health Education	3
HLED 321 Teaching Methods for Health Education	3
EXSI 335 Kinesiology	3
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>42</b>

## REQUIRED MINOR HOURS

### Professional Education Minor

EDUC 250 Teaching in the 21st century	4
EDUC 450 Student Teaching	12
PSYC 303 Educational Psychology	3
PHED 432 Seminar for Physical Educators and Health Educators*	3
<b>TOTAL REQUIRED MINOR HOURS</b>	<b>22</b>
<b>TOTAL PROGRAM HOURS</b>	<b>64</b>

\*PHED 432 must be taken in the semester prior to student teaching.

Each student is required to complete BIOL 101 Human Biology and HLED 221 Dimensions of Personal Health in the General Education Curriculum.

The student must present a current CPR/First Aid certification card as a course requirement for PHED 432 Seminar for Physical Educators and Health Educators. The card must be current through the student teaching semester.

Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program. All candidates must be fully admitted into the Teacher Education Program a minimum of two full semesters prior to the semester in which they student teach. Ideally, students should interview no later than the end of the first semester of the junior year.

Students achieve candidate status by being admitted into Teacher Education. Students are referred to the Teacher Education Handbook for admission requirements.

The PHED program at Gardner-Webb University is state approved by the North Carolina State Board of Education.

## SPORT EDUCATION

<b>REQUIRED MAJOR HOURS</b>	<b>39</b>
<b>REQUIRED MINOR HOURS</b>	<b>NONE</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>39</b>

### PRESCRIBED COURSES ATTAINABLE

#### IN GEN ED: BIOL 101 AND HLED 221

The focus of the Sport Education program is on developing the knowledge and skills needed to become successful sport instructors and coaches.

## STUDENT LEARNING OUTCOMES

1. Students will know the physiological and psychological processes required for efficient sport performances;
2. Students will master the correct fundamental skills requisite for a variety of sport performances;
3. Students will be able to assess and evaluate the performance of others, both cognitive and physical;
4. Students will be able to effectively facilitate learning in sport settings;
5. Students will be able to establish a positive environment for a diverse population of students; and
6. Students will be able to maintain a safe environment, and will possess the skills to provide appropriate first aid.

## REQUIRED MAJOR HOURS

PHED 211 Introduction to Health, Sport, and Physical Education	3
PHED 235 Motor Learning	3
PHED 336 Theory and Techniques of Coaching	3
PHED 341 Theory and Techniques of Team Sports	3
PHED 342 Theory and Techniques of Individual and Dual Sports	3
PHED 401 Psychology of Sport and Physical Activity	3
PHED 402 Physical Education for Diverse Populations	3
PHED 407 Scientific Principles for Physical Education and Sport Pedagogy	3
PHED 408 Organization and Administration of Physical Education and Athletics	3
PHED 409 Tests and Measurements	3
HLED 323 First Aid/CPR with Instructor Certification	3
EXSI 335 Kinesiology	3

SPED 450 Practical Experience in Sport Instruction	3
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>39</b>
<b>TOTAL PROGRAM HOURS</b>	<b>39</b>

Each student is required to complete BIOL 101 Human Biology in the General Education curriculum; PHED 407 Scientific Principles for Physical Education and Sport Pedagogy has a prerequisite of BIOL 101 Human Biology; SPED 450 Practical Experience in Sport Instruction cannot be taken until the final semester of program coursework.

## ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All department majors, including those transferring under the Comprehensive Articulation Agreement, must complete HLED 221 Dimensions of Personal Health as part of the General Education curriculum.

## RECREATION MINOR (18-20 HOURS)

The student must have an overall "C" average on all work counted toward the minor. The following courses are required.

PHED 400 Community Recreation Programs	3
PHED 408 Organization and Administration of PE and Athletics	3
PHED 310 Outdoor Education	3
PHED 336 Theory and Techniques of Coaching	3
<b>SIX-EIGHT HOURS FROM THE FOLLOWING</b>	
PHED 331 Creative Movement	3
PHED 341 Theory and Techniques of Team Sports	3
PHED 342 Theory and Techniques of Individual and Dual Sports	3
PHED 402 Physical Education for Diverse Populations	3
PHED 303 Intramurals	3
PHED 309 Officiating	2

## LEADERS PROGRAM OF PROFESSIONAL EXCELLENCE

All majors within the Department of Health, Sport, and Physical Education at Gardner-Webb University are expected to obtain a leadership certification for the LEADERS Program of Professional Excellence. LEADERS is an acronym used to categorize an array of academic and professional knowledge, skills and abilities (KSA's) in the categories of: Leadership, Ethics, Academics and Professional Roles, Diversity, Etiquette and Professional Disposition, Religion and Philosophy, and Service learning and Community Outreach.

Students collect evidence that demonstrates competence in each area and compile it in the form of an electronic portfolio.

Competence will be achievable through the completion of assignments embedded within the program of study.

Candidates' attainment of competency will be assessed and approved by full-time faculty members of the Department of Health, Sport, and Physical Education. Each submission must include appropriate documentation along with a written reflection. A final, formal presentation will be given by the student.

Students who successfully complete the LEADERS program will receive a designation on their official transcript.

\*See the **Department of Health, Sport, and Physical Education** website and/or handbook for detailed guidelines for submission.

## DEPARTMENT OF MATHEMATICAL SCIENCES

*Department Chair: J. Willis*

### FACULTY

*Professors: R. Bass, M. Mystkowski, O. Poliakova*

*Associate Professor: J. Willis*

*Assistant Professors: T. Hoyle, J. Johnson*

*Instructor: T. Moore*

### MISSION STATEMENT

The mission of the Department of Mathematical Sciences is to contribute to superior undergraduate education and to prepare its graduates to make significant contributions for God and humanity by emphasizing the quantitative and analytical reasoning skills of a liberal arts based education in a Christian community of faith and learning.

### MAJOR FIELDS OF STUDY

The department offers three majors leading to the Bachelor of Science degree:

- Mathematics
- Mathematics with Teacher Licensure
- Computer Science

### MINOR FIELDS OF STUDY

- Mathematics
- Computer Science

## MATHEMATICS

<b>REQUIRED MAJOR HOURS</b>	<b>36</b>
<b>REQUIRED MINOR HOURS</b>	<b>15-20</b>
<b>ADDITIONAL HOURS REQUIRED</b>	<b>3</b>
<b>TOTAL PROGRAM HOURS</b>	<b>54-59</b>
<b>PRESCRIBED COURSES ATTAINABLE IN GEN ED: MATH 151, PHYS 203</b>	

## MISSION STATEMENT

The mission of the Mathematics major is to provide a high quality foundation in the core concepts of the traditional and the modern elements of higher mathematics; to produce graduates with high-level problem solving and decision-making skills; to prepare them for further learning in the discipline; and to prepare the graduates to make significant contributions for God and humanity by teaching them how to use clear, systematic quantitative and analytical reasoning skills.

## STUDENT LEARNING OUTCOMES

Students graduating in Mathematics will have:

1. Demonstrated computational proficiency throughout the elements of modern mathematics;
2. Integrated threads from various branches of mathematics;
3. Proven the foundational theoretical results of algebra, analysis, geometry and number theory; and
4. Communicated complex mathematics in both written and oral forms.

The General Education requirements must be satisfied; the Quantitative Dimension must be satisfied with MATH 151 with a minimum grade of "C." The Dimension of Scientific Inquiry must be satisfied with PHYS 203.

## REQUIRED MAJOR HOURS

MATH 152 Calculus II	4
MATH 230 Foundations of Higher Mathematics	3
MATH 251 Calculus III	4
MATH 325 Statistics and Data Analysis	3
MATH 331 Linear Algebra	3
MATH 351 Differential Equations	3
MATH 352 Advanced Calculus	3
MATH 404 Modern Abstract Algebra	3
MATH 490 Writing in the Discipline I	2
MATH 491 Writing in the Discipline II	2
Any Other Math Course Numbered Above MATH 300 (except MATH 311)	3
Any Other Math Course Numbered Above MATH 400	3

**TOTAL REQUIRED MAJOR HOURS** **36**

## REQUIRED MINOR HOURS

A University-approved minor or additional study in an approved concentration within the mathematical sciences is required.	15-20
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**TOTAL REQUIRED MINOR HOURS** **15-20**

## ADDITIONAL REQUIRED HOURS

CISS 201 Programming Language I	3
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<b>TOTAL ADDITIONAL REQUIRED HOURS</b>	<b>3</b>
<b>TOTAL PROGRAM HOURS</b>	<b>51-56</b>

## CONCENTRATION AREAS

### PURE MATH

MATH 303 Modern College Geometry	3
MATH 332 Linear Algebra II	3
MATH 405 Modern Abstract Algebra II	3
MATH 412 Elementary Real Analysis	3
MATH 421 Probability Theory	3
MATH 441 Functions of a Complex Variable	3

**TOTAL CONCENTRATION HOURS** **18**

### ACTUARIAL MATH

MATH 421 Probability Theory	3
MATH 422 Statistical Inference	3
FINC 320 Risk Management and Insurance	3
ECON 303 Intermediate Microeconomics I	3
ECON 402 Managerial Economics	3

**TOTAL CONCENTRATION HOURS** **15**

### COMPUTATIONAL SCIENCE

PHYS 204 General Physics for Scientists and Engineers II	4
CISS 202 Programming Language II	3
MATH 332 Linear Algebra II	3
MATH 370 Numerical Methods	3
MATH 412 Elementary Real Analysis	3

**TOTAL CONCENTRATION HOURS** **16**

For each concentration area, six hours can be applied to elective categories in the major.

A minimum grade of "C" is required for each course in a concentration area.

## ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete PHYS 203 as part of the General Education curriculum.

## MATHEMATICS WITH TEACHER LICENSURE

<b>REQUIRED MAJOR HOURS</b>	<b>36</b>
<b>REQUIRED MINOR HOURS</b>	<b>29</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>65</b>

### PRESCRIBED COURSES ATTAINABLE IN GEN ED: PHYS 203, MATH 151

Mathematics with Teacher Licensure at Gardner-Webb University is state approved by the North Carolina State Board of Education.



## MISSION STATEMENT

The mission of the Mathematics with secondary teacher licensure major is to provide a high quality foundation in the core concepts of the traditional and the modern elements of higher mathematics; to produce graduates with high-level problem solving and decision-making skills; to prepare the graduates to make significant contributions for God and humanity by teaching them how to use clear, systematic quantitative and analytical reasoning skills; and to prepare them for teaching secondary level mathematics.

## STUDENT LEARNING OUTCOMES

Students graduating in Mathematics with secondary teacher licensure will have:

1. Demonstrated computational proficiency throughout the elements of modern mathematics;
2. Integrated threads from various branches of mathematics;
3. Proven the foundational theoretical results of algebra, analysis, geometry and number theory;
4. Communicated complex mathematics in both written and oral forms; and
5. Prepared and implemented instructional plans for secondary level students reflecting current standards and practices of mathematics education.

## REQUIRED MAJOR HOURS

MATH 152 Calculus II	4
MATH 230 Foundations of Higher Mathematics	3
MATH 251 Calculus III	4
MATH 303 Modern College Geometry	3
MATH 310 Number Theory	3
MATH 318 Combinatorics	3
MATH 325 Statistics and Data Analysis	3
MATH 331 Linear Algebra	3
MATH 404 Modern Abstract Algebra	3
MATH 421 Probability Theory	3
MATH 490 Writing in the Discipline I	2
MATH 491 Writing in the Discipline II	2

**TOTAL REQUIRED MAJOR HOURS** **36**

## REQUIRED MINOR HOURS

### Professional Education Minor

EDUC 250 Teaching in the 21st century	4
EDUC 350 Diverse Populations in 21st Century Schools	4
EDUC 440 Classroom Management	3
EDUC 450 Student Teaching	12
PSYC 303 Educational Psychology	3
MAED 432 Methods of Teaching Math (9-12)	3

<b>TOTAL REQUIRED MINOR HOURS</b>	<b>29</b>
<b>TOTAL PROGRAM HOURS</b>	<b>66</b>

Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program. All candidates must be fully admitted into the Teacher Education Program a minimum of two full semesters prior to the semester in which they student teach. Ideally, students should interview no later than the end of the first semester of the junior year.

The Mathematics with Teacher Licensure Program at Gardner-Webb University is state approved by the North Carolina State Board of Education.

## COMPUTER SCIENCE

<b>REQUIRED MAJOR HOURS</b>	<b>37</b>
<b>REQUIRED MINOR HOURS</b>	<b>15-20</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>52-57</b>

### PRESCRIBED COURSES ATTAINABLE IN GEN ED: MATH 151

## MISSION STATEMENT

The mission of the computer science program is to provide a high quality liberal arts education in the art and science of computing; to ensure that the students have a solid foundation in the core concepts, equip them with problem solving and decision-making skills, and prepare them for lifelong learning in the discipline; and to prepare the graduates to make significant contributions for God and humanity by teaching them how to create and implement the latest computing technologies for the betterment of society.

## STUDENT LEARNING OUTCOMES

1. Students will be able to analyze problems and design algorithms in pseudo code;
2. For a given algorithm students will be able to write the code using Object-Oriented Approach;
3. Students will be able to analyze problems and select the appropriate data structure;
4. Students will be able to estimate running time given an algorithm;
5. Students will be able to implement and use data structures including, but not limited to, stacks, queues, lists, trees and hash tables;
6. Students will be able to analyze the problem and design the solution that conforms to the given specifications using a modeling language like UML;
7. Students will be able to write a computer program that implements the design;

8. Students will be able to develop and implement the tests needed to check if the program conforms to given specifications;
9. Students will be able to write clear system documentation and user documentation;
10. Students will be able to write research reports;
11. Students will demonstrate the ability to orally communicate ideas and concepts clearly and in an organized manner;
12. Students will be able to work effectively in teams in designing and implementing software systems and effectively manage conflicts, optimize resources and meet deadlines; and
13. Students will be able to read and assimilate technical material independently from textbooks, articles and other level-appropriate sources.

The General Education requirements must be satisfied; the Quantitative Dimension must be satisfied with MATH 151 with a minimum grade of "C." Chemistry or physics is recommended to satisfy the Dimension of Scientific Inquiry. Classes required for completing the major are as follows.

### REQUIRED MAJOR HOURS

CISS 201 Programming Language I	3
CISS 202 Programming Language II	3
CISS 281 Programming in Java OR	
CISS 285 C Programming Language	3
CISS 360 Assembly Language Programming and Architecture	3
CISS 380 Data Structures and Algorithm Analysis	3
CISS 423 Survey of Programming Languages	3
CISS 433 Database Management	3
CISS 460 Data Communications and Networking	3
CISS 471 Software Engineering	3
CISS 481 Capstone Project in Computer Science	1
MATH 311 Discrete Mathematics	3

### CHOOSE TWO OF THE FOLLOWING

CISS 350 Introduction Multimedia Processing	3
CISS 361 Operating Systems and Computer Architecture	3
CISS 375 Introduction to Computer and Network Security	3
CISS 425 Programming for Android Devices	3
CISS 426 iPhone and iPad Programming	3
CISS 440 Artificial Intelligence	3

CISS 450 Compiler Design	3
CISS 480 Topics in Computer Science	3
CISS 497, 498 Internship in Computer Science or Computer Information Systems	3
MATH 370 Numerical Methods	3

**TOTAL REQUIRED MAJOR HOURS 37**

### REQUIRED MINOR HOURS

A UNIVERSITY-APPROVED MINOR OR ONE OF THE CONCENTRATION AREAS LISTED BELOW IS REQUIRED.

A mathematics minor is recommended. 15-20

**TOTAL REQUIRED MINOR HOURS 15-20**

**TOTAL PROGRAM HOURS 51-56**

### CONCENTRATION AREAS

#### PURE COMPUTER SCIENCE

MATH 152 Calculus II	4
MATH 331 Linear Algebra	3
PHYS 203 General Physics for Scientists and Engineers I	4
CISS 361 Operating Systems and Computer Architecture	3
CISS 440 Artificial Intelligence	3

**TOTAL CONCENTRATION HOURS 17**

#### PROGRAMMING (FOR STUDENTS INTENDING TO PURSUE A CAREER AS SOFTWARE DEVELOPERS OR SOFTWARE ENGINEERS)

MATH 105 Fundamentals of Statistics and Probability	3
PHYS 203 General Physics for Scientists and Engineers I	4
CISS 281 Programming in Java OR	
CISS 285 C Programming Language	3
CISS 425 Programming for Android Devices OR	
CISS 426 iPhone and iPad Programming	3
CISS 375 Introduction to Computer and Network Security	3

**TOTAL CONCENTRATION HOURS 16**

A minimum grade of "C" is required for each course in a concentration area.

### SECOND MAJOR

The Quantitative Dimension of the General Education curriculum must be satisfied with MATH 151 with a minimum grade of "C."

#### SECOND MAJOR IN MATHEMATICS (32 HOURS)

MATH 152 Calculus II	
MATH 230 Foundations of Higher Mathematics	

MATH 251 Calculus III  
 MATH 325 Statistics and Data Analysis  
 MATH 331 Linear Algebra  
 MATH 351 Differential Equations  
 MATH 352 Advanced Calculus  
 MATH 404 Modern Abstract Algebra  
 Any Other Math Course Numbered above  
 MATH 300 (except MATH 311)  
 Any Other Math Course Numbered above  
 MATH 400 (except MATH 445, 490, 491)

## SECOND MAJOR IN COMPUTER SCIENCE (34 HOURS)

CISS 201 Programming Language I  
 CISS 202 Programming Language II  
 CISS 281 Programming in Java OR CISS 285  
 C Programming Language  
 CISS 360 Assembly Language Programming and  
 Architecture  
 CISS 380 Data Structures and Algorithm Analysis  
 CISS 423 Survey of Programming Languages  
 CISS 433 Database Management  
 CISS 460 Data Communications and Networking  
 CISS 471 Software Engineering  
 CISS 481 Capstone Project in Computer Science  
 CISS Elective (from same choices as first major)  
 MATH 311 Discrete Math

## MATHEMATICS MINOR (17 HOURS)

MATH 151 Calculus I	4
MATH 152 Calculus II	4
MATH Electives*	9

\*At least one course must be numbered above MATH 225.

## COMPUTER SCIENCE MINOR (15 HOURS)

CISS Electives	15
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*The CISS courses taken may not include CISS 160. MATH 370 may be counted as part of the 15 hours. MATH 151 is required and may be taken as part of the General Education requirements.*

# DEPARTMENT OF NATURAL SCIENCES

Department Chair: S. Eddins

## FACULTY

Professors: B. Brooks, S. Eddins, T. Jones, D. Judge, J. Oyugi, V. Totten, T. Zehnder

Associate Professors: D. Campbell, D. Olive

Assistant Professors: S. Manahan, M. Rowe, J. Zimmer

Instructor: S. Smith

## MISSION STATEMENT

The Department of Natural Sciences provides students a firm educational foundation in both theoretical and experimental

science, and produces students with critical-thinking and problem-solving skills through meaningful in-and out-of classroom and laboratory experiences. The Department aims to prepare students for productive professional careers or for entry into graduate or professional schools. The Department of Natural Sciences strives to remain consistent with the educational mission of Gardner-Webb University by balancing an interdisciplinary science foundation with the Christian values of faith, stewardship, ethics, and social responsibility.

## MAJORS FIELD OF STUDY

The department offers two majors leading to the Bachelor of Science degree:

Biology  
 Chemistry

## MINOR FIELDS OF STUDY

Biology  
 Chemistry  
 Environmental Science  
 Forensic Science  
 General Science  
 Health Science  
 Physical Science

## BIOLOGY

REQUIRED MAJOR HOURS	30
REQUIRED MINOR HOURS	NONE
ADDITIONAL PROGRAM HOURS	16
<b>TOTAL PROGRAM HOURS</b>	<b>46</b>

**PRESCRIBED COURSES ATTAINABLE IN GEN ED:**  
**BIOL 111, CHEM 111, AND MATH 151**

## MISSION STATEMENT

We strive to provide biology majors with comprehensive and rigorous instruction in the biological sciences that extends in hierarchy from molecules, to cells, to organisms, to ecological systems, including evolutionary processes. We are dedicated to providing a learning environment where our students receive outstanding instruction and mentoring in biology within the context of a Christian liberal arts college. Our department is devoted to preparing biology majors for their career objectives following graduation in graduate or professional schools, teaching, or jobs in animal or human medicine/allied health, environmental, or other biological fields.

## STUDENT LEARNING OUTCOMES

### 1. APPLY THE SCIENTIFIC METHOD TO NATURAL PHENOMENA AND INFORMATION.

1.1 Develop testable hypotheses to explain basic chemical and physical processes; and

- 1.2 Design and conduct experiments to evaluate the testable hypotheses.
2. **IDENTIFY, ANALYZE AND APPLY KEY BIOLOGICAL TERMS AND CONCEPTS FROM MOLECULES TO CELLS TO ORGANISMS TO ECOLOGICAL SYSTEMS, INCLUDING EVOLUTIONARY PROCESSES (COMPONENTS FOR EACH BIOLOGY HIERARCHY INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING).**
- 2.1 Molecules: Describe structure and function of four biomolecule classes: lipids, proteins, carbohydrates, and nucleic acids; and
- 2.2 Cells: Describe structure and function of cell membrane and organelles, comparison of prokaryotes and eukaryotes, metabolic variety, response to stimuli (internal and external), homeostasis, and cellular reproduction, including genetics.
- 2.3 Organisms: Describe, and compare and contrast key organisms from six Kingdoms: Prokaryotes (Archaea and Eubacteria), Protista, Plants, Fungi, and Animals with respect to:
- Structure and function (physiology) of tissue, organ, and organ systems;
  - Catabolic and anabolic processes, including waste elimination;
  - Homeostasis;
  - Reproduction, differentiation, and development, including genetics; and
  - Ecological function and key interactions with the abiotic and biotic world.
- 2.4 Ecological Systems: Describe, and compare and contrast major terrestrial and aquatic ecosystems from the population, community, ecosystem levels with respect to following:
- Geographical locations, abiotic and biotic structure and components (for example, climate and biodiversity, respectively);
  - Flow of energy and nutrients;
  - Abiotic influences, such as climate and geographical relief. Biotic interactions, such as intra- and interspecific competition, dispersal, and population dynamics;
  - Vulnerability to human activities and conservation methods.
- 2.5 Evolutionary Processes: Describe and analyze key processes that cause populations to change over time with respect to individual and population genotypes and phenotypes, leading to micro- and macroevolution. Key processes that drive evolution include, but are not limited to, the following:
- Mutation;
  - Sexual reproduction;
  - Natural selection, which includes population variety, struggle for survival, and differential survival based on heritable traits;
  - Speciation mechanisms, such as pre- and post-zygotic mechanisms and spatial and temporal separation of populations; and
  - Long term geological, oceanographic, meteorological, and astronomical processes.
3. **DEMONSTRATE PROFICIENCY WITH A VARIETY OF SKILLS IN THE LABORATORY AND FIELD THAT ARE IMPORTANT TO FUNCTIONING IN BIOLOGICAL CAREERS, OR IN ADVANCED DEGREES.**
- 3.1 Because much of biology research is based on chemistry, majors will demonstrate an understanding and proficiency in key bench chemistry skills as follows:
- Gravimetric techniques;
  - Volumetric measurement and transfer;
  - Preparation of solutions;
  - Common measurements: pH, titrations; UV-Vis spectrophotometry; and
  - Common separation methods: chromatography (thin-layer).
- 3.2 Demonstrate an understanding and proficiency with some biology-specific biology lab skills:
- Microscopy;
  - Electrophoresis; and
  - Dissection.
- 3.3 Demonstrate an understanding and proficiency with some biology-specific field skills:
- Taxonomic identification; and
  - Population sampling.
- 3.4 Demonstrate an understanding and proficiency in record keeping of procedures and data (e.g., lab notebook); and
- 3.5 Demonstrate an understanding and proficiency of safety in the lab and field.
4. **APPLY MATHEMATICAL AND STATISTICAL PROCEDURES AND ANALYSES TO SCIENTIFIC DATA AND INFORMATION.**
- 4.1 Calculate and display scientific data in an appropriate and effective way for interpretation; and



- 4.2 Apply appropriate descriptive and inferential statistics to scientific data, and make relevant conclusions based on statistical results.

**5. ANALYZE AND EFFECTIVELY COMMUNICATE BIOLOGICAL INFORMATION AND ANALYSIS IN WRITTEN, VISUAL, AND ORAL FORMATS.**

- 5.1 Write laboratory reports that include background, purpose, hypothesis, procedures, presentation of results, analysis of results, and conclusion; and
- 5.2 Present biological information and analysis in written, visual, and oral formats, demonstrating organization, understanding of scientific information by research, and professional and effective delivery style, language, and graphics.

The General Education requirements must be satisfied. BIOL 111 General Biology and CHEM 111 General Chemistry must be taken to fulfill the biological and physical science components of the Dimensions of Scientific Inquiry in the General Education curriculum. Pre-professional candidates should take PHYS 203 and 204 in preparation for professional admissions tests. Classes required for completing the major are as follows.

**REQUIRED MAJOR HOURS**

**ANIMAL SCIENCE (CHOOSE ONE)**

BIOL 201 Invertebrate Zoology	4
BIOL 202 Vertebrate Zoology	4
BIOL 315 General and Comparative Animal Physiology	4

**PLANT SCIENCE (CHOOSE ONE)**

BIOL 207 General Botany	4
BIOL 320 Plant Systematics	4

**MOLECULAR SCIENCE (CHOOSE ONE)**

BIOL 206 General Microbiology	4
BIOL 301 Genetics	4
BIOL 352 Cell Biology	4
BIOL 411 Immunology	4
BIOL 422 Biochemistry	4

**ECOLOGY**

BIOL 402 Ecology	4
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**BIOLOGY SEMINAR\***

BIOL 391 Biology Seminar	1
BIOL 491 Biology Seminar	1

*\*Honors thesis is equivalent to one hour of this requirement.*

**BIOLOGY ELECTIVE COURSES\***

Three biology courses at or above the 200-level.	12
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*\*HONR 400 and/or HONR 401 may be used for three hours of this requirement when the research and thesis topics are appropriate.*

<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>30</b>
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**ADDITIONAL HOURS REQUIRED**

CHEM 112 General Chemistry II	4
CHEM 201 Organic Chemistry I	4
CHEM 202 Organic Chemistry II	4
MATH 151 Calculus I	4

<b>TOTAL ADDITIONAL HOURS REQUIRED</b>	<b>16</b>
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<b>TOTAL PROGRAM HOURS</b>	<b>46</b>
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**BIOMEDICAL SCIENCES  
CONCENTRATION IN BIOLOGY  
MAJOR (BEGINS FALL 2018)**

The General Education requirements must be satisfied. BIOL 111 General Biology and CHEM 111 General Chemistry I must be taken to fulfill the biological and physical science components of the Dimensions of Scientific Inquiry in the General Education curriculum. PSYC 201 General Psychology must be taken to fulfill the Dimensions of Self in the General Education curriculum. MATH 151 Calculus I must be taken to fulfill the Dimensions of Quantitative Analysis in the General Education curriculum. Students preparing for medical school, pharmacy school, or physical therapy school should take PHYS 203 and 204 in preparation for professional admissions tests.

**ANATOMY & PHYSIOLOGY (8 HOURS)**

BIOL 203 A&P I
BIOL 204 A&P II

**MOLECULAR SCIENCES (8 HOURS)**

BIOL 352 Cell Biology
BIOL 422 Biochemistry

**ANIMAL OR PLANT SCIENCE (SELECT ONE OF THE FOLLOWING, 4 HOURS)**

BIOL 201 Invertebrate Zoology
BIOL 202 Vertebrate Zoology
BIOL 207 General Botany
BIOL 315 General and Comparative Animal Physiology
BIOL 320 Plant Systematics

**BIOLOGY SEMINAR (2 HOURS)**

BIOL 391
BIOL 491

**ADDITIONAL BIOLOGY ELECTIVES (SELECT TWO OF THE FOLLOWING, 8 HOURS)**

BIOL 206 General Microbiology
BIOL 301 Genetics
BIOL 310 Nutrition
BIOL 335 Pathophysiology
BIOL 402 Ecology
BIOL 404 Developmental Biology
BIOL 411 Immunology

**ADDITIONAL REQUIREMENTS (16 HOURS) GRADE OF "C" OR BETTER REQUIRED.**

BIOL 222 Medical Terminology
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CHEM 112 General Chemistry II  
 CHEM 201 Organic Chemistry I  
 CHEM 202 Organic Chemistry II  
 MATH 105 Fundamentals of Statistics and Probability

## CHEMISTRY

REQUIRED MAJOR HOURS	34
REQUIRED MINOR HOURS	NONE
ADDITIONAL PROGRAM HOURS	20
<b>TOTAL PROGRAM HOURS</b>	<b>54-63</b>

**PRESCRIBED GENERAL EDUCATION COURSES: BIOL 104 OR BIOL 111, CHEM 111, AND MATH 151**

## MISSION STATEMENT

We strive to provide chemistry majors with comprehensive and rigorous instruction in the foundational areas of the chemical sciences. We are dedicated to providing a learning environment where our students receive outstanding instruction and mentoring in chemistry within the context of a Christian liberal arts college. Our department is devoted to preparing chemistry majors for their career objectives following graduation in chemical industry, graduate or professional schools, teaching, or other related fields.

## STUDENT LEARNING OUTCOMES

- 1. APPLY THE SCIENTIFIC METHOD TO CHEMICAL PROBLEMS**
  - 1.1 Develop testable hypotheses to explain basic chemical and physical processes;
  - 1.2 Design experiments to evaluate testable hypotheses; and
  - 1.3 Evaluate use of scientific method in chemical literature.
- 2. USE KNOWLEDGE OF CHEMICAL REACTIVITY TO SYNTHESIZE AND CHARACTERIZE ORGANIC AND INORGANIC COMPOUNDS**
  - 2.1 Synthesize and characterize an organic compound; and
  - 2.2 Synthesize and characterize an inorganic compound.
- 3. RECOGNIZE PHYSICAL LAWS AND PROPERTIES AS THEY RELATE TO CHEMICAL SYSTEMS**
  - 3.1 Apply principles of thermodynamics to critically analyze chemical equilibria, electrochemistry, phase transitions;
  - 3.2 State concise physical interpretations for the application of the mathematical solutions to chemical systems; and
  - 3.3 Interpret and discuss physical phenomena based on the principles of quantum mechanics.

## 4. ANALYZE SUBSTANCES USING CONTEMPORARY LABORATORY INSTRUMENTATION AND CLASSICAL CHEMICAL TECHNIQUES

- 4.1 Utilize titrations for quantitative analysis of unknowns;
- 4.2 Use spectrometric techniques for qualitative and quantitative analysis of compounds and ions; and
- 4.3 Characterize organic or inorganic compounds using spectroscopy.

## 5. MAKE QUANTITATIVE MEASUREMENTS BASED ON CHEMICAL PROCESSES

- 5.1 Calculate molar quantities based on chemical reactions; and
- 5.2 Calculate limiting reagent and theoretical yield for chemical reactions.

## 6. REVIEW AND SYNTHESIZE CONCEPTS FROM THE CHEMICAL LITERATURE

- 6.1 Identify primary sources in the chemical literature;
- 6.2 Summarize findings reported in primary sources in the chemical literature through written assignments;
- 6.3 Communicate concepts from the chemical literature through oral presentations; and
- 6.4 Critique the application of the scientific method and experimental methods found in chemical journal articles.

## REQUIRED MAJOR HOURS

CHEM 201 Organic Chemistry I	4
CHEM 202 Organic Chemistry II	4
CHEM 301 Analytical Chemistry	4
CHEM 302 Instrumental Analysis	4
CHEM 351 Inorganic Chemistry	4
CHEM 401 Physical Chemistry I	4
CHEM 402 Physical Chemistry II	4

## CHEMISTRY SEMINAR\*

CHEM 391 Chemistry Seminar	1
CHEM 491 Chemistry Seminar	1

*\*Honors thesis is equivalent to one hour of this requirement.*

## CHOOSE ONE OF THE FOLLOWING

CHEM 310 Environmental Chemistry	4
CHEM 380 Forensic Chemistry	4
CHEM 405 Topics in Advanced Chemistry	4
CHEM 420 Aquatic Chemistry	4
CHEM 422 Biochemistry	4

**TOTAL REQUIRED MAJOR HOURS 34**

## ADDITIONAL REQUIRED HOURS

CHEM 112 General Chemistry II	4
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PHYS 203 General Physics for Scientists and Engineers I	4
PHYS 204 General Physics for Scientists and Engineers II	4
MATH 151 Calculus I	4
MATH 152 Calculus II	4
<b>TOTAL ADDITIONAL REQUIRED HOURS</b>	<b>20</b>
<b>TOTAL PROGRAM HOURS</b>	<b>54</b>

### PRE-MEDICAL/PRE-PHARMACY/ PRE-DENTAL PROFESSIONAL CONCENTRATION\*

CHEM 422 Biochemistry	4**
BIOL 203 Anatomy and Physiology I	4
BIOL 204 Anatomy and Physiology II	4
BIOL 222 Medical Terminology	1

#### CHOOSE ONE OF THE FOLLOWING

BIOL 206 General Microbiology	4
BIOL 301 Genetics	4
BIOL 352 Cell Biology	4
BIOL 411 Immunology	4

*PSYC 201 must be taken in the General Education requirements.*

*\*Students must receive a grade of "C" or better in all biology courses for this concentration.*

*\*\*Must be taken as chemistry elective*

NOTE: The general pre-professional concentration is designed for students interested in pursuing careers in medicine, pharmacy, and dentistry within the context of a chemistry major. Specific professional programs may require additional courses.

### ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete a foreign language through the Intermediate I level (201).

### SECOND MAJOR

A student seeking a second major in any field of study offered by the Department of Natural Sciences must meet all of the criteria for the primary major.

Several minors offered by the Department of Natural Sciences contain courses with specific prerequisites. Please refer to the individual course listings in the Catalog to determine if prerequisites apply to a specific course and when the courses are offered by the department.

#### BIOLOGY MINOR (16 HOURS)

BIOL 111 General Biology	4
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### CHOOSE ONE FROM EACH OF THE FOLLOWING TWO CATEGORIES

#### ANIMAL OR PLANT SCIENCE

BIOL 201 Invertebrate Zoology	4
BIOL 202 Vertebrate Zoology	4
BIOL 203 Human Anatomy and Physiology I	4
BIOL 204 Human Anatomy and Physiology II	4
BIOL 207 General Botany	4
BIOL 315 General and Comparative Animal Physiology	4
BIOL 320 Plant Systematics	4
BIOL 402 Plant Ecology	4

#### MOLECULAR SCIENCE

BIOL 206 General Microbiology	4
BIOL 301 Genetics	4
BIOL 352 Cell Biology	4
BIOL 411 Immunology	4
BIOL 422 Biochemistry	4
Any additional four-hour biology course at or above the 200-level	4

#### CHEMISTRY MINOR (20 HOURS)

CHEM 112 General Chemistry II	4
CHEM 201 Organic Chemistry I	4
CHEM 202 Organic Chemistry II	4
Two 300-level or above CHEM Electives	8

*CHEM 111 General Chemistry I is required and may be taken as part of the General Education requirements.*

#### ENVIRONMENTAL SCIENCE MINOR (20 HOURS)

BIOL 104 Environment	4
GEOL 105 Oceanography and Meteorology	4
CHEM 112 General Chemistry II	4
CHEM 310 Environmental Chemistry	4

#### CHOOSE ONE OF THE FOLLOWING

GEOL 101 Physical Geology	4
GEOL 106 Environmental Geology	4

*BIOL 111 General Biology and CHEM 111 General Chemistry I are required and may be taken as part of the General Education requirements.*

#### FORENSIC SCIENCE MINOR (15 HOURS)

CJAD360 Criminal Investigations	3
BIOL206 General Microbiology	4
CHEM112 General Chemistry II	4
CHEM380 Forensic Chemistry	4

*BIOL111 General Biology and CHEM111 General Chemistry I are required and may be taken as part of the General Education requirements. Courses taken in the minor may not be counted toward another minor or as a Chemistry elective.*

## GENERAL SCIENCE MINOR (20 HOURS)

CHEM 103 Introductory Chemistry (or above)	4
GEOL 101 Physical Geology (or above)	4
PHYS 103 Physics in Everyday Life (or above)	4
200-level or above BIOL Elective	4
Four-hour Departmental Elective (above the General Education science requirements)	4

## HEALTH SCIENCE MINOR (16-17 HOURS)

BIOL 203 Anatomy and Physiology I	4
BIOL 204 Anatomy and Physiology II	4
BIOL 222 Medical Terminology	1

### CHOOSE ONE OF THE FOLLOWING

BIOL 310 Nutrition	4
EXSI 224 Nutrition for Wellness and Performance	3

### CHOOSE ONE OF THE FOLLOWING

BIOL 105 Microbiology for the Health Sciences	4
BIOL 206 General Microbiology	4

*BIOL 111 General Biology and CHEM 111 General Chemistry I are required and may be taken as part of the General Education requirements.*

## PHYSICAL SCIENCE MINOR (16 HOURS)

CHEM 111 General Chemistry I	4
PHYS 203 General Physics for Scientists and Engineers I	4

### CHOOSE ONE OF THE FOLLOWING

GEOL 101 Physical Geology	4
GEOL 105 Oceanography and Meteorology	4

### CHOOSE ONE OF THE FOLLOWING

CHEM 112 General Chemistry II	4
GEOL 102 Historical Geology	4
PHYS 104 Astronomy	4
PHYS 204 General Physics for Scientists and Engineers II	4

## DEPARTMENT OF PUBLIC SERVICE

*Chair: B. Cox*

### FACULTY

*Associate Professor: B. Cox*

*Instructor: H. Craig*

### MAJOR FIELD OF STUDY

Criminal Justice Administration

### MINOR FIELDS OF STUDY

Criminal Justice Administration

Homeland Security

## MISSION STATEMENT

The mission of the program is to provide students with courses that support a liberal arts, interdisciplinary education that instills critical thinking, writing skills, social interaction, career readiness, personal reflection, compassion and empathy for solving domestic, legal, political, and social problems. The major is designed to produce graduates who have a passion for public service and learning in the context of a Christian Environment. While developing knowledge in social and legal areas, graduates will be well prepared to address the 21st century domestic and global criminal justice and public safety issues in specialized careers in local, state, and federal criminal justice systems.

## CRIMINAL JUSTICE ADMINISTRATION

<b>REQUIRED MAJOR HOURS</b>	<b>36</b>
<b>REQUIRED MINOR HOURS</b>	<b>18</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>54</b>

### PRESCRIBED COURSES ATTAINABLE IN GEN ED: NONE

## STUDENT LEARNING OUTCOMES

Graduates of the Criminal Justice Administration program will:

1. Evaluate significant criminal justice issues facing society and demonstrate a professional competency which includes major social, political, and the historical context of America and various world cultures both past and present;
2. Demonstrate competence in understanding how the issues of race, diversity, and poverty impact the areas of criminal justice, sociology, and political science;
3. Apply racial, diversity, poverty, and social deviance theoretical foundations to their law enforcement practices and responsibilities;
4. Demonstrate the organizational behavior skills in intellectual, social, and political areas needed to function effectively in the 21st century law enforcement profession;
5. Explain and employ a depth of subject content of criminal justice practices within the system which will establish a strong foundation to support immediate entry level into the profession;
6. Demonstrate effective research skills, which include quantitative and qualitative data gathering and analysis, relative to the criminal justice profession;



7. Demonstrate the ability to identify, analyze evidence, and present issues to criminal justice practitioners and judicial officials; and
8. Incorporate professional values within ethical and legal guidelines of criminal justice administration, and explain the importance of personal responsibility and accountability for professional law enforcement practices and ethical decision making.

## REQUIRED MAJOR HOURS

CJAD 205 Introduction to Criminal Justice	3
CJAD 210 Criminal Law	3
CJAD 230 Criminal Justice Procedures - Law and Practice	3
CJAD 320 Ethics in Criminal Justice	3
CJAD 420 Administrative Decision Making for Public Safety	3
CJAD 430 Criminal Justice Research	3
POLS 320 Constitutional Law I	3
SOCI 313 Sociology of Deviant Behavior	3
SOCI 400 Minority Groups	3
SOCI 411 Criminology	3

## CHOOSE SIX HOURS OF THE FOLLOWING

CJAD 360 Criminal Investigation	3
CJAD 400 Special Topics in Public Safety	3
CJAD 410 Philosophy of Criminal Justice	3
CJAD 440 Trends in Criminal Justice	3
CJAD 450 International Issues in Public Safety	3
CJAD 460 Cybercrime	3
CJAD 470 Homeland Security, Terrorism, and Intelligence	3
CJAD 497/498 Public Safety Internship	3
CJAD 499 Criminal Justice Field Experience	3
POLS 314 The Courts	3
ACCT 430 Forensic Accounting	3
POLS 315 Constitutional Law II	3
PSYC 401 Psychopathology	3
SOCI 415 Juvenile Delinquency	3
CJAD 495/496 Independent Study	3

**TOTAL REQUIRED MAJOR HOURS** **36**

## REQUIRED MINOR HOURS

A minor selected from any of the University's offerings. 18

**TOTAL REQUIRED MINOR HOURS** **18**

**TOTAL PROGRAM HOURS** **54**

NOTE: Internship(s) or field experience(s) are highly recommended. All prerequisites for elective courses must be satisfied. When a student adds a second major or minor, this decision needs to be made in consultation with the faculty advisor. Foreign language through the intermediate level is

required for ALL students, including transfers. Old and New Testament is required to ALL students.

## CRIMINAL JUSTICE MINOR (18 HOURS)

CJAD 205 Introduction to Criminal Justice	3
CJAD 210 Criminal Law	3
CJAD 230 Criminal Justice Procedures - Law and Practice	3

## CHOOSE THREE OF THE FOLLOWING

CJAD 320 Ethics in Criminal Justice	3
CJAD 420 Administrative Decision Making for Public Safety	3
CJAD 430 Criminal Justice Research	3
POLS 320 Constitutional Law I	3
SOCI 313 Sociology of Deviant Behavior	3
SOCI 400 Minority Groups	3
SOCI 411 Criminology	3
CJAD 360 Criminal Investigation	3
CJAD 400 Special Topics in Public Safety	3
CJAD 410 Philosophy of Criminal Justice	3
CJAD 440 Trends in Criminal Justice	3
CJAD 450 International Issues in Public Safety	3
CJAD 460 Cybercrime	3
CJAD 470 Homeland Security, Terrorism, and Intelligence	3
POLS 314 The Courts	3
ACCT 430 Forensic Accounting	3
POLS 315 Constitutional Law II	3
PSYC 401 Psychopathology	3
SOCI 415 Juvenile Delinquency	3
CJAD 495/496 Independent Study	3

## HOMELAND SECURITY MINOR (18 OR 19 HOURS) REQUIRED HOURS

CJAD 205 Introduction to Criminal Justice or*	3
CJAD 410 Philosophy of CJ	3
CJAD 450 International Issues in Public Safety	3
CJAD 460 Cybercrime	3
CJAD 470 Homeland Security, Terrorism & Intelligence	3

Courses = 18 or 19 credit hours

## CHOOSE SIX OR SEVEN HOURS OF THE FOLLOWING

CJAD 210 Criminal Law	
CJAD 230 Criminal Justice Procedures- Law & Practice	3
CJAD 320 Ethics in Criminal Justice	3
CJAD 360 Criminal Investigation	3
CJAD 400 Special Topics in Public Safety	3
CJAD 420 Administrative Decision Making for Public Safety	3
CJAD 430 Criminal Justice Research	3

ACCT 430 Forensic Accounting	3
PSYC 493 Forensic Psychology	3
CHEM 380 Forensic Chemistry & lab	4
PYSC 401 Psychopathology	3

*\*Requires approval of the Department Chair.*

Courses can only be counted once in the major or minor.

NOTE: Courses with prerequisites must be met prior to enrolling in the course. See catalog under course descriptions for prerequisite requirements.

## DEPARTMENT OF RELIGIOUS STUDIES AND PHILOSOPHY

*Department Chair: S. Shauf*

### FACULTY

*Professors: D. Berry, K. Blevins, D. Bryan, J. Collins, P. Hildreth, B. Leslie, P. Qualls, S. Shauf, E. Stepp*

*Associate Professor: J. Rogers*

*Assistant Professors: A. Sieges-Beal, T. Jessup*

### MISSION STATEMENT

Within the context of a Christian liberal arts tradition, our mission in both graduate and undergraduate education is to provide an atmosphere of open inquiry, honesty, and integrity where issues of religious understanding, faith, practice, and philosophy can be explored. Our intention is to prepare lifelong learners who are reflective, critical and analytical thinkers committed to a life of service for God and humanity.

### MAJOR FIELDS OF STUDY

The Department offers the following majors leading to the Bachelor of Arts degree.

- Biblical Studies
- Discipleship Studies
- Youth Discipleship Studies
- Philosophy and Theology
- World Religions
- Missiology

Each major listed above can also be taken as a second major.

### MINOR FIELDS OF STUDY

- Biblical Studies
- Biblical Languages
- Discipleship Studies
- Youth Discipleship Studies
- Philosophy and Ethics
- World Religions
- Missiology
- Christian History

## GENERAL INFORMATION

The Department of Religious Studies and Philosophy requires 41 hours of courses beyond General Education requirements.

Though not required for every major, the Department recommends that RELI 245 be taken as part of the Global Heritage General Education requirement and that RELI 354 be taken as part of the Oral Communication General Education requirement. All majors in the Department take RELI 300 and 301 or equivalents as part of the General Education requirement. RELI 300 and RELI 301 are required in order for students to take upper-level Bible classes and are recommended before taking other upper-level courses in the Department.

All majors are required to take RELI 201 (Introduction to Religious and Theological Studies) as soon as possible after declaring a major in the department. Additionally, all majors are required to take three of the following four foundational Departmental courses.

- PHIL 200 Introduction to Philosophy
- RELI 271 Spiritual Formation
- RELI 321 Introduction to Christian History
- RELI 333 Introduction to Theology

The 11 hours of foundational courses above will be combined with a three-hour seminar requirement, 21 additional hours in the area of one's selected major, and six hours of departmental electives (except for the Advanced Language option of the Biblical Studies major, which requires 24 hours of material in the major and three hours of departmental electives) for a total of 41 hours to complete the major, as outlined below.

The Religious Studies Association is the departmental club established to benefit Departmental majors and other interested students/faculty by providing additional opportunities for learning and service in the field of Religious Studies. All students majoring in the Department are encouraged to attend four of the six yearly meetings. Students who excel in Religious Studies may be invited to become a member of the University chapter of Theta Alpha Kappa, a national honor society.

### BIBLICAL STUDIES MAJOR

REQUIRED MAJOR HOURS	41
REQUIRED MINOR HOURS	NONE
ADDITIONAL PROGRAM HOURS	NONE
<b>TOTAL PROGRAM HOURS</b>	<b>41</b>

**PRESCRIBED COURSES ATTAINABLE IN GEN ED:**

**ADVANCED LANGUAGE OPTION AND BASIC LANGUAGE OPTION: HEBR 101, 102, AND 201, OR GREK 101, 102, AND 201**

The major in Biblical Studies will provide the student with a deeper understanding of the Old and New Testaments.

Students will also have the option to pursue advanced language study in Hebrew and Greek and the cultural contexts in which they were shaped.

## STUDENT LEARNING OUTCOMES

Students will demonstrate:

1. Basic skills in biblical interpretation and exegesis;
2. Skills in critical thinking, and written and oral communication;
3. Basic knowledge in at least three of four core areas in the Department of Religious Studies and Philosophy: Philosophy, Theology, Christian History, and Spiritual Formation;
4. Either a) **Advanced Language option** - an advanced competency in both Koine Greek and biblical Hebrew; or b) **Basic Language option** - a General Education-level competency in either Koine Greek or biblical Hebrew;
5. Evidence of a deeper understanding of the broad range of literature from the Old and New Testaments;
6. An understanding of the cultural context from which the languages and literature come; and
7. The ability to do critical research in biblical languages and literature and to give clear, substantive oral and written reports of such research.

## REQUIRED MAJOR HOURS (ADVANCED LANGUAGE OPTION)

RELI 201 Introduction to Religious and Theological Studies	2
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### DEPARTMENTAL CORE REQUIREMENTS (CHOOSE THREE)

PHIL 200 Introduction to Philosophy	3
RELI 271 Spiritual Formation	3
RELI 321 Introduction to Christian History	3
RELI 333 Christian Theology	3

### BIBLICAL LANGUAGES (CHOOSE EITHER OPTION)

HEBR 101 Elementary Hebrew I	3
HEBR 102 Elementary Hebrew II	3
HEBR 201 Intermediate Hebrew I	3
HEBR 202 Intermediate Hebrew II	3
GREK 202 Intermediate Greek II	3

*In this case, GREK 101 Elementary Greek I, GREK 102 Elementary Greek II, and GREK 201 Intermediate Greek I would fulfill the General Education language requirement.*

OR	
GREK 101 Elementary Greek I	3
GREK 102 Elementary Greek II	3
GREK 201 Intermediate Greek I	3

GREK 202 Intermediate Greek II	3
HEBR 202 Intermediate Hebrew II	3

*In this case, HEBR 101 Elementary Hebrew I, HEBR 102 Elementary Hebrew II, and HEBR 201 Intermediate Hebrew I would fulfill the General Education language requirement.*

### BIBLICAL STUDIES / OLD TESTAMENT (CHOOSE ONE)

RELI 302 The Sacred Writings	3
RELI 303 Old Testament Prophets	3
RELI 306 Old Testament Theology	3
RELI 307 Studies in the Pentateuch	3

### BIBLICAL STUDIES / NEW TESTAMENT (CHOOSE ONE)

RELI 311 Synoptic Gospels	3
RELI 312 Life and Letters of Paul	3
RELI 314 New Testament Theology	3
RELI 316 The Writings of John	3
RELI 317 The General Epistles and Hebrews	3

### BIBLICAL STUDIES (CHOOSE ONE)

Any course listed above under Biblical Studies/Old Testament or Biblical Studies/New Testament	
RELI 310 Selected Topics in Biblical Studies	3
RELI 351 Biblical Backgrounds	3
RELI 352 Biblical Interpretation	3

### SENIOR SEMINAR

RELI 490 Senior Seminar	3
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### DEPARTMENTAL ELECTIVE

Choose one course from the upper-level departmental options	3
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### TOTAL REQUIRED MAJOR HOURS **41**

## REQUIRED MAJOR HOURS (BASIC LANGUAGE OPTION)

RELI 201 Introduction to Religious and Theological Studies	2
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### DEPARTMENTAL CORE REQUIREMENTS (CHOOSE THREE)

PHIL 200 Introduction to Philosophy	3
RELI 271 Spiritual Formation	3
RELI 321 Introduction to Christian History	3
RELI 333 Christian Theology	3

### BIBLICAL STUDIES / OLD TESTAMENT (CHOOSE TWO)

RELI 302 The Sacred Writings	3
RELI 303 Old Testament Prophets	3
RELI 306 Old Testament Theology	3
RELI 307 Studies in the Pentateuch	3
HEBR 202 Intermediate Hebrew II	3

### BIBLICAL STUDIES / NEW TESTAMENT (CHOOSE TWO)

RELI 311 Synoptic Gospels	3
RELI 312 Life and Letters of Paul	3
RELI 314 New Testament Theology	3

RELI 316 The Writings of John	3
RELI 317 The General Epistles and Hebrews	3
GREK 202 Intermediate New Testament Greek II	3
<b>BIBLICAL STUDIES / JUDAISM (CHOOSE TWO)</b>	
Any course(s) listed above under Biblical Studies/Old Testament or Biblical Studies/New Testament	
RELI 310 Selected Topics in Biblical Studies	3
RELI 349 Introduction to Judaism	3
RELI 351 Biblical Backgrounds	3
RELI 352 Biblical Interpretation	3
<b>PRACTICUM / INTERNSHIP (CHOOSE ONE)</b>	
RELI 358 Practicum	3
RELI 397 Internship	3
<b>SENIOR SEMINAR</b>	
RELI 490 Senior Seminar	3
<b>DEPARTMENTAL ELECTIVES</b>	
Choose two courses from the upper-level departmental options	
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>41</b>
<b>TOTAL PROGRAM HOURS</b>	<b>41</b>

NOTE: Senior Seminar should be taken in one of the student's final two semesters.

## DISCIPLESHIP STUDIES

<b>REQUIRED MAJOR HOURS</b>	<b>41</b>
<b>REQUIRED MINOR HOURS</b>	<b>NONE</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>41</b>

**PRESCRIBED COURSES ATTAINABLE  
IN GEN ED: NONE**

The major in Discipleship Studies will give students an understanding of the basic principles of Christian discipleship among various age groups. The student will learn about leadership and administration principles for effective discipleship processes.

## STUDENT LEARNING OUTCOMES

Students will demonstrate:

1. Basic skills in biblical interpretation and exegesis;
2. Skills in critical thinking, and written and oral communication;
3. Basic knowledge in at least three of four core areas in the Department of Religious Studies and Philosophy: Philosophy, Theology, Christian History, and Spiritual Formation;
4. An understanding of basic principles of Christian discipleship among various age groups;
5. An understanding of leadership and administration principles for effective discipleship processes;

6. An understanding of the various contexts in which discipleship practices arise; and
7. Critical reflection and analysis in the field of discipleship studies and an ability to give clear, substantive oral and written reports of said reflection and analysis.

## REQUIRED MAJOR HOURS

RELI 201 Introduction to Religious and Theological Studies	2
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## DEPARTMENTAL CORE REQUIREMENTS (CHOOSE THREE)

PHIL 200 Introduction to Philosophy	3
RELI 271 Spiritual Formation	3
RELI 321 Introduction to Christian History	3
RELI 333 Christian Theology	3

## BIBLICAL STUDIES / OLD TESTAMENT (CHOOSE ONE)

RELI 302 The Sacred Writings	3
RELI 303 Old Testament Prophets	3
RELI 306 Old Testament Theology	3
RELI 307 Studies in the Pentateuch	3

## BIBLICAL STUDIES / NEW TESTAMENT (CHOOSE ONE)

RELI 311 Synoptic Gospels	3
RELI 312 Life and Letters of Paul	3
RELI 314 New Testament Theology	3
RELI 316 The Writings of John	3
RELI 317 The General Epistles and Hebrews	3

## DISCIPLESHIP (12 HOURS)

RELI 370 History and Philosophy of Religious Education	3
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## CHOOSE TWO OF THE FOLLOWING

RELI 374 Preschool and Children Discipleship	3
RELI 375 Youth Discipleship	3
RELI 377 Adult Discipleship	3

## CHOOSE ONE OF THE FOLLOWING

RELI 373 Church Leadership	3
RELI 376 Advanced Youth Discipleship	3

## PRACTICUM / INTERNSHIP (CHOOSE ONE)

RELI 358 Practicum	3
RELI 397 Internship	3

## SENIOR SEMINAR

RELI 490 Senior Seminar	3
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## DEPARTMENTAL ELECTIVES

Choose two courses from the upper-level departmental options	6
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**TOTAL REQUIRED MAJOR HOURS** **41**

**TOTAL PROGRAM HOURS** **41**

NOTE: Senior Seminar should be taken in one of the student's final two semesters.



## ACCELERATED PASTORAL MINISTRIES PROGRAM (APMP)

The Department of Religious Studies and Philosophy offers an accelerated track for students who enter the University with a clear call to vocational Christian ministry. This program allows students to graduate with a BA in Discipleship Studies in three years and a Master of Divinity degree in two years. Students in this accelerated program are expected to fulfill the requirements of the Discipleship Studies major (listed above) and the minor in Biblical Studies (listed below). Students must be admitted into the program as first-year students in order to qualify. In order to complete the program of study in five years, students will be expected to follow a prescribed schedule of courses. Summer classes will also be required.

The Accelerated Pastoral Ministries Program (APMP) exemplifies Gardner-Webb’s genuine concern for the spiritual, intellectual, and financial well-being of our graduates and our interest in strengthening the Church. This five-year program, designed for highly motivated students, is grounded in Gardner-Webb’s commitment to the liberal arts. The curriculum offers both broad-based exposure to the arts, humanities and sciences, as well as scholastic, theological, and practical preparation for Christian ministry.

The APMP provides a unique learning environment in which students explore and define their call as they enter the world of pastoral and discipleship studies and engage in practical ministry experience. Students in the APMP are not only granted guaranteed seating in their courses, but they also receive ongoing mentorship throughout their journey. In addition to the support of a mentor, they are supported by their cohort who will walk alongside them in classes, field experience, and community living.

Because of the anticipated academic rigor of the APMP (which includes required summer courses), incoming students will be expected to demonstrate a quality academic record and a sense of call to pastoral ministry. Admission guidelines to the APMP include the following.

- Minimum 3.25 high school GPA
- Minimum ACT score of 24
- Minimum SAT score of 1170 (Evidence-Based Reading and Writing + Math)
- A rank in the top 25% of the high school graduating class
- A written statement of calling to Christian ministry
- Pastor/Youth Minister reference
- An interview with the APMP Director

The five years of academic work is broken into two separate parts. Students will earn a Bachelor of Arts in Discipleship Studies (see above) with a minor in Biblical Studies (see

below) in three years. Upon acceptance into the Master of Divinity degree program, students will then earn a MDiv in Pastoral Studies in two years from the School of Divinity.

APMP students will complete the General Education requirements for the Bachelor of Arts with the following exceptions.

- \* *Students will fulfill the nine hours of the World Languages requirement with HEBR 101, HEBR 102, and GREK 101. Students will also take GREK 102 which will fulfill a course requirement in the Biblical Studies minor.*
- \* *PSYC 201 is required to fulfill the Dimensions of Self.*

## YOUTH DISCIPLESHIP STUDIES

REQUIRED MAJOR HOURS	41
REQUIRED MINOR HOURS	NONE
ADDITIONAL PROGRAM HOURS	NONE
TOTAL PROGRAM HOURS	41
PRESCRIBED COURSES ATTAINABLE IN GEN ED: NONE	

The major in Youth Discipleship Studies will provide the student with an understanding of the basic principles of youth discipleship in a Christian context. The student will learn how to develop leadership and administration skills necessary for effective youth discipleship.

## STUDENT LEARNING OUTCOMES

Students will demonstrate:

1. Basic skills in biblical interpretation and exegesis;
2. Skills in critical thinking, and written and oral communication;
3. Basic knowledge in at least three of four core areas in the Department of Religious Studies and Philosophy: Philosophy, Theology, Christian History, and Spiritual Formation;
4. An understanding of basic principles of Christian discipleship among other age groups;
5. An understanding of leadership and/or administration principles for effective youth discipleship processes;
6. An understanding of the various contexts in which youth discipleship practices arise; and
7. Critical reflection on and analysis in the field of youth discipleship studies.

## REQUIRED MAJOR HOURS

RELI 201 Introduction to Religious and Theological Studies	2
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## DEPARTMENTAL CORE REQUIREMENTS (CHOOSE THREE)

PHIL 200 Introduction to Philosophy	3
RELI 271 Spiritual Formation	3

RELI 321 Introduction to Christian History	3
RELI 333 Christian Theology	3
<b>BIBLICAL STUDIES / OLD TESTAMENT (CHOOSE ONE)</b>	
RELI 302 The Sacred Writings	3
RELI 303 Old Testament Prophets	3
RELI 306 Old Testament Theology	3
RELI 307 Studies in the Pentateuch	3
<b>BIBLICAL STUDIES / NEW TESTAMENT (CHOOSE ONE)</b>	
RELI 311 Synoptic Gospels	3
RELI 312 Life and Letters of Paul	3
RELI 314 New Testament Theology	3
RELI 316 The Writings of John	3
RELI 317 The General Epistles and Hebrews	3
<b>DISCIPLESHIP (12 HOURS)</b>	
RELI 370 History and Philosophy of Religious Education	3
RELI 375 Youth Discipleship	3
RELI 376 Advanced Youth Discipleship	3
<b>CHOOSE ONE OF THE FOLLOWING</b>	
RELI 373 Church Leadership	3
RELI 374 Preschool and Children Discipleship	3
RELI 377 Adult Discipleship	3
<b>PRACTICUM / INTERNSHIP (CHOOSE ONE)</b>	
RELI 358 Practicum	3
RELI 397 Internship	3
<b>SENIOR SEMINAR</b>	
RELI 490 Senior Seminar	3
<b>DEPARTMENTAL ELECTIVES</b>	
Choose two courses from the upper-level departmental options	6
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>41</b>

## **TOTAL PROGRAM HOURS 41**

NOTE: Senior Seminar should be taken in one of the student's final two semesters.

## **PHILOSOPHY AND THEOLOGY**

<b>REQUIRED MAJOR HOURS</b>	<b>41</b>
<b>REQUIRED MINOR HOURS</b>	<b>NONE</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>41</b>

**PRESCRIBED COURSES ATTAINABLE  
IN GEN ED: NONE**

The major in Philosophy and Theology will help the student identify and develop, within the context of a supportive Christian academic community, the analytical abilities for critical and creative scholarship and for meaningful living. Students will explore the works of significant thinkers in the fields of philosophy and theology as they clarify and support

their views and beliefs. Students will also continue to develop their ability to communicate clearly what they have learned.

## **STUDENT LEARNING OUTCOMES**

Students will demonstrate:

1. Basic skills in biblical interpretation and exegesis;
2. Skills in critical thinking, and written and oral communication;
3. Basic knowledge in at least three of four core areas in the Department of Religious Studies and Philosophy: Philosophy, Theology, Christian History, and Spiritual Formation;
4. Basic knowledge in the areas of theological and philosophical studies;
5. The ability to read critically and respond creatively in writing and oral presentation to complex theological and philosophical textual sources; and
6. Advanced knowledge appropriate to undergraduate education of key concepts, ideas, significant historical and contemporary figures, and literature in the fields of philosophy and theology.

## **REQUIRED MAJOR HOURS**

RELI 201 Introduction to Religious and Theological Studies	2
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## **DEPARTMENTAL CORE REQUIREMENTS**

PHIL 200 Introduction to Philosophy	3
RELI 333 Christian Theology	3

## **CHOOSE ONE OF THE FOLLOWING**

RELI 271 Spiritual Formation	3
RELI 321 Introduction to Christian History	3

## **BIBLICAL STUDIES (CHOOSE ONE)**

RELI 302 The Sacred Writings	3
RELI 303 Old Testament Prophets	3
RELI 307 Studies in the Pentateuch	3
RELI 310 Selected Topics in Biblical Studies	3
RELI 311 Synoptic Gospel	3
RELI 312 Life and Letters of Paul	3
RELI 316 The Writings of John	3
RELI 317 The General Epistles and Hebrews	3
RELI 351 Biblical Backgrounds	3
RELI 352 Biblical Interpretation	3

## **WORLD RELIGIONS (CHOOSE ONE)**

RELI 346 World Religions	3
RELI 347 Religions of India	3
RELI 348 Religions of China and Japan	3
RELI 349 Introduction to Judaism	3
RELI 350 Introduction to Islam	3

## **CHRISTIAN HISTORY (CHOOSE ONE)**

RELI 322 Early and Medieval Christianity	3
RELI 323 Modern Christianity	3

RELI 324 American Christianity	3
RELI 325 Baptist Heritage	3
RELI 327 The Renaissance and Reformation	3
RELI 328 Global Christianity	3
<b>PHILOSOPHY / ETHICS (CHOOSE THREE)</b>	
PHIL 201 Introduction to Logic	3
PHIL 337 Philosophy of Religion	3
PHIL 338 Epistemology	3
PHIL 380 Selected Topics in Philosophy	3
RELI 341 Christian Ethics	3
<b>BIBLICAL THEOLOGY (CHOOSE ONE)</b>	
RELI 306 Old Testament Theology	3
RELI 314 New Testament Theology	3
<b>SENIOR SEMINAR</b>	
RELI 490 Senior Seminar	3
<b>DEPARTMENTAL ELECTIVES</b>	
Choose two courses from the upper-level departmental options	6
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>41</b>
<b>TOTAL PROGRAM HOURS</b>	<b>41</b>

NOTE: Senior Seminar should be taken in one of the student's final two semesters.

<b>WORLD RELIGIONS</b>	
<b>REQUIRED MAJOR HOURS</b>	<b>41</b>
<b>REQUIRED MINOR HOURS</b>	<b>NONE</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>41</b>
<b>PRESCRIBED COURSES ATTAINABLE IN GEN ED: RELI 245</b>	

The major in World Religions provides an understanding of the historical development, sacred texts, and worldviews of the major religions around the world. Students will discover how religious beliefs and practices impact world events in almost every possible profession. Students will have the opportunity to gain firsthand experience through study abroad trips to places like Europe and China.

## STUDENT LEARNING OUTCOMES

Students will demonstrate:

1. Skills in critical thinking, and written and oral communication;
2. Basic knowledge in at least three of four core areas in the Department of Religious Studies and Philosophy: Philosophy, Theology, Christian History, and Spiritual Formation;
3. An understanding of the major world religions;
4. The research skills necessary to explore key issues in the major world religions;

5. The ability to read critically and respond creatively in writing and oral presentation to themes related to one or more of the major world religions; and
6. Critical reflection on and analysis of sacred sites of the major world religions.

## REQUIRED MAJOR HOURS

RELI 201 Introduction to Religious and Theological Studies	2
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## DEPARTMENTAL CORE REQUIREMENTS (CHOOSE THREE)

PHIL 200 Introduction to Philosophy	3
RELI 271 Spiritual Formation	3
RELI 321 Introduction to Christian History	3
RELI 333 Christian Theology	3

## WORLD RELIGIONS

RELI 347 Religions of India	3
RELI 348 Religions of China and Japan	3
RELI 349 Introduction to Judaism	3
RELI 350 Introduction to Islam	3
RELI 378 Contemporary Religious Movements	3

## ADDITIONAL REQUIREMENTS

PHIL 337 Philosophy of Religion	3
RELI 328 Global Christianity	3

## SENIOR SEMINAR

RELI 490 Senior Seminar	3
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## DEPARTMENTAL ELECTIVES

Choose two courses from the upper-level departmental options	6
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<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>41</b>
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<b>TOTAL PROGRAM HOURS</b>	<b>41</b>
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NOTE: Senior Seminar should be taken in one of the student's final two semesters.

## MISSIOLOGY

<b>REQUIRED MAJOR HOURS</b>	<b>41</b>
<b>REQUIRED MINOR HOURS</b>	<b>NONE</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>41</b>

## PRESCRIBED COURSES ATTAINABLE IN GEN ED: RELI 245

The major in Missiology provides an opportunity to explore the field of Christian Mission. The biblical, historical and practical foundation for Missiology will enable students to discover how they might interact effectively with people from a variety of cultural and religious backgrounds.

## STUDENT LEARNING OUTCOMES

Students will demonstrate:

1. Skills in critical thinking, and written and oral communication;

2. Basic knowledge in at least three of four core areas in the Department of Religious Studies and Philosophy: Philosophy, Theology, Christian History, and Spiritual Formation;
3. An understanding and ability to utilize the biblical foundation and praxis of Christian mission;
4. An understanding and ability to utilize the history, heritage, and theology of Christian mission;
5. An understanding and ability to utilize contemporary world religions, political situations and worldviews with which the Christian mission enterprise must relate;
6. An understanding of the current demographic shifts and their implications on the rapid growth of Christianity in the Global South;
7. An understanding of the variety of Contemporary Religious Movements in the USA and abroad; and
8. An ability to do critical research in Christian mission and to give clear, substantive oral and written reports on such research.

## REQUIRED MAJOR HOURS

RELI 201 Introduction to Religious and Theological Studies	2
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## DEPARTMENTAL CORE REQUIREMENTS (CHOOSE THREE)

PHIL 200 Introduction to Philosophy	3
RELI 271 Spiritual Formation	3
RELI 321 Introduction to Christian History	3
RELI 333 Christian Theology	3

## MISSIOLOGY (CHOOSE FOUR)

RELI 243 Growth and Revival in the Christian Church	3
RELI 326 Introduction to Missiology	3
RELI 328 Global Christianity	3
RELI 329 Cross-cultural Missiology	3
RELI 378 Contemporary Religious Movements	3

## WORLD RELIGIONS (CHOOSE ONE)

RELI 347 Religions of India	3
RELI 348 Religions of China and Japan	3
RELI 349 Introduction to Judaism	3
RELI 350 Introduction to Islam	3

## BIBLICAL STUDIES / DISCIPLESHIP STUDIES (CHOOSE ONE)

RELI 302 The Sacred Writings	3
RELI 303 Old Testament Prophets	3
RELI 306 Old Testament Theology	3
RELI 307 Studies in the Pentateuch	3

RELI 311 Synoptic Gospels	3
RELI 312 Life and Letters of Paul	3
RELI 314 New Testament Theology	3
RELI 316 The Writings of John	3
RELI 317 The General Epistles and Hebrews	3
RELI 370 History and Philosophy of Religious Education	3
RELI 373 Church Leadership	3
RELI 374 Preschool and Children Discipleship	3
RELI 375 Youth Discipleship	3
RELI 377 Adult Discipleship	3

## PRACTICUM / INTERNSHIP (CHOOSE ONE)

RELI 358 Practicum	3
RELI 397 Internship	3

## SENIOR SEMINAR

RELI 490 Senior Seminar	3
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## DEPARTMENTAL ELECTIVES

Choose two courses from the upper-level departmental options	6
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<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>41</b>
<b>TOTAL PROGRAM HOURS</b>	<b>41</b>

NOTE: Senior Seminar should be taken in one of the student's final two semesters.

## ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete a foreign language through the Intermediate I level (201).

## SECOND MAJOR FOR STUDENTS WHOSE FIRST MAJOR IS FROM OUTSIDE THE DEPARTMENT (35-38 HOURS)

A second major for a student whose first major is in a department other than the Department of Religious Studies and Philosophy shall meet all requirements of the major except for the hours designated as departmental electives. The total hour requirement is 35 hours, except for the Biblical Studies major with advanced language option which requires a total of 38 hours.

## SECOND MAJOR FOR STUDENTS WITHIN THE DEPARTMENT (30 HOURS)

A second major in the Department of Religious Studies and Philosophy for a student whose first major is within the Department shall consist of 30 hours. All requirements in the second major must be met with the following exceptions: the 11 hours of departmental core classes will be taken only once and applied to the first major; RELI 490 Senior Seminar will be taken twice, once for the first major and also for the second major; in the case of two majors that both require



either a practicum or internship (RELI 358 or RELI 397), one course will meet the requirement for both majors, though the course will be applied to the first major and an elective course (three hours) will be substituted in the second major; and additional elective hours in the second major will be reduced in order for the second major to equal 30 hours. In every case for students with two majors within the Department, the first major will total 41 hours and the second major will total 30 hours.

## MINOR FIELDS OF STUDY

The Department does not require a minor. If a major in the Department chooses to minor within the Department, the minor must be in an area other than that of the major.

## BIBLICAL LANGUAGES MINOR (15 HOURS)

Nine hours of GREK courses + six hours  
of HEBR courses

OR

Six hours of GREK courses + nine hours  
of HEBR courses 15

## BIBLICAL STUDIES MINOR (15 HOURS)

### BIBLICAL STUDIES/OLD TESTAMENT (CHOOSE ONE OF THE FOLLOWING)

RELI 302 The Sacred Writings	3
RELI 303 Old Testament Prophets	3
RELI 306 Old Testament Theology	3
RELI 307 Studies in the Pentateuch	3

### BIBLICAL STUDIES/NEW TESTAMENT (CHOOSE ONE OF THE FOLLOWING)

RELI 311 Synoptic Gospels	3
RELI 312 Life and Letters of Paul	3
RELI 314 New Testament Theology	3
RELI 316 The Writings of John	3
RELI 317 The General Epistles and Hebrews	3

### ADDITIONAL COURSES (CHOOSE THREE OF THE FOLLOWING )

Any course(s) listed above under Biblical Studies/Old Testament or Biblical Studies/New Testament	
Any HEBR or GREK course(s)	
RELI 310 Selected Topics in Biblical Studies	3
RELI 351 Biblical Backgrounds	3
RELI 352 Biblical Interpretation	3

## CHRISTIAN HISTORY MINOR (15 HOURS)

RELI 321 Introduction to Christian History	3
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### CHOOSE FOUR OF THE FOLLOWING

RELI 322 Early and Medieval Christianity	3
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RELI 323 Modern Christianity	3
RELI 324 American Christianity	3
RELI 325 Baptist Heritage	3
RELI 327 The Renaissance and Reformation	3
RELI 328 Global Christianity	3

## DISCIPLESHIP STUDIES MINOR (15 HOURS)

### CHOOSE FIVE OF THE FOLLOWING

RELI 370 History and Philosophy of Religious Education	3
RELI 373 Church Leadership	3
RELI 374 Preschool and Children Discipleship	3
RELI 375 Youth Discipleship	3
RELI 376 Advanced Youth Discipleship	3
RELI 377 Adult Discipleship	3

## MISSIOLOGY MINOR (15 HOURS)

### MISSIOLOGY - CHOOSE FOUR OF THE FOLLOWING

RELI 243 Growth and Revival in the Christian Church	3
RELI 326 Introduction to Missiology	3
RELI 328 Global Christianity	3
RELI 329 Cross-cultural Missiology	3
RELI 378 Contemporary Religious Movements	3

### WORLD RELIGIONS – CHOOSE ONE OF THE FOLLOWING

RELI 347 Religions of India	3
RELI 348 Religions of China and Japan	3
RELI 349 Introduction to Judaism	3
RELI 350 Introduction to Islam	3

*RELI 245 Religion and Culture in a Global Perspective is required and may be taken as part of the General Education requirements.*

## PHILOSOPHY AND ETHICS MINOR (15 HOURS)

PHIL 200 Introduction to Philosophy	3
PHIL 201 An Introduction to Logic	3

### CHOOSE THREE OF THE FOLLOWING

PHIL 337 Philosophy of Religion	3
PHIL 338 Epistemology	3
PHIL 380 Special Topics in Philosophy	3
RELI 341 Christian Ethics	3
RELI 342 Christian Perspectives Toward Violence	3

## WORLD RELIGIONS MINOR (15 HOURS)

RELI 347 Religions of India	3
RELI 348 Religions of China and Japan	3
RELI 349 Introduction to Judaism	3

RELI 350 Introduction to Islam 3  
 Any upper-level departmental course 3  
*RELI 245 Religion and Culture in a Global Perspective is required and may be taken as part of the General Education requirements.*

## YOUTH DISCIPLESHIP MINOR (15 HOURS)

RELI 375 Youth Discipleship 3  
 RELI 376 Advanced Youth Discipleship 3  
 PSYC 302 Adolescent Psychology 3

### CHOOSE ONE OF THE FOLLOWING

PSYC 425 Crisis Intervention Counseling 3  
 PSYC 440 Family Communication 3

### CHOOSE ONE OF THE FOLLOWING

RELI 358 Practicum 3  
 RELI 397 Internship 3

*The Practicum or Internship must be completed in an area related to Youth Discipleship.*

## DEPARTMENT OF SOCIAL SCIENCES

*Department Chair: J. Moore*

*Global Studies Coordinator: C. Delehanty*

*History Coordinator: D. Ellington*

*Political Science Coordinator: E. Amato*

*Social Sciences Coordinator: T. Vanderburg*

*Social Studies Professional Educator's License Coordinator: D. Schronce*

*Sociology Coordinator: D. Sykes*

## FACULTY

*Professors: D. Ellington, R. Munoz, T. Vanderburg, D. Yelton*

*Associate Professors: J. Moore, D. Sykes*

*Assistant Professors: E. Amato, C. Delehanty,*

*Instructor: D. Schronce*

## MISSION STATEMENT

In conjunction with the University's mission as an institution of Christian, liberal arts-based higher education, the Social Sciences Department at Gardner-Webb strives to facilitate student development of the intellectual skills needed to understand and explain significant issues in the realms of politics, society, and the human past.

## MAJOR FIELDS OF STUDY

The department offers eight majors leading to the Bachelor of Arts degree.

Global Studies  
 History  
 History with Professional Educator's License  
 (Grades 9-12)  
 Political Science

Social Sciences  
 Social Studies with Professional Educator's License  
 (Grades 9-12)  
 Sociology

## MINOR FIELDS OF STUDY

Global Studies  
 History  
 Museum Studies  
 Political Science  
 Social Sciences  
 Sociology

## MAJOR FIELDS OF STUDY DETAIL

NOTE: A student who elects to take HIST 245, POLS 202, or ECON 203 as part of the American Heritage Dimension of the university's General Education curriculum may count that course(s) toward meeting relevant major requirements. However, only three hours of credit will be awarded for each course taken.

NOTE: With prior consent of the department chair, Honors 400 (Honors Research) and Honors 401 (Senior Honors Thesis) may be used to satisfy six of the 30-33 hours required for departmental majors in History, Political Science, Sociology, and Social Science.

## GLOBAL STUDIES

**REQUIRED MAJOR HOURS**

**39-41**

**REQUIRED MINOR HOURS**

**15-20**

**ADDITIONAL PROGRAM HOURS**

**NONE**

**TOTAL PROGRAM HOURS**

**54-61**

**PRESCRIBED COURSES ATTAINABLE**

**IN GEN ED: NONE**

## STUDENT LEARNING OUTCOMES

1. Global Studies majors will demonstrate content knowledge in the sub-fields of Global Systems, Regional Studies, and Inter-cultural Studies while concentrating on one of these sub-disciplines.
2. Global studies majors will demonstrate effective communication (written, oral, and technology), foreign language, and appropriate research methodology (qualitative and quantitative) skills.
3. Global studies majors will demonstrate a multidisciplinary ability to analyze global issues and their relationships to relevant theories, structures, institutions and public policies;
4. Global Studies majors will demonstrate the ability to construct independent research.
5. Global Studies majors will be able to reflect on the discipline as it pertains to our modern global context of international systems, states and societies; civic engagement, and governance.

Global Studies is a multidisciplinary major and minor program within the Social Sciences Department that provides:

A small number of common and integrating courses;

Opportunities for research;

Experiential education requirements on the student; and

Breadth of academic inquiry.

The Global Studies major allows the student to determine a unique concentration that fits their vocational objectives.

These concentrations would examine global studies through:

Its systems (political, economic, or environmental);

A regional examination that allows the student to take a focused look at issues affecting the people of the Global North or Global South;

or

Intercultural exploration.

## REQUIRED MAJOR HOURS

SSCI 205 Global Understanding 3

POLS 311 Comparative Politics 3

GLST 490 Global Education Seminar 3

**STUDENTS WILL CHOOSE ONE CONCENTRATION FROM GLOBAL SYSTEMS, REGIONAL STUDIES, OR INTERCULTURAL STUDIES.**

### GLOBAL SYSTEMS (GS) CONCENTRATION (CHOOSE THREE OF THE FOLLOWING)

POLS 321 International Relations 3

POLS 351 Politics of Developing Areas 3

POLS 401 Comparative Political Economy 3

POLS 430 Special Topics (Various) 3

BIOL 104 Environment 4

ENVS 209 Environmental Biology 3

ENVS 310 Environmental Policy and Ethics 3

CHEM 310 Environmental Chemistry 4

ECON 203 Principles of Economics I 3

ECON 204 Principles of Economics II 3

ECON 401 International Economics 3

ECON 404 Economic Development 3

ECON 405 Environmental and Natural

Resource Economics 3

BADM 360 International Business 3

GLST 430 Special Topics 3

GLST 495 Independent Study 3

### REGIONAL STUDIES (RS) CONCENTRATION (CHOOSE THREE OF THE FOLLOWING)

POLS 321 International Relations 3

POLS 351 Politics of Developing Areas 3

POLS 352 African Politics 3

POLS 353 Middle East Politics 3

POLS 354 European Politics 3

POLS 355 Asian Politics 3

POLS 356 Latin American Politics 3

POLS 430 Special Topics (Various) 3

POLS 495 Independent Study - Model  
United Nations 1

HIST 332 Twentieth Century Europe 3

HIST 380 Modern Germany since 1789 3

HIST 383 The Second World War 3

HIST 411 Diplomatic History of the US 3

HIST 430 Special Topics in European  
History 3

ENGL 356 Postcolonial Literature 3

ENGL 359 Topics in World Literature 3

ENGL 331 Modern British and American  
Literature 3

FREN 306 Francophone Cultural History 3

FREN 309 Contemporary France 3

FREN 409 Special Topics in French  
Studies 3

GERM 409 Special Topics in German  
Studies 3

GLST 430 Special Topics 3

GLST 495 Independent Study 3

### INTERCULTURAL STUDIES (IC) CONCENTRATION (CHOOSE THREE OF THE FOLLOWING)

POLS 430 Special Topics (if intercultural  
in nature) 3

SOCI 356 Sociology of Religion 3

SOCI 430 Special Topics 3

ENGL 251 Foundations of World  
Literature I 3

ENGL 252 Foundations of World  
Literature II 3

ENGL 356 Postcolonial Literature 3

ENGL 359 Topics in World Literature 3

FREN 306 Francophone Cultural History 3

FREN 309 Contemporary France 3

FREN 409 Special Topics in French Studies 3

GERM 409 Special Topics in German  
Studies 3

RELI 245 Religion and Culture in a Global  
Perspective 3

RELI 346 World Religions 3

RELI 347 Religions of India 3

RELI 348 Religions of China and Japan 3

RELI 350 Introduction to Islam 3

THEA 381, 382, and 383 History and  
Literature of the Theatre I, II, and III 3

ARTS 140 19th Century Art History 3

ARTS 145 20th Century Art History 3

ARTS 416 Topics in Art History 3

MUSC 325, 326 Music History 3

GLST 430 Special Topics 3

GLST 495 Independent Study 3

## EXPERIENTIAL EDUCATION (CHOOSE ONE)

GLST 450 International Experience	3
GLST 451 International Experience	3
GLST 497 Global Studies Internship	3
GLST 498 Global Studies Internship	3

## ELECTIVES\*

Four electives outside the concentration	12
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*\*At least one elective must be taken in each non-concentration area.*

## LANGUAGE COMPETENCY (CHOOSE ONE OF THE FOLLOWING THREE OPTIONS)

### OPTION ONE (CHOOSE ONE OF THE FOLLOWING SEQUENCES)\*

FREN 101 and FREN 102	6
GERM 101 and GERM 102	6
SPAN 101 and SPAN 102	6

*\*In this case, the language **must not** be the same as the language taken in the General Education Dimensions of the Humanities.*

### OPTION TWO (CHOOSE ONE OF THE FOLLOWING SEQUENCES)\*

FREN 202 and one 300-level French course	6
GERM 202 and one 300-level German course	6
SPAN 202 and one 300-level German course	6

*\*In this case, the language **must** be the same as the language taken in the General Education Dimensions of the Humanities.*

### OPTION THREE (LANGUAGES NOT OFFERED ON CAMPUS)\*

Transfer Language Credits	6
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*\*Requires prior approval.*

**TOTAL REQUIRED MAJOR HOURS 39-41**

## REQUIRED MINOR HOURS

A minor selected from any of the University's offerings.	15-20
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**TOTAL REQUIRED MINOR HOURS 15-20**

**TOTAL PROGRAM HOURS 54-61**

## HISTORY

*Coordinator: D. Ellington*

**REQUIRED MAJOR HOURS 33**

**REQUIRED MINOR HOURS 15-20**

**ADDITIONAL PROGRAM HOURS NONE**

**TOTAL PROGRAM HOURS 48-53**

**PRESCRIBED COURSES ATTAINABLE  
IN GEN ED: NONE**

## STUDENT LEARNING OUTCOMES

1. Students will have the ability to articulate the importance of historical causation, including the

awareness that all historical events are due to a complex range of causal factors;

2. Students will be able to describe the historical context of important historical developments, involving the interplay of a society's political, religious and social and geographical forces;
3. Students will demonstrate knowledge of historical periodization (salient common features and differences of people, places and groups in various time periods);
4. Students will be able to articulate the importance of historical continuity and change over time;
5. Students will be able to know and make use of both primary and secondary sources of history in historical research and writing; and
6. Students will be able to identify and analyze key concepts and issues in a given culture.

## REQUIRED MAJOR HOURS

HIST 200 Introduction to Historical Study	3
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### AMERICAN HISTORY (CHOOSE AT LEAST THREE)

HIST 244 Survey of United States History to 1877	3
HIST 245 Survey of United States History from 1877 to the Present	3
HIST 314 Making America	3
HIST 318 Civil War and Reconstruction	3
HIST 324 American Christianity	3
HIST 325 The History of the New South	3
HIST 345 North Carolina History	3
HIST 401 Slavery in the Atlantic World*	3
HIST 402 The Long Civil Rights Movement	3
HIST 411 Diplomatic History of the United States	3
HIST 431 Special Topics: American History	3

### EUROPEAN HISTORY (CHOOSE AT LEAST TWO)

HIST 311 Medieval Europe	3
HIST 322 Early and Medieval Christianity	3
HIST 327 The Renaissance and Reformation	3
HIST 331 Nineteenth Century Europe	3
HIST 332 Twentieth Century Europe	3
HIST 380 Modern Germany Since 1789	3
HIST 383 The Second World War	3
HIST 414 History of England to 1688	3

### NON-WESTERN HISTORY (CHOOSE AT LEAST ONE)

HIST 401 Slavery in the Atlantic World*	3
POLS 311 Comparative Politics	3
POLS 351 Politics of Developing Areas	3



POLS 352 African Politics	3
POLS 353 Middle Eastern Politics	3
POLS 355 Asian Politics	3
POLS 401 Comparative Political Economy	3
POLS 430 Special Topics (if relevant)	3
GEOG 102 World Regional Geography	3
RELI 346 World Religions	3
HIST ELECTIVE COURSES	12
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>33</b>

## REQUIRED MINOR HOURS

A minor selected from any of the University's offerings.	15-20
<b>TOTAL REQUIRED MINOR HOURS</b>	<b>15-20</b>
<b>TOTAL PROGRAM HOURS</b>	<b>48-53</b>

*\*May be used in one category only*

## POLITICAL SCIENCE

*Coordinator: E. Amato*

<b>REQUIRED MAJOR HOURS</b>	<b>34</b>
<b>REQUIRED MINOR HOURS</b>	<b>15-20</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>48-53</b>

<b>PRESCRIBED COURSES ATTAINABLE IN GEN ED: MATH 105*, POLS 202</b>	<b>3</b>
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## STUDENT LEARNING OUTCOMES

- To increase understanding of American government and its political processes;
- To increase understanding of international/global and regional political histories and relations, and current issues and processes;
- To apply critical thinking, communication (oral, written and technology), and research skills suited for the study and practice of political science;
- To foster an understanding of the role of theory in political science and its importance for public policy and political analysis;
- To achieve information literacy for the political science discipline as per university policy and expectations;
- To identify professional and/or advanced study goals;
- To increase understanding and appreciation of the importance of citizenship in society and political life.

## REQUIRED MAJOR HOURS

POLS 201 Introduction to Political Science	3
POLS 311 Comparative Politics or POLS 321 International Relations	3
SSCI 210 Research Design*	3
POLS 490 Political Science Seminar	3

*\*SSCI 210 Research Design requires MATH 105 Fundamentals of Statistics and Probability as a prerequisite, which may be fulfilled through the student's general education curriculum.*

Students may concentrate in either American Politics (6 credit hours) or Political Theory (6 credit hours).

6 credit hours in either American Politics or Political Theory

3 credit hours in the other subfield

3 credit hours in Comparative Politics or International Relations

10 credit hours of electives

## AMERICAN POLITICS

POLS 202 American Government	3
POLS 304 State and Local Government in the United States	3
POLS 314 The Courts	3
POLS 316 Public Opinion	3
POLS 320 Constitutional Law I: Structures and Institutions	3
POLS 323 American Political Parties	3
POLS 324 Constitutional Law II: Bill of Rights and 14th Amendment	3
POLS 325 Southern Politics	3
POLS 333 The Presidency and Congress	3
POLS 335 American Political Thought	3

## POLITICAL THEORY

POLS 370 Ancient and Medieval Political Philosophy	3
POLS 371 Modern Political Philosophy	3
POLS 372 Contemporary Political Thought	3
POLS 376 The Politics of Happiness	3

## INTERNATIONAL RELATIONS

POLS 321 International Relations	3
POLS 322 Foreign Policy of the United States	3
POLS 351 Politics of Developing Areas	3
POLS 401 Comparative Political Economy	3

## COMPARATIVE POLITICS

POLS 352 African Politics	3
POLS 353 Middle East Politics	3
POLS 354 European Politics	3
POLS 355 Asian Politics	3
POLS 356 Latin American Politics	3

## POLS ELECTIVE COURSES

Political science majors may select from a wide range of electives to satisfy the 10 credit hours. A political science internship is highly recommended. POLS 220 Adventures in Politics and POLS 380 Model United Nations are 1 hour courses.

Any upper-level (300 or 400) course within the Political Science program.

Any upper-level (300 or 400) course within the Social Science Department.

**TOTAL REQUIRED MAJOR HOURS 34**

## REQUIRED MINOR HOURS

A minor selected from any of the University's offerings.

15-20

**TOTAL REQUIRED MINOR HOURS 15-20**

**TOTAL PROGRAM HOURS 48-53**

## SOCIAL SCIENCES

*Coordinator: T. Vanderburg*

**REQUIRED MAJOR HOURS 33**

**REQUIRED MINOR HOURS 15-20**

**ADDITIONAL PROGRAM HOURS NONE**

**TOTAL PROGRAM HOURS 48-53**

**PRESCRIBED COURSES ATTAINABLE  
IN GEN ED: NONE**

## STUDENT LEARNING OUTCOMES

1. Students will demonstrate content knowledge in economics, history, political science and sociology;
2. Students will use analytical ability;
3. Students will develop research skills; and
4. Students will apply written communication skills.

## REQUIRED MAJOR HOURS

HIST 200 Introduction to Historical Study 3  
OR SOCI 311 Social Research Methodology 3  
Three 300- or 400-level courses offered by the department 9

### ECONOMICS (CHOOSE ONE)

ECON 201 Free Enterprise 3  
ECON 203 Principles of Economics I 3  
ECON 204 Principles of Economics II 3  
ECON 302 Money and Banking 3  
ECON 303 Intermediate Microeconomics I 3  
ECON 304 Intermediate Macroeconomics II 3  
ECON 311 Labor Economics 3  
ECON 401 International Economics 3  
ECON 402 Managerial Economics 3  
ECON 403 National Income and Employment Analysis 3  
ECON 404 Economic Development 3  
ECON 405 Environmental and Natural Resource Economics 3  
ECON 480 Contemporary Economic Problems 3

### POLITICAL SCIENCE ELECTIVES (CHOOSE TWO)

POLS 201 Introduction to Political Science 3

POLS 202 American Government 3  
POLS 304 State and Local Government in the United States 3  
POLS 311 Comparative Politics 3  
POLS 314 The Courts 3  
POLS 316 Public Opinion 3  
POLS 320 Constitutional Law I 3  
POLS 321 International Relations 3  
POLS 322 Foreign Policy of the United States 3  
POLS 323 American Political Parties 3  
POLS 324 Constitutional Law II 3  
POLS 325 Southern Politics 3  
POLS 333 The President and Congress 3  
POLS 351 Politics of Developing Areas 3  
POLS 352 African Politics 3  
POLS 353 Middle East Politics 3  
POLS 354 European Politics 3  
POLS 355 Asian Politics 3  
POLS 356 Latin American Politics 3  
POLS 401 Comparative Political Economy 3  
POLS 430 Special Topics (if relevant) 3  
POLS 450, 451 International Experience 3  
POLS 490 Political Science Seminar 3  
POLS 495 Independent Study 3  
POLS 497, 498 Internship in Political Science 3

### HISTORY (CHOOSE TWO)

HIST 200 Introduction to Historical Study 3  
HIST 244 Survey of United States History to 1877 3  
HIST 245 Survey of United States History from 1877 to the Present 3  
HIST 311 Medieval Europe 3  
HIST 314 Making America: Colonization, Revolution and the U.S. Constitution 3  
HIST 318 Civil War and Reconstruction 3  
HIST 322 Early and Medieval Christianity 3  
HIST 323 Modern Christianity 3  
HIST 324 American Christianity 3  
HIST 325 The History of the New South 3  
HIST 327 The Renaissance and Reformation 3  
HIST 331 Nineteenth-Century Europe 3  
HIST 332 Twentieth-Century Europe 3  
HIST 345 North Carolina History 3  
HIST 380 Modern Germany since 1789 3  
HIST 383 The Second World War 3  
HIST 401 Slavery in the Atlantic 3  
HIST 402 The Long Civil Rights Movement 3  
HIST 411 Diplomatic History of the United States 3

HIST 414 History of England to 1688	3
HIST 430 Special Topics: European History	3
HIST 431 Special Topics: American History	3
HIST 450, 451 International Experience	3
HIST 495, 496 Independent Study	3
HIST 497, 498 Internship in History	3
<b>SOCIOLOGY (CHOOSE TWO)</b>	
SOCI 201 Introduction to Sociology	3
SOCI 202 Social Problems	3
SOCI 203 Marriage and Family	3
SOCI 310 Social Psychology	3
SOCI 311 Social Research Methodology	3
SOCI 313 Sociology of Deviant Behavior	3
SOCI 330 Sociological Theory	3
SOCI 340 Social Change	3
SOCI 356 Sociology of Religion	3
SOCI 396 Introduction to Statistics	3
SOCI 400 Minority Groups	3
SOCI 410 Sociology of Gender	3
SOCI 411 Criminology	3
SOCI 415 Juvenile Delinquency	3
SOCI 421 The Community	3
SOCI 430 Special Topics: Sociology	3
SOCI 450, 451 International Experience	3
SOCI 490 Sociology Seminar	3
SOCI 497, 498 Internship	3
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>33</b>
<b>REQUIRED MINOR HOURS</b>	
<b>A MINOR SELECTED FROM ANY OF THE UNIVERSITY'S OFFERINGS.</b>	<b>15-20</b>
<b>TOTAL REQUIRED MINOR HOURS</b>	<b>15-20</b>
<b>TOTAL PROGRAM HOURS</b>	<b>48-53</b>

## HISTORY AND SOCIAL SCIENCES STUDENT LEARNING OUTCOMES

Refer to the History and Social Science Student Learning Outcomes.

## PROFESSIONAL EDUCATION STUDENT LEARNING OUTCOMES

1. Student Licensure Candidates will demonstrate leadership skills and roles within an educational setting. (NCTCS I)
2. Student Licensure Candidates will establish a respectful environment for a diverse population of students. (NCTCS II)
3. Student Licensure Candidates will possess a depth of content knowledge in their major discipline. (NCTCS III)

4. Student Licensure Candidates will effectively facilitate learning for their students. (NCTCS IV)
5. Student Licensure Candidates will be able to reflect upon their practice. (NCTCS V)

A North Carolina licensed secondary Social Studies teacher is qualified to teach six subjects: History, Civics/Government, Economics, Sociology, Geography, and Psychology. The Social Science Department provides two pathways to obtain a North Carolina secondary Social Studies Professional Educator's license; both pathways require 65 credit hours to meet NC Department of Public Instruction's licensure requirements. Pathway Option 1: History with Teacher Licensure (9-12) major (36 hours) with a minor in Professional Education (29 hours); and Pathway Option 2: Social Studies with Teacher Licensure (9-12) major (36 hours) with a minor in Professional Education (29 hours). The History with Teacher Licensure (9-12) and Social Sciences with Teacher Licensure (9-12) at Gardner-Webb University are state approved by the North Carolina State Board of Education.

## HISTORY WITH TEACHER LICENSURE (9-12)

*Coordinator: D. Schronce*

<b>REQUIRED MAJOR HOURS</b>	<b>36</b>
<b>REQUIRED MINOR HOURS</b>	<b>29</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>65</b>

## **PRESCRIBED COURSES ATTAINABLE IN GEN ED: ECON 203, HIST 101, HIST 102, PSYC 201, SSCI 205, POLS 202, AND BIOL 104 OR GEOL 105 OR GEOL 106**

History with Teacher Licensure at Gardner-Webb University is state approved by the North Carolina State Board of Education.

## REQUIRED MAJOR HOURS

POLS 202 American Government	3
HIST 200 Introduction to Historical Study	3
HIST 244 Survey of United States History to 1877	3
HIST 245 Survey of United States History from 1877 to the Present	3
SSED 432 Secondary Social Studies Instructional Methods	3
GEOG 102 World Regional Geography	3
SOCI 201 Introduction to Sociology	3
COMM 230 Technology and American Society	3

## GEOGRAPHY ELECTIVES (CHOOSE ONE)

GEOG 101 Physical Geography	3
GEOG 430 Special Topics: Geography	3

## US HISTORY (CHOOSE ONE)

HIST 314 Making America: Colonization, Revolution, and the US Constitution	3
HIST 318 Civil War and Reconstruction	3
HIST 324 American Christianity	3
HIST 325 The History of the New South	3
HIST 345 North Carolina History	3
HIST 401 Slavery in the Atlantic World*	3
HIST 402 The Long Civil Rights Movement	3
HIST 411 Diplomatic History of the United States	3
HIST 431 Special Topics: American History	3

## PRE-19TH CENTURY OR EUROPEAN HISTORY (CHOOSE ONE)

HIST 311 Medieval Europe	3
HIST 322 Early and Medieval Christianity	3
HIST 327 The Renaissance and Reformation	3
HIST 331 Nineteenth Century Europe	3
HIST 332 Twentieth Century Europe	3
HIST 380 Modern Germany Since 1789	3
HIST 383 The Second World War	3
HIST 414 History of England to 1688	3
HIST 430 Special Topics: European History	3

## NON-WESTERN HISTORY (CHOOSE ONE)

HIST 401 Slavery in the Atlantic World*	3
POLS 311 Comparative Politics	3
POLS 351 Politics of Developing Areas	3
POLS 352 African Politics	3
POLS 353 Middle Eastern Politics	3
POLS 355 Asian Politics	3
POLS 401 Comparative Political Economy	3
POLS 430 Special Topics (if relevant)	3
RELI 346 World Religions	3

## HIST ELECTIVES (CHOOSE ONE)

Choose from the History courses listed above	3
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## TOTAL REQUIRED MAJOR HOURS 36

*\*May be used in one category only*

NOTE: Students must complete ONE 300-level and ONE 400-level Writing Intensive course.

## REQUIRED MINOR HOURS

### Professional Education Minor

PSYC 303 Educational Psychology	3
EDUC 250 Teaching in the 21st century	4
EDUC 316 Teaching Reading and Writing in the Content Areas	3
EDUC 350 Diverse Populations in 21st Century Schools	4

EDUC 440 Classroom Management	3
EDUC 450 Student Teaching	12

## TOTAL REQUIRED MINOR HOURS 29

## TOTAL PROGRAM HOURS 65

Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program, as outlined in the School of Education's section of this Catalog (entitled "Admission to the Teacher Education Program"). All candidates must be fully admitted into the Teacher Education Program a minimum of two full semesters prior to the semester in which they intend to student teach. Ideally, students should interview no later than the end of the first semester of their junior year. The History with Teacher Licensure (9-12) at Gardner-Webb University is state approved by the North Carolina State Board of Education.

## ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

Transfer students seeking Social Studies Professional Educator's licensure must also complete SSCI 205 as well as BIOL 104 or GEOL 105 or 106 (or equivalent). All students transferring under the Comprehensive Articulation Agreement must complete HIST 101 and 102 (or equivalent) as part of the General Education curriculum.

## OTHER REQUIREMENTS

- Demonstrate depth of content knowledge and acquisition of analytical, research and communications skills. Teacher candidates must produce and formally present, utilizing relevant technology, a substantial, quality research project. This is a NCDPI licensure requirement.
- Make a grade of "C" or better in all courses counted towards meeting any state mandated content or professional competency.
- Maintain an overall 3.0 or better GPA.

In addition to the major and minor, teacher candidates must also complete the following.

1. General Education Curriculum
  - a. Dimensions of the Humanities—Communication requirement will be fulfilled with EDUC 450
  - b. Dimensions of Scientific Inquiry—Select either BIOL 104 Environment for their Life Science course or GEOL 105 Oceanography and Meteorology or GEOL 106 Environmental Geology for their Physical Science course
2. If applicable at the time of program completion, achieve a minimum score on the Praxis II Subject



Assessment exam. Teacher candidates are strongly encouraged to take the Praxis II exam before student teaching. For additional information, please refer to the Teacher Education Handbook.

3. At the end of EDUC 450 Student Teaching, teacher candidates must provide evidence of achievement at the Proficient level or higher. Teacher candidates are assessed on all standards (NCPTS 1-5) in accordance with the Teacher Candidate Evaluation Rubric of the North Carolina Educator Evaluation System. The rubric includes a range of four categories: Emergent, Developing, Proficient, and Accomplished.

*Consult the Secondary Social Studies Licensure Coordinator, Professor Donna Schronce, to stay current with licensure requirements.*

## SOCIAL SCIENCES WITH TEACHER LICENSURE (9-12)

<b>REQUIRED MAJOR HOURS</b>	<b>36</b>
<b>REQUIRED MINOR HOURS</b>	<b>29</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>65</b>
<b>PRESCRIBED COURSES ATTAINABLE IN GEN ED: POLS 202, ECON 203, HIST 101, HIST 102, PSYC 201, SSCI 205, AND BIOL 104 OR GEOL 105 OR GEOL 106</b>	

Social Sciences with Teacher Licensure at Gardner-Webb University is state approved by the North Carolina State Board of Education.

### REQUIRED MAJOR HOURS

COMM 230 Technology and American Society	3
ECON 203 Principles of Economics I	3
GEOG 102 World Regional Geography	3
HIST 200 Introduction to Historical Study	3
HIST 244 Survey of United States History to 1877	3
HIST 245 Survey of United States History from 1877 to the Present	3
POLS 202 American Political Process	3
SOCI 201 Introduction to Sociology	3
SSED 432 Secondary Social Studies Instructional Methods	3

### GEOGRAPHY ELECTIVES (CHOOSE ONE)

GEOG 101 Physical Geography	3
GEOG 430 Special Topics: Geography	3

### POLITICAL SCIENCE ELECTIVES (CHOOSE ONE)

POLS 304 State and Local Government in the United States	3
POLS 311 Comparative Politics	3
POLS 314 The Courts	3
POLS 316 Public Opinion	3

POLS 320 Constitutional Law I	3
POLS 321 International Relations	3
POLS 322 Foreign Policy of the United States	3
POLS 323 American Political Parties	3
POLS 324 Constitutional Law II	3
POLS 325 Southern Politics	3
POLS 333 The President and Congress	3
POLS 430 Special Topics (if relevant)	3

### SOCIAL SCIENCE ELECTIVES (CHOOSE ONE)

ECON 204 Principles of Economics II	3
HIST 314 Making America: Colonization, Revolution, and the US Constitution	3
HIST 318 Civil War and Reconstruction	3
HIST 324 American Christianity	3
HIST 325 The History of the New South	3
HIST 345 North Carolina History	3
HIST 401 Slavery in the Atlantic World	3
HIST 402 The Long Civil Rights Movement	3
HIST 411 Diplomatic History of the United States	3
HIST 431 Special Topics: American History	3
HIST 331 Nineteenth Century Europe	3
HIST 332 Twentieth Century Europe	3
HIST 380 Modern Germany Since 1789	3
HIST 383 The Second World War	3
HIST 311 Medieval Europe	3
HIST 322 Early and Medieval Christianity	3
HIST 327 The Renaissance and Reformation	3
HIST 414 History of England to 1688	3
POLS 351 Politics of Developing Areas	3
POLS 352 African Politics	3
POLS 353 Middle Eastern Politics	3
POLS 355 Asian Politics	3
POLS 401 Comparative Political Economy	3
POLS 430 Special Topics (if relevant)	3
RELI 346 World Religions	3
SOCI 202 Social Problems	3
SOCI 310 Social Psychology	3
SOCI 400 Minority Groups	3
SOCI 430 Special Topic (if relevant)	3

### TOTAL REQUIRED MAJOR HOURS 36

NOTE: Students must complete ONE 300-level and ONE 400-level Writing Intensive course.

### REQUIRED MINOR HOURS

#### Professional Education Minor

PSYC 303 Educational Psychology	3
EDUC 250 Teaching in the 21st century	4

EDUC 316 Teaching Reading and Writing in the Content Areas	3
EDUC 350 Diverse Populations in 21st Century Schools	4
EDUC 440 Classroom Management	3
EDUC 450 Student Teaching	12
<b>TOTAL REQUIRED MINOR HOURS</b>	<b>29</b>
<b>TOTAL PROGRAM HOURS</b>	<b>65</b>

Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program, as outlined in the School of Education's section of this Catalog (entitled "Admission to the Teacher Education Program"). All candidates must be fully admitted into the Teacher Education Program a minimum of two full semesters prior to the semester in which they intend to student teach. Ideally, students should interview no later than the end of the first semester of their junior year. The Social Sciences with Teacher Licensure (9-12) at Gardner-Webb University is state approved by the North Carolina State Board of Education.

## ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

Transfer students seeking Social Studies Professional Educator's licensure must also complete PSYC 201, POLS 202, SSCI 205, and ECON 203, as well as BIOL 104 or GEOL 105 or 106 (or equivalent). All students transferring under the Comprehensive Articulation Agreement must complete HIST 101, 102 (or equivalent) as part of the General Education curriculum.

## OTHER REQUIREMENTS

- Demonstrate depth of content knowledge and acquisition of analytical, research and communications skills. Teacher candidates must produce and formally present, utilizing relevant technology, a substantial, quality research project. This is a NCDPI licensure requirement.
- Make a grade of "C" or better in all courses counted towards meeting any state-mandated content or professional competency.
- Maintain an overall 3.0 or better GPA.

In addition to the major and minor, teacher candidates must also complete the following.

1. General Education Curriculum
  - a. Dimensions of the Humanities—Communication requirement will be fulfilled with EDUC 450
  - b. Dimensions of Scientific Inquiry—Select either BIOL 104 Environment for their Life

Science course or GEOL 105 Oceanography and Meteorology or GEOL 106 Environmental Geology for their Physical Science course

2. If applicable at the time of program completion, achieve a minimum score on the Praxis II Subject Assessment exam. Teacher candidates are strongly encouraged to take the Praxis II exam before student teaching. For additional information, please refer to the Teacher Education Handbook.
3. At the end of EDUC 450 Student Teaching, teacher candidates must provide evidence of achievement at the Proficient level or higher. Teacher candidates are assessed on all standards (NCPTS 1-5) in accordance with the Teacher Candidate Evaluation Rubric of the North Carolina Educator Evaluation System. The rubric includes a range of four categories: Emergent, Developing, Proficient, and Accomplished.

*Consult the Secondary Social Studies Licensure Coordinator, Professor Donna Schronce, to stay current with licensure requirements.*

## SOCIOLOGY

*Coordinator: D. Sykes*

<b>REQUIRED MAJOR HOURS</b>	<b>30</b>
<b>REQUIRED MINOR HOURS</b>	<b>15-20</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>45-50</b>

**PRESCRIBED COURSES ATTAINABLE  
IN GEN ED: NONE**

## STUDENT LEARNING OUTCOMES

1. Sociology majors will demonstrate the ability to identify major social institutions and their impact on each other;
2. Sociology majors will demonstrate the ability to compare and contrast classical, modern and postmodern social theory;
3. Sociology majors will demonstrate the ability to create an independent research project; and
4. Sociology majors will demonstrate the ability to evaluate the role of race, class and gender in life chances.

## REQUIRED MAJOR HOURS

SOCI 201 Introduction to Sociology	3
SOCI 311 Social Research Methodology	3
SOCI 330 Sociological Theory	3
SOCI/PSYC 396 Introduction to Statistics	3

## CHOOSE SIX OF THE FOLLOWING

SOCI 202 Social Problems	3
SOCI 203 Marriage and the Family	3
SOCI/PSYC 310 Social Psychology	3

SOCI 313 Sociology of Deviant Behavior	3	Museum studies gives students a broad introduction to museum careers with emphasis on basic theory, professional ethics, museum structures and types, and collections management. Students are also exposed to exhibit design or educational programming. The program places strong emphasis on experiential learning, with two mandatory internships and a senior year practicum.	
SOCI 320 Murder in America	3		
SOCI 340 Social Change	3		
SOCI 356 Sociology of Religion	3		
SOCI 400 Minority Groups	3		
SOCI 410 Sociology of Gender	3		
SOCI 411 Criminology	3		
SOCI 415 Juvenile Delinquency	3	MUSE 200 Introduction to Museum Studies	3
SOCI 421 The Community	3	MUSE 497 Museum Internship I	3
SOCI 450, 451 International Experience	3	MUSE 498 Museum Internship II	3
SOCI 490 Sociology Seminar	3	MUSE 401 Museum Practicum	
SOCI 497, 498 Internship	3	(one hour, repeatable)	3
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>30</b>	<b>CHOOSE TWO OF THE FOLLOWING</b>	
<b>REQUIRED MINOR HOURS</b>		MUSE 310 Collections Management	3
A minor selected from any of the		MUSE 320 Museum Education and	
University's offerings.	15-20	Outreach	3
<b>TOTAL REQUIRED MINOR HOURS</b>	<b>15-20</b>	MUSE 330 Exhibit Design	3
<b>TOTAL PROGRAM HOURS</b>	<b>45-50</b>	<b>GLOBAL STUDIES MINOR</b>	
<i>*Internships are highly recommended.</i>		<b>(18 HOURS)</b>	
<b>ADDITIONAL REQUIREMENTS FOR</b>		SSCI 205 Global Understanding	3
<b>TRANSFER MAJORS</b>		Three hours of language beyond the	
All students transferring under the Comprehensive		General Education requirements	3
Articulation Agreement must complete HIST 101 and 102		Four courses from the three Global	
(or equivalent) as part of the General Education curriculum.		Studies major concentrations*	12
Transfer students seeking Social Studies licensure must also		<i>*Two courses must be selected from the same concentration,</i>	
complete SSCI 205 or RELI 245 (or equivalent) as well as		<i>and one course must be selected from each of the other two</i>	
BIOL 104 or GEOL 105 or 106 (or equivalent).		<i>concentrations. POLS 311 may be taken and used for any</i>	
		<i>concentration.</i>	
<b>SECOND MAJOR</b>		<b>HISTORY MINOR (18 HOURS)</b>	
A student seeking a second major in any field of study offered		HIST 244 Survey of United States	
by the Department of Social Sciences must meet the criteria		History to 1877	3
outlined above for each major.		HIST 245 Survey of United States	
<b>NON-WESTERN COURSE REQUIREMENTS</b>		History from 1877 to Present	3
Currently the department offers the following non-		HIST Electives beyond General Education	
Western courses: POLS 311, 351, 352, 353,		requirements	12
355, 401 (African- or Asian-themed), and POLS		<b>POLITICAL SCIENCE MINOR</b>	
430 Special Topics. Departmental approval is		<b>(18 HOURS)</b>	
required to count other courses as meeting non-		POLS 201 Introduction to Political	
Western requirements.		Science	3
<b>MINOR FIELDS OF STUDY DETAIL</b>		POLS 202 American Government	3
NOTE: A student who elects to take HIST 245, POLS 202,		POLS Electives	12
or ECON 203 as part of the American Heritage Dimension		<b>SOCIAL SCIENCES MINOR</b>	
of the university's General Education curriculum may count		<b>(18 HOURS)</b>	
that course(s) toward meeting relevant minor requirements.		HIST 244 Survey of United States	
However, only three hours of credit will be awarded for each		History to 1877	3
course taken.		POLS 201 Introduction to Political Science	3
<b>MUSEUM STUDIES MINOR</b>		SOCI 201 Introduction to Sociology	3
<b>(18 HOURS)</b>		Three 300- or 400-level Departmental	
<i>Coordinator: A. Reiley-Kay</i>		Electives	9

## SOCIOLOGY MINOR (18 HOURS)

SOCI 201 Introduction to Sociology	3
SOCI Electives	15

## DEPARTMENT OF WORLD LANGUAGES, LITERATURES, AND CULTURES

*Department Chair: B. Martin*

### FACULTY

*Professors: T. Cox, B. Martin, C. Moore*

*Associate Professors: M. High, T. Phillips*

*Instructors: R. Moore, R. Gribble*

### MISSION

The mission of the Department of World Languages, Literatures, and Cultures is to teach students communicative skills in a world language through a curriculum which emphasizes a liberal arts philosophy and Christian values and, ultimately, produces graduates who have an appreciation and knowledge of another culture, its language, and its literature. Students who choose to major in any field of study offered by the Department of World Languages, Literatures, and Cultures will be proficient in speaking, reading, writing, and, in the case of ASL, signing the target language.

### MAJORS

World Languages, Literatures, and Cultures with  
Concentrations in French, German Studies, and  
Spanish

ASL

English as a Second Language with Teacher Licensure

French with Teacher Licensure

Spanish with Teacher Licensure

### MINORS

American Sign Language

Classical Languages

French

Intercultural Communication

Interpreting (available only to students majoring in  
American Sign Language)

Minor in Cultural Studies with Concentrations in  
French, German, and Spanish

Spanish

Students who plan to major in a world language should take 101 and 102 during their first year of study in order to stay in sequence for graduation.

Students must begin their world language requirements for graduation in the General Education curriculum by the fourth semester of study. This means prior to beginning the third or junior year. It is highly recommended to take all language courses in a sequence without skipping a semester.

Transfer students transferring in at least 45 hours and needing this requirement will begin world language study their first semester at Gardner-Webb. Requests for exceptions must go through the process for Academic Appeals.

Students who wish to prove proficiency in a language not taught by the department should see the department chair for options proving proficiency. If an exam is required it will be through ACFTL and the student is required to pay the fees.

Placement tests administered in the department only indicate the proficiency level of a student. They are not used to award course credit. Students who wish to take a course out of sequence, without the required prerequisites, must request permission from the department. Forms are available from the Department Chair.

## WORLD LANGUAGES, LITERATURES, AND CULTURES WITH CONCENTRATIONS IN FRENCH, GERMAN STUDIES, AND SPANISH

### REQUIRED MAJOR HOURS

42

### PRESCRIBED COURSES ATTAINABLE IN GEN ED:

**FREN 101 AND 102, GERM 101 AND 102, OR  
SPAN 101 AND 102**

A major in World Languages, Literatures, and Cultures (WLLC) with concentrations in French, German Studies, and Spanish consists of 42 hours above the FREN 101 and 102; GERM 101 and 102; and SPAN 101-and 102-levels. The major consists of courses in four (4) tiers:

Foundation courses (9 hours) – an introduction into the relevant fields of their major (linguistics, intercultural communication, literature and film studies.

Language, literature, and culture courses above the 100- level taught in the target language (21 hours) - these courses will be taken by students of a specific concentration.

Comparative courses (9 hours) – these courses will be taken by students of all concentrations.

Capstone (3 hours) – a senior seminar focusing on the exploration, research, development, and presentation of a major research and analytical essay on a subject appropriate to the major (fall semester, senior year). The essay will be presented at a conference in the following spring semester.

A student's program of study is made in consultation with the faculty advisor.



## STUDENT LEARNING OUTCOMES

1. Students who choose to major in any concentration of WLLC will be proficient in speaking, reading, and writing the target language;
2. Distinguish language as a human phenomenon: how it is used in social contexts, how the mind processes language, how language (first and second) are acquired, how it is compared to non-human forms of communication;
3. Describe culture as a context for communication by defining culture and identities within that culture, by understanding face-to-face and mediated communication, and by understanding culture's influence on perspective;
4. List cultural values: the dimensions of culture, dominant U.S. cultural patterns, comparative cultural patterns, culture and gender, contact between cultures;
5. Discover the basic theoretical and cultural concepts underlying historical and contemporary approaches to literature and of the major differences between them; and
6. Generate and articulate personal responses to literary and critical texts, and to explain the premises and assumptions underlying such personal responses.

## CONCENTRATIONS

French  
German Studies  
Spanish

## REQUIRED MAJOR HOURS

### FOUNDATION COURSES

WLLC 101 The Science of Language: An Introduction to Linguistics	3
WLLC 102 One World, Many Voices: An Introduction to Intercultural Communicative Competency	3
WLLC 103 The Art of 'Reading:' Introduction to Literary and Film Studies	3

### FRENCH CONCENTRATION (21 HOURS)

FREN 201 Real World French: Let's Go!	3
FREN 202 Real World French: Transitions	3
FREN 301 Intensive French: Texts and Contexts	3
FREN 302 Advanced French Expression	3
FREN 305 Products, Practices, and Perspectives of France	3
FREN 306 Products, Practices, and Perspectives of the Francophone World	3
FREN 309 Contemporary France	3
FREN 310 French for Careers	3

FREN 311, FREN 312 French Study Abroad	6
FREN 315 Lights, Camera, Action! Studies in French Film	3
FREN 320, FREN 321 International Experience	1-3
FREN 403 Advanced French Oral Expression	3
FREN 409 Seminar in French: Special Topics	3
FREN 410 Voices That Formed Our World: Texts of France	3
FREN 420 Rediscovering New Worlds	3
FREN 430, FREN 440 Advanced Studies in Francophone People and Cultures I and II	3
FREN 495 Independent Study I	3
FREN 496 Independent Study II	3

### GERMAN STUDIES CONCENTRATION (21 HOURS)

GERM 201 Real World German: Let's Go!	3
GERM 202 Real World German: Transitions	3
GERM 301 Intensive German: Texts and Contexts	3
GERM 302 Advanced German Expression	3
GERM 315 Lights, Camera, Action! Studies in German Film	3
GERM 320, GERM 321 International Experience	1-3
GERM 409 Seminar in German: Special Topics	1-6
GERM 495 Independent Study I	3
GERM 496 Independent Study II	3

*With the approval of the Department of World Languages, Literatures, and Cultures, two courses related to German culture, history, politics, etc., may be taken in other departments.*

### SPANISH CONCENTRATION (21 HOURS)

SPAN 201 Real World Spanish: Let's Go!	3
SPAN 202 Real World Spanish: Transitions	3
SPAN 301 Intensive Spanish: Texts and Contexts	3
SPAN 302 Advanced Spanish Expression	3
SPAN 305 Products, Practices, and Perspectives of the Spanish-speaking World	3
SPAN 310 Spanish for Careers	3
SPAN 311, SPAN 312 Spanish Study Abroad	6
SPAN 315 Lights, Camera, Action! Studies in Hispanic Film	3
SPAN 320, SPAN 321 International Experience	1-3
SPAN 403 Advanced Spanish Oral Expression	3

SPAN 409 Seminar in Spanish: Special Topics	3
SPAN 410 Voices That Formed Our World: Texts of Spain	3
SPAN 420 Rediscovering New Worlds	3
SPAN 430 Advanced Studies in Hispanic Peoples and Cultures I	3
SPAN 440 Advanced Studies in Hispanic Peoples and Cultures II	3
SPAN 495 Independent Study I	3
SPAN 496 Independent Study II	3

#### COMPARATIVE COURSES (9 HOURS)

WLLC 301 Girls Gone Mad: The Portrayal of Female "Madness" in World Cinema	3
WLLC 302 He Said, She Said: Gender and Communication	3
WLLC 303 Women's Voices	3
WLLC 304 Tasting the World One Plateful at a Time: A Study of Food, Language, and Culture	3
WLLC 305 Dance 'Round the World: A Study of Dance and Cultural Diversity	3
WLLC 306 Voices of Exile	3
WLLC 307 The Universal Language of Sport	3

#### CAPSTONE

WLLC 480 Senior Seminar (Capstone Course)	3
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**TOTAL REQUIRED MAJOR HOURS** **42**

**TOTAL PROGRAM HOURS** **42**

## AMERICAN SIGN LANGUAGE

**REQUIRED MAJOR HOURS** **48**

#### PRESCRIBED COURSES ATTAINABLE IN GEN ED: SGLG 101 AND 102

The mission of the ASL Program at Gardner-Webb is to graduate students with advanced language proficiency and the cultural awareness and sensitivity to function within the deaf community as interpreters, teachers, counselors etc.

## ENTRANCE REQUIREMENTS TO THE ASL MAJOR

A student wishing to major in ASL must apply to be accepted into the major. The student may not apply until they are in SGLG 202 or have placed out of SGLG 202. The application process is as follows.

1. The student must submit to the ASL Studies Program a letter requesting entrance to the major, explaining their interest in the major and what their goals are for the future.
2. a. The student must submit a copy of their transcript along with their letter. The student

must have a B average in all ASL courses taken to that point at Gardner-Webb University.

- b. If a student is transferring from another college, the student must submit their transcript and have a B average in all ASL courses taken at another institution.
  - c. If the student places out of SGLG 202 but has no prior college-level ASL courses, the student will apply to the major at the end of his or her first semester at Gardner-Webb and at that point must have a B average in all ASL courses taken at Gardner-Webb.
3. The student must provide documentation that he or she has passed the SLPI at the Intermediate Level. All Gardner-Webb students will take the SLPI during the semester they are in SGLG 202. Students transferring in or placing out of SGLG 202 will take the SLPI at the beginning of their first semester at Gardner-Webb. Contact the ASL Program Coordinator for more information about the SLPI.
  4. The ASL Studies Program Faculty will jointly review all applications to determine acceptance into the program.

## STUDENT LEARNING OUTCOMES

1. Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions;
2. Students comprehend and interpret live and recorded American Sign Language on a variety of topics;
3. Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics;
4. Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf Culture;
5. Students reinforce and further their knowledge of other disciplines through American Sign Language; and
6. Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf Culture.

## REQUIRED MAJOR HOURS

SGLG 201, SGLG 202 Intermediate ASL I and II OR SGLG 211, SGLG 212 Intensive ASL I and II	6
SGLG 300 Introduction to the Deaf Community	3
SGLG 301 Advanced ASL I	3

SGLG 302 Advanced ASL II	3
SGLG 305 Deaf Culture	3
SGLG 407 Linguistics of ASL	3
SGLG 495 Internship	3
SGLG 496 Internship	3
WLLC 480 Senior Seminar (Capstone Course)	3
WLLC 101 The Science of Language: An Introduction to Linguistics	3
WLLC 102 One World, Many Voice: An Introduction to Intercultural Communicative Competency	3
WLLC 103 The Art of 'Reading:' Introduction to Literary and Film Studies	3

#### CHOOSE THREE OF THE FOLLOWING

SGLG 401 The Sociolinguistics of Sign Language	3
SGLG 402 ASL Literature and Folklore	3
SGLG 408 Introduction to Teaching ASL	3
SGLG 409 Special Topic	3
SGLG 494 Independent Study	
OR	
SLIN 303 (if the student is not an Interpreting minor)	3

#### TOTAL REQUIRED MAJOR HOURS 48

Additionally, the student must pass the Sign Language Proficiency Interview (SLPI) at the Intermediate level during the fourth semester of ASL study in order to apply to major in ASL. The SLPI must be passed at the Advanced level in order to graduate. The student should contact the Director of the ASL program for additional information concerning this process. A fee is charged for each SLPI administration. There is no limit regarding the number of exams that can be taken, but a six month waiting period is required between each exam.

### ENGLISH AS A SECOND LANGUAGE WITH TEACHER LICENSURE

REQUIRED MAJOR HOURS	39
REQUIRED MINOR HOURS	23
<b>TOTAL PROGRAM HOURS</b>	<b>62</b>

#### PREScribed COURSES ATTAINABLE IN GEN ED: FREN 101, 102, AND 201 OR SPAN 101, 102, AND 201

English as a Second Language with Teacher Licensure at Gardner-Webb University is state approved by the North Carolina State Board of Education.

### STUDENT LEARNING OUTCOMES

1. Advanced proficiency in English;
2. Intermediate proficiency in the world language (OPI scale);

3. An understanding of all aspects of the English language well enough to be able to explain and model the component skills for students;
4. The ability to plan, implement, and evaluate instruction in educationally sound ways; and
5. The ability to select and use the appropriate methodologies and materials for students of different ages, interests, and backgrounds.

### COURSE REQUIREMENTS

The classes in Second Language Education are arranged in cohorts based upon when the student begins taking the Methods/Practicum courses. Students are encouraged to take the first semester in the spring of their Sophomore year. The first semester of study covers the basic methods of Second Language instruction. The second semester of study covers literacy and assessment in application. The third semester of study covers data assessment. The fourth Methods practicum course is a shadowing experience prior to student teaching. It covers classroom management in application. The first three courses include 10 weeks of practicum placement in the public schools with a licensed World Language teacher. These placements are based upon the course number in which the student is enrolled. Middle Grades students take ESOL 335 which covers teaching English Language Learners in the content classroom.

### REQUIRED MAJOR HOURS

ESOL 332, 335, and 338 ESL Methods/ Practicum K-6	6
ESOL 333, 336, or 339 ESL Methods/ Practicum K-6/6-9/9-12 (depending on the Student Teaching placement level)	2
ESOL 400 ESL Seminar	3
ENGL 363 Structure of the English Language	3
ENGL 364 Language and Literacy Through the 21st century	3
SOCI 400 Minority Groups	3
EDUC 302 Literacy Foundations	3
EDUC 306 Literacy and Language Arts for K-8	4
EDUC 312 Practicum in Literacy K-9	3
EDUC 316 Teaching Reading and Writing in the Content Areas (preferred)	
OR	
ENGL 483 The Teaching of Writing	3
FRENCH 202 or SPAN 202 and one 300-level course in either French or Spanish	6

#### TOTAL REQUIRED MAJOR HOURS 39

## REQUIRED MINOR HOURS

### Professional Education Minor

EDUC 250 Teaching in the 21st century	4
EDUC 350 Diverse Populations in 21st Century Schools	4
EDUC 450 Student Teaching	12
PSYC 303 Educational Psychology	3
<b>TOTAL REQUIRED MINOR HOURS</b>	<b>23</b>
<b>TOTAL PROGRAM HOURS</b>	<b>62</b>

Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted into the Teacher Education program. Students seeking French licensure K-12 are required to pass the ACTFL OPI with a proficiency level of at least Intermediate High prior to beginning Student Teaching. Students are encouraged to enter the Teacher Education program the semester after successful completion of EDUC 250. Students seeking K-12 ESL licensure are encouraged to pass the Praxis II licensing exam during the last year of study before graduation.

All professional education programs, bachelor's level and graduate level licensure programs, at Gardner-Webb University are state approved by the North Carolina State Board of Education (SBE). The School of Education continues to be nationally accredited in good standing with NCATE, which merged with TEAC to become the Council for the Accreditation of Teacher Preparation (CAEP) in 2013. The only program within the School of Education, which is not accredited by SBE or CAEP is the Doctor of Education in Organizational Leadership. Gardner-Webb looks forward to maintaining our national accreditation status following our first CAEP accreditation review, which is scheduled for April 2019.

## FRENCH WITH TEACHER LICENSURE

<b>REQUIRED MAJOR HOURS</b>	<b>38</b>
<b>REQUIRED MINOR HOURS</b>	<b>23</b>
<b>TOTAL PROGRAM HOURS</b>	<b>61</b>

### PRESCRIBED COURSES ATTAINABLE IN GEN ED: FRENCH 101 AND 102

## GOALS

At the time of graduation, students majoring in French with teacher licensure are expected to reach a proficiency level approaching Advanced (ACTFL Proficiency Guidelines). All students must pay for and successfully reach a minimum level of Intermediate High on the ACTFL Proficiency exam to prove their competencies for licensure in North Carolina.

French with Teacher Licensure at Gardner-Webb University is state approved by the North Carolina State Board of Education.

## STUDENT LEARNING OUTCOMES

1. Maintain Advanced-level proficiency in French (ACTFL scale);
2. Demonstrate an understanding of all aspects of the French language well enough to be able to explain and model the component skills for students in K-12 classrooms;
3. Demonstrate an understanding of all aspects of French- speaking cultures well enough to be able to explain and model the component skills for students in K-12 classrooms;
4. Demonstrate the ability to plan, implement, and evaluate instruction in educationally sound ways; and
5. Demonstrate the ability to select and use the appropriate methodologies and materials for students of different ages, interests, and backgrounds.

## REQUIRED MAJOR HOURS

### UPPER-LEVEL FRENCH COURSES (CHOOSE 30 HOURS)

FREN 201 Real World French: Let's Go!	3
FREN 202 Real World French: Transitions	3
FREN 300 Aspects of French Culture and Language	3
FREN 301 Intensive French: Texts and Contexts	3
FREN 302 Advanced French Expression	3
FREN 305 Products, Practices, and Perspectives of France	3
FREN 306 Products, Practices, and Perspectives of the Francophone World	3
FREN 309 Contemporary France	3
FREN 310 French for Careers	3
FREN 311, FREN 312 French Study Abroad	6
FREN 315 Lights, Camera, Action! Studies in French Film	3
FREN 320, FREN 321 International Experience	1-3
FREN 403 Advanced French Oral Expression	3
FREN 409 Seminar in French: Special Topics	3
FREN 410 Voices That Formed Our World: Texts of France	3
FREN 420 Rediscovering New Worlds	3
FREN 430, FREN 440 Advanced Studies in Francophone People and Cultures I and II	3
FREN 495 Independent Study I	3
FREN 496 Independent Study II	3



## PRACTICUM

FREN 332, 335, and 338 French Methods/ Practicum K-6	6
FREN 333, 336, or 339 French Methods/ Practicum K-6/6-9/9-12 (depending on the Student Teaching placement level)	2

**TOTAL REQUIRED MAJOR HOURS** **38**

## REQUIRED MINOR HOURS

### Professional Education Minor

EDUC 250 Teaching in the 21st century	4
EDUC 350 Diverse Populations in 21st Century Schools	4
EDUC 450 Student Teaching	12
PSYC 303 Educational Psychology	3

**TOTAL REQUIRED MINOR HOURS** **23**

**TOTAL PROGRAM HOURS** **61**

Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted into the Teacher Education program. Students are encouraged to enter the Teacher Education program the semester after successful completion of EDUC 250. Students seeking K-12 French licensure are encouraged to pass the Praxis II licensing exam during the last year of study before graduation.

All professional education programs, bachelor's level and graduate level licensure programs, at Gardner-Webb University are state approved by the North Carolina State Board of Education (SBE). The School of Education continues to be nationally accredited in good standing with NCATE, which merged with TEAC to become the Council for the Accreditation of Teacher Preparation (CAEP) in 2013. The only program within the School of Education, which is not accredited by SBE or CAEP is the Doctor of Education in Organizational Leadership. Gardner-Webb looks forward to maintaining our national accreditation status following our first CAEP accreditation review, which is scheduled for April 2019.

## SPANISH WITH TEACHER LICENSURE

**REQUIRED MAJOR HOURS** **38**

**REQUIRED MINOR HOURS** **23**

**TOTAL PROGRAM HOURS** **61**

### **PRESCRIBED COURSES ATTAINABLE IN GEN ED: SPAN 101 AND 102**

## GOALS

At the time of graduation, students majoring in Spanish with teacher licensure are expected to reach a proficiency level approaching Advanced (ACTFL Proficiency Guidelines). All students must pay for and successfully reach a minimum

level of Intermediate High on the ACTFL Proficiency exam to prove their competencies for licensure in North Carolina

Spanish with Teacher Licensure at Gardner-Webb University is state approved by the North Carolina State Board of Education..

## STUDENT LEARNING OUTCOMES

1. Maintain Advanced-level proficiency in Spanish (ACTFL scale);
2. Demonstrate an understanding of all aspects of the Spanish language well enough to be able to explain and model the component skills for students in K-12 classrooms;
3. Demonstrate an understanding of all aspects of Spanish-speaking cultures well enough to be able to explain and model the component skills for students in K-12 classrooms;
4. Demonstrate the ability to plan, implement, and evaluate instruction in educationally sound ways; and
5. Demonstrate the ability to select and use the appropriate methodologies and materials for students of different ages, interests, and backgrounds.

## REQUIRED MAJOR HOURS

### UPPER-LEVEL SPANISH COURSES (CHOOSE 30 HOURS)

SPAN 201 Real World Spanish: Let's Go!	3
SPAN 202 Real World Spanish: Transitions	3
SPAN 300 Aspects of Hispanic Culture and Language	3
SPAN 301 Intensive Spanish: Texts and Contexts	3
SPAN 302 Advanced Spanish Expression	3
SPAN 305 Products, Practices, and Perspectives of the Spanish-speaking World	3
SPAN 310 Spanish for Careers	3
SPAN 311, SPAN 312 Spanish Study Abroad	6
SPAN 315 Lights, Camera, Action! Studies in Hispanic Film	3
SPAN 320, SPAN 321 International Experience	1-3
SPAN 403 Advanced Spanish Oral Expression	3
SPAN 409 Seminar in Spanish: Special Topics	3
SPAN 410 Voices That Formed Our World: Texts of Spain	3
SPAN 420 Rediscovering New Worlds	3
SPAN 430 Advanced Studies in Hispanic Peoples and Cultures I	3

SPAN 440 Advanced Studies in Hispanic Peoples and Cultures II	3
SPAN 495 Independent Study I	3
SPAN 496 Independent Study II	3
<b>PRACTICUM</b>	
SPAN 332, 335, and 338 Spanish Methods/Practicum K-6	6
SPAN 333, 336, or 339 Spanish Methods/Practicum K-6/6-9/9-12 (depending on the Student Teaching placement level)	2
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>38</b>
<b>REQUIRED MINOR HOURS</b>	
<b>Professional Education Minor</b>	
EDUC 250 Teaching in the 21st century	4
EDUC 350 Diverse Populations in 21st Century Schools	4
EDUC 450 Student Teaching	12
PSYC 303 Educational Psychology	3
<b>TOTAL REQUIRED MINOR HOURS</b>	<b>23</b>
<b>TOTAL PROGRAM HOURS</b>	<b>61</b>

Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted into the Teacher Education program. Students seeking Spanish licensure K-12 are required to pass the ACTLF OPI with a proficiency level of at least Intermediate High prior to beginning Student Teaching. Students are encouraged to enter the Teacher Education program the semester after successful completion of EDUC 250. Students seeking K-12 Spanish licensure are encouraged to pass the Praxis II licensing exam during the last year of study before graduation.

A WLLC major and Cultural Studies minor in the same concentration are mutually exclusive. Courses taken in WLLC can only be used for one minor program (Cultural Studies or Language Minor).

All professional education programs, bachelor's level and graduate level licensure programs, at Gardner-Webb University are state approved by the North Carolina State Board of Education (SBE). The School of Education continues to be nationally accredited in good standing with NCATE, which merged with TEAC to become the Council for the Accreditation of Teacher Preparation (CAEP) in 2013. The only program within the School of Education, which is not accredited by SBE or CAEP is the Doctor of Education in Organizational Leadership. Gardner-Webb looks forward to maintaining our national accreditation status following our first CAEP accreditation review, which is scheduled for April 2019.

<b>AMERICAN SIGN LANGUAGE MINOR (15 HOURS)</b>	
SGLG 305 Deaf Culture	3
200-level or above ASL Electives	12

<b>CLASSICAL LANGUAGES MINOR (15 HOURS)</b>	
Classical Languages Electives	15

<b>FRENCH MINOR (15 HOURS)</b>	
200-level or above French Electives	15

<b>INTERCULTURAL COMMUNICATION MINOR (18 HOURS)</b>	
200-level foreign language elective	3
WLLC 101 The Science of Language: An Introduction to Linguistics	3
WLLC 102 One World, Many Voices: An Introduction to Intercultural Communicative Competency	3
WLLC 103 The Art of 'Reading': Introduction to Literary and Film Studies	3

<b>CHOOSE TWO OF THE FOLLOWING</b>	
WLLC 301 Girls Gone Mad: The Portrayal of Female "Madness" in World Cinema	3
WLLC 302 He Said, She Said: Gender and Communication	3
WLLC 303 Women's Voices	3
WLLC 304 Tasting the World One Plateful at a Time: A Study of Food, Language, and Culture	3
WLLC 305 Dance 'Round the World: A Study of Dance and Cultural Diversity	3
WLLC 306 Voices of Exile	3
WLLC 307 The Universal Language of Sport	3

<b>INTERPRETING MINOR (18 HOURS)</b>	
SLIN 220 English Processing for Interpreters	3
SLIN 303 Fundamentals and Theories of Interpreting	3
SLIN 320 Interpreting: Voice to Sign	3
SLIN 321 Interpreting: Sign to Voice	3
SLIN 403 Interpreting for Special Populations or SLIN 405 Principles of Educational Interpreting	3
SLIN 404 Signs in Application	3

*This minor is available only to ASL majors.*

## CULTURAL STUDIES WITH CONCENTRATIONS IN FRENCH, GERMAN, AND SPANISH MINOR (18 HOURS)

FREN/GERM/SPAN 101, 102, 201,  
202, 301 15

FREN/GERM/SPAN 300

3

## SPANISH MINOR (15 HOURS)

200-level or above Spanish Electives

15

# SCHOOL OF PERFORMING AND VISUAL ARTS

*Interim Dean: J. Webb*

## MISSION STATEMENT

The mission of the School of Performing and Visual Arts is to provide the finest professional musical, theatrical, and visual art education to Gardner-Webb students, and the finest performances and education to the community-at-large, while providing a well-rounded education that encompasses a liberal arts philosophy and Christian values while training students in the history, performance, exhibition, teaching, composition, business, creation and ministry of music, art, and theatre.

## GOALS

1. To provide a superior university education in art, music, and theatre;
2. To provide ample opportunities to perform and compose the finest repertoire, both old and new, from all areas of the world, in all styles, and to provide a creative outlet for artists to display works; and
3. To stimulate interest in the arts and to inspire our students to strive to attain their highest potential as performers, teachers, composers, music ministers, music executives, and visual technical artists, and to use that potential to serve God and Humanity.

## STUDENT LEARNING OUTCOMES

Student learning outcomes specific to each major offered by the department are described in the appropriate sections that follow.

## MAJOR FIELDS OF STUDY

The School of Performing and Visual Arts offers seven majors associated with three degree programs:

### BACHELOR OF ARTS

Art

Music

Theatre Arts

### BACHELOR OF FINE ARTS

Art

### BACHELOR OF MUSIC

Composition

Emphasis in Business and Music Industry

Music Education

Music Performance

Worship Leadership

## MINOR FIELDS OF STUDY

Art History

Music

Studio Art

Theatre Arts

## DEPARTMENT OF MUSIC

*Department Chair: P. Etter*

## FACULTY

*Professors: P. Etter, P. Sparti, M. Whitfield*

*Associate Professors: M. Cole, T. Hudson, S. Turner*

*Assistant Professors: B. Moser, M. Soja*

*Instructor: J. Harmon*

The mission of the Department of Music of The School of Performing and Visual Arts is to provide the finest professional musical education to Gardner-Webb students, and the finest performances and education to the community-at-large, while providing a well-rounded education that encompasses a liberal arts philosophy and Christian values while training students in the history, performance, teaching, composition, business, creation and ministry of music. We also seek to stimulate interest in the arts, and strive to stimulate in our students an interest in serving the Greater Glory of God by serving others with music.

## BACHELOR OF ARTS IN MUSIC

Music

## BACHELOR OF MUSIC DEGREES

Composition

Emphasis in Business and Music Industry

Music Education

Music Performance

Worship Leadership

## DEPARTMENT OF MUSIC

The Music Program is accredited by the National Association of Schools of Music (NASM). Students entering as music majors or minors are required to take a Music Theory Placement Exam prior to the first week of class to gauge their level of theoretical competence. A first-time music major will be placed either in the sequence of MUSC 105-106 (First-

Year) or MUSC 100 (Basic Theory) according to exam results. Transfer music major placement is based on results following an exam which covers material from the last semester of music theory completed by the student.

Music majors who are not concentrating in piano are required to pass a piano proficiency examination as an integral part of the overall degree requirements. Non-piano concentrations must enroll for piano each semester until the piano proficiency is passed. Three to four credit hours in the secondary applied have been set aside in each Bachelor of Music curriculum (two credit hours for the BA in Music) for this purpose. Should the proficiency be passed before completion of the 3-4 hours of piano, the student may take the remaining hours in any applied elective or performance ensemble. Piano concentrations must pass a sophomore screening and MUSC 259, which fulfill the piano proficiency requirement.

Each music major is required to satisfactorily participate in a major performing group each fall and spring semester while enrolled as a full-time student, except the student teaching semester. A student who requires more than eight semesters to complete a program may make a written request to the Chair of the Music Department for exemption from participation in a performance group after ten hours of performance organization credit have been acquired. Students must enroll in a performance group according to their concentration with the exception of Worship Leadership: four hours of a major vocal performing ensemble and four hours in a major performing ensemble according to Concentration. Transfer students must complete a minimum of eight major performing group hours, (seven for Music Business), either from approved transfer hours or Gardner-Webb ensembles. Additionally, all music majors must complete a minimum of one hour in a chamber ensemble. All ensembles may be repeated for credit.

Students pursuing the BM degree must complete the General Education requirements for that degree.

Students pursuing the BA in Music must complete the General Education requirements for the BA.

Students cannot receive both degrees.

A Music Handbook and complete curriculum outlines for each major in music and information pertaining to admission to programs, performance requirements, recital requirements, proficiency examinations, and attendance requirements are available in the office of the Chair.

A grade of "C" or better is necessary to pass each course toward the major.

## BA IN MUSIC

**REQUIRED MAJOR HOURS**

**49**

**REQUIRED MINOR HOURS**

**NONE**

**ADDITIONAL PROGRAM HOURS**

**NONE**

**TOTAL PROGRAM HOURS**

**49**

**PRESCRIBED COURSES ATTAINABLE  
IN GEN ED: MUSC 335**

## STUDENT LEARNING OUTCOMES

Students who graduate with a major in Music will:

1. demonstrate technical proficiency that enables artistic creativity and self-expression;
2. demonstrate the ability to compose and arrange music for private and public performance; and
3. be prepared for a career in a music-related field.

## REQUIRED MAJOR HOURS

MUSC 105 Music Theory I	3
MUSC 106 Music Theory II	3
MUSC 107 Aural Skills I	1
MUSC 108 Aural Skills II	1
MUSC 205 Music Theory III	3
MUSC 206 Music Theory IV	3
MUSC 235 Music History I	3
MUSC 236 Music History II	3
Primary Applied 12	
Secondary Applied	2
Performance Group	8
MUSC 190, 191, 290, 291, 390, 391, 490	
Concert/Recital Lab	0

## CHOOSE ONE OF THE FOLLOWING

MUSC 245 Brass and Percussion Class	1
MUSC 246 Strings and Woodwinds Class	1
MUSC 247 Conducting Fundamentals	1
MUSC 248 Marching Band Techniques	1
MUSC 257 Voice Diction	1
MUSC 259 Advanced Piano Skills	1

## CHOOSE ONE OF THE FOLLOWING

MUSC 493 and MUSC 494 Treatise I and II	6
MUSC 412 Liberal Arts Recital + Four	
Elective Hours	6

**TOTAL REQUIRED MAJOR HOURS**

**49**

**TOTAL PROGRAM HOURS**

**49**

## BM IN MUSIC COMPOSITION

**REQUIRED MAJOR HOURS**

**79**

**REQUIRED MINOR HOURS**

**NONE**

**ADDITIONAL PROGRAM HOURS**

**NONE**

**TOTAL PROGRAM HOURS**

**79**

**PRESCRIBED COURSES ATTAINABLE  
IN GEN ED: MUSC 335**

## STUDENT LEARNING OUTCOMES

1. Students will identify the elements of music in a varied repertoire of music;



2. Students will conduct and rehearse a varied repertoire of music;
3. Students will demonstrate proficiency in music theory;
4. Students will create music that uses the elements of music effectively;
5. Students will perform a wide variety of music using accurate intonation, rhythm, technique, artistic expression, and characteristic tone;
6. Students will demonstrate proficiency in playing piano;
7. Students will analyze the relationship between music, society, and other arts;
8. Students will identify important composers, works, and performance practices throughout history;
9. Students will demonstrate basic skills in the music technology programs;
10. Students will demonstrate familiarity with non-Western music through identification, analysis, and connection to other art forms;
11. Students will compose music for public performance; and
12. Students will defend a capstone senior composition in a public presentation before the music faculty.

## REQUIRED MAJOR HOURS

MIBS 150 Introduction to Music Technology	3
MUSC 105 Music Theory I	3
MUSC 106 Music Theory II	3
MUSC 107 Aural Skills I	1
MUSC 108 Aural Skills II	1
MUSC 205 Music Theory III	3
MUSC 206 Music Theory IV	3
MUSC 235 Music History I	3
MUSC 236 Music History II	3
MUSC 245 Brass and Percussion Class	1
MUSC 246 Strings and Woodwinds Class	1
MUSC 247 Conducting Fundamentals	1
MUSC 305 Counterpoint	2
MUSC 306 Orchestration	2
MUSC 307 Composition I	3
MUSC 308 Composition II	3
MUSC 405 Form and Analysis	2
MUSC 446 Choral Conducting	1
MUSC 447 Instrumental Conducting	1
MUSC 491 Composition III	3
MUSC 492 Composition IV	3
MUSC 497 Composition Presentation	1
Primary Applied	12

Secondary Applied 4-5

### **PIANO CONCENTRATION**

Organ	2
Voice	2
Applied Elective	1

### **ORGAN OR VOCAL CONCENTRATION**

Piano	4
Applied Elective	1

### **INSTRUMENTAL CONCENTRATION**

Piano	4
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Concentration Courses 6-7

### **PIANO CONCENTRATION**

MUSC 259 Advanced Piano Skills	1
MUSC 426 Piano Literature	3
MUSC 455 Piano Pedagogy	2

### **ORGAN CONCENTRATION**

MUSC 259 Advanced Piano Skills	1
MUSC 427 Organ Literature	3
MUSC 459 Organ Pedagogy	2

### **INSTRUMENTAL CONCENTRATION**

MUSC 349 Instrumental Methods and Literature	2
MUSC 428 Instrumental Literature	3
MUSC 450 Instrumental Pedagogy	2

### **VOCAL CONCENTRATION**

MUSC 257 Vocal Diction	1
MUSC 425 Vocal Literature	3
MUSC 457 Vocal Pedagogy	2

Performance Group (one must be a small ensemble) 9

MUSC 190, 191, 290, 291, 390, 391, 490 Concert/Recital Lab 0

**TOTAL REQUIRED MAJOR HOURS 79**

**TOTAL PROGRAM HOURS 79**

## **BM IN MUSIC, WITH EMPHASIS IN BUSINESS AND MUSIC INDUSTRY**

**REQUIRED MAJOR HOURS 75**

**REQUIRED MINOR HOURS NONE**

**ADDITIONAL PROGRAM HOURS 21**

**TOTAL PROGRAM HOURS 96**

**PRESCRIBED COURSES ATTAINABLE  
IN GEN ED: MUSC 335, ECON 203\***

## **STUDENT LEARNING OUTCOMES**

1. The internship in Music Business gives students 15 weeks of working in the industry and is measured by reports filled out by the intern supervisor;

2. MIBS 410 surveys a broad knowledge of the Music Industry and is demonstrated through examinations and class presentations;
3. Music Theory 1, 2, 3, 4, are required with regular examinations; and
4. Students take 11 credits of Applied Music Lessons in their principal concentration and must play a jury examination at the end of each semester, where they are graded by a three-professor panel on tone, intonation, technique, rhythmic accuracy, interpretation and musicianship, stage presentation, dynamics and expression.

## REQUIRED MAJOR HOURS

MIBS 150 Introduction to Music Technology	3
MIBS 300 Music Industry Business	3
MIBS 410 Music Industry Seminar	3
MIBS 490 Internship in Music Business	12
MUSC 105 Music Theory I	3
MUSC 106 Music Theory II	3
MUSC 107 Aural Skills I	1
MUSC 108 Aural Skills II	1
MUSC 205 Music Theory III	3
MUSC 206 Music Theory IV	3
MUSC 235 Music History I	3
MUSC 236 Music History II	3
MUSC 247 Fundamentals of Conducting	1
MUSC 305 Counterpoint	
OR	
MUSC 405 Form and Analysis	2
MUSC 446 Choral Conducting	
OR	
MUSC 447 Instrumental Conducting	1
Music Electives	6
Primary Applied 11	
Secondary Applied	4

### NON-VOCAL CONCENTRATION

MUSIC 250 Vocal Technique	
OR	
Applied Voice	1
Secondary Applied	3

### VOCAL CONCENTRATION

Secondary Applied	4
Performance Group (one must be a small ensemble)	9
MUSC 190, 191, 290, 291, 390, 391, 490	
Concert/Recital Lab	0

**TOTAL REQUIRED MAJOR HOURS 75**

## ADDITIONAL REQUIRED HOURS

ACCT 213 Accounting Principles I	3
ACCT 214 Accounting Principles II	3

CISS 300 Management Information Systems	3
ECON 203 Principles of Economics I**	3
ECON 204 Principles of Economics II	3
FINC 312 Financial Management	3
MGMT 316 Principles of Management	3
MRKT 300 Principles of Marketing	3

**TOTAL ADDITIONAL REQUIRED HOURS 21**

**TOTAL PROGRAM HOURS 96**

*\*A minimum grade of "C" is required for this course.*

*\*\*Hours counted in General Education requirements*

## BM IN MUSIC EDUCATION

**REQUIRED MAJOR HOURS 66**

**REQUIRED MINOR HOURS 26**

**ADDITIONAL PROGRAM HOURS NONE**

**TOTAL PROGRAM HOURS 92**

### PRESCRIBED COURSES ATTAINABLE

#### IN GEN ED: MUSC 335

BM in Music Education at Gardner-Webb University is state approved by the North Carolina State Board of Education.

## STUDENT LEARNING OUTCOMES

Students who graduate with a major in Music Education will demonstrate:

1. the knowledge base of learning, methodologies, social content, and professional development needed to teach in a private or public school setting;
2. the ability to perform and utilize musical understanding in the classroom and performance arenas; and
3. the competencies required to obtain North Carolina teacher licensure for grades K-12 in the fields of general music, instrumental, and vocal music.

## REQUIRED MAJOR HOURS

MUSC 105 Music Theory I	3
MUSC 106 Music Theory II	3
MUSC 107 Aural Skills I	1
MUSC 108 Aural Skills II	1
MUSC 205 Music Theory III	3
MUSC 206 Music Theory IV	3
MUSC 235 Music History I	3
MUSC 236 Music History II	3
MUSC 245 Brass and Percussion Class	1
MUSC 246 Strings and Woodwinds Class	1
MUSC 247 Conducting Fundamentals	1
MUSC 305 Counterpoint	
OR	
MUSC 405 Form and Analysis	2
MUSC 306 Orchestration	2

MUSC 347 Elementary Music Education/ Classroom Management	3	EDUC 350 Diverse Populations	4
MUSC 348 Secondary Music Education/ Classroom Management	3	PSYC 303 Educational Psychology	3
MUSC 446 Choral Conducting	1	EDUC 450 Student Teaching	12
MUSC 447 Instrumental Conducting	1	<b>TOTAL REQUIRED MINOR HOURS</b>	<b>26</b>
MUSC 449 Musical Understanding in 21st Century Schools	3	<b>TOTAL PROGRAM HOURS</b>	<b>92</b>
Primary Applied 12		Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program. All candidates must be fully admitted into the Teacher Education Program a minimum of two full semesters prior to the semester in which they student teach, ideally no later than the end of the first semester of the junior year.	
Secondary Applied	4	Additional requirements for the candidate for teacher licensure can be found in the School of Education's section of this Catalog.	
<b>PIANO CONCENTRATION</b>		<b>BM IN WORSHIP LEADERSHIP</b>	
Organ	2	<b>REQUIRED MAJOR HOURS</b>	<b>78</b>
Voice	2	<b>REQUIRED MINOR HOURS</b>	<b>NONE</b>
<b>ORGAN CONCENTRATION</b>		<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
Piano	2	<b>TOTAL PROGRAM HOURS</b>	<b>78</b>
Voice	2	<b>PRESCRIBED COURSES ATTAINABLE IN GEN ED: MUSC 335, RELI 245</b>	
<b>INSTRUMENTAL CONCENTRATION</b>		<b>STUDENT LEARNING OUTCOMES</b>	
Piano	3	Students who graduate with a major in Worship Leadership will:	
MUSC 250 Vocal Techniques Class		1. recognize the aesthetic principles found in sacred music used for worship and Christian education;	
OR		2. demonstrate a continuing interest in the areas of music performance, worship, leadership, choral and instrumental conducting, and required communication skills; and	
Applied Voice	1	3. evaluate independently and critically concerning music, theology, and church music issues and their interrelationships.	
<b>VOCAL CONCENTRATION</b>		<b>REQUIRED MAJOR HOURS</b>	
Piano	4	MIBS 150 Introduction to Music Technology	3
Concentration Courses	3	MUSC 105 Music Theory I	3
<b>PIANO CONCENTRATION</b>		MUSC 106 Music Theory II	3
MUSC 259 Advanced Piano Skills	1	MUSC 107 Aural Skills I	1
MUSC 455 Piano Pedagogy	2	MUSC 108 Aural Skills II	1
<b>ORGAN CONCENTRATION</b>		MUSC 205 Music Theory III	3
MUSC 259 Advanced Piano Skills	1	MUSC 206 Music Theory IV	3
MUSC 459 Organ Pedagogy	2	MUSC 235 Music History I	3
<b>INSTRUMENTAL CONCENTRATION</b>		MUSC 236 Music History II	3
MUSC 248 Marching Band Techniques	1	MUSC 247 Conducting Fundamentals	1
MUSC 349 Instrumental Methods and Literature	2	MUSC 257 Voice Diction	1
<b>VOCAL CONCENTRATION</b>		MUSC 305 Counterpoint	
MUSC 257 Vocal Diction	1		
MUSC 457 Vocal Pedagogy	2		
Performance Group (one must be a small ensemble)	9		
MUSC 190, 191, 290, 291, 390, 391, 490 Concert/Recital Lab	0		
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>66</b>		
<b>REQUIRED MINOR HOURS</b>			
<b>Professional Education Minor</b>			
EDUC 250 Teaching in the 21st century	4		
EDUC 316 Reading in the Content Area	3		

OR	
MUSC 405 Form and Analysis	2
MUSC 306 Orchestration	2
MUSC 365 Instrumental Music in the Church	3
MUSC 366 Choral Music in the Church	3
MUSC 446 Choral Conducting	1
MUSC 464 Worship in the Church	2
MUSC 465 Congregational Song	3
MUSC 466 Church Music Administration	3
MUSC 467 Seminar and Field Work	3
Primary Applied	12
Secondary Applied	7-8
<b>PIANO CONCENTRATION</b>	
Organ	2
Voice	5
<b>ORGAN CONCENTRATION</b>	
Piano	2
Voice	5
<b>INSTRUMENTAL CONCENTRATION</b>	
Piano	4
Voice	4
<b>VOCAL CONCENTRATION</b>	
Piano	4
Applied elective, performance group, or combination of the two	4
Concentration Courses	2-3
<b>PIANO CONCENTRATION</b>	
MUSC 259 Advanced Piano Skills	1
MUSC 455 Piano Pedagogy	2
<b>ORGAN CONCENTRATION</b>	
MUSC 259 Advanced Piano Skills	1
MUSC 459 Organ Pedagogy	2
<b>INSTRUMENTAL CONCENTRATION</b>	
MUSC 450 Instrumental Pedagogy	2
<b>VOCAL CONCENTRATION</b>	
MUSC 457 Vocal Pedagogy	2
Performance Group (one must be MUSC 136 Handbell Ensemble)	9
MUSC 190, 191, 290, 291, 390, 391, 490 Concert/Recital Lab	0
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>78</b>
<b>TOTAL PROGRAM HOURS</b>	<b>78</b>
<b>BM IN MUSIC PERFORMANCE</b>	
<b>REQUIRED MAJOR HOURS</b>	<b>78</b>
<b>REQUIRED MINOR HOURS</b>	<b>NONE</b>

<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>78</b>
<b>PRESCRIBED COURSES ATTAINABLE IN GEN ED: MUSC 335</b>	
<b>STUDENT LEARNING OUTCOMES</b>	
Students who graduate with a major in Music Performance will:	
1. demonstrate technical proficiency in the chosen concentration that enables a high level of artistic self expression in both solo and ensemble performance;	
2. demonstrate musical understanding based on knowledge of music fundamentals and historical styles and the ability to use this understanding in aural, verbal, and visual analyses;	
3. develop skill in composition and improvisation; and	
4. develop familiarity with technological resources which can enhance research, composition, teaching, or performing.	
<b>REQUIRED MAJOR HOURS</b>	
MIBS 150 Introduction to Music Technology	3
MUSC 105 Music Theory I	3
MUSC 106 Music Theory II	3
MUSC 107 Aural Skills I	1
MUSC 108 Aural Skills II	1
MUSC 205 Music Theory III	3
MUSC 206 Music Theory IV	3
MUSC 211 Sophomore Qualifying Recital	1
MUSC 235 Music History I	3
MUSC 236 Music History II	3
MUSC 247 Conducting Fundamentals	1
MUSC 305 Counterpoint	2
MUSC 306 Orchestration	2
MUSC 312 Junior Recital	2
MUSC 405 Form and Analysis	2
MUSC 413 Senior Recital	3
MUSC 446 Choral Conducting	1
MUSC 447 Instrumental Conducting	1
MUSC 453 Performance Seminar	1
MUSC 454 Performance Seminar	1
Primary Applied	18
Secondary Applied	4
<b>PIANO CONCENTRATION</b>	
Organ	2
Voice	2
<b>NON-PIANO CONCENTRATION</b>	
Piano	4
Concentration Courses	6



### PIANO CONCENTRATION

MUSC 259 Advanced Piano Skills	1
MUSC 426 Piano Literature	3
MUSC 455 Piano Pedagogy	2

### ORGAN CONCENTRATION

MUSC 259 Advanced Piano Skills	1
MUSC 427 Organ Literature	3
MUSC 459 Organ Pedagogy	2

### INSTRUMENTAL CONCENTRATION

MUSC 248 Marching Band Techniques*	1
MUSC 428 Instrumental Literature	3
MUSC 450 Instrumental Pedagogy	2

*\*Non-band instrumentalists may substitute an additional credit hour of performance group.*

### VOCAL CONCENTRATION

MUSC 257 Vocal Diction	1
MUSC 425 Vocal Literature	3
MUSC 457 Vocal Pedagogy	2
Performance Group (one must be a small ensemble)	10
MUSC 190, 191, 290, 291, 390, 391, 490 Concert/Recital Lab	0

**TOTAL REQUIRED MAJOR HOURS** **78**

**TOTAL PROGRAM HOURS** **78**

### MUSIC MINOR (18 HOURS)

MUSC 105 Music Theory I	4
MUSC 106 Music Theory II	4
Four semesters of a performing organization	4
Applied Music and/or Conducting*	6
MUSC 190/191 Concert/Recital Lab	0

*\*Jury is required. Four hours of applied music must be in the same area. Recital attendance is required (half of the number of recitals required for music majors) during the semester in which applied music credit is being earned toward the minor.*

The student must maintain an overall 2.00 GPA on all work counted toward the minor. A transfer student must complete at least nine hours of the required minor at Gardner-Webb.

## DEPARTMENT OF THEATRE ARTS

*Department Chair: C. Nelson*

### FACULTY

*Associate Professor: A. Rich*

*Assistant Professor: C. Nelson*

## MAJOR

Bachelor of Arts in Theatre Arts

### THEATRE ARTS

<b>REQUIRED MAJOR HOURS</b>	<b>48</b>
<b>REQUIRED MINOR HOURS</b>	<b>NONE</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>48</b>

**PRESCRIBED COURSES ATTAINABLE  
IN GEN ED: NONE**

### MISSION STATEMENT

The Department of Theatre Arts at Gardner-Webb University seeks

1. to provide the necessary information, skills, and experiences for theatre majors to pursue successful careers in professional, educational, and community theatre;
2. to provide meaningful cultural experiences for the University family as well as the community at large; and
3. to offer opportunities for students, staff, faculty and community members to participate in fully mounted theatre productions, fulfilling in part the mission of a liberal arts institution.

### LEARNING OUTCOMES

1. Students will explore significant traditions and historical developments of the theatre and important movements in dramatic literature that make theatre a vital expression of the human experience;
2. Students will build skills in creative expression, critical thinking, and communication;
3. Students will demonstrate fundamental skills in stagecraft and theatre performance; and
4. Students will create theatre experiences for live audiences, demonstrating a synthesis of theory and practice.

### REQUIRED MAJOR HOURS

THEA 150 Acting I	3
THEA 203 Applied Theatre	6
THEA 222 Stagecraft	3
THEA 360 Script Analysis	3
THEA 381 Theatre History and Literature I	3
THEA 382 Theatre History and Literature II	3
THEA 383 Theatre History and Literature III	3
THEA 434 Directing I	3

### CHOOSE ONE OF THE FOLLOWING

THEA 250 Acting II	3
THEA 202 Voice and Diction	3

### CHOOSE TWO OF THE FOLLOWING

THEA 300 Introduction to Scene Design	3
THEA 310 Introduction to Stage Make-up	3
THEA 320 Introduction to Lighting and Sound Design	3
THEA 333 Introduction to Costume Design	3

### CHOOSE FOUR OF THE FOLLOWING

THEA 202 Voice and Diction	3
THEA 205 Summer Theatre Workshop	3
THEA 235 Theatre Survey	3
THEA 300 Introduction to Scene Design	3
THEA 320 Introduction to Lighting and Sound Design	3
THEA 310 Introduction to Stage Make-up	3
THEA 332 Stage Combat	3
THEA 333 Introduction to Costume Design	3
THEA 350 Acting III	3
THEA 351 Acting IV	3
THEA 390 Theatre Management	3
THEA 400 Special Topics in Theatre	3
THEA 421 Playwriting	3
THEA 435 Directing II	3
THEA 442 Acting for the Camera	3
THEA 493 Internship in Theatre Arts	3
ENGL 413 Shakespeare	3

**TOTAL REQUIRED MAJOR HOURS** **48**

**TOTAL PROGRAM HOURS** **48**

### THEATRE MINOR (18 HOURS)\*

THEA 203 Applied Theatre**	3
THEA 222 Stagecraft	3
THEA 235 Theatre Survey	3

### CHOOSE ONE OF THE FOLLOWING

THEA 150 Acting I	3
THEA 202 Voice and Diction	3

*\*Requirements for a minor in theatre may also be fulfilled by satisfactory completion of eighteen hours in theatre: 12 hours of core requirements and six hours of electives. The student should consult with the theatre department chair for advisement.*

*\*\*One-hour class; must be taken a minimum of three semesters.*

## DEPARTMENT OF VISUAL ARTS

Department Chair: D. Knotts

### FACULTY

Professors: S. Bell, N. Bottoms, D. Knotts

Assistant Professor: P. Spangler

## MISSION STATEMENT

We believe that visual arts education is important in a world driven by visual persuasion. Our goal is to provide professional visual arts education to Gardner-Webb University students within the context of a well-rounded liberal arts education. We will educate our students in our common Western artistic and cultural heritage.

Furthermore, we seek to broaden and expand the enthusiasm and intellectual depth of our students through exposure, education and understanding of non-Western cultures, and their artistic contributions and heritage, in keeping with our philosophy of a liberal arts education.

The Department of Art will develop the artistic skills and abilities of our students, celebrate their growth as individuals, as artists, and as art educators. We will train our students in the history, exhibition, teaching, composition, business, and creation of art while upholding strong Christian values and ethics that hold a high regard for the dignity and worth of all people.

## MAJOR FIELDS OF STUDY

Bachelor of Art

Bachelor of Fine Art

## MINOR FIELDS OF STUDY

Studio Art

Art History

The Department offers two concentrations for BA in Art and BFA students. The Two-Dimensional concentration includes additional studio classes in drawing, painting, figure drawing, and printmaking. The Three-Dimensional concentration includes additional studio classes in ceramics and sculpture.

The following additional graduation requirements are required for BA and BFA art majors and second majors in Art.

- Pass a comprehensive art history slide identification exam with an average grade of "C" or better during, or before, the senior year of study.
- Pass a foundation portfolio review with an average grade of "C" or better during, or before, the senior year of study.
- Participate in one all-studio critique each year.
- Attend four art department events per year.

BA and BFA art majors must also:

- Exhibit individual selections of their work during both the junior and senior years of study and write a critical essay in defense of the work for the junior exhibit, and write, present, and publish a creative thesis defending the work for the senior exhibit.
- Formulate and present a digital slide portfolio, actual work portfolio, and résumé.

Second Majors in Studio Arts must also:

- Mount an exhibit of the strongest body of work created during or before the senior year of study.

Second Majors in Art History must also:

- Complete and present an independent research paper in art history.

Minors in Studio Arts must:

- Pass a comprehensive art history slide identification exam with an average grade of “C” or better during, or before, their senior year of study.
- Pass a foundation portfolio review the senior year (before graduation).
- Mount an exhibit of a body of work before or during the senior of study.

Minors in Art History must:

- Pass a comprehensive art history slide identification exam with an average grade of “C” or better during, or before, their senior year of study.
- Exhibit and portfolio requirements are detailed in the Art Student Handbook.

## ART - BACHELOR OF ARTS

REQUIRED MAJOR HOURS	50
REQUIRED MINOR HOURS	NONE
ADDITIONAL PROGRAM HOURS	NONE
PREScribed COURSES ATTAINABLE IN GEN ED: NONE	

## STUDENT LEARNING OUTCOMES

1. Students will demonstrate through formal and verbal critiques, research papers, and theses of their work and the work of classmates that they have knowledge and understanding of art history and contemporary studio practice and that they can build upon the foundation of artwork and ideas of earlier generations of art practice;
2. Students will be able to use the elements and principles of design as tools for creating and understanding artwork;
3. Students will understand the underlying meaning of the art that they create. They will be able to address issues of content, materials, and design;
4. Students will be able to work safely in studio practice.
5. Students will advocate and share their knowledge about art and will understand how art practice can fit into the world. Students will learn how to exhibit, promote, and manage their production of art; and
6. Students will be able to create a cohesive exhibit of work.

## REQUIRED MAJOR HOURS

ARTS 120 Art History I	3
ARTS 125 Art History II	3
ARTS 410 Senior Seminar I	2
ARTS 413 Senior Seminar II	1
ARTS 424 Senior Exhibitions I	1
ARTS 426 Senior Exhibitions II	1

## CHOOSE ONE OF THE FOLLOWING

ARTS 140 19th Century Art History	3
ARTS 145 20th Century Art History	3
ARTS 306 African American Art	3
ARTS 416 Topics in Art History	3

## FOUNDATION STUDIO

ARTS 200 Two-dimensional Design	3
ARTS 210 Drawing I	3
ARTS 220 Three-dimensional Design	3
ARTS 250 Ceramics I	3
ARTS 260 Painting I	3
ARTS 280 Printmaking I	3
ARTS 290 Sculpture I	3
ARTS 341 Figure Drawing I	3
Electives at or above the 300-level*	12

\*Nine hours must be taken from one studio sequence.

TOTAL REQUIRED MAJOR HOURS	50
TOTAL PROGRAM HOURS	50

## ART - BACHELOR OF FINE ARTS

REQUIRED MAJOR HOURS	65
REQUIRED MINOR HOURS	NONE
ADDITIONAL PROGRAM HOURS	NONE
TOTAL PROGRAM HOURS	65
PREScribed COURSES ATTAINABLE IN GEN ED: NONE	

## STUDENT LEARNING OUTCOMES

1. Students will demonstrate through formal and verbal critiques, research papers, and theses of their work and the work of classmates that they have knowledge and understanding of art history and contemporary studio practice and that they can build upon the foundation of artwork and ideas of earlier generations of art practice;
2. Students will be able to use the elements and principles of design as tools for creating and understanding artwork;
3. Students will understand the underlying meaning of the art that they create. They will be able to address issues of content, materials, and design;
4. Students will be able to work safely in studio practice.
5. Students will advocate and share their knowledge about art and will understand how art practice can

- fit into the world. Students will learn how to exhibit, promote, and manage their production of art; and
6. Students will be able to create a cohesive exhibit of work.

## REQUIRED MAJOR HOURS

ARTS 120 Art History I	3
ARTS 125 Art History II	3
ARTS 410 Senior Seminar I	2
ARTS 413 Senior Seminar II	1
ARTS 424 Senior Exhibitions I	1
ARTS 426 Senior Exhibitions II	1

### CHOOSE TWO OF THE FOLLOWING

ARTS 140 19th Century Art History	3
ARTS 145 20th Century Art History	3
ARTS 306 African American Art	3
ARTS 416 Topics in Art History	3

### FOUNDATION STUDIO\*

ARTS 200 Two-dimensional Design	3
ARTS 210 Drawing I	3
ARTS 220 Three-dimensional Design	3
ARTS 250 Ceramics I	3
ARTS 260 Painting I	3
ARTS 280 Printmaking I	3
ARTS 290 Sculpture I	3
ARTS 341 Figure Drawing I	3
Electives at or above the 300 level*	24

**TOTAL REQUIRED MAJOR HOURS** **65**

**TOTAL PROGRAM HOURS** **65**

*\*Electives must be completed prior to or concurrently with required 300-level courses; 15 hours must be taken from one studio concentration sequence and the remaining nine hours from outside of the concentration.*

## ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement and majoring in a field of study offered by the Art Department must meet portfolio and exhibition requirements.

### ART HISTORY MINOR (18 HOURS)

ARTS 120 Art History I	3
ARTS 125 Art History II	3

### CHOOSE ONE OF THE FOLLOWING

ARTS 200 Two-dimensional Design	3
ARTS 210 Drawing I	3

### CHOOSE ONE OF THE FOLLOWING

ARTS 220 Three-dimensional Design – Design II	3
ARTS 250 Ceramics I	3
ARTS 290 Sculpture I	3

### CHOOSE TWO OF THE FOLLOWING

ARTS 140 19th Century Art History	3
ARTS 145 20th Century Art History	3
ARTS 306 African American Art	3
ARTS 416 Topics in Art History	3

*An art thesis is also required.*

## STUDIO ARTS MINOR (18 HOURS)

### CHOOSE ONE OF THE FOLLOWING

ARTS 120 Art History I	3
ARTS 125 Art History II	3

### CHOOSE ONE OF THE FOLLOWING

ARTS 200 Two-dimensional Design	3
ARTS 210 Drawing I	3

### CHOOSE ONE OF THE FOLLOWING

ARTS 250 Ceramics I	3
ARTS 290 Sculpture I	3

### CHOOSE THREE OF THE FOLLOWING

ARTS 250 Ceramics I	3
ARTS 260 Painting I	3
ARTS 280 Printmaking I	3
ARTS 290 Sculpture I	3
ARTS 322 Drawing II	3
ARTS 341 Figure Drawing I	3
ARTS 342 Figure Drawing II	3
ARTS 352 Ceramics II	3
ARTS 362 Painting II	3
ARTS 370 Printmaking II	3
ARTS 392 Sculpture II	3

The minor in studio art requires the exhibit of a body of the strongest work that the student has produced during studio classes. Works to be exhibited must be approved by the art faculty one semester prior to the planned exhibit. The exhibit can be scheduled as soon as the minor is completed, or during the senior year, whichever comes first. Refer to the exhibit requirements handout for art minors, available from faculty, for required information and procedures.

## SECOND MAJOR IN STUDIO ARTS

Students may complete a second major in studio arts by earning a grade of “C” or above in the following classes: Foundation Studios: ARTS 200, 210, 220, 250, 260, 290, 341, 280 OR 382, 370 and two from Art History: ARTS 120, 125, or 416. The student completing a second major in studio arts must mount an exhibit of the strongest work that the student has produced during studio classes. Works to be exhibited must be approved by faculty in a series of four faculty reviews of proposed exhibits scheduled during the senior year. Students are responsible for following all exhibit requirements as outlined in the Student Exhibit handbook.



## SECOND MAJOR IN ART HISTORY

Students may earn a second major in ART HISTORY by completing the following classes and earning a grade of C or above: ART HISTORY: 120, 125, 140, 145, 306, 416, and 410 and 413 and must complete the following studio classes: six credits either ARTS 210 or 200, ARTS 250 or 220, ARTS 260 or 341. Students earning a second major in Art History must complete and present an independent research paper in art history.

## SCHOOL OF PSYCHOLOGY AND COUNSELING

*Dean: D. Carscaddon*

### FACULTY

*Professors: D. Carscaddon, L. Carscaddon, L. Greene, J. Morgan*

*Associate Professors: I. Naydenova, B. Thompson, S. Webb*

*Instructor: K. Williams-Thompson*

### MISSION STATEMENT

The mission of the traditional undergraduate programs of the School of Psychology and Counseling is to give students a broad overview of the field of psychology within the foundation of a Christian, liberal arts institution.

### MAJOR FIELD OF STUDY

Psychology

### MINOR FIELD OF STUDY

Psychology

### PSYCHOLOGY

REQUIRED MAJOR HOURS	39
REQUIRED MINOR HOURS	NONE
ADDITIONAL HOURS REQUIRED	NONE
TOTAL PROGRAM HOURS	39

**PRESCRIBED COURSES ATTAINABLE  
IN GEN ED: PSYC 201**

### THE PSYCHOLOGY MAJOR

Students who major in psychology receive the Bachelor of Science degree. This degree provides students with the opportunity to develop critical thinking skills and a deeper understanding of individuals and relationships. Our undergraduate curriculum is designed to help students gain an appreciation of both the research and applied aspects of psychology. Our students often combine psychology with a second major or minor in other fields of study. Students with other majors often select psychology as a second major or minor. At the bachelor's level, our graduates have gone on to work in a variety of settings including human services,

youth services, education, human resources, criminal justice, missions, child life specialist, and other fields. Many of our graduates pursue graduate study in psychology, clinical mental health counseling, marriage and family therapy, school counseling, pastoral counseling, clinical social work, divinity, physician assistant studies, physical therapy, occupational therapy, and family and child development.

### STUDENT LEARNING OUTCOMES

Graduates with the Bachelor of Science degree in Psychology are expected to

1. effectively evaluate theories;
2. write proficiently in American Psychological Association (APA) style;
3. conduct a psychological study;
4. reasonably interpret psychological research; and
5. apply psychological principles to daily living.

The General Education course requirements must be satisfied. Classes required for completing the major are as follows.

### REQUIRED MAJOR HOURS

PSYC 201 General Psychology	3
PSYC 206 Developmental Psychology	3
PSYC 228 Scientific Writing and Professional Development	3
PSYC 396 Introduction to Statistics	3
PSYC 397 Research Methods	3
PSYC 499 Psychology Capstone Course	3
PHIL 200 Introduction to Philosophy	
OR	
PHIL 201 An Introduction to Logic	3

**300- AND 400-LEVEL COURSES (CHOOSE SIX OF THE FOLLOWING, INCLUDING AT LEAST THREE 400-LEVEL COURSES)**

PSYC 301 Child Psychology	3
PSYC 302 Adolescent Psychology	3
PSYC 303 Educational Psychology	3
PSYC 307 Biological Psychology	3
PSYC 310 Social Psychology	3
PSYC 320 Sport Psychology	3
PSYC 374 Psychology of Religion	3
PSYC 401 Psychopathology	3
PSYC 402 Introduction to Counseling	3
PSYC 403 Human Behavior in Organizations	3
PSYC 405 Psychology of the Exceptional Student	3
PSYC 406 Psychology of Personality	3
PSYC 412 Psychology of Aging	3
PSYC 425 Crisis Intervention Counseling	3
PSYC 440 Family Communication	3

PSYC 441 Psychology of Learning	3
PSYC 444 Psychological Measurement and Appraisal	3
PSYC 450 Positive Psychology	3
PSYC 491, 492, 493 Seminar in Psychology	3
PSYC 495, 496 Independent Study	3
PSYC 497, 498 Internship	3
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>39</b>
<b>TOTAL PROGRAM HOURS</b>	<b>39</b>

Twelve hours excluding PSYC 498 Internship II must be earned at the 400-level.

All prerequisites must be honored for PSYC 396 Introduction to Statistics, PSYC 397 Research Methods, PSYC 401 Psychopathology, PSYC 402 Introduction to Counseling, PSYC 441 Psychology of Learning, PSYC 444 Psychological Measurement and Appraisal, PSYC 450 Positive Psychology, PSYC 493 Seminar in Psychology, PSYC 495 Independent Study, PSYC 496 Independent Study, PSYC 497 Internship I, PSYC 498 Internship II and PSYC 499 Capstone.

If a student elects to add a second major or minor, this decision needs to be made in consultation with the faculty advisor.

## ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete a world language through the Intermediate I level (201).

## PSYCHOLOGY AS A SECOND MAJOR (30 HOURS)

Students choosing Psychology as a secondary major must meet all of the requirements of the primary major. Honors Program students majoring in Psychology may count Honors 400/401 collectively as one of the four required 400-level courses.

## PSYCHOLOGY MINOR (18 HOURS)

PSYC 201 General Psychology	3
PSYC 206 Developmental Psychology	3
PSYC Electives 12*	

*\*Six of these twelve hours must be at the 400-level.*

# COLLEGE OF HEALTH SCIENCES

With a holistic and preventive focus, the College of Health Sciences prepares highly qualified, ethical, and service oriented healthcare leaders for employment in the 21st century. The College was established in 2013 to provide exceptional professional preparation in an environment

that encourages collaboration across disciplines and an ethic of community service, particularly to rural and underserved communities. Programs of study are rooted in evidence-based research and are student-centered, with a strong emphasis on high impact experiences, including clinical education and simulation learning. The College of Health Sciences at Gardner-Webb University is currently comprised of the Hunt School of Nursing, the Physician Assistant Studies Program, and the Department of Athletic Training and the Department of Exercise Science.

## HUNT SCHOOL OF NURSING

*Chair, Pre-licensure Nursing Programs: A. Garlock*

*ADN Licensure and Program Coordinator: J. Ivey*

*BSN Licensure and Program Coordinator: M. McNeilly*

## FACULTY

*Professor: C. Miller*

*Associate Professors: T. Arnold, G. Casterline, C. Rome, N. Waters*

*Assistant Professors: S. Creed-Hall, A. Garlock, A. Hamrick, A. Isaac-Dockery, T. Lewis, J. Parker, Y. Smith, K. Williams, L. Wines*

*Instructors: B. Graham, T. Hayes, J. Ivey, L. Jolley, M. McNeilly, S. Tate*

*Lecturer: A. Hull*

## MISSION STATEMENT

The mission of the Hunt School of Nursing is to enhance the health status of the global community by preparing individuals to practice holistic and professional nursing through the provision of student-centered programs of study for a diverse student population that promotes academic excellence within a Christian, private, liberal arts setting utilizing teamwork and community engagement.

The Bachelor of Science in Nursing Program and the Associate Degree Nursing Program are accredited by the Accreditation Commission For Education In Nursing, Inc. (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326. Phone 404-975-5000, [www.acenursing.org](http://www.acenursing.org)) and approved by the North Carolina Board of Nursing.

## MAJOR FIELDS OF STUDY

The Hunt School of Nursing offers three programs of study preparing students for licensure as a Registered Nurse:

The Associate Degree in Nursing (ADN)

The Accelerated Bachelor of Science in Nursing (ABSN)

*\*Please refer to the DCP Catalog for information on this program.*

The Bachelor of Science in Nursing (BSN)

## MINOR FIELDS OF STUDY

None offered.

## ADMISSIONS REQUIREMENTS

The best-qualified applicants are selected from those who apply to the Hunt School of Nursing. Waiting lists for acceptance are established as necessary. The Hunt School of Nursing Admissions Committee considers academic performance, courses completed, and other factors in determining qualified applicants. Minimum criteria for admission to the ADN and BSN programs are as follows:

1. GPA of 3.0 on a 4.0 scale. Students with less than 64 hours of college credit will have the cumulative GPA evaluated. Students with more than 64 hours of college credit will have the last 64 hours of college credit evaluated for GPA.
2. Submission of one of the following standardized test scores.
  - a. SAT scores (if taken before 3/1/2016) of at least 1050 (minimum of 500 Reading and 500 Math) OR SAT scores (if taken after 3/1/2016) of at least 1130 (minimum of 530 in Evidence-Based Reading and Writing and 530 in Math). Scores must be within the last five years.
  - b. ACT composite scores of at least 22 (minimum of 21 English, 18 Math, 20 Reading). Scores must be within the last five years.
  - c. TEAS (Version V) overall scores of proficient level at minimum. Scores must be within the last twelve months of admission review.

*Students with an earned bachelor's degree or higher from an accredited college or university are not required to submit test scores.*

3. Completion of Biology, Chemistry, and Algebra with a minimum of "C" in high school or college. These grades must be reflected in the transcripts the applicant provides with the application. The most recent course attempt will be evaluated.
4. Satisfactory criminal background history results for all states of residence for the past ten years. Criminal background history must be conducted within past 12 months of admission.

Any allegations or charges of misdemeanors or a felony that occurs after the Criminal Background History results have been submitted must be reported to the Hunt School of Nursing immediately. Clinical sites have the right to deny a student's access based on the criminal background. This denial would result in the student's inability to successfully complete the nursing program.

In addition, the following criteria must be met before beginning nursing courses:

1. CNA I: Must be completed prior to beginning nursing courses in the Fall semester for ADN and BSN students.
2. Satisfactory physical and mental health, immunizations required by the University and Hepatitis B, Varicella (Chicken Pox) titer showing immunity or documentation of Varicella immunization, 2 step Tuberculin test (PPD), and annual influenza immunization.
3. Satisfactory drug screening: This is a requirement for the healthcare facilities where students complete the clinical components for the nursing program. Clinical sites have the right to deny a student's access. Drugs screens older than 30 days from the start of nursing coursework will not be accepted.
4. CPR Certification for Healthcare Providers through American Heart Association: Must be completed prior to beginning nursing classes in the Fall semester for ADN and BSN students.

Students transferring in any required courses are required to meet all of the admission criteria and are subject to Gardner-Webb's transfer credit policy. Priority admission for current Nursing Intended students enrolled at Gardner-Webb University is at the discretion of the Admission Committee based on meeting full admission criteria, completion of recommended General Education courses, and application submitted by the admission application deadline. Progression criteria for currently enrolled students in the Hunt School of Nursing are listed in the Pre-licensure Handbook. Eligibility for licensure as a Registered Nurse includes clinical, mental, and physical competence and freedom from conviction of felonious or other serious legal acts, including substance abuse, as outlined in the North Carolina Nursing Practice Act 2009. NOTE: All states have similar stipulations. Students enrolled at Gardner-Webb University who wish to enroll in the nursing program must apply through the Admissions Office.

## ASSOCIATE DEGREE IN NURSING

**REQUIRED MAJOR HOURS**

**43**

**REQUIRED MINOR HOURS**

**NONE**

**ADDITIONAL HOURS REQUIRED**

**NONE**

**PRESCRIBED COURSES ATTAINABLE**

**IN GEN ED: NONE**

## STUDENT LEARNING OUTCOMES

Graduates of the Associate Degree Nursing Program will:

1. Utilize critical thinking, quality improvement, and informatics to provide safe, evidence-based, holistic nursing care.

2. Collaborate effectively with clients, families, and the interdisciplinary team to ensure continuous, high quality, client-centered care.
3. Manage the delivery of nursing care with respect to diverse cultures and belief systems for client populations in varied health care settings.
4. Execute professional nursing care adhering to principles of the American Nurses Association (ANA) nursing code of ethics and standards of practice.

## GENERAL EDUCATION COURSE REQUIREMENTS (29 CREDIT HOURS)

BIOL 105, 203, and 204	12
PSYC 201 and 206	6
ENGL 101 and 102	6
RELI 300 or 301	3
Any PHED activity course	1
DIMENSIONS 111 and 112	1

## REQUIRED MAJOR HOURS

NURS 105 Pharmacology Concepts	2
NURS 106 Fundamental Concepts in Nursing	4
NURS 107 Fundamental Concepts Experiential Lab	1
NURS 108 Application of Fundamental Concepts	1
NURS 109 Basic Concepts in Health Assessment	2
NURS 110 Health Assessment Experiential Lab	1
NURS 115 Basic Concepts Experiential Lab	1
NURS 116 Application of Basic Concepts	2
NURS 117 Basic Concepts in Clinical Nursing	4
NURS 118 Concepts in Psychiatric Nursing	3
NURS 206 Nursing Concepts for Childbearing Families	6
NURS 207 Childbearing Families Experiential Lab	1
NURS 208 Application of Nursing for Childbearing Families	2
NURS 209 Advanced Concepts in Clinical Nursing	6
NURS 210 Advanced Concepts Experiential Lab	1
NURS 211 Application of Advanced Concepts	3
NURS 290 Transition to Practice	3

**TOTAL REQUIRED MAJOR HOURS** **43**

**TOTAL PROGRAM HOURS** **43**

## BACHELOR OF SCIENCE IN NURSING

**REQUIRED MAJOR HOURS** **63**

**REQUIRED MINOR HOURS** **NONE**

**ADDITIONAL PROGRAM HOURS** **NONE**

**TOTAL PROGRAM HOURS** **63**

## PRESCRIBED COURSES ATTAINABLE

**IN GEN ED: NONE**

## STUDENT LEARNING OUTCOMES

Graduates of the Bachelor of Science in Nursing Degree Program will:

1. Utilize critical thinking, quality improvement, and informatics to provide safe, evidence-based, holistic nursing care.
2. Collaborate effectively with clients, families, and the interdisciplinary team to ensure continuous, high quality, client-centered care.
3. Manage the delivery of nursing care with respect to diverse cultures and belief systems for client populations in varied health care settings.
4. Execute professional nursing care adhering to principles of the American Nurses Association (ANA) nursing code of ethics and standards of practice.
5. Utilize leadership, research, and service to provide evidence-based nursing care to diverse populations using knowledge of current healthcare policies.

## REQUIRED MAJOR HOURS

NURS 239 Nursing Assessment	2
NURS 240 Nursing Assessment Lab	1
NURS 261 Introduction to Nursing	4
NURS 262 Introduction to Nursing Lab	1
NURS 263 Introduction to Nursing Practicum	1
NURS 300 Concepts in Professional Nursing	2
NURS 307 Communication Skills in Nursing	3
NURS 339 Pharmacology in Nursing Practice	2
NURS 340 Nutrition in Nursing Practice	2
NURS 342 Adult Health I Lab	1
NURS 343 Adult Health 1 Practicum	2
NURS 344 Adult Health 1	4
NURS 345 Mental Health Nursing	3
NURS 361 Maternal/Child Nursing	6
NURS 362 Maternal/Child Nursing Lab	1
NURS 363 Maternal/Child Nursing Practicum	2
NURS 441 Nursing Care of the Older Adult	3
NURS 442 Nursing Trends and Issues	3
NURS 443 Essentials of Public Health and Community Nursing	3
NURS 444 Public Health and Community Nursing Practicum	1
NURS 460 Essentials of Nursing Management/ Leadership	3
NURS 461 Adult Health II	6
NURS 462 Adult Health II Lab	1
NURS 463 Adult Health II Practicum	3
NURS 470 Research for Evidence-based Practice	3



**TOTAL REQUIRED MAJOR HOURS****63****TOTAL PROGRAM HOURS****63**

Enrollment in a pre-licensure nursing program (ADN or BSN) requires a minimum grade of “B” in each nursing course for progression in the program. No more than one nursing course may be repeated. A second grade of less than a “B” in any nursing course will result in dismissal from the respective program. Students dismissed from one pre-licensure program are not eligible to apply to another pre-licensure program. Students are subject to guidelines found in the Pre-Licensure Nursing Program Continuation Policy.

Students who are unsuccessful in a science course must repeat the course until a “C” is achieved and, if applicable, are subjected to guidelines found in the Pre-Licensure Nursing Program Continuation Policy. All science prerequisites and co-requisites must be completed according to the guidelines in the Traditional Undergraduate Handbook in order to progress in the nursing program.

**ADVANCED PLACEMENT FOR THE ASSOCIATE DEGREE NURSING PROGRAM**

The Advanced Placement LPN option allows licensed LPNs to complete the ADN program in three semesters. Eligibility for advanced placement into the Associate degree nursing program (ADN) for Licensed Practical Nurses (LPN) includes the following:

1. Current unrestricted LPN license;
2. Admission to Gardner-Webb University and to the Hunt School of Nursing;
3. Successful completion of Human Anatomy & Physiology I (BIO 203), Human Anatomy & Physiology II (BIO 204), and General Psychology (PSY 201).

A Licensed Practical Nurse (LPN) who meets these requirements may be accepted into the second semester of the ADN program. Students in the Advanced Placement LPN option will take Pharmacology Concepts (NURS 105), Basic Concepts of Health Assessment (NURS 109), and Health Assessment Experiential Lab (NURS 110), while concurrently enrolled in the regular nursing sequence of courses scheduled for a second semester first year ADN student. Students will be awarded credit for Fundamental Concepts (NURS 106), Fundamentals Concepts Lab (NURS 107), and Application of Fundamental Concepts (NURS 108). Availability of the Advanced Placement LPN option is contingent upon current enrollment and resources.

**DEPARTMENT OF ATHLETIC TRAINING****FACULTY**

*Instructor: S. Rabe*

\*NOTE: The Gardner-Webb Athletic Training Program is closing and students will no longer be accepted to the University for this degree.

**MISSION STATEMENT**

The mission of the Gardner-Webb University athletic training program (ATP) is to provide the highest quality education that is grounded in a Christian set of values to each and every athletic training student regardless of race, age, or gender through quality instruction and hands-on clinical experiences. Each athletic training student (ATS) will be a well-educated critical thinker and actively engaged in the prevention, recognition and evaluation, management/treatment and disposition, rehabilitation, organization and administration, and education and counseling for injuries occurring to athletes and physically active individuals. Upon meeting all graduation requirements and passing the Board of Certification (BOC) examination, ATSs will find themselves prepared for an entry-level position within the profession of athletic training.

**MAJOR FIELD OF STUDY**

Athletic Training

**ATHLETIC TRAINING****REQUIRED MAJOR HOURS****42****REQUIRED MINOR HOURS****NONE****ADDITIONAL HOURS REQUIRED****17****TOTAL PROGRAM HOURS****59****PRESCRIBED COURSES ATTAINABLE****IN GEN ED: BIO 101 AND COMM 233**

The Gardner-Webb University athletic training program is fully accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

**STUDENT LEARNING OUTCOMES**

1. A. Demonstrate the knowledge and/ or skills that pertain to the treatment, rehabilitation and/or reconditioning of a physically active person with an injury or illness;  
B. Utilize evidence-based practice information and skills to facilitate appropriate care for a variety of patient populations;
2. Demonstrate verbal, non-verbal, and written communication skills that are organized, coherent, accurate, and professionally prepared and delivered;

3. A. Recognize, summarize, and integrate culture competence knowledge and skills for diverse patient populations within a variety of settings;  
B. Recognize, summarize, and integrate primacy of patient knowledge and skills within a variety of settings; and
4. Recognize current events and/or opportunities that exist within the profession of athletic training and actively participate in such opportunities.

## TRANSFER STUDENTS

Any student wishing to transfer into the athletic training program must submit transcripts, syllabi, and course descriptions to the Athletic Training Program Director (AT PD) for all athletic training classes for credit evaluation. All admission requirements contained within ATTR 101 must be met for admission into the athletic training program. Classes containing cognitive competencies will be evaluated to see which, if any, fulfill the Athletic Training Program requirements. Classes containing psychomotor competencies will require a challenge examination. Course credit will be awarded after a student has taken the challenge examination and demonstrated proficiency of those competencies. The student will have the first semester of enrollment to take the challenge examination and demonstrate proficiency of psychomotor competencies.

## GRADE REQUIREMENTS

Athletic training students are expected to maintain a cumulative GPA of 2.50 or higher by the end of the fall semester sophomore year. In accordance with University policy, each student must have a minimum grade of "C" (2.00) on each course in the major field of study. Failure to make a mark of "C" (2.00) or higher will not allow the student to take additional coursework within the major until a satisfactory grade is completed for the course(s) involved. Athletic training students must also have a minimum grade of "C" (2.00) in their additional course requirements (EXSI 335 Kinesiology, EXSI 347 Physiology of Sport and Exercise, EXSI 224 Nutrition for Wellness and Performance, BIOL 203 and 204 Human Anatomy and Physiology I and II).

## ACADEMIC PROBATION

Any ATS may be placed on academic probation for unacceptable progress in his/her clinical education, any violation of the ATS code of conduct, or if his/her cumulative GPA falls below 2.50 after admittance into AT Program.

At the end of each semester each ATS's overall performance is formally reviewed and, if necessary, the student is notified by the AT Program Director in writing of their probationary status.

Probation may include provisions such as required study hall, alteration of clinical education experience time, community service or any other deemed appropriate for the violation(s). Decisions regarding such provisions will be determined by the AT PD and other parties as necessary (Clinical Education Coordinator, Preceptor, etc.). If at the end of the probation semester, the ATS has been unable to attain academic standards, make satisfactory progress or complete provisions as outlined by AT PD, they will be suspended, resulting in dismissal from the athletic training program.

## SUSPENSION

An ATS may be suspended for inadequate academic progress, conduct/behavioral concerns, or failure to meet standards set forth by the athletic training program. Suspension is defined as dismissal from the ATP which can occur due to not meeting probationary standards, reaching a disciplinary level three, or violating a policy (AT or Gardner-Webb) where suspension is appropriate. Suspension may result immediately or may take effect at the end of an academic semester.

Academic suspension is defined as receiving a "C-" or below in one of the required athletic training courses (this includes both the major courses and additional requirements). The ATS will be unable to continue sequencing through AT courses or clinical education until he/she has retaken the course and received the required grade. If an ATS is suspended from the program for academic ineligibility, he/she may reapply to the program once he/she has met athletic training program standards as outlined by the suspension notification. Reapplying consists of completing an abbreviated application form and an interview with the AT PD and CEC. The ATS would re-enter the program at the level last completed successfully. ATSs who are suspended for academic reasons can request academic assistance from the AT PD. ATS(s) who are suspended for other reasons may not be eligible to reapply to the ATP; eligibility will be outlined in a formal suspension letter to the ATS.

## TECHNICAL STANDARDS

The Athletic Training Program at Gardner-Webb University is a rigorous and intense, competency-based program that places specific requirements and demands on the students enrolled in the program. These specific requirements are determined by the National Athletic Trainer's Association-Education Council and are identified in the document "NATA Athletic Training Education Competencies." An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as

well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). Abilities and expectations must be met by all students admitted to the Athletic Training Program. For a listing of the specific cognitive and psychomotor skills necessary for successful completion of the Gardner-Webb University Athletic Training Program, please refer to the Clinical Skills Manual or contact the Athletic Training Program Director.

## ADDITIONAL COSTS

All costs incurred with application and acceptance into the program are the athletic training student's responsibility. These costs may include, but are not limited to:

1. Uniform costs;
2. Health Insurance;
3. Background Check;
4. Transportation to and from off-campus sites;
5. Supplies: fanny pack, scissors, etc;
6. Membership to athletic training organizations of approximately \$90.00;
7. Liability/malpractice insurance of approximately \$30.00; and
8. Annual training/recertification fees as required by the ATP.

## REQUIRED MAJOR HOURS

ATTR 101 Introduction to Athletic Training	1
ATTR 222 First Aid and Management of Acute Injuries and Illnesses	3
ATTR 225 Recognition and Care of Injuries	3
ATTR 230 Fundamentals of Protective Equipment and Prophylactic Procedures 2	
ATTR 324 Evaluation of the Lower Extremity	3
ATTR 325 Evaluation of the Upper Extremity	3
ATTR 332 Rehabilitation and Reconditioning	3
ATTR 342 Athletic Training Organization and Administration	3
ATTR 402 Medical Conditions and Pharmacology	3
ATTR 404 Therapeutic Modalities	3
ATTR 430 Athletic Training Seminar	3
ATTR 200 Athletic Training Clinical I	2

ATTR 201 Athletic Training Clinical II	2
ATTR 300 Athletic Training Clinical III	2
ATTR 301 Athletic Training Clinical IV	2
ATTR 400 Athletic Training Clinical V	2
ATTR 401 Athletic Training Clinical VI	2

**TOTAL REQUIRED MAJOR HOURS 42**

## ADDITIONAL HOURS REQUIRED

EXSI 335 Kinesiology	3
EXSI 347 Exercise Physiology I	3
EXSI 224 Nutrition for Wellness and Performance	3
BIOL 203 Anatomy and Physiology I	4
BIOL 204 Anatomy and Physiology II	4

**TOTAL ADDITIONAL HOURS REQUIRED 17**

**TOTAL PROGRAM HOURS 59**

*Additional information can be obtained from the Gardner-Webb Athletic Training website and the Athletic Training Student Manual.*

## DEPARTMENT OF EXERCISE SCIENCE

*Interim Department Chair: J. Hartman*

### FACULTY

*Professor: J. Hartman*

*Associate Professor: D. Granniss*

*Recognized through the National Strength and Conditioning Association's (NSCA) Education Recognition Program (ERP) as an Undergraduate Strength and Conditioning Program with standardized, approved strength and conditioning curricula designed to prepare students for the NSCA Certified Strength and Conditioning Specialist® (CSCS®) certification.*

### OVERVIEW

The Exercise Science major prepares undergraduate students with the knowledge, skills, and abilities to work as professionals in the exercise science and health professions. Exercise science professionals are skilled in evaluating health behaviors and risks factors, conducting fitness assessments, developing and implementing safe and effective exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors. Exercise science professionals perform these activities in medical, commercial, university, corporate, or community settings where their clients participate in health promotion, fitness, sports performance, and rehabilitation activities.

The Carolina Chiropractic Plus Human Performance Laboratory offers Gardner-Webb University students the opportunity to work with equipment and learn the techniques designed to measure cardiopulmonary, metabolic, anthropometric, and strength assessments integral to the studies of health and human performance.

## MISSION STATEMENT

The mission of the Exercise Science major at Gardner-Webb University is to develop competent and contributing entry-level professionals in the field of exercise science in the cognitive (knowledge), psychomotor (skills) and affective (abilities) learning domains, with a Christian foundation grounded in the Liberal Arts tradition. This is accomplished by providing quality academic preparation that incorporates both classroom and supervised practical experiences.

## STUDENT LEARNING OUTCOMES

### 1. PROFESSIONAL INTERACTION AND COMMUNICATION

To interact and communicate effectively by presenting information in oral, written, and technology formats; collaborating with professionals and peers; expressing ideas clearly; and giving and receiving feedback;

### 2. PROFESSIONAL COMPETENCE

To utilize knowledge, skills, and abilities to evaluate health behavior and risk factors; develop, implement, and evaluate exercise and wellness programs, and employ behavioral strategies to motivate individuals to adopt and maintain positive lifestyle behaviors;

### 3. PROFESSIONAL ETHICS AND CONDUCT

To demonstrate behavior, grounded in Christian faith and the Liberal Arts tradition, that preserves the integrity of a profession, prevents misrepresentation, and protects the consumer;

### 4. PROFESSIONAL AND PERSONAL DEVELOPMENT

To continuously improve knowledge, skills, and abilities and to uphold a professional image through actions and appearance; and

### 5. PROFESSIONAL DECISION MAKING (PROBLEM SOLVING)

To demonstrate critical thinking by making decisions based on multiple perspectives and evidence-based practice.

## ADMISSION REQUIREMENTS

University acceptance to pursue the Exercise Science major does NOT guarantee admission into the Exercise Science major. Formal application to the Exercise Science major must be completed by the student according to the following procedures.

1. It is the student's responsibility to submit an Application to the Major form to the Exercise Science

Administrative Assistant in the semester in which s/he is enrolled in at least 48 credit hours.

2. By the beginning of the semester following application, students will receive notification of acceptance or denial to the major according to the following.
  - A. Acceptance – The student has fulfilled all major requirements in the section Prerequisites to the BS Major Core in the Exercise Science Major (see WebbConnect Audit), and has a minimum overall and intended major GPA of 2.7. Once the student has been accepted into the Exercise Science Major, it will take the student at least four semesters to complete the curriculum, plus a six-credit summer internship.
  - B. First Denial – Not fulfilling the requirements as stated above will result in a first denial. Students who are denied for the first time are not permitted to take required upper-level courses. Students must reapply for a second time the following semester.
  - C. Second Denial – If students do not meet the requirements again, they are denied the second time. Failure to submit an application will also result in a second denial. In the case of a second denial, students are not retained in the intended major and their major is changed to Undecided. Students are not permitted to reapply to the Exercise Science Major for one year following a second denial. If after one year the student has a minimum overall and major GPA of 2.7, s/he may reapply and repeat the application process as stated previously.

## EXERCISE SCIENCE

### REQUIRED MAJOR HOURS

57-65

### PRESCRIBED COURSES ATTAINABLE IN GEN ED\*:

BIOL 111, CHEM 111, PHED 145, PSYC 201, MATH 105 (HEALTH FITNESS AND HEALTH SCIENCES CONCENTRATIONS ONLY) MATH 151 (PRE-PROFESSIONAL CONCENTRATION ONLY)

### DEGREE REQUIRES A SUMMER INTERNSHIP: 6 HOURS (AT CURRENT SUMMER TUITION RATES)

### REQUIRED MAJOR HOURS

### HEALTH FITNESS CONCENTRATION)

BIOL 203 Human Anatomy and Physiology I	4
BIOL 204 Human Anatomy and Physiology II	4
BIOL 222 Medical Terminology	1
EXSI 200 Introduction to Exercise Science	3
EXSI 224 Nutrition for Wellness and Performance	3



EXSI 246 Care and Prevention of Athletic Injuries	3	BIOL 222 Medical Terminology	1
EXSI 306 Exercise Physiology I	4	BIOL XXX Specialized Biology	4
EXSI 310 Exercise Testing and Prescription	4	CHEM 112 General Chemistry II	4
EXSI 335 Kinesiology	3	EXSI 200 Introduction to Exercise Science	3
EXSI 406 Exercise Physiology II	4	EXSI 306 Exercise Physiology I	4
EXSI 410 Exercise Programming for Special Populations	4	EXSI 315 Motor Behavior	3
EXSI 420 Strength and Conditioning Theory and Practice	3	EXSI 335 Kinesiology	3
EXSI 432 Research Methods in Exercise Science	3	EXSI 406 Exercise Physiology II	4
EXSI 444 Exercise Science Capstone Seminar	2	EXSI 420 Strength and Conditioning	3
EXSI 451 Internship in Exercise Science	6	EXSI 432 Research Methods in Exercise Science	3
PSYC 320 Exercise and Sport Psychology	3	EXSI 444 Exercise Science Capstone Seminar	2
RELI 341 Christian Ethics	3	EXSI 451 Internship in Exercise Science	6
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>57</b>	PHYS 203 General Physics for Scientist and Engineers I	4
<b>REQUIRED MAJOR HOURS (HEALTH SCIENCES CONCENTRATION)</b>		PHYS 204 General Physics for Scientist and Engineers II	4
BIOL 203 Human Anatomy and Physiology I	4	PSYC 206 Developmental Psychology	3
BIOL 204 Human Anatomy and Physiology II	4	RELI 341 Christian Ethics	3
BIOL 206 General Microbiology	4	SOCI 201 Introduction to Sociology	3
BIOL 222 Medical Terminology	1	<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>65</b>
BIOL 301 Genetics	4	<b>TOTAL PROGRAM HOURS (HEALTH FITNESS CONCENTRATION)</b>	<b>57</b>
CHEM 112 General Chemistry II	4	<b>TOTAL PROGRAM HOURS (HEALTH SCIENCES CONCENTRATION)</b>	<b>64</b>
CHEM 201 Organic Chemistry	4	<b>TOTAL PROGRAM HOURS (PRE-PROFESSIONAL CONCENTRATION)</b>	<b>65</b>
EXSI 200 Introduction to Exercise Science	3	<i>*A grade of "C" or higher must be earned in each of the prescribed General Education prerequisites.</i>	
EXSI 224 Nutrition for Wellness and Performance	3	<b>ADDITIONAL REQUIREMENTS</b>	
EXSI 306 Exercise Physiology I	4	Exercise Science majors are required to obtain a minimum of 50 service learning hours at a variety of exercise and/or wellness settings (e.g., University wellness center, University strength and conditioning center, cardiopulmonary rehabilitation center, private fitness center, allied health clinic, etc.) and maintain an Exercise Science portfolio upon acceptance into the major, to be submitted for graduation no later than four weeks preceding the last day of classes in the semester they intend to graduate. Adult CPR/AED certifications (must have a hands-on training component and must include a skills performance evaluation) must be current at time of internship and graduation. Completion of one of the following national credentialing examinations (as a component of EXSI 444): American College of Sports Medicine (ACSM) Certified Exercise Physiologist (ACSM-EP-C), National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS), or Certified Special Population Specialist (CSPS). Results submitted to the Exercise Science Department Chair.	
EXSI 310 Exercise Testing and Prescription	4		
EXSI 335 Kinesiology	3		
EXSI 406 Exercise Physiology II	4		
EXSI 410 Exercise Programming for Special Populations	4		
EXSI 432 Research Methods in Exercise Science	3		
EXSI 444 Exercise Science Capstone Seminar	2		
EXSI 451 Internship in Exercise Science	6		
RELI 341 Christian Ethics	3		
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>64</b>		
<b>REQUIRED MAJOR HOURS (PRE-PROFESSIONAL CONCENTRATION)</b>			
BIOL 203 Human Anatomy and Physiology I	4		
BIOL 204 Human Anatomy and Physiology II	4		

## RETENTION

Students who are admitted into the program must maintain a minimum major and overall GPA of 2.7 and earn a “C” or better in all EXSI major courses. Students are not permitted to do their internship unless they have met GPA and grade standards for the Exercise Science major. Failure to maintain the GPA requirement will result in a one-semester probationary period in which the student must remedy any deficiencies. Failure to earn a “C” or better in an EXSI major course will result in a probationary period until the course is re-taken and the minimum grade standard is achieved. If s/he is not able to attain the necessary GPA requirements or grade standards by the end of the probationary period, s/he will be removed from the program. If a student is suspended from the program, s/he is eligible to reapply once s/he has met the Exercise Science standards. Reapplying consists of completing an abbreviated application form and an interview with the Exercise Science Department Chair.

## CHANGING TO EXERCISE SCIENCE MAJOR

Any student changing his/her major to Exercise Science MUST have an overall GPA of 2.7.

## ADDITIONAL EXPENSES

Students are required to maintain current Adult CPR/AED certifications while enrolled in EXSI 451 (Internship) and when applying to graduate. Students must complete a national credentialing examination through the American College of Sports Medicine (ACSM) OR National Strength and Conditioning Association (NSCA) at their own cost. Students may also be asked to obtain liability insurance and/or complete a drug test and/or criminal background check while enrolled in EXSI 310 and EXSI 451 at their own cost. Tuition costs for the required summer-only internship (EXSI 451) are charged at the current summer tuition rates.

# GODBOLD SCHOOL OF BUSINESS

## BROYHILL UNDERGRADUATE SCHOOL OF MANAGEMENT

*Dean: M. Taylor*

*Director of Undergraduate Programs: E. Godfrey*

## FACULTY

*Professors: S. Camp, D. Caudill, E. Godfrey, C. Metcalf, A. Negbenebor, F. Policastro, R. Spear*

*Associate Professors: G. Gilsdorf, S. Johnson, P. Nall, L. Xiao*

*Assistant Professors: S. Kim, S. Gathers, S. Mankins, A. Smith, C. Sutton*

*Instructors: G. Dib, M. Taylor*

Nationally Accredited by the Association of Collegiate Business Schools and Programs. Became the University's first endowed school in 1981 with a gift from the Broyhill Foundation of Hickory, North Carolina.

## MISSION

The Godbold School of Business provides undergraduate and graduate professional training within the scope of a Christian-based, liberal arts university, building on the skills in learning and critical thinking that the liberal arts foster.

## VISION

The Godbold School of Business functions to support the mission of Gardner-Webb University by providing both graduate and undergraduate professional training in the business disciplines to a diverse student population. It enhances the scope of the university by applying the learning and analytical skills fostered by the liberal arts and the moral and ethical values of the Christian faith to the practice of business activities in the domestic and world-wide arenas. It also encourages both its faculty and its students to pursue lifelong learning, to value service to God and humanity, and to build character in students. MOTTO: “For God and Humanity Through Business.”

## MAJOR FIELDS OF STUDY

The school offers eight majors leading to the Bachelor of Science degree:

- Accounting
- Business Administration
- Computer Information Systems
- Economics/Finance
- Healthcare Management
- International Business
- Marketing
- Sport Management
- Wealth Management

## SECOND MAJOR

A student seeking a second major in any degree offered by the Broyhill Undergraduate School of Management must meet all of the requirements for the primary degree in business. If the student seeking a second major is already a business student in a business degree program as the primary major, the student must complete 30 hours toward the second major, at least 21 of which must meet the course requirements for the second major with any remaining hours approved in a written plan by the student's advisor.

## MINOR FIELDS OF STUDY FOR BUSINESS AND NON-BUSINESS MAJORS

- Computer Information Systems
- Healthcare Administration
- Management

Marketing  
Sport Management

## MINOR FIELD OF STUDY FOR NON-BUSINESS MAJORS

Business Administration

### COMMON PROFESSIONAL COMPONENT

The Common Professional Component (36 hours) is a set of core courses that is required by the Broyhill Undergraduate School of Management for all business degrees except Sport Management. The following courses are required in the Common Professional Component.

ACCT 213 Accounting Principles I	3
ACCT 214 Accounting Principles II	3
BADM 300 Legal Environment of Business	3
BADM 304 Applied Business Statistics	3
BADM 305 Introduction to Management Science	3
BADM 360 International Business	3
BADM 480 Business Strategy	3
CISS 300 Management Information Systems	3
ECON 204 Principles of Economics II	3
FINC 312 Financial Management	3
MGMT 316 Principles of Management	3
MRKT 300 Principles of Marketing	3

### ADDITIONAL INFORMATION

A minimum grade of "C" (2.00) is required in all major and minor Gardner-Webb courses, the Common Professional Component, and the economics and math courses specified as additional requirements, whether taken at Gardner-Webb or transferred from another institution.

For cases in which a student's primary major requires the same course as a business secondary major or the non-business minor, the duplication will be resolved by selecting substitute courses from the same general field of study.

### ACCOUNTING

COMMON PROFESSIONAL COMPONENT	36
ACCOUNTING HOURS	24
<b>TOTAL PROGRAM HOURS</b>	<b>60</b>

#### PRESCRIBED COURSES ATTAINABLE

IN GEN ED: ECON 203, MATH 110 OR 151

### STUDENT LEARNING OUTCOMES

To accomplish the mission of the Godbold School of Business in individual courses within the Traditional Undergraduate Program, students completing a course in accounting will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of

human endeavor where organizational, managerial, and analytical skills in accounting are vital for success.

2. Learn new managerial skills in accounting that require knowledge of computerized technology applications in business.
3. Respond to changes in accounting in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

### COMMON PROFESSIONAL COMPONENT

ACCT 213 Principles of Accounting I	3
ACCT 214 Principles of Accounting II	3
BADM 300 Legal Environment of Business	3
BADM 304 Business Statistics	3
BADM 305 Quantitative Methods	3
BADM 360 International Business	3
BADM 480 Business Strategy	3
CISS 300 Management Information Systems	3
ECON 204 Microeconomics	3
FINC 312 Financial Management	3
MGMT 316 Principles of Management	3
MRKT 300 Principles of Marketing	3

<b>TOTAL COMMON PROFESSIONAL COMPONENT HOURS</b>	<b>36</b>
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### ACCOUNTING HOURS

ACCT 313 Intermediate Accounting I	3
ACCT 314 Intermediate Accounting II	3
ACCT 315 Cost Accounting	3
ACCT 400 Accounting Information Systems	3
ACCT 425 Federal Income Tax I	3
ACCT 435 Advanced Accounting	3
ACCT 450 Auditing	3
ACCT 497 Internship	3

<b>TOTAL ACCOUNTING HOURS</b>	<b>24</b>
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<b>TOTAL PROGRAM HOURS</b>	<b>60</b>
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NOTE: A grade of "C" or better is required in prescribed General Education courses and all courses required for the program.

*At least half of the accounting courses listed above must be taken at Gardner-Webb University.*

### BUSINESS ADMINISTRATION

COMMON PROFESSIONAL COMPONENT	36
BUSINESS ADMINISTRATION HOURS	24
<b>TOTAL PROGRAM HOURS</b>	<b>60</b>

#### PRESCRIBED COURSES ATTAINABLE

IN GEN ED: ECON 203, MATH 110 OR 151

## STUDENT LEARNING OUTCOMES

To accomplish the mission of the Godbold School of Business in individual courses within the Traditional Undergraduate Program, students completing a course in business administration will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in business administration are vital for success.
2. Learn new managerial skills in business administration that require knowledge of computerized technology applications in business.
3. Respond to changes in business administration in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

## COMMON PROFESSIONAL COMPONENT

ACCT 213 Principles of Accounting I	3
ACCT 214 Principles of Accounting II	3
BADM 300 Legal Environment of Business	3
BADM 304 Business Statistics	3
BADM 305 Quantitative Methods	3
BADM 360 International Business	3
BADM 480 Business Strategy	3
CISS 300 Management Information Systems	3
ECON 204 Microeconomics	3
FINC 312 Financial Management	3
MGMT 316 Principles of Management	3
MRKT 300 Principles of Marketing	3

**TOTAL COMMON PROFESSIONAL COMPONENT HOURS** **36**

## BUSINESS ADMINISTRATION HOURS

MGMT 410 Entrepreneurship	3
MGMT 416 Operations Management	3
MGMT 450 Leadership	3
BADM Internship	3

## CHOOSE FOUR OF THE FOLLOWING

BADM 325 Business Communications Applications	3
BADM 340 Integration of Faith, Ethics and Business	3
MGMT 330 Industrial Supervision	3
MGMT 400 Human Resource Management	3
MGMT 403 Human Behavior in Organizations	3
MGMT 422 Marketing Management	3
MGMT 431 Managerial Control Processes	3
MGMT 485 Topics in Management	3
FINC 320 Risk Management and Insurance	3

MRKT 404 Sales Management 3

MRKT 466 International Marketing 3

**TOTAL BUSINESS ADMINISTRATION HOURS** **24**

**TOTAL PROGRAM HOURS** **60**

NOTE: A grade of "C" or better is required in prescribed General Education courses and all courses required for the program.

NOTE: If BADM 325 is used to satisfy a General Education requirement, it cannot be used to satisfy a course requirement for this major.

## COMPUTER INFORMATION SYSTEMS

**COMMON PROFESSIONAL COMPONENT** **36**

**COMPUTER INFORMATION SYSTEMS HOURS** **24**

**ADDITIONAL REQUIRED COURSES** **3**

(MATH 311) **3**

**TOTAL PROGRAM HOURS** **63**

**PRESCRIBED COURSES ATTAINABLE IN GEN ED:**

**INFORMATION SYSTEMS EMPHASIS: ECON 203, MATH 110 OR 151; INFORMATION TECHNOLOGY EMPHASIS: ECON 203, MATH 151**

## STUDENT LEARNING OUTCOMES

To accomplish the mission of the Godbold School of Business in individual courses within the Traditional Undergraduate Program, students completing a course in computer information systems will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in computer information systems are vital for success.
2. Learn new managerial skills in computer information systems that require knowledge of computerized technology applications in business.
3. Respond to changes in computer information systems in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

## COMMON PROFESSIONAL COMPONENT

ACCT 213 Principles of Accounting I	3
ACCT 214 Principles of Accounting II	3
BADM 300 Legal Environment of Business	3
BADM 304 Business Statistics	3
BADM 305 Quantitative Methods	3
BADM 360 International Business	3
BADM 480 Business Strategy	3
CISS 300 Management Information Systems	3
ECON 204 Microeconomics	3
FINC 312 Financial Management	3



MGMT 316 Principles of Management	3
MRKT 300 Principles of Marketing	3
<b>TOTAL COMMON PROFESSIONAL COMPONENT HOURS</b>	<b>36</b>

## COMPUTER INFORMATION SYSTEMS HOURS

CISS 371 Systems Analysis and Design	3
CISS 432 Information Systems Project Management	3
CISS 433 Database Management	3
CISS 470 Strategic Information Management	3
CISS 497 Internship	3

## CHOOSE THREE OF THE FOLLOWING

ACCT 400 Accounting Information Systems	3
ACCT 430 Forensic Accounting	3
FINC 320 Risk Management and Insurance	3
MRKT 416 Operations Management	3
CISS 485 Topics in Management Information Systems	3
Any other data-intensive business course	3

## TOTAL COMPUTER INFORMATION SYSTEMS HOURS

## ADDITIONAL REQUIRED HOURS

## TOTAL PROGRAM HOURS

*\*Requires MATH 151 Calculus I in the General Education requirements. MATH 311 Discrete Mathematics is also required. A grade of "C" or better is required in these math courses and all courses required for the program.*

## ECONOMICS/FINANCE

## COMMON PROFESSIONAL COMPONENT

## ECONOMICS/FINANCE HOURS

## TOTAL PROGRAM HOURS

## PRESCRIBED COURSES ATTAINABLE

IN GEN ED: ECON 203, MATH 110 OR 151

## STUDENT LEARNING OUTCOMES

To accomplish the mission of the Godbold School of Business in individual courses within the Traditional Undergraduate Program, students completing a course in economics/finance will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in economics/finance are vital for success.
2. Learn new managerial skills in economics/finance that require knowledge of computerized technology applications in business.

3. Respond to changes in economics/finance in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

## COMMON PROFESSIONAL COMPONENT

ACCT 213 Principles of Accounting I	3
ACCT 214 Principles of Accounting II	3
BADM 300 Legal Environment of Business	3
BADM 304 Business Statistics	3
BADM 305 Quantitative Methods	3
BADM 360 International Business	3
BADM 480 Business Strategy	3
CISS 300 Management Information Systems	3
ECON 204 Microeconomics	3
FINC 312 Financial Management	3
MGMT 316 Principles of Management	3
MRKT 300 Principles of Marketing	3

## TOTAL COMMON PROFESSIONAL COMPONENT HOURS

## ECONOMICS/FINANCE HOURS

FINC 313 Financial Management II	3
FINC 497 Internship	3
MGMT 416 Operations Management	3

## CHOOSE FIVE OF THE FOLLOWING

ECON 302 Money and Banking	3
ECON 303 Intermediate Microeconomics I	3
ECON 304 Intermediate Microeconomics II	3
ECON 311 Labor Economics	3
ECON 401 International Economics	3
ECON 402 Managerial Economics	3
ECON 403 National Income and Employment Analysis	3
ECON 404 Economic Development	
ECON 405 Environmental and Natural Resource Economics	3
ECON 480 Contemporary Economic Problems	3
FINC 301 Personal Finance	3
FINC 320 Risk Management and Insurance	3
SPMG 335 Finance and Economics of Sport	3
FINC 420 Investments	3
FINC 425 Intermediate Corporate Finance	3
FINC 430 Bank Management	3
FINC 460 International Finance	3

## TOTAL ECONOMICS/FINANCE HOURS

## TOTAL PROGRAM HOURS

NOTE: A grade of "C" or better is required in prescribed General Education courses and all courses required for the program.

## HEALTHCARE MANAGEMENT

COMMON PROFESSIONAL COMPONENT 36

HEALTHCARE MANAGEMENT HOURS 24

**TOTAL PROGRAM HOURS 60**

### PRESCRIBED COURSES ATTAINABLE

IN GEN ED: ECON 203, MATH 110 OR 151

## STUDENT LEARNING OUTCOMES

To accomplish the mission of the Godbold School of Business in individual courses within the Traditional Undergraduate Program, students completing a course in Healthcare Management will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in healthcare management are vital for success.
2. Learn new managerial skills in healthcare management that require knowledge of computerized technology applications in business.
3. Respond to changes in healthcare management in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

## COMMON PROFESSIONAL COMPONENT

ACCT 213 Principles of Accounting I	3
ACCT 214 Principles of Accounting II	3
BADM 300 Legal Environment of Business	3
BADM 304 Business Statistics	3
BADM 305 Quantitative Methods	3
BADM 360 International Business	3
BADM 480 Business Strategy	3
CISS 300 Management Information Systems	3
ECON 204 Microeconomics	3
FINC 312 Financial Management	3
MGMT 316 Principles of Management	3
MRKT 300 Principles of Marketing	3

**TOTAL COMMON PROFESSIONAL COMPONENT HOURS 36**

## HEALTHCARE MANAGEMENT HOURS

HCMG 200 Introduction to Healthcare Management	3
HCMG 303 Economics, Budgeting and Finance in Healthcare	3
HCMG 310 Diversity and Culture in Healthcare Management	3
HCMG 315 Healthcare Quality Seminar	3
HCMG 400 Introduction to International Health	3

HCMG 410 Healthcare Law and Ethics 3

HCMG 497 Internship 3

## CHOOSE ONE COURSE FROM THE FOLLOWING

MGMT 400 Human Resource Management 3

MGMT 403 Human Behavior in Organizations 3

MGMT 450 Leadership 3

**TOTAL HEALTHCARE MANAGEMENT HOURS 24**

**TOTAL PROGRAM HOURS 60**

NOTE: A grade of "C" or better is required in prescribed General Education courses and all courses required for the program.

## INTERNATIONAL BUSINESS

COMMON PROFESSIONAL COMPONENT 36

INTERNATIONAL BUSINESS HOURS 24

**TOTAL PROGRAM HOURS 60**

### PRESCRIBED COURSES ATTAINABLE

IN GEN ED: ECON 203, MATH 110 OR 151

## STUDENT LEARNING OUTCOMES

To accomplish the mission of the Godbold School of Business in individual courses within the Traditional Undergraduate Program, students completing a course in International Business will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in international business are vital for success.
2. Learn new managerial skills in international business that require knowledge of computerized technology applications in business.
3. Respond to changes in international business in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

## COMMON PROFESSIONAL COMPONENT

ACCT 213 Principles of Accounting I	3
ACCT 214 Principles of Accounting II	3
BADM 300 Legal Environment of Business	3
BADM 304 Business Statistics	3
BADM 305 Quantitative Methods	3
BADM 360 International Business	3
BADM 480 Business Strategy	3
CISS 300 Management Information Systems	3
ECON 204 Microeconomics	3
FINC 312 Financial Management	3
MGMT 316 Principles of Management	3
MRKT 300 Principles of Marketing	3

**TOTAL COMMON PROFESSIONAL COMPONENT HOURS** **36**

**INTERNATIONAL BUSINESS HOURS**

ECON 401 International Economics	3
FINC 460 International Finance	3
MGMT 410 Entrepreneurship	3
MRKT 466 International Marketing	3
BADM 497 Internship	3
POLS 401 Comparative Political Economy, OR	
POLS 321 International Relations, OR	
POLS 351 Politics of Developing Areas	3
Six hours of additional world language above the 201- level; OR	
If the student's native language is other than English, six hours of business courses at or beyond the 300-level.	6

**TOTAL INTERNATIONAL BUSINESS** **24**

**TOTAL PROGRAM HOURS** **60**

NOTE: A grade of "C" or better is required in prescribed General Education courses and all courses required for the program.

In addition, the student must demonstrate proficiency in English plus one world language at the 201-level, and must choose one of the following options:

1. Six hours of additional world language above the 201-level; or
2. If the student's native language is other than English, six hours of business courses at or beyond the 300-level (with approval of the student's academic advisor).

Majors will be strongly encouraged to participate in a foreign study program through the Council on International Educational Exchange (CIEE) or through Gardner-Webb sponsored programs abroad. While abroad, students will be advised to take one course from the Common Professional Component. Students should plan their budgets accordingly.

**MARKETING**

**COMMON PROFESSIONAL COMPONENT** **36**

**MARKETING HOURS** **24**

**TOTAL PROGRAM HOURS** **60**

**PRESCRIBED COURSES ATTAINABLE**

**IN GEN ED: ECON 203, MATH 110 OR 151**

**STUDENT LEARNING OUTCOMES**

To accomplish the mission of the Godbold School of Business in individual courses within the Traditional Undergraduate

Program, students completing a course in marketing will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in marketing are vital for success.
2. Learn new managerial skills in marketing that require knowledge of computerized technology applications in business.
3. Respond to changes in marketing in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

**COMMON PROFESSIONAL COMPONENT**

ACCT 213 Principles of Accounting I	3
ACCT 214 Principles of Accounting II	3
BADM 300 Legal Environment of Business	3
BADM 304 Business Statistics	3
BADM 305 Quantitative Methods	3
BADM 360 International Business	3
BADM 480 Business Strategy	3
CISS 300 Management Information Systems	3
ECON 204 Microeconomics	3
FINC 312 Financial Management	3
MGMT 316 Principles of Management	3
MRKT 300 Principles of Marketing	3

**TOTAL COMMON PROFESSIONAL COMPONENT HOURS** **36**

**MARKETING HOURS**

MRKT 410 Marketing Research	3
MRKT 420 Marketing Management	3
MRKT 466 International Marketing	3
MRKT 497 Internship	3

**CHOOSE FOUR OF THE FOLLOWING**

MRKT 302 Consumer Behavior	3
MRKT 304 Advertising and Promotion	3
SPMG 310 Sport Marketing and Promotion	3
MRKT 402 Retail Management	3
MRKT 404 Sales Management	3
MRKT 406 Marketing Channel Management	3
MRKT 408 Industrial Marketing	3
MGMT 416 Operations Management	3
MRKT 485 Topics in Marketing	3
COMM 370 Introduction to Computer Graphics	3

**TOTAL MARKETING HOURS** **24**

**TOTAL PROGRAM HOURS** **60**

NOTE: A grade of "C" or better is required in prescribed General Education courses and all courses required for the program.

## SPORT MANAGEMENT

<b>SPORT MANAGEMENT HOURS</b>	<b>51</b>
<b>REQUIRED MINOR HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>51</b>

### **PRESCRIBED COURSES ATTAINABLE IN GEN ED: ECON 203**

## STUDENT LEARNING OUTCOMES

To accomplish the mission of the Godbold School of Business in individual courses within the Traditional Undergraduate Program, students completing a course in sport management will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in sport management are vital for success.
2. Learn new managerial skills in sport management that require knowledge of computerized technology
3. Respond to changes in sport management in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

## SPORT MANAGEMENT HOURS

ACCT 213 Principles of Accounting I	3
SPMG 218 Principles of Sport Management	3
SPMG 250 Social Issues in Sport	3
SPMG 285 Communication in Sport	3
SPMG 305 Sport Facility Design and Event Management	3
SPMG 310 Sport Marketing and Promotion	3
SPMG 335 Finance and Economics in Sport	3
SPMG 345 Legal Issues in Sport	3
SPMG 360 Integrated Experience in Sport Management	3
SPMG 410 Sport Governance	3
SPMG 415 Ethics and Leadership in Sport	3
SPMG 497 Internship in Sport Management	9
CISS 300 Management Information Systems	3
BADM 304 Applied Business Statistics	3
SPMG 307 Sport as a Unifying Language	3
<b>TOTAL SPORT MANAGEMENT HOURS</b>	<b>51</b>
<b>TOTAL PROGRAM HOURS</b>	<b>51</b>

## WEALTH MANAGEMENT

<b>COMMON PROFESSIONAL COMPONENT</b>	<b>36</b>
<b>WEALTH MANAGEMENT HOURS</b>	<b>24</b>
<b>TOTAL PROGRAM HOURS</b>	<b>60</b>

## PRESCRIBED COURSES ATTAINABLE

**IN GEN ED: ECON 203, MATH 110 OR 151**

## STUDENT LEARNING OUTCOMES

To accomplish the mission of the Godbold School of Business

1. Adapt themselves in entry-level professional career positions in business, government and other areas of human endeavor where organizational, managerial, and analytical skills in wealth management are vital for success.
2. Learn new managerial skills in wealth management that require knowledge of computerized technology application in wealth management.
3. Respond to changes in wealth management in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

## COMMON PROFESSIONAL COMPONENT

ACCT 213 Principles of Accounting I	3
ACCT 214 Principles of Accounting II	3
BADM 300 Legal Environment of Business	3
BADM 304 Business Statistics	3
BADM 305 Quantitative Methods	3
BADM 360 International Business	3
BADM 480 Business Strategy	3
CISS 300 Management Information Systems	3
ECON 204 Microeconomics	3
FINC 312 Financial Management	3
MGMT 316 Principles of Management	3
MRKT 300 Principles of Marketing	3
<b>TOTAL COMMON PROFESSIONAL COMPONENT HOURS</b>	<b>36</b>
<b>WEALTH MANAGEMENT HOURS</b>	
WMGT 301 Principles of Financial Planning	3
WMGT 320 Risk Management and Insurance Planning	3
WMGT 325 Estate Planning	3
WMGT 330 Retirement Planning	3
WMGT 420 Investment Planning	3
WMGT 425 Tax Planning	3
WMGT 450 Capstone Case in Financial Planning	3
WMGT 497 Internship	3

**TOTAL WEALTH MANAGEMENT HOURS 24**

## COMPUTER INFORMATION SYSTEMS MINOR (18 HOURS)

- MGMT 316 Principles of Management\*
- CISS 300 Management Information Systems\*\*

### CHOOSE FOUR OF THE FOLLOWING

- CISS 433 Database Management
- CISS 371 Systems Analysis and Design
- CISS 432 Information Systems Project Management
- CISS 485 Computer Information Systems Topics



ACCT 400 Accounting Information Systems  
 ACCT 430 Forensic Accounting  
 FINC 320 Risk Management and Insurance  
 MRKT 410 Marketing Research  
 Any other data-intensive business course

*\*Can be replaced with CISS elective above if MGMT 316 was previously taken*

*\*\*Can be replaced with CISS elective above if CISS 300 was previously taken*

## HEALTHCARE ADMINISTRATION MINOR (18 HOURS)

HCMG 200 Introduction to Healthcare Management	3
HCMG 310 Diversity and Culture in Healthcare Management	3
HCMG 315 Healthcare Quality Seminar	3
HCMG 400 Introduction to International Health	3
HCMG 410 Healthcare Law and Ethics	3
MGMT 450 Leadership	3

When the student's primary major requires the same course as a course required by the minor, the duplication will be resolved by selecting substitute courses in the same field of study approved by the student's advisor.

## MANAGEMENT MINOR (18 HOURS)

### CHOOSE SIX OF THE FOLLOWING:

MGMT 316 Principles of Management	3
MGMT 416 Operations	3
MGMT 410 Entrepreneurship	3
MGMT 403 Human Behavior in Organizations	3
MGMT 400 Human Resources	3
MGMT 450 Leadership	3
MGMT 485 Topics	3
HCMG 300 Intro to Healthcare	3
SPMG 218 Intro to Sports Management	3
MRKT 404 Sales Management	3

*\*Required if not taken as part of the CPC for School of Business majors.*

## SPORT MANAGEMENT MINOR (18 HOURS)

SPMG 218 Principles of Sport Management	3
SPMG 305 Sport Facility Design and Event Management	3
SPMG 345 Legal Issues in Sport	3
SPMG 415 Ethics and Leadership in Sport	3

### CHOOSE TWO OF THE FOLLOWING

SPMG 250 Social Issues in Sport	3
SPMG 285 Communication in Sport	3
SPMG 310 Sport Marketing and Promotion	3
SPMG 335 Finance and Economics in Sport	3

## MARKETING MINOR (18 HOURS)

### CHOOSE SIX OF THE FOLLOWING:

MRKT 300 Principles of Marketing	3
MRKT 466 International Marketing	3
MRKT 485 Topics In Marketing	3
MRKT 404 Sales Management	3
MRKT 310 Sport Marketing	3
MRKT 410 Market Research	3
MRKT 302 Consumer Behavior	3
MRKT 304 Advertising and Promotion	3
MRKT 420 Market Management	3

*\*Required if not taken as part of the CPC for School of Business majors.*

## BUSINESS ADMINISTRATION MINOR FOR NON-BUSINESS MAJORS (18 HOURS)

ACCT 213 Accounting Principles I	3
ECON 204 Principles of Economics II	3
Four courses from the Common Professional Component*	12

*\*Excluding BADM 480 Business Strategy*

## ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete or transfer MATH 110 Finite Mathematics and ECON 203 Principles of Economics I. Additionally, all students transferring from a community college are strongly recommended to take the following courses as part of their community college programs: ACCT 213 Accounting Principles I, ACCT 214 Accounting Principles II, ECON 203 Principles of Economics I, ECON 204 Principles of Economics II, and CISS 300 Management Information Systems.

## SPECIAL PROGRAMS OFFERED BY THE SCHOOL

### DELTA MU DELTA HONOR SOCIETY

Delta Mu Delta is the International Honor Society for Business Administration. The purposes are to promote higher scholarship in training for business and to recognize and reward scholastic achievement for business majors. It is open to juniors and seniors with a GPA of 3.8 and above and who are in the top 10% of their class.

## TWO-YEAR COURSE ROTATION

### EVERY SEMESTER

ACCT 213	HCMG 200
ACCT 214	MGMT 316
BADM 300	MGMT 416
BADM 304	MRKT 300
BADM 305	SPMG 218

BADM 325	SPMG 250
BADM 360	SPMG 285
BADM 480	SPMG 360
CISS 300	SPMG 497
ECON 203	FINC 312
ECON 204	

#### EVERY FALL

ACCT 313	MGMT 410
ACCT 435	MRKT 410
CISS 371	MRKT 466
HCMG 410	SPMG 335
HCMG 420	SPMG 345
MGMT 403	SPMG 415
ECON 401	

#### EVERY SPRING

ACCT 314	FINC 460
ACCT 400	HCMG 303
ACCT 450	MGMT 400
CISS 201	MRKT 420
CISS 433	MGMT 422
CISS 470	SPMG 305
FINC 313	SPMG 307
SPMG 410	SPMG 310

#### ODD FALL

ACCT 425	FINC 420
CISS 432	MRKT 402
ECON 304	

#### EVEN FALL

ACCT 315	FINC 320
CISS 471	HCMG 315
ECON 402	MRKT 302

#### ODD SPRING

BADM 340	FINC 425
ECON 311	HCMG 310
ECON 303	MRKT 304

#### EVEN SPRING

ECON 302	MGMT 450
HCMG 400	MRKT 406

The rotation is for general information only and should not be relied on for long-term planning. Actual course offerings each semester are based on many factors, and the schedule may vary from this rotation. Scheduling each semester is published by the Registrar. Other catalog courses are offered only as needed.

## SCHOOL OF EDUCATION

*Dean: P. Bull*

*Associate Dean for Undergraduate Education and Director of Clinical Experiences: J. Parker*

*School of Education Assessment Coordinator: L. Boyles*

*Director of Undergraduate Curricular Innovation: K. Clark*

*Chair of Professional Education Committee: J. Putnam*

*Licensure Specialist: S. Oprea*

### FACULTY

*Professors: P. Bull, L. Wesson*

*Associate Professors: J. Parker, L. Nanney*

*Assistant Professor: K. Clark*

### MISSION

The Gardner-Webb University School of Education equips candidates to impact communities through innovative, collaborative leadership by applying principles of learning and continuous improvement to foster meaningful intellectual thought, critical analysis, spiritual challenge, and preparation for success within a diverse world.

### VISION

Gardner-Webb University School of Education is a premier catalyst for positive, sustainable change.

### VALUES

The Gardner-Webb University School of Education consists of members dedicated to demonstrating innovation, creativity, teamwork, problem solving, flexibility, adaptability, and a commitment to continuous learning. Specifically, these knowledge practices include:

1. Principles of ongoing reflection, continuous improvement, and evidence-based decision-making;
2. Caring relationships characterized by high ethical standards, collaboration, and shared decision-making;
3. Leadership skills focused on social and emotional intelligence, understanding group dynamics within diverse communities, and facilitating meaningful individual and collective development; and
4. Interactive learning environments utilizing innovative and appropriate tools and strategies to expand opportunities for individual and collective development.

Through demonstrating these values to candidates at the initial and advanced level in addition to engaging candidates in clinical experiences and coursework, the School of Education works to create graduates who are:

1. Culturally competent;
2. Content knowledge experts;
3. Evidence-based decision makers;

4. Reflective and effective practitioners;
5. Innovative integrators of appropriate technology; and
6. Ethical and collaborative leaders of internal stakeholders as well as families and communities.

## MAJOR FIELDS OF STUDY

The school offers three majors leading to the Bachelor of Science degree:

Elementary Education (K-6)

Birth-Kindergarten Education (Licensure and Non-licensure tracks)

Middle Grades Education with Concentrations in Language Arts, Mathematics, Social Studies, and Science (6-9)

## MINOR FIELDS OF STUDY

Professional Education

## CONCENTRATION

Exceptional Children (K-12)

All professional education programs, bachelor's level and graduate level licensure programs, at Gardner-Webb University are state approved by the North Carolina State Board of Education (SBE). The School of Education continues to be nationally accredited in good standing with NCATE, which merged with TEAC to become the Council for the Accreditation of Teacher Preparation (CAEP) in 2013. The only programs within the School of Education, which is not accredited by SBE or CAEP is the Doctor of Education in Organizational Leadership and the Birth-Kindergarten non-licensure program. Gardner-Webb looks forward to maintaining our national accreditation status following our first CAEP accreditation review, which is scheduled for April 2019.

## CONCEPTUAL FRAMEWORK OF TEACHER PREPARATION

Within a Christian environment, the Gardner-Webb University School of Education strives to develop reflective and ethical educators who are knowledgeable in content, respectful of diversity, proficient in technology, and skilled in meeting the needs of all students. Graduates of Gardner-Webb's School of Education should be 21st century leaders in every aspect of their profession, having the instructional, technological and collaborative communication skills to deliver relevant and rigorous content in a forward-thinking context that assures student learning (NC State Board of Education, 2006).

Within the framework of the liberal arts and sciences curriculum, the School of Education at Gardner-Webb University offers undergraduate majors in Birth-Kindergarten, Elementary, and Middle Grades Education. The professional education minor is a required program of study for students

seeking licensure at the secondary level (9-12) in the areas of English, History, Mathematics, and Social Studies. Successful completion of the professional education minor is required for students seeking licensure at the K-12 level in the special subject areas of French, Music, Physical Education, Spanish, English as a Second Language, and American Sign Language. Candidates who successfully complete these programs apply for the North Carolina Standard Professional 1 (Class A) Teaching License. In addition to the undergraduate programs, qualified candidates may study at the master's, education-specialist, and doctoral levels.

Central to all licensure programs at Gardner-Webb University is a common conceptual framework that provides not only a philosophical foundation that defines our work, but a model of practice that provides definition to the character and skill of our candidates. Built upon the North Carolina Professional Teaching Standards (NCPTS) and the North Carolina Standards for School Executives (NCSSE), our conceptual framework places an emphasis on continual learning within the context of the community. Blueprints showing the relationship of our coursework to state standards at both the graduate and undergraduate level are on file with the North Carolina Department of Public Instruction. Aligning our beliefs with those of Darling-Hammond (2005), we believe there are three components basic to effective teaching: the learner, knowledge, and assessment.

## THE LEARNER

According to Standard II (NCPTS), successful teachers establish a respectful environment for a diverse population of students (NCPTS, 2007). Therefore, effective educators recognize diversity as an asset and understand the relationship of individuality to learning. Not only do they understand human growth and development theory; they also recognize the teaching theory of differentiated instruction relative to the individual needs and diversity of students in today's classrooms (Tomlinson, 2001). As the ability of the learner changes, so must the complexity and rigor of the tasks as well as the assessments.

Recognizing that it is the responsibility of the School of Education to respond to teacher candidates' needs for experiences in a variety of situations and settings, all aspects of a candidate's education, including classroom instruction, clinical experience, and student teaching, are planned and aligned to provide opportunities to understand and prepare for the targeted needs of learners from a wide variety of backgrounds and experiences. Candidates' awareness of student diversity in every area of teaching responsibility, including curriculum and materials selection, lesson planning, assessment, and interaction with students, is an expectation of our institution. Banks et al. contends that while in the past, schools have focused on isolating learners by any number of limiting factors or demographics, today's teacher must

focus on inclusion, recognizing that “educators must seek to eliminate disparities in educational opportunities among all students, especially those students who have been poorly served by our current system” (as cited in Darling-Hammond and Bransford, Eds., 2005, p. 223). It is our belief that educating teachers who are prepared to confront disparity wherever it exists is a basic responsibility of our role as teacher educators.

The graduate learner focuses on program-long internships emphasizing working with others to facilitate learning environment needs.

## **KNOWLEDGE**

Standard III (NCPTS) mandates that candidates know the content they teach. The expectation is that graduates of the School of Education will not only possess content knowledge, but they will also acquire the pedagogy necessary to convey the connections and relevance within the content, thereby gaining the ability to facilitate learning, which is Standard IV (NCPTS). This in-depth study of pedagogy will also enable graduates to choose appropriate methodology to enhance particular content. As Darling-Hammond asks, “How can we teach what we do not understand ourselves?” (2005, p. 205). In addition to content knowledge, the School of Education has the expectation that candidates possess a high degree of self-knowledge about their own professional dispositions developed through ongoing reflective practice. Whether aspiring teacher leaders or future school executives, candidates are encouraged to ask themselves what they are “best in the world at doing” and what they “are deeply passionate about” (Collins, 2001, p. 95). Candidates should possess dispositions toward excellence in school management and instruction. As Collins reiterates, “People are not your most important asset. The right people are” (p. 13). It is the belief of the School of Education that it is our responsibility to support our PK-12 partners by providing them highly qualified school personnel who have the knowledge, skills and dispositions to lead and teach.

Additionally, the School of Education supports candidates in their journey to be lifelong learners. Standard I (NCPTS) delineates teachers as leaders. In order to be a leader in education, candidates must first understand that learning about their craft does not end at graduation. The understanding that the candidate’s pursuit of knowledge about the art of teaching has only just begun is conveyed by the School of Education through coursework, modeling, and opportunities for service and leadership through student organizations such as the Student North Carolina Association of Educators and Kappa Delta Pi, the international honor society in education.

Lifelong learning and professional development is further encouraged by the School of Education’s support of The

Center for Innovative Leadership Development, which is Gardner-Webb University’s catalyst for developing the skills of local leaders with proven methods that focus on transforming essential community functions and improving the results and quality of life that communities enjoy. The Center (CILD) provides professional development in a variety of settings for school leaders, most significantly, a summer conference, which attracts school leaders from across the state. The Center also houses and facilitates resource projects with local school systems.

## **ASSESSMENT**

At the heart of effective instruction is the ability to know when learning has been achieved. To this end, candidates should have not only knowledge of a variety of assessments used in their field, but they should also be able to use the data obtained from formative and summative assessments to make informed decisions about content and methodology. Also, in consideration of Standard V (NCPTS), candidates must become reflective practitioners who understand how to analyze this data and determine the effectiveness of their instruction. Such assessment should utilize multiple measures, be continuous and be thoroughly analyzed. It is the analysis of assessment that provides direction to future learning tasks. “Any activity that requires students to reflect on what they are learning and to share their progress both reinforces the learning and helps them develop insight into themselves as learners. These are keys to enhancing student motivation” (Stiggins et al., 2006). Assessment should not be relegated to formalized summative testing, but should drive targeted effective teaching. The needs of learners are important in planning for instruction as well as assessment. Cohen (1994) writes that assessment promotes “meaningful involvement of students with material that is central to the teaching objectives of a given course. For this meaningful involvement to take place, the goals of the assessment tasks need to reflect the goals of the course, and these goals need to be made clear to the students” (p. 13). Candidates’ utilization and analysis of, and reflection upon data to design lessons are integrated components of Gardner-Webb’s coursework, clinical experiences, and professional practice.

## **PROFESSIONAL EDUCATION COMMITTEE**

This committee develops and implements policy, approves curricula, and evaluates programs for the undergraduate and graduate education licensure programs within the School of Education. It is composed of faculty members from each school and department offering programs leading to licensure, student representatives, and public school personnel.



## ADMISSION TO THE TEACHER EDUCATION PROGRAM

To be admitted to the Teacher Education Program, the undergraduate degree-seeking candidate must meet the following requirements:

1. File a declaration of intent to major in an area of licensure with the Academic Advising Center immediately after completing UNIV 111;
2. Complete a minimum of 30 cumulative credit hours, with at least 12 hours earned at Gardner-Webb;
3. Complete the Application for Admission to Teacher Education. Candidates must submit application by published deadline;
4. Candidates are required to have (and maintain) an overall GPA of 3.0 in addition to other factors for admission to Teacher Education;
5. Complete EDUC 250 with a grade of “C” or better (a “C-” is not acceptable). The Teacher Education Handbook provides specific guidelines for the pre-service candidate;
6. Obtain the minimum scores on the PRAXIS Core examinations or the SAT/ACT equivalents as required by the School of Education. These scores are subject to change. Applicants must satisfy the score requirements in effect at the time of admission to the Teacher Education Program;
7. If majoring in Elementary Education, must be enrolled in MATH 205 with a “C” or better and take the General Curriculum Exam for licensure to be considered for admission. Elementary Education applicants do not have to pass the examination for admittance; and
8. Successfully complete the Teacher Education Program Interview.
9. All other requirements as outlined in the Teacher Education Handbook.

*Candidates are not formally admitted to the School of Education until they have met all requirements of the interview.*

## THE PROFESSIONAL SEMESTER

Before beginning the professional semester (which includes the 16-week student teaching experience), the candidate must meet the following requirements:

1. Submit a completed Application for Student Teaching, to include background check and drug screening, on or before the published deadline;
2. Maintain a 3.0 cumulative grade point average;

3. Maintain a grade of “C” (2.0) or better (a “C-” is not acceptable) in all professional education courses; and
4. Complete all requirements for the selected major. Any exceptions must be approved by the Dean of the School of Education or designee. These requirements are described under the appropriate department listing.

Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program. All candidates must be fully admitted into the Teacher Education Program a minimum of two full semesters prior to the semester in which they intend to student teach, ideally no later than the end of the first semester of their junior year.

## CLINICAL EXPERIENCES/STUDENT TEACHING

Student teaching assignments and various clinical experiences required throughout the Teacher Education Program are made by the Director of Clinical Experiences and Student Teaching in surrounding public schools. Candidates are required to comply at all times with clinical experience expectations, including the Code of Ethics for NC Educators, while completing clinical requirements. Transportation to and from these sites is the responsibility of the candidate.

Candidates are not allowed to complete clinical experiences without the permission of the Director of Clinical Experiences. Clinical experiences are tiered and candidates should seek to take courses in the correct order. Students should consult their advisor for additional information.

All candidates, in all teacher education programs, must maintain active classroom liability insurance while completing clinical experiences. Specific requirements regarding classroom liability insurance can be found in the teacher education handbook.

## COMPLETION OF THE TEACHER EDUCATION PROGRAM

Successful completion of coursework and licensure requirements, all major requirements, and the Professional Education Minor, including the professional semester, will qualify candidates for licensure in North Carolina. The candidate is responsible for any out-of-state (NC) licensure requirements.

## NORTH CAROLINA EDUCATOR LICENSURE REQUIREMENTS

To be recommended for Standard Professional 1 (SP1) licensure in the state of North Carolina, a candidate must meet the following requirements:

1. Complete an approved program of study;

2. Obtain minimum scores on the state-required assessments for your licensure area and submit to NC DPI Online Licensure System;
3. Submit the completed application for licensure to the NC DPI Online Licensure System;
4. Provide official transcripts for all college and university work completed at other institutions to the NC DPI Online Licensure System; and
5. Remit the processing fee required by the State of North Carolina at the time of application using NC DPI Online Licensure System.
6. Birth-Kindergarten, Elementary Education, and Middle Grades candidates (and candidates seeking EC licensure) must pass NC licensure exams prior to becoming eligible for licensure. EC candidates must also pass the appropriate PRAXIS exam for EC - General Curriculum (K-12).
7. For candidates wanting to obtain an educator's license in a state other than North Carolina, the candidate must also fulfill all licensure requirements of the state in which licensure is being sought.

## LICENSURE ONLY CANDIDATES

Individuals who hold a baccalaureate degree and wish to obtain a North Carolina Standard Professional 1 license may apply for admission to the approved program for teacher licensure. The candidate must meet entrance and exit requirements comparable to those required of a degree-seeking candidate in the approved program. A minimum of 21 hours must be taken at Gardner-Webb University to be recommended for licensure by the institution.

## STUDENT APPEALS

Students not meeting requirements for admission to Teacher Education and/or the Professional Semester (student teaching) may appeal to the Professional Education Committee for acceptance or continuation in the program. The process for appeal is outlined in the Professional Education Committee Policy Manual.

## ADDITIONAL INFORMATION

All teacher candidates, regardless of the area of licensure, will be charged a non-refundable Clinical Assessment Fee in EDUC 250 (Teaching in 21st Century Schools). This fee will cover the candidate's subscription to TaskStream as well as the required background checks and drug screening. In addition, Birth-Kindergarten, Elementary and Middle grades candidates are required to have an iPad or tablet with video capabilities for every EDUC course with the exception of EDUC 250 Teaching in the 21st century. All candidates will also be charged an edTPA Assessment Fee when they enroll in EDUC 450.

All coursework, in the education majors (birth-kindergarten, middle, and elementary) and in the education minor, must have a grade of "C" or better ("C-" is not acceptable).

Birth-Kindergarten Licensure Track at Gardner-Webb University is state approved by the North Carolina State Board of Education.

## BIRTH-KINDERGARTEN

<b>REQUIRED MAJOR HOURS</b>	<b>43</b>
<b>REQUIRED MINOR HOURS</b>	<b>30</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>73</b>

## PRESCRIBED COURSES ATTAINABLE IN GEN ED: NONE

The Bachelor of Science in Birth-Kindergarten will prepare candidates to teach in, administer, and direct early learning environments for ages birth-five. This degree will contain one licensure pathway and one non-licensure pathway. Both pathways will have an emphasis on child development and professional education based on the North Carolina State Board approved standards for Birth-Kindergarten Teacher Candidates, the National Association for the Education of Young Children (NAEYC), the NC Foundations for early learning and development, and NC Professional Teaching Standards, as well as 21 st Century knowledge, skills, and

dispositions that prepare educators for the Birth-Kindergarten field. The Birth-Kindergarten program integrates a core set of pedagogy courses, clinical experiences, and practical applications of child development and early learning. Candidates must meet the requirements

listed in the Catalog for entrance into Teacher Education and for entrance into the Professional Semester.

Program goals and student learning outcomes are subject to change based upon data collected and analyzed by School of Education faculty.

## PROGRAM GOALS

1. Candidates will demonstrate the knowledge, skills, and dispositions needed to effectively serve infants, toddlers, and preschoolers in diverse settings.
2. Candidates will apply developmentally, individually, and culturally appropriate practices for children with or without disabilities.
3. Candidates will apply evaluation and assessment processes to measure the development of cognitive, motor, social-emotional, and communication domains.
4. Candidates will develop the skills necessary to become competent members of the early childhood profession by serving as team members and leaders by continually reflecting on their practice.

5. Candidates will apply their knowledge of early childhood development to create an integrated curriculum and responsive environment for all children by connecting with ALL children, with and without disabilities, including those at-risk and their families.
6. Candidates will apply their knowledge of early childhood development to conduct appropriate, ongoing, formal and informal assessments used to guide their instructional design.
7. Candidates will apply specific teaching/learning strategies appropriate for children to design, implement, evaluate, and adapt learning experiences.

## STUDENT LEARNING OUTCOMES

1. Candidates will apply leadership skills to assume leadership roles in an educational setting.
2. Candidates will describe and apply the various stages and substages of growth and development in young children, the unique patterns with which children progress through these stages, and the factors that distinguish the wide range of typical from atypical development.
3. Candidates will explain and create the design and implementation of developmentally appropriate learning environments for young children.
4. Candidates will explain and demonstrate the most effective ways to support families in facilitating their young children's development.
5. Candidates will analyze data, including screening and assessment procedures focused on individual development, and program evaluation.
6. Candidates will synthesize data from screening and assessment procedures to inform instruction.
7. Candidates will apply current instructional principles, research, and appropriate assessment practices to the use of age-appropriate technology and applications.
8. Candidates will differentiate instruction in an effective and appropriate manner.
9. Candidates will implement developmentally appropriate management processes in an educational setting.
10. Candidates will use research and data to adapt instruction.
11. Candidates will be able to demonstrate professional dispositions in varied settings with regard to all members of an organization.

## REQUIRED MAJOR HOURS

BKED 280 Guiding and Supporting Young Learners	4
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BKED 260 Observation and Assessment	3
BKED 290 Child Development	3
BKED 270 The Exceptional Child	4
BKED 300 Special Topics: Technology in the BK Environment	3
BKED 360 Child, Family, and Community: Building Supportive Relationships	3
BKED 370 Infants and Toddlers	3
BKED 380 Early Childhood Curriculum	3
BKED 390 Kindergarten Curriculum	3
BKED 410 Language and Literacy for the Young Child	4
BKED 420 Math, Science, Social Studies, and the Arts for Young Children	4
BKED 430 Internship: BK Practice, Procedures, and Policies	3
MATH 204 Math for Elementary Teachers I	3

**TOTAL REQUIRED MAJOR HOURS 43**

## REQUIRED MINOR HOURS

### Professional Education Minor

EDUC 250 Teaching in the 21st century	4
EDUC 350 Diverse Populations in 21st Century Schools	4
EDUC 435 Facilitating Learning in 21st century Elementary and Middle Schools*	4
BKED 440 Professional Administration Seminar OR EDUC 450 Student Teaching**	12
PSYC 301 Child Psychology	3
PSYC 303 Educational Psychology	3

**TOTAL REQUIRED MINOR HOURS 30**

**TOTAL PROGRAM HOURS 73**

*\*EDUC 435 must be taken the semester prior to student teaching or the Professional Education Seminar.*

*\*\*EDUC 450 must be taken the final semester and no other courses may be taken concurrently.*

Candidates will not be permitted to complete more than 50% of the major or Professional Education minor until they are formally admitted into the Teacher Education Program. Candidates must be admitted into the Teacher Education Program at least one year prior to the student teaching experience.

The School of Education admission process is different than the Gardner-Webb admission. Candidates are not fully admitted into the School of Education until they have met all requirements of the interview.

Elementary Education at Gardner-Webb University is state approved by the North Carolina State Board of Education.

## ELEMENTARY EDUCATION

<b>REQUIRED MAJOR HOURS</b>	<b>34</b>
<b>REQUIRED MINOR HOURS</b>	<b>27</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>61</b>

### **PRESCRIBED COURSES ATTAINABLE IN GEN ED: NONE**

Elementary Education is designed to prepare candidates to become teachers in Grades K-6. The program follows the North Carolina Teacher Candidate Standards. Candidates pursuing this major will be prepared to teach in an elementary school setting. During the program, candidates will investigate current educational theories, educational philosophies, and elementary methods. Multiple opportunities will be provided for candidates to observe and teach in PK-12 schools. Candidates must meet the requirements listed in the catalog for entrance into Teacher Education and for entrance into the Professional Semester.

The optional 14-credit-hour concentration in exceptional children prepares candidates to support diverse learners and become successful teachers of exceptional children. In order to be recommended for licensure, candidates must successfully complete a dual student teaching experience (EDUC 450) and must pass all Elementary Education and Exceptional Children licensure tests.

Students who graduate from the Elementary Education program will demonstrate proficiency in the North Carolina Teacher Candidate Standards (NCTCS) as follows:

1. Teachers demonstrate leadership;
2. Teachers establish a respectful environment for a diverse population of students;
3. Teachers know the content they teach;
4. Teachers facilitate learning for their students; and
5. Teachers reflect on their practice.

Proficiencies will be met as students exhibit competency in the following goals and learning outcomes:

### **STUDENT LEARNING OUTCOMES**

*(Subject to change based on data collected and analyzed by the Elementary Education faculty.)*

1. Candidates will be able to demonstrate leadership skills to assume leadership roles in an educational setting; (NCTCS I)
2. Candidates will be able to apply leadership skills to assume leadership roles in an educational setting; (NCTCS I)
3. Candidates will be able to demonstrate the ability to adapt instruction for the diverse needs of learners; (NCTCS II)

4. Candidates will be able to differentiate instruction in an effective and appropriate manner; (NCTCS II)
5. Candidates will be able to demonstrate advanced content knowledge related to core concepts; (NCTCS III)
6. Candidates will be able to implement processes relative to the specific discipline; (NCTCS III)
7. Candidates will be able to use formative and summative assessment data to inform instruction; (NCTCS IV)
8. Candidates will be able to integrate reading practices and assessments to design and implement an appropriate reading program of instruction; (NCTCS IV)
9. Candidates will be able to implement management processes in an educational setting; (NCTCS IV)
10. Candidates will be able to reflect critically on performances of others and/or self for the purpose of improvement; (NCTCS V)
11. Candidates will use research and data to adapt instruction; (NCTCS V)
12. Candidates will be able to design instruction to meet the needs of digital-age learners; (NCTCS V) and
13. Candidates will be able to demonstrate professional dispositions in varied settings with regard to all members of an organization. (NCTCS V)

### **REQUIRED MAJOR HOURS**

PHED 311 Healthful Living for the Elementary Educator Seminar	1
EDUC 251 Introduction to Effective Teaching and Learning	1
EDUC 252 Applying Principles of Effective Teaching and Learning	1
EDUC 302 Literacy Foundations	3
EDUC 306 Literacy and the Language Arts for K-9	4
EDUC 312 Practicum in Literacy*	3
EDUC 375 Classroom Leadership Seminar for Elementary and Middle Grades	2
EDUC 410 Introduction to Integrated Curriculum and Assessment	3
MATH 204 Math Content for Elementary Teachers	3
MATH 205 Math Content for Elementary Teachers II	3
MAED 330 Math Methods in 21st Century Schools	3
SCED 330 Science Methods in 21st century Schools	3



SSSED 307 Social Studies Methods in 21st Century Schools	3
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>34</b>
<b>REQUIRED MINOR HOURS</b>	
<b>Professional Education Minor</b>	
EDUC 250 Teaching in the 21st century	4
EDUC 350 Diverse Populations in 21st Century Schools	4
EDUC 435 Facilitating Learning in 21st Century Elementary and Middle Grades*	4
PSYC 303 Educational Psychology	3
EDUC 450 Student Teaching**	12
<b>TOTAL REQUIRED MINOR HOURS</b>	<b>27</b>
<b>TOTAL PROGRAM HOURS</b>	<b>61</b>

### OPTIONAL EXCEPTIONAL CHILDREN CONCENTRATION HOURS

ECED 270 Critical Components of Special Education	3
ECED 370 Specially Designed Instruction for Exceptional Learners	4
ECED 380 Communication and Collaboration with Stakeholders	3
ECED 425 Providing Instruction – Continuum of Alternative Exceptional Children Placements	4
<b>TOTAL EXCEPTIONAL CHILDREN CONCENTRATION HOURS</b>	<b>14</b>

*\*EDUC 312 and EDUC 435 must be taken the semester prior to student teaching.*

*\*\*EDUC 450 must be taken the final semester and no other courses may be taken concurrently. Students may not be employed during this semester.*

Candidates will not be permitted to complete more than 50% of the major or Professional Education minor until they are formally admitted into the Teacher Education Program. Candidates must be admitted into the Teacher Education Program at least two full semesters prior to the student teaching experience.

The School of Education admission process is different than the Gardner-Webb admission process. The School of Education interview is a secondary admission process specific to the School of Education.

The North Carolina State Board of Education has adopted new teacher standards and required all teacher education programs to be revised. Candidates who are already in Teacher Education can choose to complete the current program or the new program.

Middle Grades Education at Gardner-Webb University is state approved by the North Carolina State Board of Education.

## MIDDLE GRADES EDUCATION

<b>REQUIRED MAJOR HOURS</b>	<b>26-31</b>
<b>REQUIRED MINOR HOURS</b>	<b>38</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>64-69</b>

### PRESCRIBED GENERAL EDUCATION COURSES:

**LANGUAGE ARTS CONCENTRATION: ENGL 211, 212, 231, 232, OR 251; MATHEMATICS CONCENTRATION: MATH 105, 110, 150, OR 151; SOCIAL STUDIES CONCENTRATION: SSCI 205, ECON 203, AND HIST 245; SCIENCE CONCENTRATION: BIOL 104 OR 111, CHEM 103, GEOL 105, PHYS 103, OR PHYS 104**

Middle Grades Education is designed to prepare candidates to become teachers in grades 6-9 in Language Arts, Math, Social Studies, and/or Science. The candidate is required to choose one concentration but may choose additional concentrations. The candidate chooses the content area(s) in which to concentrate. The program follows the North Carolina Teacher Candidate Standards. Candidates pursuing this major will be prepared to teach in a middle grades setting. Candidates will investigate current educational theory, educational philosophy, and middle grades methods. Multiple opportunities will be provided for candidates to observe and teach in PK-12 schools. Candidates must meet the requirements listed in the catalog for entrance into Teacher Education and for entrance into the Professional Semester.

Students who graduate from the Middle Grades Education program will demonstrate proficiency in the North Carolina Teacher Candidate Standards (NCTCS) as follows:

1. Teachers demonstrate leadership;
2. Teachers establish a respectful environment for a diverse population of students;
3. Teachers know the content they teach;
4. Teachers facilitate learning for their students; and
5. Teachers reflect on their practice.

Proficiencies will be met as students exhibit competency in the following goals and learning outcomes:

### STUDENT LEARNING OUTCOMES

*(Subject to change based on data collected and analyzed by the Middle Grades Education faculty.)*

1. Candidates will be able to demonstrate leadership skills to assume leadership roles in an educational setting; (NCTCS I)
2. Candidates will be able to apply leadership skills to assume leadership roles in an educational setting; (NCTCS I)

3. Candidates will be able to demonstrate the ability to adapt instruction for the diverse needs of learners; (NCTCS II)
4. Candidates will be able to differentiate instruction in an effective and appropriate manner; (NCTCS II)
5. Candidates will be able to demonstrate advanced content knowledge related to core concepts in their specific discipline or disciplines; (NCTCS III)
6. Candidates will be able to implement processes relative to their specific discipline or disciplines; (NCTCS III)
7. Candidates will be able to use formative and summative assessment data to inform instruction; (NCTCS IV)
8. Candidates will be able to integrate reading practices and assessments to design and implement appropriate lessons and units; (NCTCS IV)
9. Candidates will be able to implement management processes in an educational setting; (NCTCS IV)
10. Candidates will be able to reflect critically on performances of others and/or self for the purpose of improvement; (NCTCS V)
11. Candidates will use research and data to adapt instruction; (NCTCS V)
12. Candidates will be able to design instruction to meet the needs of digital-age learners; (NCTCS V) and
13. Candidates will be able to demonstrate professional dispositions in varied settings with regard to all members of an organization. (NCTCS V) recommended).

#### REQUIRED MAJOR HOURS (LANGUAGE ARTS CONCENTRATION)

ENGL 211 or ENGL 212 British Literature	3
ENGL 231 or 232 American Literature	3
ENGL 251 Foundations of World Literature	3
EDUC 306 Literacy and Language Arts for K-8	4
ENGL 363 Structure of the English Language	3
ENGL 391 Workshop in English	1
ENGL 483 The Teaching of Writing	3
Literature Electives	6

**TOTAL REQUIRED MAJOR HOURS 26**

#### REQUIRED MAJOR HOURS (MATHEMATICS CONCENTRATION)

MATH 105 Elementary Probability and Statistics	3
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MATH 110 Finite Mathematics	3
MATH 150 Pre-calculus	3
MATH 151 Calculus	4
MATH 204 Math Content for Elementary Teachers	3
MATH 205 Math Content for Elementary Teachers II	3
MATH 230 Foundations of Higher Math	3
MATH 331 Linear Algebra	3
MAED 330 Math Methods in 21st century Schools	3
MATH Elective	3

**TOTAL REQUIRED MAJOR HOURS 31**

#### REQUIRED MAJOR HOURS (SOCIAL STUDIES CONCENTRATION)

ECON 203 Principles of Economics I	3
GEOG 101 Physical Geography	3
HIST 245 The American Century	3
HIST 332 Twentieth Century Europe	3
HIST 345 NC History	3
Non-Western History (e.g., POLS 351)	3
POLS 311 Comparative Politics	3
SSCI 205 Global Understanding	3
SSED 307 Social Studies Methods in 21st Century Schools	3
Social Science Elective	3

**TOTAL REQUIRED MAJOR HOURS 30**

#### REQUIRED MAJOR HOURS (SCIENCE CONCENTRATION)

BIOL 111 General Biology	4
BIOL 104 Environment	4
CHEM 103 Introductory Chemistry	4
GEOL 105 Oceanography and Meteorology	4
PHYS 103 Introductory Physics	4
PHYS 104 Astronomy	4
SCED 330 Science Methods in 21st Century Schools	3
Science Elective (BIOL 101 is recommended)	3-4

**TOTAL REQUIRED MAJOR HOURS 30-31**

#### REQUIRED MINOR HOURS

##### Professional Education Minor

EDUC 250 Teaching in the 21st century	4
EDUC 312 Practicum in Literacy*	3
EDUC 316 Reading and Writing in the Content Areas	3
EDUC 350 Diverse Populations in 21st Century Schools	4
EDUC 410 Introduction to Curriculum Integration and Assessment	3

EDUC 435 Facilitating Learning in 21st century Elementary and Middle Grades*	4
ESOL 335 Practicum and Methods	2
PSYC 303 Educational Psychology	3
EDUC 450 Student Teaching**	12

**TOTAL REQUIRED MINOR HOURS**

**38**

**TOTAL PROGRAM HOURS**

**64-69**

*\*EDUC 312 and EDUC 435 must be taken the semester prior to student teaching.*

*\*\*EDUC 450 must be taken the final semester and no other courses may be taken concurrently. Students may not be employed during this semester.*

*Candidates must choose one area of specialization (two are recommended).*

The School of Education admission process is different than the Gardner-Webb admission process. The School of Education interview is a secondary admission process specific to the School of Education.

The North Carolina State Board of Education has adopted new teacher standards and required all Teacher Education programs to be revisioned. All candidates starting their teacher education program with EDUC 250 in the fall of 2010 must complete the new program regardless of the catalog under which they entered Gardner-Webb University. Candidates who are already in Teacher Education can choose to complete the current program or the new program.

## MINOR FIELDS OF STUDY

The education minor can only be used in conjunction with majors in which there are approved licensure programs.

## PROFESSIONAL EDUCATION MINOR (HOURS VARY BY SPECIALTY AREA)

### ELEMENTARY EDUCATION MAJORS REQUIRED COURSES

EDUC 250 Teaching in the 21st century	4
EDUC 350 Diverse Populations in 21st Century Schools	4
EDUC 435 Facilitating Learning in 21st Century Schools	4
PSYC 303 Educational Psychology	3
EDUC 450 Student Teaching	12

### MIDDLE GRADES EDUCATION MAJORS REQUIRED COURSES

EDUC 250 Teaching in the 21st century	4
EDUC 350 Diverse Populations in 21st Century Schools	4
EDUC 435 Facilitating Learning in 21st Century Schools	4
EDUC 450 Student Teaching	12
PSYC 303 Educational Psychology	3

EDUC 312 Practicum in Literacy (K-9)	3
EDUC 316 Reading and Writing in Content Areas	3
EDUC 410 Introduction to Curriculum Integration and Assessment	3
ESOL 335 Practicum and Methods	2

Course requirements for this minor in the areas of English, Mathematics, Social Studies and in the special subject areas (K-12) of Music, Physical Education, French, Spanish, and English as a Second Language are described in catalog sections under the heading of each major. EDUC 440 Classroom Management will be offered as part of the education minor for departments that require it.

In all cases candidates will not be permitted to complete more than 50% of the Professional Education minor until they are formally admitted into the Teacher Education Program.

# DEGREE COMPLETION PROGRAMS

sGardner-Webb University provides comprehensive extended professional studies through the Degree Completion Program to meet the specialized educational needs of adult learners. The Degree Completion Program (DCP) offers working adults who possess previous college credit in which they earned 2.0 or better the opportunity to apply those credit hours toward a Bachelor of Science degree. The Degree Completion Program is designed to serve students who may be unable to pursue a day program because of work schedules, family responsibilities, or geographic locations.

Success Coaches are available to assist students in planning and scheduling classes. Each major has a two-year rotation for courses needed to complete the bachelor's degree. Students who meet prerequisite requirements and successfully complete classes as scheduled for the two-year rotation will be eligible for graduation. Optional completion plans are available for most majors.

In addition to the Gardner-Webb campus, the Degree Completion Program is provided in the following regional locations: Charlotte, Dobson, Gastonia, Hamlet, Hickory, Morganton, Spindale, Statesville, Troy, Wilkesboro, and Winston-Salem.

Face-to-face program offerings vary by location.

## ONLINE LEARNING

Gardner-Webb University offers a number of fully online courses, as well as web-enhanced face-to-face courses. Undergraduate degree completion programs offered completely online include: Accounting, Business Administration, Christian Ministry, Computer Information Systems, Criminal Justice, Elementary Education, Entrepreneurship, Fire Service Administration (pending SACSCOC approval), Healthcare Management, Human Services, Nursing, and Organizational Leadership.

## DEGREE COMPLETION PROGRAM UNDERGRADUATE DEGREES AND MAJOR FIELDS

Gardner-Webb University offers the following programs of study through the Degree Completion Program.

### BACHELOR OF ARTS (BA)

Organizational Leadership

### BACHELOR OF SCIENCE (BS)

Accounting  
Business Administration  
Christian Ministry  
Computer Information Systems  
Criminal Justice  
Entrepreneurship  
Elementary Education  
Fire Service Administration  
(pending SACSCOC approval)  
Healthcare Management  
Human Services

### BACHELOR OF SCIENCE IN NURSING (BSN)

Nursing

## BACHELOR'S DEGREE REQUIREMENTS

Gardner-Webb University offers an academic program requiring a minimum of 128 credit hours of credit for the bachelor's degree. The degree consists of a major field of concentration in the liberal arts or in a professional or pre-professional area, a General Education program, and elective courses. To earn a baccalaureate degree the student completes the academic program on the following pages.

### GENERAL EDUCATION REQUIREMENTS

Consistent with the best practices of the higher education community, Gardner-Webb University's General Education curriculum includes a series of broad and intensive learning experiences. These experiences have been carefully designed to meet a diverse set of learning goals, which in turn have been developed on the basis of the University's mission and heritage. Specifically, the faculty has identified seven major learning goals as the intended outcome of the General Education curriculum.

Certain majors may require specific General Education courses. While a course may fulfill a requirement in both the General Education curriculum and the major field of study, credit hours for the course can only be counted toward one or the other. Prescribed General Education courses, as identified by the specific major, are typically prerequisites or provide foundational knowledge for advanced courses in the major. Taking them to fulfill General Education requirements provides the most efficient way to progress toward the completion of the degree. Consult with the school/department of the major to determine specific guidelines for General Education course selection.



Students who complete their studies at Gardner-Webb University will

1. Demonstrate skill and competency in reasoning critically and creatively. Critical reasoning refers to the ability to evaluate arguments, evidence and data that results in creative problem-solving. Appropriate use of information resources is an important component in the achievement of this goal;
2. Utilize skills in clear and effective communication;
3. Demonstrate knowledge and comprehension of the foundational components of human civilization, including history, the social sciences, literature, languages, religion, the fine arts, and other areas of intellectual inquiry that sustain a free society. The General Education curriculum provides students with foundational knowledge of the Western tradition and the larger global community;
4. Exhibit proficiency in quantitative and qualitative reasoning and analysis. Quantitative reasoning refers principally to the ability to apply mathematical skills and concepts to process quantifiable information and to analyze and model the world around us. Qualitative reasoning refers principally to the ability to evaluate deductive and inductive inferences in arguments particularly as they pertain to problems of behavior or meaning;
5. Demonstrate knowledge of the physical and life sciences. Students will use the scientific method to develop conclusions based on quantifiable and verifiable attributes of the physical universe. They will be able to demonstrate an understanding of key concepts in the life and physical sciences;
6. Demonstrate an understanding of the processes and principles of holistic wellness necessary for the development of personal health and well-being; and
7. Demonstrate knowledge and comprehension of the biblical foundations of the Christian faith central to the mission and purpose of Gardner-Webb University.

Because of the Christian nature of Gardner-Webb's identity and mission (see point seven above), it requires all bachelor's degree-seeking students, including transfers, to earn credit (whether at Gardner-Webb or another institution under transfer or transient credit policies) for REL 300: Introduction to the Old Testament and REL 301: Introduction to the New Testament. Therefore, these two courses are designated upper division General Education Requirements.

(The General Education requirements of the DCP Program are available through the DCP curriculum. It is assumed that

students will transfer in credits from prior study to meet some of these requirements.)

The General Education curriculum is divided into six fundamental dimensions of learning:

## ***I. DIMENSIONS OF HUMANITIES***

### ***A. Composition***

ENG 101 Composition I

ENG 102 (or 300) Composition II

All students accepted for admission to the Degree Completion Program must complete ENG 101 and ENG 102 or ENG 300. Students who do not meet the requirement for English Composition must complete these courses no later than their second semester of enrollment.

### ***B. Oral Communications***

Most students have the competence through previous coursework in speech, business communications, or other similar courses. For those who have not met the competency, the student must enroll in the appropriate course at Gardner-Webb which emphasizes oral and visual communication. Drama, speech, debate, business communications, teaching, preaching, or other approved courses will meet this competency. This requirement can be met by taking BAD 325, EDU 450, BKE 440 online or in the traditional classroom setting. While BAD 325 will meet the oral communication competency and will serve as a major course requirement in selected business majors, BAD 325 can only be counted once as a three-hour course.

### ***C. Literature (one course)***

ENG 311 British Literature Survey I

ENG 312 British Literature Survey II

ENG 331 American Literature Survey I

ENG 332 American Literature Survey II

ENG 351 World Literature I

ENG 352 World Literature II

### ***D. Information Literacy***

LIB 301 Information Literacy

## ***II. DIMENSIONS OF FAITH (TWO COURSES)***

REL 300 Old Testament Survey

REL 301 New Testament Survey

## ***III. DIMENSIONS OF HERITAGE (TWO COURSES)***

SSC 305 Global Understanding

HIS 301 Western Civilization I

HIS 302 Western Civilization II

HIS 319 20th Century U.S. History

PSC 302 U.S. Government

*At least one course transferred in or taken at Gardner-Webb must be a History course.*

#### **IV. DIMENSIONS OF SELF (TWO COURSES)**

- A. Health and Physical Education  
HPE 338 Health Maintenance, Promotion, and Wellness
- B. Aesthetics (one course)  
ART 307 Art Survey  
MUS 320 Survey of Music  
THE 235 Theatre Survey  
FRE 300 Aspects of French Culture and Language  
SPN 300 Aspects of Hispanic Culture and Language  
GER 300 Aspects of German Culture and Language

#### **V. DIMENSIONS OF SCIENTIFIC INQUIRY (TWO COURSES)**

- SCI 302 Physical Science
- SCI 303 Human Biology
- SCI 322 Environment

Two standard college courses in Biology, Chemistry, Physics, Geology, etc., may be used to satisfy the requirements.

#### **VI. DIMENSION OF QUANTITATIVE ANALYSIS (ONE COURSE)**

- MTH 316 Probability and Statistics
- MTH 320 Math for the Liberal Arts

### **THE MAJOR**

Each candidate for a baccalaureate degree must choose a major field of study. Requirements for each major are listed within each department or school.

A student may elect to complete more than one major. To do this the student meets the requirements of a primary major plus 30 credit hours or more in a secondary field as approved by the dean/chair of the secondary major. No course may be counted in both majors. A student graduating with a double major receives only one degree, that of the primary major. However, the transcript denotes both primary and secondary majors. A transfer student must complete at least one half of the major(s) at Gardner-Webb.

Certain majors may require specific General Education courses. While a course may fulfill a requirement in both the General Education curriculum and the major field of study, credit hours for the course can only be counted toward one or the other. Prescribed General Education courses, as identified by the specific major, are typically prerequisites or provide foundational knowledge for advanced courses in the major. Taking them to fulfill General Education requirements provides the most efficient way to progress toward the completion of the degree. Consult with the school/

department of the major to determine specific guidelines for General Education course selection.

### **THE SECOND MAJOR**

A student may elect to complete more than one major. The student must meet the requirements of a primary major plus 30 credit hours or more in a secondary field as approved by the departmental chair/dean of the secondary major program. No course may be counted in both majors. A student graduating with a double major receives only one degree, that of the primary major. However, the transcript denotes both primary and secondary majors. A transfer student must complete at least one-half of the major(s) at Gardner-Webb.

### **THE MINOR**

The completion of a minor is not a general graduation requirement at Gardner-Webb, unless the student's major requires the completion of a minor. Students enrolled in a major not requiring a minor may elect to complete a minor offered by the University and have that minor reflected on the transcript. A minimum of nine hours of the minor must be taken from Gardner-Webb University. Requirements for minors are found in this catalog.

Any deviation from Catalog course requirements of a minor must be approved in advance by the chair or dean of the minor department or school and filed with the Degree Evaluator in Registrar Services.

The following minor fields are available: Computer Information Systems; Healthcare Administration; Management, Marketing; Fire Service Administration; Criminal Justice; Human Services; and Professional Education (available for areas of licensure only).

## **ACADEMIC DEFINITIONS AND REGULATIONS**

### **THE CREDIT HOUR**

The credit hour is the basic unit of credit awarded for progress toward a degree. Gardner-Webb 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 including both contact time between student and faculty and the student's independent work. While hours of work and contact time can provide guidance in the establishment of credit hour equivalencies, it is understood that the student achievement associated with credit hours can only be measured adequately in terms of documented qualitative and quantitative outcomes. The successful completion of a credit hour will always take into consideration expectations based on degree level, discipline, the type of learning experience (e.g., didactic, clinical, practica or internships), and the mode of delivery

(e.g., face-to-face or online). This definition is a minimum standard that does not restrict faculty from setting a higher standard that requires more student work per credit hour. This policy defines a credit hour at Gardner-Webb University in accordance with applicable federal regulations.

## CLASSIFICATION

Classifications are made at the beginning of the academic year in August or at the time of the student's enrollment.

A sophomore must have removed all entrance conditions and have completed 30 credit hours of work toward a degree.

A junior must have completed 60 credit hours, and a senior, 90 credit hours of credit toward a degree.

Non-degree-seeking students include all persons not enrolled in a degree program.

## COURSE LOAD

A full load is 12 credit hours each Fall and Spring semester and 6-9 credit hours during the eight-week Summer school. Students may attend the Degree Completion Program part-time.

The maximum number of hours for which a student in good standing may enroll in a Fall or Spring term is 21.5 credit hours. Course load limits include all transient coursework, i.e., work taken concurrently at other institutions. Students with a minimum cumulative Gardner-Webb University grade point average of 3.00 may appeal to the EPSC (Educational Policies and Standards Committee) for permissions to exceed this hour limitation. In no case will approval be granted for hours in excess of 25 credit hours in any given semester. All appeals must be submitted in writing to the chair of the EPSC prior to registration for the semester in question.

The maximum number of hours for which a student may enroll in a Summer term is 15 credit hours.

## COURSE REGISTRATION

Registration is conducted prior to Fall and Spring. Phone and e-mail registration procedures have been developed for the mutual benefit and convenience of the University and students. If a student is unable to attend the scheduled advising period, it is the student's responsibility to contact their student success coach or faculty advisor.

New students are contacted by a success coach and registered for the first semester.

Before registration each student must consult with his or her student success coach or faculty advisor on course selection, General Education requirements, major requirements and other degree requirements. The student success coach or faculty advisor issues a PIN (personal identification number). However, it is the responsibility of the student to ensure that all University graduation requirements are met. A student

will not receive credit for any course for which registration has not been completed. At the time of registration, the student is responsible for updating their anticipated date of graduation and contact information. Unless the student and his or her success coach or faculty advisor consider it essential, a student should not change the schedule after registration.

## AUDITING COURSES

A Gardner-Webb University student may audit a course for a nominal charge. The Audit Form is located in WebbConnect and must be submitted to Registrar Services prior to the end of the schedule modification period (first week of classes). Individuals who are not Gardner-Webb students may audit a course for a nominal charge provided an application is filed with the Admissions Office.

Auditors are subject to the attendance regulations of the University. Auditors are eligible to participate in class activities and assessments but faculty are not obligated to provide services including, but not limited to, grading, advising, mentoring, or counseling. Additional requirements, if any, are the responsibility of the instructor. Credit will not be allowed for any course for which a student registers as an auditor.

## ADMINISTRATIVE CHANGES IN CLASS AND SCHEDULE

The University reserves the right to cancel or discontinue any course because of insufficient enrollment or for other valid reasons. In order to assure quality instruction, the University reserves the right to close registration when the maximum enrollment has been reached, or to make changes in the schedule and/or faculty when necessary.

## ADDING, DROPPING, AND WITHDRAWING FROM COURSES

The student's schedule may be adjusted by adding and dropping courses with the approval of the success coach or faculty advisor during the schedule modification period. Check the Academic Calendar for dates. Courses that are officially dropped by a student do not appear on a student's transcript. If a student does not officially drop a class but never attends the class, a grade of "@W" will appear on the student's transcript.

After the schedule modification period, any official withdrawal from a class must be done by the student by submitting the Withdrawal Form located in WebbConnect. When a student officially withdraws from a course, a grade of "W" (withdrew) is recorded during the first 40% of the term. After this period, a "WP" (withdrew passing) or "WF" (withdrew failing) is assigned by the instructor based upon an assessment of the student's work to date in the course. No hours attempted

are recorded for “W” and “WP” grades. Check the Academic Calendar for dates.

The last day for withdrawing from an individual course is four weeks after mid-term or a date not to exceed 75% of the course. Check the Academic Calendar for dates. After this date only a complete withdrawal from school will be processed.

The directions for withdrawing are listed below.

1. Login to WebbConnect
2. Click Registration
3. Click Withdrawal Information

Notification of the request is sent to the student upon the processing of the withdrawal.

## CHANGE OF NAME OR ADDRESS

Students are requested to contact Registrar Services at 704-406-4260 in the event of any change of name or address.

## STUDENT HONOR SOCIETIES

### ALPHA SIGMA LAMBDA

Gardner-Webb University is affiliated with this National Honor Society designed for adult students. Membership in Alpha Sigma Lambda is the highest honor that is bestowed upon DCP students at Gardner-Webb University. A list of Alpha Sigma Lambda nominees is produced by the Registrar and audited for membership requirements. Alpha Sigma Lambda nominees receive a letter of nomination explaining the requirements of membership and an invitation to an induction ceremony.

To be eligible for ASL, a student must:

1. Be an adult engaged in balancing the multiple responsibilities of home, career, community, and education;
2. Have a minimum 3.5 grade point average (GPA) at Gardner-Webb as well as a 3.5 GPA overall including all colleges previously attended. The cumulative scholastic record of the student as interpreted by Gardner-Webb shall be the basis for computing scholastic eligibility;
3. Place in the top 10% of his/her class having earned a total of 88 credit hours;
4. Have earned 24 credit hours from Gardner-Webb University;
5. Have earned at least 12 of the total credit hours in the Liberal Arts/Sciences;
6. Be enrolled for at least 12 hours in the semester of induction; and
7. Have excellent citizenship and character.

### SIGMA THETA TAU

The Sigma Theta Tau International Honor Society is comprised of BSN, MSN, and DNP students; faculty; and community members who have demonstrated outstanding academic and professional abilities in nursing. The society is dedicated to improving the health of the world's people.

### PHI UPSILON

Membership requirements for baccalaureate nursing students are:

1. Completion of a minimum of ½ of the nursing curriculum;
2. 3.0 grade point average on a 4.0 sliding scale on all courses taken through Gardner-Webb University;
3. Rank in the upper 35% of their graduating class; and
4. Meet expectations of academic and professional integrity, and potential for leadership.

### DELTA MU DELTA

Delta Mu Delta is the international honor society for business majors. This academic honor society recognizes high scholastic achievement by majors in the School of Business. Requirements include: DCP juniors and seniors in the top 10% of their class with a minimum 3.8 GPA. Membership is lifetime and carries recognition to the professional world resulting in higher pay and promotion.

## GRADES AND REPORTS

### GRADING SYSTEM AND QUALITY POINTS

Graduation is dependent upon quality as well as upon quantity of work done. A student earns quality points as well as credit hours if the level of performance does not fall below that of “D-.” Letter grades are assigned. They are interpreted in the table below, with the quality points for each hour of credit shown at the right.

Grades	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A+	1	4
A	1	4
A-	1	3.67
B+	1	3.33
B	1	3
B-	1	2.67
C+	1	2.33
C	1	2
C-	1	1.67
D+	1	1.33
D	1	1
D-	1	.67



F	1	0
PZ- Pass in Pass/Fail Option (Credit Hours Earned)	0	0
FZ- Fail in Pass/Fail Option No Credit Hours Earned)	0	0
FX-Failure for Academic Dishonesty	1	0
FD- Dimensions Failure	0	0
P- Passing (with approval)	0	0
I- Incomplete	1	0
IN- Incomplete (with approval)	0	0
W- Withdrew	0	0
WP- Withdrew Passing	0	0
WF- Withdrew Failing	1	0
@F- Administrative Failure	1	0
@W- Administrative Withdrawal (Student never attended)	0	0
TR- Transfer Hours	Hours Credit Only	Hours Credit Only
CR- Credit Hours	Hours Credit Only	Hours Credit Only
AU- Auditor	0	0
E- Course Repeated	0	0
I- Later or Higher Attempt Computed According to Grade	1	Multiplied by quality points for final grade

### NOTATIONS ON TRANSCRIPTS

E- Course Excluded from GPA

I - Course Included in GPA

(Located to the right side of the quality points of the course)

1 Multiplied by quality points for final grade

An Incomplete may be assigned only when a small amount of coursework (e.g., tests, project, research paper, or final exam) is not submitted by the end of the course. An Incomplete is appropriate only in situations where there are mitigating life circumstances of a serious nature that prevent completion of course requirements. When semester grades are submitted, the faculty member assigns an "I" in place of the grade for the student needing an Incomplete. Within 24 hours of submission, Registrar Services will send the faculty member an e-mail notification that the required "Incomplete Contract" is available through WebbConnect under the "Manage Classes" folder. The faculty member completes the online contract and submits it electronically through WebbConnect. WebbConnect automatically sends

the contract to the student via the student's Gardner-Webb e-mail address. The student must "accept" the contract in order to confirm the Incomplete. If the student "denies" the contract, the faculty member will be notified, and either a revised contract will need to be submitted or a final grade assigned for the course.

The final date for completion of the coursework and conversion of the Incomplete designation to a grade can be no more than 90 days after the last day of the term in which the "I" was submitted. Extensions can be submitted to the Registrar. If the 90-day period expires without conversion of the Incomplete, notification is sent to the faculty member by email requesting the final grade. If no grade is submitted at that time, the Incomplete is converted to a final grade of "F." Once the "F" is recorded, the student, the success coach or faculty advisor, and the faculty member are notified by e-mail.

An "IN" is assigned to a student involved in an internship or other multi-semester course structures in which the final assessment cannot be determined by the end point of the registered term. The student has a maximum deadline of the end of the following semester to complete the coursework (this may vary by program in the graduate schools); otherwise the incomplete grade will be automatically changed to an "F" by Registrar Services. While in effect, the "IN" will have no negative bearing on the student's semester and cumulative grade point average.

A "W" will be assigned when a student withdraws from a course during the first 40% of the term. After the first 40% of the term, a "WF" or "WP" is assigned by the instructor based upon the instructor's assessment of the student's work at the date of withdrawal.

A student wishing to withdraw from a class or completely from school after the drop/add period is over must submit the Withdrawal Form, which is located in WebbConnect. Success coaches and faculty advisors do not have the access to withdraw a student from courses. Course or complete withdrawals are not official until they have been processed by the Registrar. E-mail notifications are sent to the student, the success coach or faculty advisor, and the instructor(s) of the course once the withdrawal has been processed.

@F - This grade represents an administrative failure of a course. It could be assigned by either the instructor or the Registrar to any student who ceases to attend class or who otherwise exceeds the permissible number of absences in a course. This grade is treated the same as the basic "F"; it counts against the student's grade point average and is repeatable under the provisions of the Repeat Course Policy.

The last date for withdrawing from an individual course will be a date not to exceed 75% of the course (including summer school and Minimesters). After this point, students may

not withdraw from individual courses but may completely withdraw from school.

Once a grade has been submitted to the Registrar, it will not be changed except in the event of a clerical error or an error in calculation, or as a result of the appeal process. Unless an “I” or “IN” has been assigned, an instructor cannot accept coursework from a student after a grade has been submitted.

For the policy concerning the appeal of a grade, see the section entitled Academic Appeals.

## **PASS/FAIL OPTION**

In the spirit of its liberal arts tradition, Gardner-Webb encourages students to pursue a broad range of interests outside their chosen major. Toward this end, students enrolled in the Degree Completion Program may (but are not required to) select the Pass/Fail (P/F) grading option to utilize in a maximum of four courses during their enrollment at Gardner-Webb. This option may only be utilized for free electives and may not be utilized for any course counted as meeting General Education, major, minor, or required prerequisite requirements. The Pass/Fail option may be utilized for no more than one course in any given semester or session. The Pass/Fail option must be selected by the student prior to the end of the designated schedule modification (i.e., “drop/add”) period in any given semester/ session and once the option is selected may not be changed although the course may be dropped as per normal rules governing that process. Student transcripts will show a final grade of “PZ” or “FZ” for the chosen course and the “PZ”/“FZ” grade will not count toward GPA calculations either as hours attempted or grade points earned. If passed, the course will count toward the 128 hours needed for graduation; if failed, the course and grade will be indicated on the student’s transcript but the failing grade will not affect the student’s GPA. Repeats of failed P/F courses will be governed by the normal rules for that process. Credit hours for any course chosen for the P/F option will count toward a student’s semester/session enrollment and billing hours as if it were taken under regular grading policies.

Individual student selection of the P/F option will not be indicated on official communications (e.g., rolls, progress reports, etc.) to the course instructor until the final grade report which will indicate that the student has selected the P/F option. The instructor will select the appropriate grade in accordance with the course grading policies he/she promulgated in the course syllabus. All grades of “D-” or higher are considered passing.

NOTE: Because courses taken under the Pass/Fail option do not count toward GPA calculations, student should be aware of the policy on earning Dean’s List and Honor Roll distinctions (i.e., students with 12-15 hours calculated in their GPA must earn a 4.0 for Dean’s List and at least 3.5 for Honor

Roll; for students with more than 15 hours calculated in their GPA the minimum thresholds are 3.7 and 3.2 respectively).

## **EXAMINATIONS AND ASSESSMENTS**

Comprehensive final examinations or assessments are required in every course by the end of the semester. If a comprehensive exam is given, a student who does not take the examination at the scheduled time will receive a failing grade in that course unless excused by the instructor. If the student is excused, an Incomplete (I) will be recorded.

## **GRADE POINT AVERAGE**

The student’s general academic performance is indicated by both a current term grade point average and a term-by-term grade point average (GPA). The current term and the cumulative GPAs are determined by dividing earned quality points by attempted credit hours. Both values are calculated based only on academic work completed at Gardner-Webb. In addition, there are three total GPAs calculated: total institution GPA, total transfer GPA, and overall GPA. Total institution GPA represents combined academic work at Gardner-Webb as of the last term of attendance. Total transfer GPA represents combined academic work that qualified for transfer from other institutions. Overall GPA represents both academic work completed at Gardner-Webb and work transferred from other institutions.

## **GRADE REPORTS**

Each student receives a course grade at the end of the semester. Final grades can be accessed by visiting [webbconnect.gardner-webb.edu](http://webbconnect.gardner-webb.edu).

## **TRANSCRIPTS OF STUDENT RECORDS**

Requests for copies of a student’s record should be made to Registrar Services. All transcripts will reflect the student’s complete academic record. No transcripts will be issued without the written authorization of the student. No transcript will be issued for a student who has a financial obligation to the University.

## **GRADUATION REQUIREMENTS**

A minimum of 128 credit hours is required for the baccalaureate degree. All candidates for graduation must take their final 32 hours with Gardner-Webb University. Students transferring from community colleges are required to complete a minimum of 64 credit hours of subsequent study in senior colleges or universities, with at least the final 32 hours with Gardner-Webb.

A student must have a minimum grade of 2.0 on each course counted toward the major. A transfer student is required to complete at least one-half of the major (15 credit hours) at Gardner-Webb.

## APPLICATION FOR GRADUATION

Each student is responsible for fulfilling all requirements for the chosen degree program. In cooperation with his/her success coach or faculty advisor, the student is also responsible for filing an application for graduation with the Registrar through WebbConnect. Students must apply for graduation by the published deadline listed on the Academic Calendar. Specific deadlines will be published and a late fee will be imposed after the deadline date. A final deadline will also be published after which applications will be carried forward to the next scheduled commencement.

## COMMENCEMENT PARTICIPATION POLICY

Participation in commencement exercise is not required. If a student is unable to participate in the Commencement ceremony upon completion of degree requirements, the student must send an email to [graduation@gardner-webb.edu](mailto:graduation@gardner-webb.edu).

## HONORS AND AWARDS

### SEMESTER HONORS

Two lists of honor students are posted each semester:

1. Dean's List - Students enrolled for a minimum of 12 hours and fewer than 15 must have a 4.0 Gardner-Webb grade point average, and one taking 15 hours or more must have a 3.7 or better with no grade below "C" (2.0).
2. Honor Roll - Students enrolled for a minimum of 12 hours and fewer than 15 hours must have a 3.5 Gardner-Webb grade point average with no grade below "C" (2.0), and one taking 15 or more hours must have between a 3.2 and 3.7 average with no grade below "C" (2.0).

### GRADUATION HONORS

*To be considered for baccalaureate honors a graduating student must complete a minimum of 64 hours at Gardner-Webb, and his or her GPA for that work taken here must merit honors. Those in the graduating class with a GPA of 3.8 or above will receive honors. Those with a 3.8- 3.89 will receive cum laude. Those with a 3.9-3.94 will receive magna cum laude. Those with a 3.95-4.0 will receive summa cum laude.*

### DCP ACADEMIC AWARD

At graduation exercises, the DCP Academic Award is presented to the DCP student with the highest academic grade point average. To be considered for the award, a student must complete a minimum of 64 hours at Gardner-Webb. In the case of a tie, the grade point average for all work accepted for transfer to Gardner-Webb is incorporated into the calculation.

## ACADEMIC POLICIES

### ACADEMIC APPEALS POLICY

A student who has a question about an academic decision should consult the University official responsible for the decision. If the matter is not resolved to the student's satisfaction, the student may appeal in the following order to the next highest level in the appropriate chain of responsibility: instructor, department chair or dean, and the Educational Policies and Standards Committee (EPSC). Students requesting a course substitution for a General Education requirement must appeal to the General Education Committee. Decisions of the EPSC or General Education Committee are final and cannot be further appealed. The student must initiate all appeals in writing on his or her own behalf no more than eighteen months after the date of the decision being appealed (except grade appeals which are described below).

A student who has a question about a grade should consult the instructor as soon as possible. A student who believes a grade to be inaccurate or unfair may appeal to the instructor, department chair or dean, and the Educational Policies and Standards Committee, in that order. Decisions of the EPSC are final and cannot be further appealed. The last date to initiate a grade appeal is the end of the next Fall or Spring semester. Email notification of approved and processed grade changes will be sent to the student, the instructor, and the success coach or faculty advisor.

Academic Appeal Filing Forms and General Education Requirements Substitution Forms may be obtained from the Forms section of WebbConnect. The appeal document must include the student's local or permanent address, University email address, student ID number, and a current phone number where he or she may be reached. Furthermore, all appeals must be signed and dated and include a thorough justification for the requested resolution. Appeals made on behalf of the student by another party (e.g., faculty, official of the institution, another student, or a parent) will be dismissed. Supporting documentation submitted by a member of the faculty or administration to augment or clarify the student's appeal is welcome and will be given full consideration. Questions concerning academic appeals may be addressed to the Director of the Degree Completion Program.

### ACADEMIC STANDING AND RETENTION STANDARDS

Standards for acceptable academic progress at Gardner-Webb University are set to assist students in assessing the quality of their performance. Academic probation and suspension are used to alert students to potentially serious academic difficulty in their progress toward degrees.

Students are placed on academic probation as a warning that their level of academic achievement is falling below the level expected of students in their class. Should their academic achievement not improve, they are in danger of being suspended from the University.

Students will be placed on probation when their Gardner-Webb grade point average falls below these minimum standards.

- Juniors with 60 to 89 hours .....1.9
- Seniors with 90 hours and above .....2.0

A student placed on academic probation remains on probation for the entire semester. The student will register for no more than 15 credit hours during any semester on probation. In order to be removed from academic probation, the student’s Gardner-Webb GPA must return to the appropriate minimum standard. If the student fails to bring the grade point average to a satisfactory level during the probationary semester but the semester’s GPA is at or above the minimum required, probation will be continued for another semester.

If at any time while on academic probation the student’s semester Gardner-Webb GPA falls below the minimum requirement, the student will be suspended for one semester. After the one semester suspension, a student desiring readmission must submit a formal application for readmission to the University through the standard application process. If approved, the student may register for classes and will be automatically placed on academic probation.

Should a second or third academic suspension occur (even if the first or second suspension is waived on appeal), the student must remain out for at least two semesters. After a two-semester suspension from the University, the student must submit a formal application for readmission to the University through the standard application process. If readmission is granted, the student may register for classes and will be automatically placed on academic probation.

Readmission requires the approval of the Readmission Committee. Students suspended from the University are not automatically reinstated upon reapplication. Readmission approval may include recommendations or be contingent upon specific stipulations determined by the Readmission Committee. A student who wishes to appeal the denial of reinstatement may do so through a written appeal to the Provost. A student who wishes to appeal being placed on academic suspension may do so through the Office of the Provost. Suspensions that are waived on appeal are still noted on the student’s academic transcript.

Students on either academic or disciplinary suspension are not allowed to participate in dramatic, musical, athletic, or other practice sessions since they are not to represent the

University or participate in the public performance of such events.

Summer study at Gardner-Webb University may be used to improve one’s academic standing. A student’s academic standing can be affected as a result of summer school enrollment. However, a student who is on academic probation or suspension may not use study at another institution to improve his/her Gardner-Webb academic standing.

See “Readmission of Former Students” for policies concerning students seeking readmission after leaving Gardner-Webb University while on probation or suspension.

**ACADEMIC RENEWAL POLICY**

The purpose of the academic renewal policy is to allow students who have done poorly during past enrollment at the University to start anew and have a chance to complete their undergraduate degree at the University.

To be eligible for academic renewal, a student must not have been enrolled at Gardner-Webb for the previous four years prior to applying for readmission nor have received academic renewal previously. For students who have attempted more than 64 credit hours of work at Gardner-Webb, only the first 64 hours are eligible for academic renewal. All of the eligible hours must be considered; a student may not choose the hours to which this policy applies. Only Gardner-Webb credit hours are eligible for academic renewal. Coursework at another institution must be treated according to the current transfer credit policies.

A student who is accepted under the academic renewal provision is considered in good academic standing and is eligible for all academic awards and honors. All transfer work from other institutions will be considered for credit, even if the course is a repeat of a course in which the student earned a “D” or “F” at Gardner-Webb. A student who is admitted under academic renewal may have a career total of six repeat courses. This number does not include courses repeated prior to the student’s admission under academic renewal for which they do not receive credit upon their readmission to the University or courses repeated at other institutions.

Under this policy, all eligible Gardner-Webb University hours will be treated as transfer credit, i.e., grades of “C” or better will be given credit, but not counted in the grade point average (GPA). Grades below “C” will not be counted as hours earned or in the GPA, with the exception of FX grades. FX grades will remain on the student’s records and counted in the GPA. All Gardner-Webb credit hours approved for academic renewal will be treated as transfer credit for determining academic awards.

The Gardner-Webb Readmission Committee will consider a student for academic renewal when reviewing an application for readmission. Any student who applies for readmission and



is eligible for academic renewal, may request consideration for such at that time. In addition, the readmission committee may recommend a student applying for readmission for academic renewal. If approved, the student will have the right to turn down academic renewal if it is not desired. All previous records at Gardner-Webb will be considered during the readmission process, including academic and disciplinary actions. If a student is accepted for readmission, nothing in these records should preclude eligibility for academic renewal. Students may not apply for or be considered for academic renewal after they have been readmitted and have enrolled in their first course.

## **ATTENDANCE POLICY**

Regular class attendance is an important student obligation. Students are responsible for all coursework conducted in class meetings and are required by University policy to attend a minimum of 75% of the scheduled class meetings. Failure to meet this attendance requirement will result in a grade of @F in the course. In face-to-face classes, attendance is counted from the first scheduled meeting. In online classes, attendance is counted from the student's completion of the Enrollment Verification Activity or first required course activity or assessment, whichever comes first. Furthermore, it is the prerogative of the instructor to set a more stringent class attendance policy. The instructor will clearly state in the syllabus the attendance policies which will govern the class. Students are responsible for knowing the number of absences that they accumulate.

In online classes, attendance satisfying the 75% requirement is measured by the documented weekly participation in the class on the part of the student, e.g., a minimum of one activity per week that demonstrates attendance, such as submitting an assignment, attending a webinar, or participating in a discussion board (logging into a course in Blackboard does not constitute participation or attendance in the class). As in face-to-face classes, the instructor in an online class may stipulate a more stringent attendance policy in the syllabus.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for foreseeable personal circumstances or official University business must be negotiated with the instructor prior to the absence.

## **ABSENCE FROM TESTS AND EXAMINATIONS**

Students who miss scheduled tests and examinations without excusable reasons may not make up such assignments. Authorization to make up tests missed for excusable reasons is obtained from the instructor of the class.

## **FINAL EXAMINATIONS/ASSESSMENTS**

Comprehensive final examinations or assessments are required in every course by the end of the semester. If a

comprehensive exam is given, a student who does not take the examination at the scheduled time will receive a failing grade in that course unless excused by the instructor. If the student is excused, an Incomplete (I) will be recorded.

## **COMPREHENSIVE ARTICULATION AGREEMENT POLICY**

Gardner-Webb University is a signatory school to the 2015 Independent Comprehensive Articulation Agreement with North Carolina Community Colleges. Community college graduates of the Associate in Arts or Associate in Science degree programs who have earned 60 credit hours in approved transfer courses with a grade of "C" or better and an overall GPA of at least 2.0 on a 4.0 scale will receive at least 60 credit hours of academic credit upon admission to Gardner-Webb. Students enrolled at a North Carolina community college prior to Fall Semester 2014 are subject to the conditions and protections contained in the ICAA in place at the time of their initial community college enrollment as long as they have remained continuously enrolled.

The Independent Comprehensive Articulation Agreement provides numerous benefits to North Carolina Community College graduates as well as students who have not yet completed their associate's degree. Interested applicants are encouraged to speak with a Gardner-Webb University enrollment counselor to find out how the ICAA will affect their course of study.

Guidance for requirements specific to a student's intended major at Gardner-Webb may be found on the University's website.

Participation in the Comprehensive Articulation Agreement does not preclude or negate minimum requirements specified by individual departments at Gardner-Webb University. Every DCP student is also required to earn credit for the upper division General Education requirements (RELI 300 and 301). Transfer students can review the departmental requirements under Additional General Education Courses Required by Major Department for specific courses required in their major.

## **COURSE CREDIT POLICIES**

### **ADVANCED PLACEMENT**

Students achieving a minimum score of three on an Advanced Placement exam of the College Board will receive credit for the specific course covered by the test as determined by the appropriate academic department of the University. Students achieving a score of four or five may receive additional advanced credit. AP credits are not counted toward the senior college credit hour minimum (64).

## **COLLEGE-LEVEL EXAMINATION PROGRAM**

Gardner-Webb accepts credit earned through the College-Level Examination Program (CLEP) based on exams taken prior to, and through the end of, the student's first semester of enrollment. CLEP credits are not counted toward the senior college credit hour minimum (64).

Gardner-Webb University grants credit to students submitting test scores from the College-Level Examination Program on the following basis.

1. Credit will be received on the same basis as transferred credit from accredited institutions of higher learning.
2. Credit will not be granted in an area for which the examinee has attempted or earned college credit.
3. Credit earned will be computed in the examinee's academic record as "CR," which is hours credit only.
4. Unsatisfactory scores will not become part of the examinee's academic record.
5. A CLEP test on any subject may be submitted only one time.
6. Students can only receive CLEP credit within their first semester.

The Department of English Language and Literature will grant credit for English 101 (3 hours) to students who make a score of 60 or higher on the English Composition with Essay CLEP test. To earn this credit, students must take only this specific CLEP test, which is offered, administered, and scored by the Educational Testing Service (ETS). Students are responsible for ensuring ETS sends official notification of the English Composition with Essay score to Gardner-Webb's Department of English Language and Literature. CLEP credit is not available for English 102.

General examination guidelines are as follows.

1. The student must submit a score at or above the minimum score set by the American Council on Education listed for each examination.
2. The number of credit hours granted will be the total normally granted for the area covered by the test with the following restrictions:
  - a. A maximum of six credit hours of credit may be granted for each test.
  - b. A maximum of three credit hours credit may be granted on the basis of a subscore, provided the area is appropriate.
  - c. Credit thus granted may be applied to the student's course of study only as basic courses or free electives.

Subject examination guidelines are the following.

1. The student must submit a score at or above the minimum score set by the American Council on Education listed for each examination.
2. The number of credit hours granted will be determined by the scope of the material measured as indicated by the American Council on Education.
3. Credit thus granted may be applied to the student's course of study without restriction.

A detailed list of AP and CLEP equivalencies is available on the Registrar Services section of the website.

International Baccalaureate Organization: The University accepts credit for Higher Level courses completed with scores of 5 or above. A detailed list of IBO equivalencies is available on the Registrar Services website.

## **ARMED SERVICE-RELATED PROGRAMS**

Veterans who have successfully completed a course or courses under the Service School training program or through the United States Armed Forces Institute may submit these courses for credit consideration. Gardner-Webb recognizes the Joint Services Transcript transfer recommendations of the American Council on Education and may offer college credits for military service equivalencies. Credit may be applied or University requirement satisfied depending on the student's specific academic program requirements.

## **PRIOR LEARNING ASSESSMENT (PLA)**

Students having documentation of prior learning experiences that align with specific courses may submit that documentation for evaluation and may possibly gain academic credit. The policies and procedures are set in the context of the Kolb model of adult learning and in conformity with standards of the Council for Adult Experiential Learning.

## **COURSE BY ARRANGEMENT**

A course by arrangement is restricted to a degree or licensure-seeking student in a Gardner-Webb University program of student (i.e., is not a transient student) and a catalog course which is not offered by the University during a given semester or which cannot be scheduled by the student. The course may be offered to the student on a one-to-one basis, provided the option is limited to instances of extenuating circumstances. Course by Arrangement requires junior, senior, or graduate standing and the approval of the following: the instructor offering the study, the student's major department/school, and the appropriate Associate Provost. A course by arrangement must be scheduled before the end of the schedule modification period of each semester. It will not be used to repeat a course unless the course will not be offered within twelve months from the end date of the course to be repeated. No more than two course by arrangements may be applied toward graduation requirements. No more than one course by arrangement can be taken in any one semester.

## **CREDIT BY EXAM**

Credit by Exam is an in-depth and comprehensive assessment of the student's ability to answer questions in course content. An acceptable grade on the examination will permit the student to receive credit for the course. To request the opportunity to receive credit by exam, the student must present, in writing, justification for such an examination to the dean of the school or chair of the department in which the course is offered. The dean of the school or chair of the department will appoint a committee to review the request. If the request is approved, the dean or chair will appoint the examining instructor or committee and inform the Student Accounts Office that the student should be charged an examination fee of \$125 per credit hour. If the examination results are acceptable, the examining instructor or committee will report the results, via the Certification of Successful Challenge Examination form, to the dean of the school or chair of the department. That dean or chair will send a copy of the form to the Registrar, who will credit the student with the appropriate number of hours for the course. No grade will be assigned or averaged into the quality point average.

## **INDEPENDENT STUDY**

The term "independent study" is reserved for those courses specifically designed as guided reading and/or for student-initiated research that includes a written project/paper. Independent study requires junior, senior, or graduate standing and the approval of the following: the instructor offering the study, the student's major department/school, and the appropriate Associate Provost. The student's proposal must be submitted and approved by the end of the semester preceding the study. An independent study will not be used to repeat a course and is restricted to a degree or licensure-seeking student in a Gardner-Webb University program of study. No more than six hours credit in independent study may be applied toward graduation requirements. No more than three hours of independent study can be taken in any one semester.

## **PRIVACY POLICY AND ACCESS TO EDUCATIONAL RECORDS**

Gardner-Webb University complies with the Family Educational Rights and Privacy Act of 1974. This Act is designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act (FERPA) Office concerning alleged failures by the institution to comply with the Act.

Institutional policy explains in detail the procedures to be used by the institution for compliance with the provisions

of the Act. The policy can be found on the Registrar Services website. That office also maintains a Directory of Records which lists all student educational records maintained by the institution. Information known as Directory Information will be published unless the student specifically requests Registrar Services to withhold this information. Directory Information is defined as the following: student name, local and permanent addresses, telephone numbers, date of birth, major(s), dates of attendance, previous educational institutions attended, and degree and awards received.

Questions concerning the Family Educational Rights and Privacy Act may be referred to Registrar Services.

Students may grant permission to University personnel to release information pertaining to academic records, financial aid, and billing to specified individuals by completing the FERPA release form located on their personal information menu in WebbConnect. Using this form, students are able to specify up to three individuals to whom information may be released.

## **GRADE POINT AVERAGE (MINIMUM) POLICIES**

The following are minimum GPA requirements:

1. A minimum grade point average of 2.00 on a 4.00 scale based on the University grading system on all work attempted at Gardner-Webb is required for graduation.
2. The student must have a minimum grade of "C" (2.00) on each course counted toward the major. A transfer student must complete at least one half of the major at Gardner-Webb.
3. The student must also have an overall "C" (2.00) average on all work counted toward any minor. A grade of "D-" (0.67) is a passing grade for courses in the minor.
4. A grade of "D-" (0.67) is a passing grade for General Education courses.

## **REPEAT COURSE POLICY**

A student may repeat up to six courses in which he or she earned a "C-," "D+," "D," "F," "D-," "@F," or "WF" to improve grades for GPA purposes. Beginning with the seventh, all repeat attempts will be counted in the GPA. Multiple repeats of the same course will count toward the six allowed. In the first six courses being repeated, only the higher grade will be counted in computing the Gardner-Webb overall grade point average, although the lower grade remains on the official transcript.

Students may repeat up to two courses in which they earned a grade of C or higher in an effort to improve their GPA. In these cases, the higher grade will be utilized for GPA calculations

although the lower grade will remain on the transcript. No additional credit hours can be earned in these course repeats. These repeats do count towards the maximum of six course repeats.

Transfer credit may not be used to repeat or replace a grade earned in a Gardner-Webb course.

University policy on repeating courses is not applicable in a situation where an “Fx” was assigned because of academic dishonesty. An “Fx” that is assigned as a penalty for academic dishonesty will remain a part of the academic transcript. It cannot be removed by a course repeat and will be factored into the grade point average.

Designations appearing on the transcript at the right end of a line describing a course indicate how that course’s quality points were calculated. An “E” designation on the transcript refers to a course excluded from the grade point calculation as the result of a repeat. An “I” designation on the transcript refers to an inclusion in the grade point calculation of a grade as the result of a repeat. An “A” designation refers to a course whose quality points were averaged with those of another course as the result of a repeat in excess of the limits for replacing grades.

## HONOR CODE POLICY

Gardner-Webb University students are pledged to uphold honesty, integrity, and truthfulness in all realms of University life. Students are not to lie, cheat or steal nor tolerate those who do.

## POLICY OF ACADEMIC HONESTY

### PREAMBLE

As a community of scholars founded upon the ideals of Christianity, Gardner-Webb University expects its students to develop and display a strong sense of academic integrity. As in any community, this institution must be governed by regulations; and like the laws of any community, these rules function best when they are fully understood, accepted and cherished by each and every individual member of the community. Therefore, all students and faculty members are expected to be familiar with and to base their actions upon the following statements regarding academic honesty.

### STUDENT RESPONSIBILITIES

1. Students should recognize that the regulations governing academic integrity exist for the protection of the honest and that dishonesty in an academic setting must not be tolerated, much less condoned;
2. Students are responsible for their own work. Any assignment turned in by a student is assumed to be the work of the student whose name appears on the assignment;

3. Students are ultimately responsible for understanding a faculty member’s instructions for any assignment. If instructions are not clear, students must seek clarification from the instructor;
4. Students must understand the definitions of plagiarism and academic dishonesty;
5. Students should familiarize themselves with the proper use of citations and quotations in order to avoid accidentally passing someone else’s work off as their own;
6. Students are expected to report incidents of academic dishonesty to their instructor; and
7. Any student who threatens or coerces another student or faculty member for reporting a Honor Code violation will face disciplinary action, with expulsion being the recommended punishment.

### FACULTY RESPONSIBILITIES

1. Faculty must explain all assignments as thoroughly as is reasonable and should address any extraordinary limitations on outside assistance;
2. Faculty members should take reasonable precautions in giving tests to ensure that violations do not occur. The fact that a faculty member did not take a specific precaution does not, however, constitute an excuse for any form of academic dishonesty;
3. Faculty must be willing to investigate and, if circumstances warrant, press charges against students suspected of academic dishonesty;
4. Faculty members must file an Academic Dishonesty Report any time they issue an Official Warning or charge a student with an infraction;
5. Faculty members must seek to be fair in their dealings with students, particularly regarding cases of academic dishonesty, and must realize that no student can be convicted on suspicion alone; and
6. Faculty members may ask students to sign a statement of academic honesty prior to turning in an exam, term paper, or project to their instructor stating: “I have neither given nor received unauthorized help on this assignment.”

### REPEATING COURSES IN WHICH ACADEMIC DISHONESTY OCCURRED

Students are allowed to retake courses that they fail due to academic dishonesty; however, the course hours attempted will continue to be calculated in figuring the student’s grade point average. For more information on the Academic Honesty Policy and Procedures, see the current Degree Completion Program Student Handbook.



# STUDENT GUIDELINES, EXPECTATIONS, AND RIGHTS

Gardner-Webb University is a community of students, faculty and staff who are dedicated to learning and personal development in a Christian environment. As in any community, certain standards of conduct are necessary to protect the safety, rights, health and general well-being of all members of the community. The University strives to promote concern for the good of the entire group as opposed to selfish individualism. Each person, whether student, faculty or staff, voluntarily joins the University community and thus is expected to abide by rules and regulations that have been adopted to ensure reasonable standards of conduct. The Code of Student Conduct describes conduct which the University does not tolerate. By enrolling in the University, each student agrees to abide by University rules, regulations and expectations. The Board of Trustees has approved minimum penalties for certain of the prohibited behaviors. The University assures fundamental fairness to any student accused of involvement in prohibited behavior. The DCP Student Handbook describes the Code of Student Conduct and the student conduct process used in the event a student becomes involved in prohibited behavior. The Handbook is available online. Gardner-Webb University supports and is fully committed to the concept of a drug-, tobacco- and alcohol-free campus community. In order to comply with the Drug-Free Schools and Communities Act Amendments of 1989, Gardner-Webb publishes the following and makes it available to each student.

1. The unlawful manufacture, distribution, dispensing, possession or use of controlled substances is prohibited by students on Gardner-Webb University's property or as any part of the University's activities. As a condition of enrollment, Gardner-Webb University students will abide by these terms. The following is a partial list of controlled substances:  
Narcotics (heroin, morphine, etc.)  
Cannabis (marijuana, hashish, etc.)  
Stimulants (cocaine, diet pills, etc.)  
Depressants (tranquilizers, etc.)  
Hallucinogens (PCP, LSD, designer drugs, etc.)  
Designer (MDA, MDA-known as ecstasy, ice, etc.)  
Tobacco  
Alcohol
2. Gardner-Webb will impose disciplinary sanctions on students who violate the terms of paragraph 1. If found responsible, the appropriate disciplinary action, up to and including expulsion from the University and/or satisfactory participation in a drug and alcohol abuse assistance or rehabilitation

program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency, will be taken. More specific penalties are outlined in the DCP Student Handbook. Violations may also be referred to the appropriate civil authorities for prosecution under local, state, and federal law.

3. Local, state, and federal laws prohibit the possession and distribution of illicit drugs, alcohol and weapons. The applicable legal sanctions for various offenses are listed in the North Carolina Criminal Law and Procedure book, a reference copy of which is maintained by the University's Campus Police Department.
4. Information describing the health risks associated with the illicit drugs and abuse of alcohol is made available to all students. Additional information and individual counseling is available through the University's Counseling Center. If necessary and at the student's expense, referral can be made to an outside agency.
5. Consistent with North Carolina Statute 14-269.2 banning weapons on campus, it is a violation of Gardner-Webb University policy to possess, store, carry, or use any weapon on the University Campus or at a curricular or extracurricular activity sponsored by the University, except as otherwise specifically provided by law.

## WITHDRAWAL POLICIES

### WITHDRAWAL, SUSPENSION, AND EXPULSION POLICIES

Voluntary termination of enrollment during a semester or summer term is defined as withdrawal.

Dismissal from school for a specified period of time is defined as suspension. Dismissal from school for an expulsion is permanent. The University reserves the right to suspend or expel any student or students when it believes that such action is in the best interest of the institution and/or the student(s). This action will take place only after careful consideration and consultation with the student or students in question and all other parties with information pertinent to the matter at hand.

Any student withdrawing from school before the end of a term (up until the last day of classes) is required to submit the online "Withdrawal Form for DCP, Graduate, and Graduate School of Business Students" in WebbConnect under the Registration link.

Involuntary withdrawals will be processed by the University for any student that receives a disciplinary suspension or

expulsion from the University. The involuntary withdrawal will be processed and dated based on the date of the suspension or expulsion.

Students leaving the University for disciplinary reasons will not be eligible for any reduction and will be liable for the entire semester charges.

Any withdrawal will require reactivation. See Readmission of Former Students.

## REMOVAL FROM CLASS

Students are expected to conduct themselves in a manner that does not distract from or disrupt the educational pursuits of others. Should an instructor determine that a student's conduct is distracting or disruptive to the educational environment in the classroom, the instructor may request the disruptive student to leave the class immediately. Such students may not return to the classroom until they have met with the instructor and offered assurances that they can conduct themselves in an appropriate manner. The professor should inform the Director of the Degree Completion Program as soon as possible. If the student is dismissed from the class permanently because of disruptive behavior or other violations of the Code of Student Conduct, the student's final grade will follow the grading period for a "W" or a "WP/WF," depending on the date of dismissal.

In the event a student refuses to remove him/herself upon request, the instructor should contact University Police immediately, or in the case of an offsite facility, local law enforcement to remove the disruptive student from the classroom. The instructor must report the incident promptly to the Director of the Degree Completion Program for possible disciplinary action.

## MEDICAL WITHDRAWAL POLICY

Any registered student who experiences medical trauma or a chronic illness that may prevent completion of the semester may apply for a medical withdrawal from the University. A medical withdrawal is a complete withdrawal from the University (i.e., not from a particular course). A medical withdrawal request is initiated through the submission of the online Withdrawal Form located in WebbConnect prior to the beginning of final exams in the same manner as a general withdrawal from the University. In addition to the online request, the student must also provide a statement from a licensed medical or mental health professional trained in the diagnosis of the student's medical condition. The statement should verify that the medical condition prevents the student from participating in classes or carrying out course requirements.

The statement from the medical or mental health professional must be submitted on official letterhead, addressed to the Gardner-Webb University Registrar, and include the

practitioner's name and title. The statement should indicate that the student is unable to continue in school and include the date at which the student became unable to continue (or the closest possible approximation to the date).

The student will be notified by the Registrar of the decision made by the Medical Withdrawal Committee. If the request is approved, the student will receive a final grade of "W" for each class (except in instances of Academic Dishonesty). Any adjustment in tuition will be made on a prorated basis. Once granted a withdrawal, students must apply for readmission to the University in order to continue their studies. All program admission requirements, programmatic and degree requirements, departmental student handbook and accreditation requirements at the time of the student's return will apply.

As with any other readmission, stipulations may apply. The student must provide a statement from the same medical or mental health professional stating that the student is now able to continue studies at the University. This documentation should follow the same format as above.

## MILITARY DEPLOYMENT POLICY

A currently enrolled student may request withdrawal from courses if called to active military duty. Non-punitive grades of "W" or "WP" will be issued for the course(s) for the student's academic record for the semester, regardless of the student's current grade in the course(s). If a student is deployed toward the end of a semester, but still wants to complete the course, the student must contact his/her instructors to reach agreement on the terms of the completion, which may include requesting an "Incomplete." The Student Accounts Office will give special consideration to student bills when there is a military deployment-related withdrawal. A copy of the student's military deployment orders is required.

## READMISSION OF FORMER STUDENTS

Any student who withdraws from the Degree Completion Program or does not register for any given Fall or Spring semester must apply for readmission to the next scheduled term.

A current application for readmission should be filed with the Admissions Office prior to the opening of the term in which a student wishes to resume studies at Gardner-Webb University. There is no fee for application for readmission for previous DCP students. Students who have been out more than 24 months must meet the curricular requirements of the current Catalog in the academic year of their return.

Students who leave Gardner-Webb University while on probation may request an evaluation of courses taken at other institutions after returning to Gardner-Webb University and having achieved good academic standing. Only the appropriate Associate Provost can grant the request.

A request for evaluation may not be made for non-Gardner-Webb University courses taken the term immediately after being placed on probation.

While the student is on a one-semester or two-semester suspension from Gardner-Webb University, courses taken at other institutions during the suspension are not eligible for transfer. Once the student is readmitted to Gardner-Webb University and has achieved a status of good standing, the student may request an evaluation of any coursework taken outside of the suspension period. Only the appropriate Associate Provost may grant the request. A request for evaluation may not be made for non-Gardner-Webb University courses taken immediately after being placed on suspension.

Students on suspension or probation may attend summer study at Gardner-Webb University in order to improve academic standing.

A student must be in good standing and any University holds must be cleared before acceptance for readmission. These may include academic, Student Accounts, or financial aid holds. The student will receive an acceptance letter for readmission.

## **DECEASED STUDENT POLICY**

Gardner-Webb University will process a complete withdrawal form upon the death of a student who is currently enrolled. Non-punitive grades of "W" or "WP" will be issued for the course(s) for the student's academic record for the semester.

The Student Accounts Office will review the student's account and will give special consideration in terms of any remaining charges on the student's account.

## **TRANSFER CREDIT POLICIES**

All transfer work completed at an accredited college and/or university will be considered for transfer at full value, assuming the courses are passed with a grade of "C" (2.0) or better, provided they are comparable to Gardner-Webb University curriculum. This work will be evaluated by the Registrar Services staff member charged with this responsibility.

Courses accepted as transfer credit are recorded with grades, grade points, and quality points. However, the grade point average for graduation is computed on academic credit earned at Gardner-Webb University.

### **TRANSFER CREDIT FROM TWO-YEAR COLLEGES**

Students transferring from accredited two-year colleges may transfer up to 64 credit hours. An additional 64 credit hours must be taken on the senior college level, with the final 32 credit hours for graduation taken at Gardner-Webb.

Community college graduates with an Associate of Arts or Associate of Sciences degree from a North Carolina Community College should see the Comprehensive Articulation Agreement section of this Catalog.

Transfer credit for courses taken in an Associate of Applied Science program in an academic area offered in the Gardner-Webb University Academic Catalog will be applied based on standard course equivalencies. Graduates of academic and technical Associate of Applied Science programs for which there is no disciplinary pathway in the Gardner-Webb curriculum will receive 64 credit hours toward the Bachelor of Arts in Organizational Leadership for their Associate of Applied Science degree.

### **TRANSFER CREDIT FROM FOUR-YEAR COLLEGES**

Students transferring from accredited four-year colleges may transfer up to 96 credit hours. For a bachelor's degree, the final 32 credit hours for graduation must be taken at Gardner-Webb. Candidates for the associate degree must take their final 24 hours at Gardner-Webb.

### **TRANSFER STUDENTS MINIMUM HOURS POLICY**

Students who transfer into the University must adhere to the following guidelines.

1. A transfer student must complete at least one-half of the major(s) at Gardner-Webb.
2. If selecting a minor, a transfer student must complete at least nine hours of the minor at Gardner-Webb.

### **TRANSFER CREDIT APPEALS**

Appeals of the evaluation of transfer credits for specific University course equivalencies or of whether transfer credits fulfill specific major or minor requirements are made by the student, in consultation with his/her advisor, to the University department/school that houses the specific course, major or minor. In consultation with Registrar Services, the department chair or school dean makes the final decision on course equivalencies and on what meets the program's major and minor requirements. The decision of the chair/dean cannot be further appealed.

Students requesting to substitute transfer credits which have not been evaluated as equivalent to a specific University course that is designated as meeting a General Education requirement must appeal to the General Education Committee if they wish to have that transfer credit considered as meeting any General Education requirement. General Education Requirement Substitution Forms are available in WebbConnect. All decisions of the General Education Committee are final and cannot be further appealed.

## TRANSFER CREDIT APPEAL FOR NON-REGIONALLY ACCREDITED INSTITUTIONS

If a transfer student attended a school that is not regionally accredited, the student will need to follow the guidelines below in order for Gardner-Webb to consider the courses individually for transfer.

All courses reviewed for transfer must be related to General Education or the major subject area chosen by the student. There are currently two ways in which we can review these specific courses:

1. If any course(s) has recommendation from an agency listed below, that recommendation will be used to aid in the evaluation. In the event the recommendation is vague or unsatisfactory, the Gardner-Webb faculty department chair for the subject area of the course being evaluated will be contacted for aid in determining the full appropriate credit to be granted. The agencies from which we accept recommendations are: American Council on Education, American Association of Collegiate Registrars and Admissions Officers, and NAESA: Association of International Educators.
2. For coursework that does not have recommendations from the guides listed above, the student must complete the following procedural steps for each course he or she wished to have transferred:
  - a. Produce a syllabus for the course requested for transfer.
  - b. Request the academic institution previously attended to submit a record of credentials for the teaching faculty member(s) of each course requested for transfer (a catalog showing degrees earned, faculty vita, or a letter from the academic dean indicating graduate-level work and area of graduate work for the faculty member(s)).

These credentials will be reviewed by the Associate Provost for Digital Learning for authenticity and credibility. Once the credentials are approved, the Associate Provost's Office will contact Registrar Services to permit review of the course syllabi for possible transfer of courses.

## TRANSIENT CREDIT POLICY

Transient credit is credit taken from another institution while a student is currently enrolled at Gardner-Webb (including summers). Students who wish to ensure that courses taken at other accredited institutions during a regular term or summer session are applicable for Gardner-Webb credit must complete a "Request to Recognize Transient Credit" form. The online form is located in WebbConnect under the Registration link. This form must be submitted to Registrar Services no later than the last class day of the semester prior to the requested semester of study.

Transient credit requests will be considered only for students who are in good academic standing at the University, and thus may not be used to improve academic standing at Gardner-Webb.

The following restrictions apply to the approval of transient credit. Transient credit will not be accepted for

1. Students not in good academic standing (i.e., students on probation or suspension).
2. Students who attend institutions other than regionally accredited colleges or universities.
3. Students wishing to repeat a course in which a grade of "C-" or lower was made at Gardner-Webb. Once a course has been taken at Gardner-Webb, a student may not receive transfer credit to replace the course.
4. Students majoring in Biology and/or Chemistry taking a science course with an online lab.
5. Students taking a natural science course that has a two-course sequence where the first course has an online lab.

Gardner-Webb students are expected to complete the final semesters of their programs exclusively through GWU. Therefore, students enrolled in BS or BA degree programs who have earned 96 hours credit or more are allowed to attempt to earn transient credit only in extraordinary circumstances. These circumstances must involve scheduling situations clearly beyond the student's control (e.g. a course is only offered at the same time as another required course or the course will not be offered before a student's anticipated graduation date). Requests involving General Education courses, which are offered regularly in multiple sections, will only be granted in exceedingly rare instances where the student can demonstrate that taking these courses earlier was not feasible and cannot be scheduled during their remaining semesters at Gardner-Webb. Students with credits beyond the aforementioned thresholds who desire to earn transient credit must submit a "Request to Waive Transient Credit Limit" form, which requires the student to demonstrate clearly the extraordinary circumstances behind their waiver request. This form must be submitted to Registrar Services at least two weeks before the last class day of the semester prior to the requested semester of study. The form can be found in WebbConnect under the Registration link.

In order to ensure that transient credit is properly documented, the student must request an official transcript from the host institution be forwarded to the Gardner-Webb Registrar. For a student taking a transient credit during the final semester of study, all such transcripts must be on file in Registrar Services prior to that semester's commencement ceremonies. Transient transcripts not received by this deadline will cause the student's graduation date to be delayed.



## **TUG/DCP STATUS CHANGE POLICY**

Students who desire an immediate transfer into the Traditional Undergraduate Program and who are in good academic standing may appeal to the Readmission Review Committee. Special consideration will be given to students who wish to pursue a major not offered in the Degree Completion Program, as well as those who have relocated to the area and desire to pursue a residential program at Gardner-Webb University. Appeals will not be considered for students in the final 32 hours of their current program except in extreme circumstances. Students considering an appeal should contact the Advising Center for more information. Residential housing is not available to students in the Degree Completion Program (with the exception of the Hunt School of Nursing's RN to BSN program).

## **STUDENT RESPONSIBILITY POLICY**

The student bears the final responsibility for the selection of a program of study and adherence to all published regulations and requirements of the University, including academic policies and the requirements for graduation. The student is responsible for making official application for graduation to the Registrar by the deadlines published on the Registrar Services website. The student cannot transfer these responsibilities to his/her success coach or faculty advisor.

## **ACADEMIC SUPPORT SERVICES AND PROGRAMS**

### **ACADEMIC ADVISING**

Through individual and collaborative relationships with success coaches, Degree Completion students are best able to define and implement sound educational plans that are consistent with their personal educational goals. Advising is provided for new students beginning at first registration and for continuing students at mid-term of fall and spring semesters.

The role of the success coach is to assist in the process of acquiring the knowledge and skills necessary to be productive members of the University community. The final responsibility for making educational plans and adherence to all published regulations and requirements of the University, including the requirements for graduation, rests on the student.

## **NEW STUDENT ORIENTATION**

Orientation provides an opportunity to learn about student resources and services that support and prepare students for the transition into the Degree Completion Program. Students are provided with a web-conferenced orientation prior to the beginning of their first term.

## **NOEL CENTER FOR DISABILITY RESOURCES**

The Noel Center for Disability Resources provides accommodations and services to qualifying students with disabilities. Upon acceptance to the University, the student should register for services by filling out the Request for Services form on the Center's homepage. Professional documentation of the disability and its functional limitations should be sent to the Noel Center for Disability Resources. Once eligibility has been determined the student is assigned an Accessibility Advisor who will collaboratively work with the student to determine the appropriate accommodations and services. This person will work with the student throughout his or her time at Gardner-Webb. Some of the accommodations/services that may be provided if the student has supportive documentation include, but are not limited to, note-takers, extended-time testing, materials in alternative format, lab assistants, interpreters, orientation and mobility training and use of adaptive technology. The student may receive help in developing effective study skills as well as organizational and test-taking strategies.

## **LEARNING ENRICHMENT AND ASSISTANCE PROGRAM**

LEAP (Learning Enrichment and Assistance Program) is an academic support service connected to Gardner-Webb University's Undergraduate Student Success Center. LEAP's flagship service is course-specific peer tutoring. Through our course-specific tutoring services, we hope to contribute to the tutors' and tutees' personal development and academic success. While LEAP is not equipped to offer tutoring assistance for all Gardner-Webb courses, we strive to provide tutoring assistance for highly-requested courses found within Gardner-Webb University's curriculum.

LEAP peer tutoring provides Gardner-Webb University Degree Completion undergraduate students with two reliable and flexible tutoring options to support our distance students' academic needs. Degree Completion students can schedule a one-on-one tutoring appointment for select Degree Completion courses. All one-on-one tutoring appointments are scheduled via WebbConnect and take place in the Tucker Student Center room 336 (main Gardner-Webb campus-Boiling Springs). If a Degree Completion student is unable to attend a scheduled one-on-one tutoring appointment, or if one-on-one tutoring is not offered for the requested course, a Degree Completion student can access an online tutor via

Smarthinking® (a higher education online tutoring company). Degree Completion students have access to Smarthinking tutoring each semester. Degree Completion students can access Smarthinking via Blackboard or WebbConnect.

LEAP is open to student input and needs as we seek to provide the best tutoring services possible. Our policies and responsibilities are developed to benefit the student-learning process.

UNIVERSITY WRITING CENTER

The University Writing Center, located in the Tucker Student Center, offers free assistance to all Gardner-Webb students on any problem related to writing. Qualified graduate and undergraduate students, under the direction of a faculty specialist in writing, provide individual and group tutoring and answer questions upon request. Students who live off campus can receive Writing Center services via telephone or video conferencing software.

DOVER MEMORIAL LIBRARY

http://www.gardner-webb.edu/library/  
800-253-8330 (Toll Free)  
704-406-3925 (Reference)  
704-406-4295 (Circulation)

Gardner-Webb’s main library is located on the Boiling Springs, NC campus. DCP faculty and students are encouraged to visit the Dover Memorial Library, use the library website, and contact Library staff by phone or email, as needed. DCP faculty and students may use a variety of resources and research materials through the Dover Library website. These resources include:

**ONLINE CATALOG** – provides access to our book collection (print and electronic)

**ONLINE DATABASES** – includes scholarly articles, eBooks and streaming videos available in a wide variety of subject areas.

**INTERLIBRARY LOAN AND REQUESTING BOOKS** – a process that allows students to check out books from the main collection in the library by having them mailed to a home address and to borrow books from other libraries.

**TUTORIALS AND GUIDES** – research aids created by the library to help guide students with their research.

DCP faculty are entitled to the same privileges and services as main campus faculty. A Gardner-Webb University ID card is required in order to check out library materials.

Faculty may contact the library to set up library instruction sessions for classes either at their distance learning site or at the Dover Library.

IMPORTANT CONTACTS

Natalie Edwards Bishop, Instruction Librarian  
and Adult and Distance Education Liaison  
704-406-3274, [nebishop@gardner-webb.edu](mailto:nebishop@gardner-webb.edu)

Pam Dennis, Interim Dean and Reference and  
Instruction Librarian  
704-406-3051, [pdennis@gardner-webb.edu](mailto:pdennis@gardner-webb.edu)

Kevin Bridges, Interlibrary Loan Coordinator  
704-406-3050, [kdbridges@gardner-webb.edu](mailto:kdbridges@gardner-webb.edu)

Steve Harrington, Circulation Manager  
704-406-2183, [sharrington@gardner-webb.edu](mailto:sharrington@gardner-webb.edu)

Other libraries near DCP centers include

Burke County Public Library..... 828-437-5638

C.G. O’Kelly Library - Winston-Salem State  
University..... 336-750-2440

Catawba County Public Library ..... 704-637-4448

Catawba Valley Community College  
Library .....828-327-7000 ext. 4229

Central Piedmont Community College  
Library ..... 704-330-6885

Dobson Community Library..... 336-386-8208

Forsyth Technical Community College  
Library .....336-723-0371 ext. 7219

Gaston College Library ..... 704-922-6356

Gaston County Public Library..... 704-868-2164

Isothermal Community College..... 828-286-3636

Mayland Community College ..... 828-765-7351

McDowell County Public Library..... 828-652-3858

McDowell Technical Community College  
Library ..... 828-652-6021

Montgomery Community College  
Library ..... 910-576-6222 ext.395

Montgomery County Public Library ..... 910-572-1311

Northwest AHEC Library - Winston-Salem, N.C.  
..... 828-326-3662

Richmond Community College  
Library .....910-582-7000 ext.7040

Surry Community College  
Library .....336-386-8121 ext.3259

Thomas H. Leath Memorial Library,  
Rockingham, N.C ..... 910-895-6337

University of North Carolina at  
Charlotte ..... 704-547-2221

Western Piedmont Community College  
Library ..... 828-438-6195

Wilkes Community College Library ..... 336-838-6115

Wilkes County Public Library ..... 336-838-2818

# DCP ADMISSIONS

The requirements for student admission to the Degree Completion Program include:

1. Completion of an admission application;
2. Submission of official transcripts from all colleges, universities, and any prior training institutions previously attended;
3. Submission of an official high school transcript/diploma or high school equivalency exam if applying with fewer than 24 transfer hours;
4. Submission of official transcripts from any institution attended during the interim if applying for readmission as a former student.

Applicants with 48 or more transferable hours may be admitted without additional review. Applicants with fewer than 48 transferable hours may be admitted provided that an approved curriculum plan indicates a clear path to graduation. Program-specific requirements for Birth to Kindergarten and Elementary Education, RN to BSN, and Organizational Leadership are described in the applicable sections below.

An applicant whose file is in the final stages of completion may be permitted to enroll in a first semester of study on the condition that the file be completed prior to registration for a second semester. Students who fail to complete their file by the end of the first semester of study may reapply for admission to the program once it is complete.

Students may enter at the beginning of any semester or minimester. While there is no application deadline, typically two weeks are needed to complete the admissions process.

## NON-DEGREE-SEEKING STUDENTS

Classification as a “non-degree-seeking student” allows an adult learner who does not wish to pursue a degree or wishes to take a class for transient credit (i.e., if pursuing a degree elsewhere) to enroll in a DCP course or courses for credit, provided course-level or major-level prerequisites are met. There is no maximum number of hours which may be accumulated as a non-degree-seeking student; however, if a degree is desired, official transcripts must be submitted for evaluation and an advisor assigned. Non-degree-seeking students must submit an application for admission. Non-degree-seeking students wishing to change their status to accepted in a degree program must follow the regular admissions process. Non-degree-seeking students are not eligible for financial aid.

## INTERNATIONAL STUDENTS

In addition to the standard admissions/application procedures, international applicants must complete the

steps listed below in order to be considered for admission to Gardner-Webb University.

1. Proof of English proficiency in reading and writing must be provided. Test results from the following are accepted.
  - a. Test of English as a Foreign Language (TOEFL) with a minimum score of 500 (paper-based), 173 (computer-based), or 61 (internet-based).
  - b. International English Language Test System (IELTS) with a minimum score of 5.0.
  - c. SAT or ACT scores may be used in lieu of TOEFL or IELTS with minimum scores met.
2. Transcripts of college credit received from institutions outside the United States must first be submitted to World Education Services, Inc., (WES) or an approved similar evaluation service for a course-by-course evaluation before being submitted. Please email [gradschool@gardner-webb.edu](mailto:gradschool@gardner-webb.edu) for a complete list of evaluators. This must be done prior to enrollment at Gardner-Webb.

In addition to the items listed above, international applicants planning to study in the United States must submit the following documentation.

1. Passport - A copy of a current passport is required as part of the admissions material.
2. Visa Status - A copy of any current U.S. visa must be provided.
3. Documents to Show Financial Responsibility - A copy of the most recent bank statement showing sufficient balance to cover financial support for first year of school is required. This can be the bank account of the prospective student, a family member, or other.
4. International Student Information Form - Please submit this completed form with other admissions materials in order for the University to issue a Form I-20. The Form I-20 is necessary for an international applicant to apply for a student visa at the appropriate U.S. embassy or consulate.
5. International Students Transferring from Another U.S. Institution - Please submit the International Student Transfer Form, in addition to the International Student Information Form. Also, please submit copies of your current Form I-94, current Form I-20, and current student travel visa.

The visa status of students residing in the United States during the time of study will determine the availability of online and distance study. All students studying in the United States must follow the U.S. Department of Homeland Security regulations regarding online and distance courses.

International students residing outside the United States are eligible for admission to fully online programs.

Additional information and international student forms may be obtained by emailing [gradschool@gardner-webb.edu](mailto:gradschool@gardner-webb.edu).

## SECOND BACCALAUREATE DEGREE

A student who completes requirements for more than one major graduates from the University with only one baccalaureate degree. The diploma will show “Bachelor of Arts” or “Bachelor of Science” depending upon the area of the primary major. Students who return for further study at the baccalaureate level may add additional courses to their transcript or receive recognition for an additional major.

Normally, a student who wishes to pursue further study after receiving a baccalaureate degree will do so at the master’s or doctoral level. As an exception to this rule, a student may wish to pursue a second baccalaureate degree in a different field in order to qualify for a particular certificate or license for which the bachelor’s degree is the gateway credential. Students with a prior baccalaureate degree, whether from Gardner-Webb or another institution, may apply to the Accelerated Bachelor of Science in Nursing (ABSN) program and upon acceptance and successful completion, receive a second baccalaureate degree. Applications for admission into other baccalaureate programs by degree-seeking students who already hold a bachelor’s degree will require the approval of the Vice President for Enrollment Management and the Educational Policies and Standards Committee.

# FINANCIAL INFORMATION

## FINANCIAL ASSISTANCE

All requests for financial aid assistance should be directed to the University’s Financial Planning Office. Financial aid awards are made following a determination of the applicant’s admission and eligibility. The Free Application for Federal Student Aid (FAFSA) is required for determination of eligibility. The FAFSA can be completed online at [www.fafsa.gov](http://www.fafsa.gov).

Gardner-Webb University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs.

### A. FEDERAL

1. PELL GRANTS - Grants available to students who have an exceptional need as indicated by their

expected family contribution (EFC), which is determined from the results of the FAFSA. These grants range from \$600 to \$5,920 per year. Awards are prorated for students who are taking less than the full-time requirement of 12 hours per semester.

2. FEDERAL DIRECT STAFFORD LOANS - Federal loans are available to students who are enrolled at least half-time (six hours or more). The maximum amount a student can borrow is \$12,500 per year provided they have earned at least 60 hours. Repayment begins six months after a student drops below half-time status, withdraws, or graduates. The maximum repayment term is ten years.
  - a. DIRECT SUBSIDIZED STAFFORD LOANS - The interest on subsidized loans is paid by the federal government while the student is enrolled half-time or more. Six months after the student graduates, leaves school, or falls below half-time status, interest begins to accrue. These loans are need-based.
  - b. DIRECT UNSUBSIDIZED STAFFORD LOANS - Interest on unsubsidized loans begins to accrue at the time the loan is made. The student may begin payment of the interest at that time, or he/she may allow the interest to capitalize. These loans are available to all students who are enrolled half-time (six hours) or more.

NOTE: The FAFSA must be completed prior to each academic year to qualify for federal aid.

### B. IN-STATE

A list of state programs for eligible North Carolina residents (funding contingent upon state appropriations) is as follows: The North Carolina **Need-Based Scholarship Program (NBS)** is a grant program created by the State legislature for students with an Expected Family Contribution (EFC) of \$15,000 or less. The EFC is determined by the results of the Free Application for Federal Student Aid (FAFSA).

The **Forgivable Education Loan for Service (FELS)** was established by the North Carolina General Assembly in 2011. The loan provides financial assistance to qualified students who are committed to working in North Carolina in fields designated as critical employment shortage areas. Please visit [www.cfnc.org/fels](http://www.cfnc.org/fels) for additional information including eligibility, award amounts, application procedures, and approved education programs.

North Carolina does offer other sources of financial aid based on specific criteria. The College Foundation of North Carolina’s website can be used to research and apply for such scholarships. The web address is as follows: [cfnc.org](http://cfnc.org).



### C. DCP OUT-OF-STATE GRANT

Those students who are not North Carolina residents are eligible for a grant worth \$1,000 per year. The student must enroll full-time (12 hours or more) to receive this grant.

NOTE: The DCP Out-of-State Grant is not need-based but does require completion of the FAFSA.

Follow these steps to apply for Financial Aid:

1. Apply for admission to Gardner-Webb's Degree Completion Program.
2. Initiate the financial aid process by completing a Free Application for Federal Student Aid (FAFSA). Students are encouraged to complete this form as soon as their previous year's tax forms are completed. (For example: The info from the 2016 federal tax forms is needed for the FAFSA for the 2018-2019 school year.) The FAFSA form is available on the web at [www.fafsa.gov](http://www.fafsa.gov).

NOTE: A new FAFSA must be submitted every year in order to be considered for federal financial aid. Be sure to indicate Gardner-Webb as one of the schools to receive any reports resulting from your financial aid application by recording our Title IV code of 002929 where requested.

3. Any student planning to start the Degree Completion Program in the summer must complete the current year FAFSA form. For example, if you plan on starting with the summer of 2018, you must complete the 2017-2018 FAFSA.
4. Once your FAFSA is completed, the results will be sent electronically to Gardner-Webb to determine your financial aid eligibility. An email notification and instructions to view and process your financial aid award will be sent to your Gardner-Webb e-mail address.
5. Please check the Eligibility and Requirements section within your WebbConnect account to view all requested documentation and missing requirements. Any outstanding requirements must be satisfied to finalize your financial aid award.

## EXPENSES

### TUITION FOR THE 2018-2019 ACADEMIC YEAR

The Degree Completion Program (DCP) tuition for the 2018-19 academic year is \$435 per credit hour, with the exception of the Elementary Education major which carries a \$468 charge per credit hour and the Accelerated Bachelor of Science in Nursing program which carries a \$747 charge per credit hour. Tuition increases are usually implemented during the summer term; however, the University reserves the right

to adjust tuition and other charges at the beginning of any semester if such adjustments are necessary in the judgment of the Board of Trustees.

Students enrolled in the DCP will be charged the specified DCP tuition rate per credit hour regardless of the number of hours taken during the semester. Although some courses may be designated as both DCP and Traditional Undergraduate Program courses, DCP students will be charged the DCP tuition rate.

Students are expected to review their Online Bill at the beginning of the semester and to make satisfactory financial arrangements no later than the end of the first full week of classes.

***Most students are eligible to receive some form of federal or state financial assistance to offset tuition.***

### MISCELLANEOUS FEES

Audit (Per Course) .....	\$175.00
Auto Registration (Annual) .....	\$50.00
Credit by Exam (Per Credit Hour) .....	\$125.00
Graduation Fee .....	\$150.00
Graduation Hood Fee .....	\$30.00
Late Graduation Fee .....	\$125.00
Non-Sufficient Funds/Returned Check .....	\$25.00
Prior Learning Assessment Transcription (Per Course) .....	\$100.00
Portfolio Assessment .....	\$100.00
Online Learning Technology Fee (Per Course) .....	\$35.00
Replacement Student ID Card .....	\$10.00
Textbooks (Estimated Per Semester) .....	\$750.00
Transcript Fee .....	\$15.00
Transient Credit (Per Course) .....	\$100.00
Tuition Late Payment Fee .....	\$50.00
Tuition Non-Payment Fee .....	\$100.00

The above fees are typical with enrollment in the DCP. Fees are subject to change and additional fees may be assessed as required under certain policies. Unless otherwise explicitly stated, fees paid to the University are not refundable.

### MISCELLANEOUS ACADEMIC FEES

Depending on the program of study and courses taken, students should expect to see course-specific fees ranging from \$10 to \$400. Multiple fees may apply to individual courses. Fees are used to cover direct expenditures associated with a course requirement (i.e., laboratory materials, database licenses, background checks, etc.) as well as indirect expenses associated with a particular class.

## ONLINE LEARNING TECHNOLOGY FEES

All online and hybrid courses will be assessed a fee of \$35 per course. Funds generated from this fee are used to help support services that Gardner-Webb provides to students. Services include student computing and technology equipment, software, site assistance and troubleshooting, and the support staff necessary for these functions to operate effectively. This fee is non-refundable in the event a student withdraws from the course.

## DEFERRED PAYMENT PLAN

Tuition, fees, and book charges are payable in full within 10 days of the start of classes; however, the University makes available a Deferred Payment Plan to students who prefer to make two payments during the summer or four payments during the Fall and Spring semesters rather than the full payment at the beginning of the semester. Students may sign up for the Deferred Payment Plan when viewing their Online Bill. The Online Bill may be accessed through the WebbConnect portal on the Gardner-Webb homepage using the username and password assigned by Technology Services. Questions about the Deferred Payment Plan may be directed to the Student Accounts Office at 704-406-4287.

## EMPLOYER PAID TUITION

Gardner-Webb recognizes that many companies offer tuition reimbursement to their employees. To enable students to take advantage of this benefit, Gardner-Webb will defer the covered portion of the student's tuition cost until three weeks after the end of the semester. A link providing details about the plan and the documentation required may be found at the bottom of the student's Online Bill or they may contact the Student Accounts Office for details on enrolling in this plan.

## CHARGE REDUCTION POLICY

Registration in the University is considered a contract binding the student for charges for the entire semester, and the student remains responsible for tuition and fees for any course(s) from which the student has withdrawn. However, it is the policy of Gardner-Webb University to give pro-rata charge reductions through 60% of the enrollment period in the event a student OFFICIALLY WITHDRAWS FROM SCHOOL. The Complete Withdrawal Form should be completed electronically and may be accessed through WebbConnect. A confirmation will be sent when the withdrawal is complete. The withdrawal date is the date this process begins.

Students leaving school for disciplinary reasons will not be eligible for any reduction and will be liable for the entire semester charges. Students who withdraw from individual classes after the drop/add period will not receive a charge reduction.

For purposes of interpreting this policy, the pro-rata charge reduction percentage is equal to the number of calendar days (includes weekends) remaining in the semester divided by the number of calendar days in the semester. No charge reduction will be given after the 60% period of enrollment for the semester.

When a student's charges are reduced, federal, state, institutional and non-institutional Aid will be adjusted in accordance with the regulations governing the respective programs. Please contact the Financial Planning Office for current regulations concerning these programs. Leaving the University without officially withdrawing may result in a student forfeiting all financial aid and, thus, becoming responsible for the entire balance.

## DELINQUENT STUDENT ACCOUNTS

Students with outstanding financial obligations may be prevented from registering for the following semester. In addition, transcripts and/or diplomas will not be released until all financial obligations are satisfied. Delinquent accounts may be referred to collection agencies and/or credit bureaus. Financial obligations include, but are not limited to, student account balances, parking, disciplinary and library fines, and returned checks.

## DEPARTMENT OF PUBLIC SERVICE

*Chair: B. Cox*

*Criminal Justice Coordinator: H. Craig*

### FACULTY

*Associate Professor: B. Cox*

*Instructor: H. Craig*

## MISSION STATEMENT

The mission of the traditional undergraduate programs of the Department of Public Service is to give students a broad overview of the fields of Criminal Justice Administration, Human Services or Fire Service Administration within the foundation of a Christian, liberal arts institution.

## MAJOR FIELDS OF STUDY

Criminal Justice

Human Services

Fire Service Administration

## MINOR FIELDS OF STUDY

Criminal Justice

Human Services

## ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS:

All students transferring under the Comprehensive Articulation Agreement must complete ENGL 101, 102 and REL 300, 301.

## CRIMINAL JUSTICE

Students who major in criminal justice will receive the Bachelor of Science degree. This degree provides students with courses that support a liberal arts, interdisciplinary education that instills critical thinking, writing skills, social interaction, personal reflection, compassion and empathy for solving domestic, legal, and social problems. Graduates go on to obtain higher administrative positions in law enforcement agencies and correctional institutions on the local, state, and federal levels. The major is designed to produce graduates who have a passion for service and learning in the context of a Christian Environment. While the curriculum is broad-based, and covers studies from the philosophy to the social implications of the criminal justice system. This major is offered online only.

## STUDENT LEARNING OUTCOMES

Graduates of the Criminal Justice will:

1. Describe and demonstrate a depth of content knowledge in the major discipline.
2. Explain and demonstrate effective research skills relevant to the major discipline.
3. Identify and analyze significant issues in the major discipline.
4. Demonstrate effective writing and oral communication skills.

<b>REQUIRED MAJOR HOURS</b>	<b>30</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>30</b>

### PRESCRIBED GEN ED PREREQUISITES: NONE

As with all DCP majors, approximately half of the Criminal Justice track consists of our General Education requirements (see General Education Requirements), providing 31 hours towards the 128 hours needed to graduate. A student must complete 30 hours in the Criminal Justice major, 15 of which must be completed by the University. The Criminal Justice Major course requirement and supportive elective courses are offered online only.

## MAJOR COURSE REQUIREMENTS

CJC 410 Philosophy of Criminal Justice	3
CJC 420 Administrative Decision Making for Public Safety	3
CJC 430 Criminal Justice Research	3
CJC 440 Trends in Criminal Justice	3

CJC 450 International Issues in Public Safety 3

## SUPPORTIVE ELECTIVE COURSES

CHOOSE 5 OF THE FOLLOWING COURSES FOR 15 HOURS:

CJC 320 Ethics in Criminal Justice	3
CJC 360 Criminal Investigation	3
CJC 400 Special Topics in Public Safety	3
CJC 460 Cybercrime	3
CJC 470 Homeland Security, Terrorism & Intelligence	3
CJC 495, 496 Independent Study	3
CJC 497/498 Public Safety Internship(s)	3
BAD 300 Legal Environment of Business	3
HEA 401 Drug and Alcohol Education	3
HUS 411 Applied Psychopathology (Prereq: HUS 201)	3
MGT 403 Human Behavior in Organizations	3
MGT 400 Human Resource Management	3
MGT 485 Leadership	3
SOC 415 Juvenile Delinquency	3

<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>30</b>
<b>TOTAL PROGRAM HOURS</b>	<b>30</b>

## CRIMINAL JUSTICE MINOR (15 HOURS)

A student must complete 15 hours in the Criminal Justice MINOR. The CJ MINOR will require the completion of 2 designated core courses and 3 additional CJC courses of the student's choice. The additional courses can be selected from the Core or the Supportive courses to suit the student's interest.

## MINOR COURSE REQUIREMENTS

CJC 410 Philosophy of Criminal Justice	3
CJC 420 Administrative Decision Making for Public Safety	3

CHOOSE 3 OF THE FOLLOWING COURSES

CJC 430 Criminal Justice Research	3
CJC 440 Trends in Criminal Justice	3
CJC 450 International Issues in Public Safety	3
CJC 320 Ethics in Criminal Justice	3
CJC 360 Criminal Investigation	3
CJC 400 Special Topics in Public Safety	3
CJC 460 Cybercrime	3
CJC 470 Homeland Security, Terrorism & Intelligence	3

<b>TOTAL REQUIRED MINOR HOURS</b>	<b>15</b>
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NOTES: Internships are not approved for the MINOR.

The CJ MINOR is for Degree Completion Students only.

Traditional (TUG) students are not eligible to take the CJ MINOR

## HUMAN SERVICES

REQUIRED MAJOR HOURS

30

ADDITIONAL HOURS REQUIRED

NONE

TOTAL PROGRAM HOURS

30

**PRESCRIBED GEN ED PREREQUISITES: NONE**

Graduates of the Clinical Track within the Human Services Program will be prepared for positions providing direct services to various populations throughout their communities. These might include conducting intake assessments or completing triage tasks in agencies, working directly with families, groups, and individuals providing case management or support resources, providing crisis services, career education, or other face-to-face helping services as designated appropriate by state regulations. Graduates should find this track of the program to also prepare them for graduate level work in human services disciplines such as social work or counseling.

Graduates of the Non-Clinical Track within the Human Services Program will find themselves prepared for positions providing indirect and support services to families, groups, and individuals in agencies, non-profit organizations, nursing homes and residential facilities, and educational institutions as well as filling roles in justice and emergency management organizations. Positions may include community outreach, rehabilitation, education support. The track pairs well with other disciplines, such as criminal justice, for a double major.

## STUDENT LEARNING OUTCOMES

Graduates of Human Services will:

1. Students will assess the contexts of relationships, issues, and trends in a multicultural society;
2. Students will identify theories and models to provide direct service delivery for clients;
3. Students will demonstrate awareness of their own values, personalities, reaction patterns, interpersonal styles and limitations; and
4. Students will demonstrate knowledge of Human Services values that are consistent with professional ethics and application to practice.

The Bachelor of Science with a major in Human Services is designed to give students a solid foundation in the principles, theories and skills needed to provide services as a human services practitioner. By the end of the program, students should have gained the ability to relate to consumers on multiple levels. The curriculum consists of courses and experiences so that a graduate will have the knowledge and skill to perform entry-level work in public, not-for-profit, and private settings.

## HUMAN SERVICES - BOARD CERTIFIED PRACTITIONER

The Center for Credentialing Education (CCE) with assistance from the National Organization for Human Services created the Human Services-Board Certified Practitioner (HS-BCP) credential in 2008. Students who obtain a BS degree in Human Services are eligible to apply to sit for the Human Services Practitioner Examination.

## REQUIRED MAJOR HOURS (30 HOURS)

HUS 300 Ethical Issues in Human Services	3
HUS 304 Professional Readiness in Human Services	3
HUS 309 Intro to Research Methods in Human Services	3
HUS 426 Introduction to Crisis and Trauma Services	3
HUS 311 Diversity and Multicultural Foundations in Human Services	3
HUS 499 Capstone in Human Services	3

**REQUIRED HUMAN SERVICES CORE HOURS 18**

## CLINICAL TRACK

HUS 302 Group Dynamics	3
HUS 320 Introduction to Clinical Practice	3
HUS 497 Clinical Internship in Human Services	3

### ONE ELECTIVE FROM:

HUS 406 Psychology of Personality	3
HUS 374 Psychology of Religion	3
HUS 412 Psychology of Aging	3
HUS 411 Applied Psychopathology**	3
HUS 402 Introduction to Counseling	3
HUS 450 Positive Psychology	3
HUS 448 Substance Use and Abuse	3

## NON-CLINICAL TRACK

HUS 310 Social Psychology	3
HUS 406 Psychology of Personality	3
HUS 495 Non-Clinical Internship in Human Services	3

### ONE ELECTIVE FROM:

HUS 374 Psychology of Religion	3
HUS 412 Psychology of Aging	3
HUS 450 Positive Psychology	3
HUS 448 Substance Use and Abuse	3

**TOTAL HOURS FOR THE MAJOR 30  
(PLUS 3 CREDIT HOURS IF STUDENT HAS NOT HAD HUS 201 GENERAL PSYCHOLOGY).**

*\*\*HUS 201 GENERAL PSYCHOLOGY is a course prerequisite for HUS 411 Applied Psychopathology and cannot be counted toward the 30 -hour major requirement. HUS 201 must be completed with "C" or better.*



## REQUIRED MINOR HOURS (15 HOURS)

The Human Services MINOR will require the completion of 3 required courses and 2 additional HUS courses of the student's choice from the remaining Core courses or the Clinical or Non-Clinical tracks. The additional courses can be selected from either track, Clinical or Non-Clinical to suit the student's interest.

### MINOR CORE / REQUIRED COURSES

HUS 300 Ethical Issues in Human Services	3
HUS 311 Diversity and Multicultural Foundations in Human Services	3
HUS 304 Professional Readiness in Human Services	3

### CORE COURSES TO CHOOSE:

HUS 309 Intro to Research Methods in Human Services	3
HUS 426 Introduction to Crisis and Trauma Services	3

### CLINICAL TRACK

HUS 302 Group Dynamics	3
HUS 320 Introduction to Clinical Practice	3
HUS 406 Psychology of Personality	3
HUS 374 Psychology of Religion	3
HUS 412 Psychology of Aging	3
HUS 411 Applied Psychopathology**	3
HUS 402 Introduction to Counseling	3
HUS 450 Positive Psychology	3
HUS 448 Substance Use and Abuse	3

### NON-CLINICAL TRACK

HUS 310 Social Psychology	3
HUS 406 Psychology of Personality	3
HUS 374 Psychology of Religion	3
HUS 412 Psychology of Aging	3
HUS 450 Positive Psychology	3
HUS 448 Substance Use and Abuse	3

### TOTAL REQUIRED HOURS 15

**\*\*HUS 201 GENERAL PSYCHOLOGY is a course prerequisite for HUS 411 Applied Psychopathology and cannot be counted toward the 15-hour MINOR requirement. HUS 201 must be completed with "C" or better.**

### NOTES:

- Internships are not approved for the MINOR.
- The HUS MINOR is for Degree Completion Students only.
- Traditional (TUG) students are not eligible to take the HUS MINOR.

## FIRE SERVICE ADMINISTRATION

(pending Southern Association of Colleges and Schools, Commission on Colleges approval)

## REQUIRED HOURS IN THE MAJOR

### FIELD OF STUDY

33

### ADDITIONAL HOURS REQUIRED

NONE

### TOTAL PROGRAM HOURS

33

### PRESCRIBED GENERAL EDUCATION

#### PREREQUISITES: NONE

Hours may vary depending on transfer credit awarded

## MISSION STATEMENT

The Fire Service Administration major establishes a 21st century liberal arts Bachelors of Science Degree that serves prospective students from North Carolina, nearby states and those beyond because of the fully online delivery method. This major is designed to align with the National Fire Academy FESHE curriculum model of Higher Education standards in the United States. Graduates of this major will be knowledgeable and aware of the challenging role of a fire officer in today's society. In addition to being prepared academically, graduates will be prepared to respond to social, political, legal, and homeland security issues with a solid foundation provided through their liberal arts education at Gardner-Webb University.

## STUDENT LEARNING OUTCOMES

Graduates of the Fire Administration will:

1. Evaluate significant fire service administration issue facing society and demonstrate a professional competency which includes major social, political and the historical context of America and various world cultures both past and present.
2. Demonstrate competence in understanding how the issues of ethics, race, diversity and poverty impact the areas of fire services administration.
3. Demonstrate the organizational behavior skills in intellectual, social, and political areas needed to function effectively in the 21st century fire services profession.
4. Explain and employ a depth of subject content of fire service practices within the system which will establish a strong foundation to support immediate entry level into the profession.
5. Demonstrate effective research skills, which include quantitative and qualitative data gathering and analysis, relative to the fire service profession.
6. Demonstrate the ability to identify, analyze evidence and present issues to fire service investigators, practitioners and judicial officials.
7. Incorporate professional values within ethical and legal guidelines of fire services administration, and explain the importance of personal responsibility and

accountability for professional, fire service practices and ethical decision making.

## MAJOR COURSE REQUIREMENTS

FSA 310 Fire Service Administration	3
FSA 345 Fire Service Ethic	3
FSA 350 Fire Prevention Organization and Management	3
FSA 375 Fire Service Leadership	3
FSA 400 Political and Legal Foundation in FS Admin	3
FSA 415 Managerial Issues in Hazardous Materials	3
FSA 425 Applications of Fire Research	3
FSA 440 Fire Arson and Explosives Investigation	3
FSA 455 Managing Safety & Security in Fire Service	3
FSA 470 Homeland Security, Terrorism & Intelligence	3
FSA 450 International Issues in Public Safety	3

### SUPPORTIVE ELECTIVES\*

- FSA 420 Administrative Decision Making for Public Safety
- FSA 497/498 Fire Administrative Internship

### TOTAL REQUIRED HOURS IN THE

**MAJOR FIELD OF STUDY 33**

*\*Additional electives may be taken to meet hours needed for graduation.*

A student must complete 33 hours in the Fire Service major, 15 of which must be completed with the University.

Graduates of this program will have the desire to give back to their communities by serving in the fire service profession through learning in the context of a Christian environment. While completing this major, students will develop knowledge in ethical and administrative decision making, fire service administrative areas, homeland security, terrorism, intelligence, international issues in public safety and first responder areas. Graduates will be well prepared to face the challenges of the 21st. century domestic and global public safety and fire administration issues in specialized careers in local, state, federal, and private protective systems.

## DEPARTMENT OF RELIGIOUS STUDIES AND PHILOSOPHY

*Department Chair: S. Shauf*

*DCP Coordinator: J. Collins*

### FACULTY

*Professors: D. Berry, K. Blevins, D. Bryan, J. Collins, P. Hildreth, B. Leslie, P. Qualls, S. Shauf, E. Stepp*

*Associate Professor: J. Rogers*

*Assistant Professors: A. Sieges-Beal, T. Jessup*

## MISSION STATEMENT

Within the context of a Christian liberal arts tradition, our mission in both graduate and undergraduate education is to provide an atmosphere of open inquiry, honesty, and integrity where issues of religious understanding, faith, practice, and philosophy can be explored. Our intention is to prepare lifelong learners who are reflective, critical, and analytical thinkers committed to a life of service for God and humanity.

## MAJOR FIELD OF STUDY

Christian Ministry

### CHRISTIAN MINISTRY

REQUIRED MAJOR HOURS	38
REQUIRED MINOR HOURS	NONE
ADDITIONAL PROGRAM HOURS	NONE
<b>TOTAL PROGRAM HOURS</b>	<b>38</b>

### PRESCRIBED COURSES ATTAINABLE

**IN GEN ED: NONE**

NOTE: Hours may vary depending on transfer credit awarded.

Gardner-Webb's Bachelor of Science degree with a major in Christian Ministry provides a fully accredited baccalaureate degree in religion. Graduates will be prepared to assume positions in churches or social agencies or to go on to seek higher academic degrees at a university, school of divinity, or seminary.

## STUDENT LEARNING OUTCOMES

Students who choose to major in the Department of Religious Studies and Philosophy will demonstrate:

1. Basic skills in biblical interpretation and exegesis;
2. Skills in critical thinking, and written and oral communication; and
3. Basic knowledge in the four core areas in the Department of Religious Studies and Philosophy: Philosophy, Theology, Christian History, and Spiritual Formation.

### REQUIRED MAJOR HOURS

PHI 300 Introduction to Philosophy	3
REL 201 Introduction to Religious and Theological Studies	2
REL 321 Introduction to Christian History	3
REL 333 Christian Theology	3
REL 358 Ministry Practicum	
OR	
REL 371 Spiritual Formation	3

REL 397 Internship	3
REL 490 Senior Seminar	3
<b>BIBLICAL STUDIES (CHOOSE TWO)</b>	
REL 302 The Sacred Writings	3
REL 303 Old Testament Prophets	3
REL 306 Old Testament Theology	3
REL 307 Studies in the Pentateuch	3
REL 311 Synoptic Gospels	3
REL 312 Life and Letters of Paul	3
REL 314 New Testament Theology	3
REL 316 The Writings of John	3
REL 317 The General Epistles and Hebrews	3
REL 351 Biblical Backgrounds	3
REL 352 Biblical Interpretation	3

<b>PRACTICAL THEOLOGY (CHOOSE TWO)</b>	
REL 326 Introduction to Missiology	3
REL 343 Growth and Revival in the Christian Church	3
REL 346 World Religions	3
REL 370 History and Philosophy of Religious Education	3
REL 373 Church Leadership	3
REL 374 Preschool and Children Discipleship	3
REL 375 Youth Discipleship	3
REL 376 Advanced Youth Discipleship	3
REL 377 Adult Discipleship	3
REL 378 Contemporary Religious Movements	3

<b>DEPARTMENTAL ELECTIVES</b>	
Choose two courses from the departmental options	6
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>38</b>
<b>TOTAL PROGRAM HOURS</b>	<b>38</b>

As with all DCP majors, approximately half of the Christian Ministry major consists of our General Education requirements. A student must complete 38 hours in the Christian Ministry major, 18 of which must be completed with the University.

## HUNT SCHOOL OF NURSING

*Dean: N. Waters*

*Associate Dean: T. Arnold*

*Chair, Digital Learning Programs: C. Rome*

*RN-BSN Program Coordinator: S. Creed-Hall*

### FACULTY

*Professor: C. Miller*

*Associate Professors: T. Arnold, G. Casterline, C. Rome, N. Waters*

*Assistant Professors: S. Creed-Hall, A. Garlock, A. Hamrick, A. Isaac-Dockery, T. Lewis, J. Parker, Y. Smith, K. Williams, L. Wines*

*Instructors: B. Graham, T. Hayes, J. Ivey, L. Jolley, M. McNeilly, S. Tate*

The Hunt School of Nursing offers two options of study for students seeking a Bachelor of Science in Nursing (BSN).

The Accelerated Bachelor of Science in Nursing (ABSN) program prepares students for licensure as a registered nurse.

The RN to BSN program is a degree completion program for licensed registered nurses.

The BSN Program is accredited by the Accreditation Commission for Education in Nursing (ACEN) located at 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; phone 404-975-5000. Additional information may be found on the ACEN website, [www.acenursing.org](http://www.acenursing.org).

### MISSION STATEMENT

The mission of the Hunt School of Nursing is to enhance the health status of the global community by preparing individuals to practice holistic and professional nursing through the provision of student-centered programs of study for a diverse student population that promotes academic excellence within a Christian, private, liberal arts setting utilizing teamwork and community engagement.

### MAJOR FIELDS OF STUDY

Accelerated Bachelor of Science in Nursing  
RN to BSN

## ACCELERATED BACHELOR OF SCIENCE IN NURSING

<b>REQUIRED MAJOR HOURS</b>	<b>63</b>
<b>REQUIRED MINOR HOURS</b>	<b>NONE</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>63</b>

**PRESCRIBED COURSES ATTAINABLE  
IN GEN ED: NONE**

### STUDENT LEARNING OUTCOMES

Graduates of the Accelerated Bachelor of Science in Nursing Program will:

1. Utilize critical thinking, quality improvement, and informatics to provide safe, evidence-based, holistic nursing care.
2. Collaborate effectively with clients, families, and the interdisciplinary team to ensure continuous, high quality, client-centered care.

3. Manage the delivery of nursing care with respect to diverse cultures and belief systems for client populations in varied health care settings.
4. Execute professional nursing care adhering to principles of the American Nurses Association (ANA) nursing code of ethics and standards of practice.
5. Utilize leadership, research, and service to provide evidence-based nursing care to diverse populations using knowledge of current healthcare policies.

## ADMISSION REQUIREMENTS

The best-qualified applicants are selected from those who apply to the Hunt School of Nursing. Waiting lists for acceptance are established as necessary. The Hunt School of Nursing Admissions Committee considers academic performance, courses completed, and other factors in determining qualified applicants. Minimum criteria for full admission to the ABSN program are as follows:

1. A bachelor's degree, in any area of study, from an accredited institution. The degree must be conferred prior to the admission application deadline.
2. GPA of 3.0 on a 4.0 scale for the last 64 hours of undergraduate or graduate coursework.
3. Completion of the following pre-requisite courses with a minimum grade of "C" in college: Human Anatomy & Physiology I (BIO 203), Human Anatomy & Physiology II (BIO 204), General Psychology (PSY 201), Developmental Psychology (PSY 206), and a Religion course (REL). Only courses recognized as equivalent courses by the university will satisfy this pre-requisite requirement.
4. Satisfactory criminal background history results for all states of residence for the past ten years.

Any allegations or charges of misdemeanors or a felony that occurs after the Criminal Background History results have been submitted must be reported to the Hunt School of Nursing immediately. Clinical sites have the right to deny a student's access based on the criminal background. This denial would result in the student's inability to successfully complete the nursing program

In addition, the following criteria must be met before beginning nursing courses.

1. CNA I: Must be completed prior to beginning nursing courses in the Summer semester for ABSN students.
2. Satisfactory physical and mental health, immunizations required by the University and Hepatitis B, Varicella (Chicken Pox) titer showing immunity or documentation of Varicella immunization, 2 step Tuberculin test (PPD), and annual influenza immunization.

3. Satisfactory drug screening: This is a requirement for the healthcare facilities where students complete the clinical components for the nursing program. Clinical sites have the right to deny a student's access. Drugs screens older than 30 days from the start of nursing coursework will not be accepted.
4. CPR Certification for Healthcare Providers through American Heart Association: Must be completed prior to beginning nursing courses in the Summer semester for ABSN students.

Students transferring in any required courses are required to meet all of the admission criteria and are subject to Gardner-Webb's transfer credit policy. Progression criteria for currently enrolled students in the Hunt School of Nursing are listed in the Pre-licensure Handbook. Eligibility for licensure as a Registered Nurse includes clinical, mental, and physical competence and freedom from conviction of felonious or other serious legal acts, including substance abuse, as outlined in the North Carolina Nursing Practice Act 2009.

NOTE: All states have similar stipulations. Students enrolled at Gardner-Webb University who wish to enroll in the nursing program must apply through the Admissions Office.

A student who has previously earned a bachelor's degree from an accredited institution and has been admitted to the Gardner-Webb University ABSN program is not required to complete the traditional undergraduate General Education requirements at Gardner-Webb.

## REQUIRED MAJOR HOURS

NUR 239 Nursing Assessment	2
NUR 240 Nursing Assessment Lab	1
NUR 261 Introduction to Nursing	4
NUR 262 Introduction to Nursing Lab	1
NUR 263 Introduction to Nursing Practicum	1
NUR 300 Concepts in Professional Nursing	2
NUR 307 Communication Skills in Nursing	3
NUR 339 Pharmacology in Nursing Practice	2
NUR 340 Nutrition in Nursing Practice	2
NUR 342 Adult Health I Lab	1
NUR 343 Adult Health 1 Practicum	2
NUR 344 Adult Health 1	4
NUR 345 Mental Health Nursing	3
NUR 361 Maternal/Child Nursing	6
NUR 362 Maternal/Child Nursing Lab	1
NUR 363 Maternal/Child Nursing Practicum	2
NUR 441 Nursing Care of the Older Adult	3
NUR 442 Nursing Trends and Issues	3
NUR 443 Essentials of Public Health and Community Nursing	3
NUR 444 Public Health and Community Nursing Practicum	1



NUR 460 Essentials of Nursing Management/Leadership	3
NUR 461 Adult Health II	6
NUR 462 Adult Health II Lab	1
NUR 463 Adult Health II Practicum	3
NUR 470 Research for Evidence-based Practice	3
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>63</b>
<b>TOTAL PROGRAM HOURS</b>	<b>63</b>
<b>RN TO BSN</b>	
<b>REQUIRED MAJOR HOURS</b>	<b>30</b>
<b>REQUIRED MINOR HOURS</b>	<b>NONE</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>30</b>
<b>PRESCRIBED COURSES ATTAINABLE IN GEN ED: NONE</b>	

NOTE: Hours may vary depending on transfer credit awarded.

## STUDENT LEARNING OUTCOMES

Graduates of the RN to BSN Degree Completion Program will:

1. Utilize critical thinking, quality improvement, and informatics to provide safe, evidence-based, holistic nursing care.
2. Collaborate effectively with clients, families, and the interdisciplinary team to ensure continuous, high quality, client-centered care.
3. Manage the delivery of nursing care with respect to diverse cultures and belief systems for client populations in varied health care settings.
4. Execute professional nursing care adhering to principles of the American Nurses Association (ANA) nursing code of ethics and standards of practice.
5. Utilize leadership, research, and service to provide evidence-based nursing care to diverse populations using knowledge of current healthcare policies.

## ADMISSION REQUIREMENTS

Students applying for admission to the RN to BSN program must apply through the Degree Completion Admissions Office.

Program admission criteria include the following

1. Completion of an associate degree with a major in nursing or a hospital diploma nursing program. Graduates of Diploma/ADN nursing programs may earn a maximum of 40 hours of nursing credit (25 hours applied as basic to baccalaureate nursing courses and 15 hours of nursing electives) upon successful completion of nine hours of nursing through Gardner- Webb University;
2. Current, unrestricted RN licensure;

3. One year of nursing experience within the past five years or completion of a nursing program within the past year;
4. GPA of at least a 2.5 on all previous college-level courses;
5. Submission of urine drug screen prior to clinical or practicum experiences;
6. Immunizations as required by the University and the Hunt School of Nursing; and
7. Proof of satisfactory criminal background check.

For detailed information on admission, transfer credit, and advanced placement for the RN to BSN program, contact:

Degree Completion Admissions Office  
Gardner-Webb University  
P.O. Box 1896  
Boiling Springs, NC 28017  
Phone: (704) 406-4625

Registered Nurses with a bachelor's degree in another discipline are eligible for admission to the Master of Science in Nursing (MSN) Program. See the Graduate section of this catalog for information or contact Graduate Admissions at 704-406-3987.

## REQUIRED MAJOR HOURS

NUR 300 Concepts of Professional Nursing	3
NUR 301 Research in Nursing	3
NUR 312 Advanced Health Assessment	2
NUR 303 Trends in Health Care	3
NUR 307 Communication Skills in Nursing	3
NUR 402 Nursing Care of the Older Adult	3
NUR 403 Leadership/Management in Nursing	4
NUR 409 Senior Seminar	3
NUR 412 Community and Public Health Nursing	4
NUR 415 Community and Public Health Nursing Practicum	2
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>30</b>
<b>TOTAL PROGRAM HOURS</b>	<b>30</b>

As with all Degree Completion majors, approximately half of the Nursing degree consists of the General Education curriculum (see General Education Requirements), providing 30 hours of nursing towards the 128 hours required to graduate. (Nursing 307 satisfies the DCP General Education requirements for oral/visual communication and for computer literacy). A student must complete 30 hours in the Nursing Studies Major.

## RN TO MSN

The RN to MSN program is designed to allow students to achieve their baccalaureate degree and work toward their MSN degree. This program of study allows nurses to apply

six hours of graduate course credit to the BSN degree. Two courses in the Master of Science in Nursing Program may be substituted for two courses in the RN to BSN Program allowing students to graduate with their BSN degree and complete their MSN Program in 30 additional credit hours of courses. NURS 501 Nursing and Health Care Systems and Issues (3H) may be substituted for NURS 303 Trends in Health Care (3H), and NURS 500 Theoretical Basis for Advanced Practice (3H) may be substituted for 3 credit hours of NURS 300 Concepts in Professional Nursing.

# GODBOLD SCHOOL OF BUSINESS

## BROYHILL UNDERGRADUATE SCHOOL OF MANAGEMENT

Dean: M. Taylor  
 Director of Undergraduate Programs: E. Godfrey

**FACULTY**  
*Professors: S. Camp, D. Caudill, E. Godfrey, C. Metcalf, A. Negbenebor, F. Policastro, R. Spear*  
*Associate Professors: G. Gilsdorf, S. Johnson, L. Xiao, P. Nall*  
*Assistant Professors: S. Kim, S. Gathers, A. Smith, C. Sutton*  
*Instructors: G. Dib, S. Mankins, M. Taylor*

Nationally Accredited by the Association of Collegiate Business Schools and Programs, the Broyhill Undergraduate School of Management became the University's first endowed school in 1981 with a gift from the Broyhill Foundation of Hickory, North Carolina.

### MISSION STATEMENT

The Godbold School of Business provides undergraduate and graduate professional training within the scope of a Christian-based, liberal arts university, building on the skills in learning and critical thinking that the liberal arts foster.

### MAJOR FIELDS OF STUDY

- Accounting
- Business Administration
- Computer Information Systems
- Healthcare Management
- Entrepreneurship
- Wealth Management

The Degree Completion Program within the Godbold School of Business offers five majors which require an academic background in business and additional specialty courses within the individual majors. A multidisciplinary common professional core component is required of all business students consisting of coursework in the following areas: Accounting Principles I and II, Principles of Economics I and II, Principles of Management, Principles of Marketing,

Management Information Systems, International Business, Legal Environment, Statistics, Quantitative Methods, Financial Management, and Business Strategy. These courses are represented within prerequisite requirements, DCP General Education requirements, or major requirements.

All business students are expected to complete Math 316 within the DCP General Education requirements. Any business student not having completed college coursework in algebra must take Math 300. A minimum grade of "C" (2.0) is required in major courses, Math 300 and 316 courses, and prerequisite courses specified by the business major, whether taken at Gardner-Webb or transferred from another institution.

### MINOR FIELDS OF STUDY

The Broyhill Undergraduate School of Management offers minors in some business disciplines which can be taken by business majors and non-business majors.

- Computer Information Systems
- Healthcare Administration
- Management
- Marketing

<b>ACCOUNTING</b>	
<b>COMMON PROFESSIONAL COMPONENT</b>	<b>36</b>
<b>ACCOUNTING HOURS</b>	<b>21</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>3-6</b>
<b>TOTAL PROGRAM HOURS</b>	<b>60-63</b>
<b>PRESCRIBED COURSES ATTAINABLE IN GEN ED: MTH 316</b>	

NOTE: Hours may vary depending on transfer credit awarded.

The Bachelor of Science Degree in Accounting, offered through Gardner-Webb's Broyhill Undergraduate School of Management, provides a fully-accredited baccalaureate degree for those wishing to pursue a career in accounting. With a degree in accounting, the graduate can pursue entry-level positions with public accounting firms, banks, and a host of other financial institutions. The curriculum helps prepare the student to take professional exams such as the CPA, CMA and CFA. The DCP curriculum in Accounting is designed as an intensive, quantitatively-approached method, with a concentration in both the science of accounting and business administration.

### STUDENT LEARNING OUTCOMES

To accomplish the mission of the Godbold School of Business in individual courses within the Degree Completion Program, students completing a course in accounting will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial,

and analytical skills in accounting are vital for success.

2. Learn new managerial skills in accounting that require knowledge of computerized technology applications in business.
3. Respond to changes in accounting in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

## COMMON PROFESSIONAL COMPONENT

ACC 213 Principles of Accounting I	3
ACC 214 Principles of Accounting II	3
BAD 300 Legal Environment of Business	3
BAD 304 Business Statistics	3
BAD 305 Quantitative Methods	3
BAD 312 Financial Management	3
BAD 318 Principles of Marketing	3
BAD 360 International Business	3
BAD 480 Business Strategy	3
CIS 300 Management Information Systems	3
ECO 204 Microeconomics	3
MGT 316 Principles of Management	3

**TOTAL COMMON PROFESSIONAL COMPONENT HOURS** **36**

## ACCOUNTING HOURS

ACC 313 Intermediate Accounting I	3
ACC 314 Intermediate Accounting II	3
ACC 315 Cost Accounting	3
ACC 400 Accounting Information Systems	3
ACC 425 Federal Income Tax I	3
ACC 435 Advanced Accounting	3
ACC 450 Auditing	3

**TOTAL ACCOUNTING HOURS** **21**

## ADDITIONAL HOURS REQUIRED

ECO 203 Principles of Economics I	3
MTH 300 or college math transfer course is required for any student without college algebra. If student transfers in MTH 316, this requirement is waived.	3

**TOTAL ADDITIONAL HOURS REQUIRED** **3-6**

**TOTAL PROGRAM HOURS** **60-63**

NOTE: At least half of the accounting courses listed above must be taken at Gardner-Webb University. A grade of "C" or better is required in prescribed General Education courses and all courses required for the program.

As with all DCP majors, approximately half of the Accounting track consists of our General Education curriculum (see General Education Requirements). A student must complete 33 hours in the Accounting major, 15 of which must be completed with the University.

## BUSINESS ADMINISTRATION

<b>COMMON PROFESSIONAL COMPONENT</b>	<b>36</b>
<b>BUSINESS ADMINISTRATION HOURS</b>	<b>21</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>3-6</b>
<b>TOTAL PROGRAM HOURS</b>	<b>60-63</b>

## PREScribed COURSES ATTAINABLE IN GEN ED: MTH 316

NOTE: Hours may vary depending on transfer credit awarded.

The Bachelor of Science Degree with a major in Business Administration, offered through Gardner-Webb's Broyhill Undergraduate School of Management, provides a comprehensive study of business principles as related to marketing, administration and management. With a four-year degree in Business, one can pursue employment opportunities in a variety of supervisory and entry-level management positions, including public accounting firms, wholesalers, retailers, banks and insurance companies.

## STUDENT LEARNING OUTCOMES

To accomplish the mission of the Godbold School of Business in individual courses within the Degree Completion Program, students completing a course in business administration will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in business administration are vital for success;
2. Learn new managerial skills in business administration that require knowledge of computerized technology applications in business; and
3. Respond to changes in business administration in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

## COMMON PROFESSIONAL COMPONENT

ACC 213 Principles of Accounting I	3
ACC 214 Principles of Accounting II	3
BAD 300 Legal Environment of Business	3
BAD 304 Business Statistics	3
BAD 305 Quantitative Methods	3
BAD 312 Financial Management	3
BAD 318 Principles of Marketing	3
BAD 360 International Business	3
BAD 480 Business Strategy	3
CIS 300 Management Information Systems	3
ECO 204 Microeconomics	3
MGT 316 Principles of Management	3

**TOTAL COMMON PROFESSIONAL COMPONENT HOURS** **36**

## BUSINESS ADMINISTRATION HOURS

MGT 410 Entrepreneurship	3
MGT 416 Operations Management	3
MGT 485 Leadership	3
BAD 325 Business Communications Applications	3

### CHOOSE THREE OF THE FOLLOWING

BAD 340 Integration of Faith, Ethics and Business	3
MGT 400 Human Resource Management	3
MGT 403 Human Behavior in Organizations	3
MKT 466 International Marketing	3

**TOTAL BUSINESS ADMINISTRATION HOURS** 21

## ADDITIONAL HOURS REQUIRED

ECO 203 Principles of Economics I	3
*MTH 300 or college math transfer course is required for any student without college algebra. If student transfers in MTH 316, this requirement is waived.	3

**TOTAL ADDITIONAL HOURS REQUIRED** 3-6

**TOTAL PROGRAM HOURS** 60-63

NOTE: At least half of the business administration courses listed above must be taken at Gardner-Webb University. A grade of "C" or better is required in prescribed General Education courses and all courses required for the program.

As with all DCP majors, approximately half of the Business Administration track consists of our General Education curriculum (see General Education Requirements). A student must complete 33 hours in the Business Administration major, 15 of which must be completed with the University.

## COMPUTER INFORMATION SYSTEMS

**COMMON PROFESSIONAL COMPONENT** 36

**COMPUTER INFORMATION SYSTEMS HOURS** 21

**ADDITIONAL PROGRAM HOURS** 3-6

**TOTAL PROGRAM HOURS** 60-63

### PRESCRIBED COURSES ATTAINABLE IN GEN ED: MTH 316

NOTE: Hours may vary depending on transfer credit awarded.

The Bachelor of Science Degree in Computer Information Systems (CIS), offered through Gardner-Webb's Broyhill Undergraduate School of Management, provides a fully-accredited baccalaureate degree for those wishing to pursue a career in management information systems. Computer information systems is one of the fastest growing areas of study, as well as one offering plentiful career opportunities. The program provides students with training in business knowledge, information technologies, and management skills to solve business problems and achieve strategic objectives in organizations. Graduates with a degree in Computer Information Systems can pursue a wide array of positions in

systems development, Internet and network technologies, information management, and business consulting.

## STUDENT LEARNING OUTCOMES

To accomplish the mission of the Godbold School of Business in individual courses within the Degree Completion Program, students completing a course in computer information systems will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in computer information systems are vital for success;
2. Learn new managerial skills in computer information systems that require knowledge of computerized technology applications in business; and
3. Respond to changes in computer information systems in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

## COMMON PROFESSIONAL COMPONENT

ACC 213 Principles of Accounting I	3
ACC 214 Principles of Accounting II	3
BAD 300 Legal Environment of Business	3
BAD 304 Business Statistics	3
BAD 305 Quantitative Methods	3
BAD 312 Financial Management	3
BAD 318 Principles of Marketing	3
BAD 360 International Business	3
BAD 480 Business Strategy	3
CIS 300 Management Information Systems	3
ECO 204 Microeconomics	3
MGT 316 Principles of Management	3

**TOTAL COMMON PROFESSIONAL COMPONENT HOURS** 36

## COMPUTER INFORMATION SYSTEMS HOURS

CIS 371 Systems Analysis and Design	3
CIS 432 Information Systems Project Management	3
CIS 433 Database Management	3
CIS 470 Strategic Information Management	3

### CHOOSE THREE OF THE FOLLOWING

ACC 400 Accounting Information Systems	3
ACC 430 Forensic Accounting	3
CIS 485 Topics in Management Information Systems	3
FIN 320 Risk Management and Insurance	3
MKT 410 Marketing Research	3



Any other data-intensive business course	3
<b>TOTAL COMPUTER INFORMATION SYSTEMS HOURS</b>	<b>21</b>
<b>ADDITIONAL HOURS REQUIRED</b>	
ECO 203 Principles of Economics I	3
MTH 300 or college math transfer course is required for any student without college algebra. If student transfers in MTH 316, this requirement is waived.	3
<b>TOTAL ADDITIONAL REQUIRED HOURS</b>	<b>3-6</b>
<b>TOTAL PROGRAM HOURS</b>	<b>60-63</b>

NOTE: At least half of the computer information systems courses listed above must be taken at Gardner-Webb University. A grade of "C" or better is required in prescribed General Education courses and all courses required for the program.

As with all DCP majors, approximately half of the Computer Information Systems track consists of our General Education curriculum (see General Education Requirements). A student must complete 33 hours in the Computer Information Systems major, 15 of which must be completed with the University.

<b>ENTREPRENEURSHIP</b>	
<b>COMMON PROFESSIONAL COMPONENT</b>	<b>36</b>
<b>ENTREPRENEURSHIP HOURS</b>	<b>21</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>3-6</b>
<b>TOTAL PROGRAM HOURS</b>	<b>60-63</b>
<b>PRESCRIBED COURSES ATTAINABLE IN GEN ED: MTH 316</b>	

NOTE: Hours may vary depending on transfer credit awarded.

The Bachelor of Science Degree with a major in Entrepreneurship, offered through Gardner-Webb's Broyhill Undergraduate School of Management, provides a comprehensive study of Entrepreneurship by encouraging and equipping students to bring ethics, faith, service and leadership into the business community. With a four-year degree in Entrepreneurship, this course of study will help to prepare graduates to make significant contributions for God and humanity in a rapidly changing global business environment where job-creation and economic development are current and critical needs.

## STUDENT LEARNING OUTCOMES

To accomplish the mission of the Godbold School of Business in individual courses within the Degree Completion Program, students completing a course in entrepreneurship will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial,

and analytical skills in entrepreneurship are vital for success.

2. Learn new managerial skills in entrepreneurship that require knowledge of computerized technology applications in business.
3. Respond to changes in entrepreneurship in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

## COMMON PROFESSIONAL COMPONENT

ACC 213 Principles of Accounting I	3
ACC 214 Principles of Accounting II	3
BAD 300 Legal Environment of Business	3
BAD 304 Business Statistics	3
BAD 305 Quantitative Methods	3
BAD 312 Financial Management	3
BAD 318 Principles of Marketing	3
BAD 360 International Business	3
BAD 480 Business Strategy	3
CIS 300 Management Information Systems	3
ECO 204 Microeconomics	3
MGT 316 Principles of Management	3

**TOTAL COMMON PROFESSIONAL COMPONENT HOURS** **36**

## ENTREPRENEURSHIP HOURS

ENT 410 Entrepreneurship	3
ENT 350 Enterprise Creation	3
ENT 360 Enterprise Growth	3
ENT 430 Enterprise Funding	3
ENT 440 Enterprise Marketing	3
ENT 460 Enterprise Strategy	3
MGT 485 Leadership	3

**TOTAL ENTREPRENEURSHIP HOURS** **21**

## ADDITIONAL HOURS REQUIRED

ECO 203 Principles of Economics I	3
MTH 300 or college math transfer course is required for any student without college algebra. If student transfers in MTH 316, this requirement is waived.	3

**TOTAL ADDITIONAL HOURS REQUIRED** **3-6**  
**TOTAL PROGRAM HOURS** **60-63**

NOTE: At least half of the entrepreneurship courses listed above must be taken at Gardner-Webb University. A grade of "C" or better is required in prescribed General Education courses and all courses required for the program.

As with all Degree Completion Program majors, approximately half of the Entrepreneurship track consists of our General Education curriculum (see General Education Requirements). A student must complete 33 hours in the Entrepreneurship major, 15 of which must be completed with the University.

## HEALTHCARE MANAGEMENT

COMMON PROFESSIONAL COMPONENT	36
HEALTHCARE MANAGEMENT HOURS	21
ADDITIONAL PROGRAM HOURS	3-6
<b>TOTAL PROGRAM HOURS</b>	<b>60-63</b>

### **PRESCRIBED COURSES ATTAINABLE IN GEN ED: MTH 316**

NOTE: Hours may vary depending on transfer credit awarded.

The Bachelor of Science Degree with a major in Healthcare Management, offered through Gardner-Webb's Broyhill Undergraduate School of Management, provides a fully-accredited baccalaureate degree for those wishing to pursue a career in Healthcare Management.

Healthcare Management is designed to prepare individuals who have a health-related and/or business education background to assume positions in healthcare management and to recognize and to respond to the emerging health needs of a changing society.

## STUDENT LEARNING OUTCOMES

To accomplish the mission of the Godbold School of Business in individual courses within the Degree Completion Program, students completing a course in healthcare management will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in healthcare management are vital for success;
2. Learn new managerial skills in healthcare management that require knowledge of computerized technology applications in business; and
3. Respond to changes in healthcare management in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

## COMMON PROFESSIONAL COMPONENT

ACC 213 Principles of Accounting I	3
ACC 214 Principles of Accounting II	3
BAD 300 Legal Environment of Business	3
BAD 304 Business Statistics	3
BAD 305 Quantitative Methods	3
BAD 312 Financial Management	3
BAD 318 Principles of Marketing	3
BAD 360 International Business	3
BAD 480 Business Strategy	3
CIS 300 Management Information Systems	3
ECO 204 Microeconomics	3
MGT 316 Principles of Management	3

## TOTAL COMMON PROFESSIONAL COMPONENT HOURS 36

## HEALTHCARE MANAGEMENT HOURS

HMG 200 Introduction to Healthcare Management	3
HMG 303 Econ/Finance for Healthcare Management	3
HMG 310 Diversity and Culture	3
HMG 315 Healthcare Quality Seminar	3
HMG 400 International Health	3
HMG 410 Healthcare Law and Ethics	3

### **CHOOSE ONE OF THE FOLLOWING**

MGT 400 Human Resource Management	3
MGT 403 Human Behavior in Organizations	3
MGT 485 Leadership	3

## **TOTAL HEALTHCARE MANAGEMENT HOURS 21**

## ADDITIONAL HOURS REQUIRED

ECO 203 Principles of Economics I	3
MTH 300 or college math transfer course is required for any student without college algebra. If student transfers in MTH 316, this requirement is waived.	

## **TOTAL ADDITIONAL HOURS REQUIRED 3-6**

## **TOTAL PROGRAM HOURS 60-63**

NOTE: At least half of the healthcare management courses listed above must be taken at Gardner-Webb University. A grade of "C" or better is required in prescribed General Education courses and all courses required for the program.

As with all DCP majors, approximately half of the Healthcare Management track consists of our General Education curriculum (see General Education Requirements). A student must complete 33 hours in the Healthcare Management major, 15 of which must be completed with the University.

## WEALTH MANAGEMENT

COMMON PROFESSIONAL COMPONENT	36
WEALTH MANAGEMENT HOURS	21
ADDITIONAL HOURS REQUIRED	3-6
<b>TOTAL PROGRAM HOURS</b>	<b>60</b>

### **PRESCRIBED COURSES ATTAINABLE IN GEN ED: MTH 316**

NOTE: Hours may vary depending on transfer credit awarded.

The Bachelor of Science Degree with a major in Wealth Management, offered through Gardner-Webb's Broyhill Undergraduate School of Management, provides a fully accredited baccalaureate degree for those wishing to pursue a career in Wealth Management.

## STUDENT LEARNING OUTCOMES

To accomplish the mission of the Godbold School of Business

1. Adapt themselves in entry-level professional career positions in business, government and other areas of human endeavor where organizational, managerial, and analytical skills in wealth management are vital for success.
2. Learn new managerial skills in wealth management that require knowledge of computerized technology application in wealth management.
3. Respond to changes in wealth management in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

## COMMON PROFESSIONAL COMPONENT

ACC 213 Principles of Accounting I	3
ACC 214 Principles of Accounting II	3
BAD 300 Legal Environment of Business	3
BAD 304 Business Statistics	3
BAD 305 Quantitative Methods	3
BAD 312 Financial Management	3
BAD 318 Principles of Marketing	3
BAD 360 International Business	3
BAD 480 Business Strategy	3
CIS 300 Management Information Systems	3
ECO 204 Microeconomics	3
MGT 316 Principles of Management	3

**TOTAL COMMON PROFESSIONAL COMPONENT HOURS** **36**

## WEALTH MANAGEMENT HOURS

WMG 301 Principles of Financial Planning	3
WMG 320 Risk Management and Insurance Planning	3
WMG 325 Estate Planning	3
WMG 330 Retirement Planning	3
WMG 420 Investment Planning	3
WMG 425 Tax Planning	3
WMG 450 Capstone Case in Financial Planning	3
WMG 302 Wealth Management Markets & Strategies	3

**TOTAL WEALTH MANAGEMENT HOURS** **24**

## ADDITIONAL HOURS REQUIRED

ECO 203 Principles of Economics I	3
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MTH 300 or college math transfer course is required for any students without college algebra. If student transfers MTH 316, this requirement is waived.

**TOTAL ADDITIONAL HOUR REQUIRED** **3-6**

**TOTAL PROGRAM HOURS** **60-63**

NOTE: At least half of the wealth management courses listed above must be taken at Gardner-Webb University. A grade of "C" or better is required in prescribed General Education courses and all courses required for the program. As with all

Degree Completion Program majors, approximately half of the Wealth Management track consists of our General Education curriculum (see General Education Requirements). A student must complete 33 hours in the Wealth Management major, 15 of which must be completed with the University.

## COMPUTER INFORMATION SYSTEMS MINOR (18 HOURS)

MGT 316 Principles of Management\*

CIS 300 Management Information Systems\*\*

### CHOOSE FOUR OF THE FOLLOWING

CIS 433 Database Management

CIS 371 Systems Analysis and Design

CIS 432 Information Systems Project Management

CIS 485 Computer Information Systems Topics

ACC 400 Accounting Information Systems

ACC430 Forensic Accounting

FIN 320 Risk Management and Insurance

MKT 410 Marketing Research

Any other data-intensive business course

\*Can be replaced with CIS elective above if MGT 316 was previously taken

\*\*Can be replaced with CIS elective above if CIS 300 was previously taken

## HEALTHCARE ADMINISTRATION MINOR (18 HOURS)

HMG 200 Introduction to Healthcare Management	3
HMG 310 Diversity and Culture in Healthcare Management	3
HMG 315 Healthcare Quality Seminar	3
HMG 400 Healthcare Law and Ethics	3
HMG 410 Introduction to International Health	3
MGT 485 Leadership	3

## MANAGEMENT MINOR (18 HOURS)

### CHOOSE SIX OF THE FOLLOWING:

MGT 316 Principles of Management*	3
MGT 416 Operations	3
MGT 410 Entrepreneurship	3
MGT 403 Human Behavior in Organizations	3
MGT 400 Human Resources	3
MGT 450 Leadership	3
HMG 200 Intro to Healthcare Management	3
SMG 218 Intro to Sports Management	3
MKT 404 Sales Management	3

\*Required if not taken as part of the CPC for School of Business majors.

## MARKETING MINOR (18 HOURS)

### CHOOSE SIX OF THE FOLLOWING:

MKT 300 Principles of Marketing*	3
MKT 466 International Marketing	3
MKT 485 Topics In Marketing	3

MKT 404 Sales Management	3
MKT 310 Sport Marketing	3
MKT 410 Market Research	3
MKT 302 Consumer Behavior	3
MKT 304 Advertising and Promotion	3
MKT 420 Market Management	3

*\*Required if not taken as part of the CPC for School of Business majors*

When the student's primary major requires the same course as a course required by the minor, the duplication will be resolved by selecting substitute courses in the same field of study approved by the student's advisor.

## SCHOOL OF EDUCATION

*Dean: P. Bull*

*Associate Dean for Undergraduate Programs and Director of Clinical Experiences: J. Parker*

*School of Education Assessment Coordinator: L. Boyles*

*Director of Undergraduate Curricular Innovation: K. Clark*

*Coordinator of Elementary Education Degree Completion Program: L. Wesson*

*Chair of Professional Education Committee: J. Hamilton*

*Licensure Specialist: S. Oprea*

## FACULTY

*Professors: P. Bull, L. Wesson*

*Associate Professors: J. Parker, L. Nanney*

*Assistant Professor: K. Clark*

## MISSION

The Gardner-Webb University School of Education equips candidates to impact communities through innovative, collaborative leadership by applying principles of learning and continuous improvement to foster meaningful intellectual thought, critical analysis, spiritual challenge, and preparation for success within a diverse world.

## VISION

Gardner-Webb University School of Education is a premier catalyst for positive, sustainable change.

## VALUES

The Gardner-Webb University School of Education consists of members dedicated to demonstrating innovation, creativity, teamwork, problem solving, flexibility, adaptability, and a commitment to continuous learning. Specifically, these knowledge practices include:

1. Principles of ongoing reflection, continuous improvement, and evidence-based decision-making;
2. Caring relationships characterized by high ethical standards, collaboration, and shared decision-making;

3. Leadership skills focused on social and emotional intelligence, understanding group dynamics within diverse communities, and facilitating meaningful individual and collective development; and
4. Interactive learning environments utilizing innovative and appropriate tools and strategies to expand opportunities for individual and collective development.

## CONCEPTUAL FRAMEWORK OF TEACHER PREPARATION

Within a Christian environment, the Gardner-Webb University School of Education strives to develop reflective and ethical educators who are knowledgeable in content, respectful of diversity, proficient in technology, and skilled in meeting the needs of all students. Graduates of Gardner-Webb's School of Education should be 21st century leaders in every aspect of their profession, having the instructional, technological and collaborative communication skills to deliver relevant and rigorous content in a forward-thinking context that assures student learning (NC State Board of Education, 2006).

Within the framework of the liberal arts and sciences curriculum, the School of Education at Gardner-Webb University offers undergraduate majors in Birth-Kindergarten, Elementary, and Middle Grades Education. The professional education minor is a required program of study for students seeking licensure at the secondary level (9-12) in the areas of English, History, Mathematics, and Social Studies. Successful completion of the professional education minor is required for students seeking licensure at the K-12 level in the special subject areas of French, Music, Physical Education, Spanish, English as a Second Language, and American Sign Language. Candidates who successfully complete these programs apply for the North Carolina Standard Professional 1 (Class A) Teaching License. In addition to the undergraduate programs, qualified candidates may study at the master's, education-specialist, and doctoral levels.

Central to all licensure programs at Gardner-Webb University is a common conceptual framework that provides not only a philosophical foundation that defines our work, but a model of practice that provides definition to the character and skill of our candidates. Built upon the North Carolina Professional Teaching Standards (NCPTS) and the North Carolina Standards for School Executives (NCSSE), our conceptual framework places an emphasis on continual learning within the context of the community. Blueprints showing the relationship of our coursework to state standards at both the graduate and undergraduate level are on file with the North Carolina Department of Public Instruction. Aligning our beliefs with those of Darling-Hammond (2005), we believe



there are three components basic to effective teaching: the learner, knowledge, and assessment.

## **THE LEARNER**

According to Standard II (NCPTS), successful teachers establish a respectful environment for a diverse population of students (NCPTS, 2007). Therefore, effective educators recognize diversity as an asset and understand the relationship of individuality to learning. Not only do they understand human growth and development theory; they also recognize the teaching theory of differentiated instruction relative to the individual needs and diversity of students in today's classrooms (Tomlinson, 2001). As the ability of the learner changes, so must the complexity and rigor of the tasks as well as the assessments.

Recognizing that it is the responsibility of the School of Education to respond to teacher candidates' needs for experiences in a variety of situations and settings, all aspects of a candidate's education, including classroom instruction, clinical experience, and student teaching, are planned and aligned to provide opportunities to understand and prepare for the targeted needs of learners from a wide variety of backgrounds and experiences. Candidates' awareness of student diversity in every area of teaching responsibility, including curriculum and materials selection, lesson planning, assessment, and interaction with students, is an expectation of our institution. Banks et al. contends that while in the past, schools have focused on isolating learners by any number of limiting factors or demographics, today's teacher must focus on inclusion, recognizing that "educators must seek to eliminate disparities in educational opportunities among all students, especially those students who have been poorly served by our current system" (as cited in Darling-Hammond and Bransford, Eds., 2005, p. 223). It is our belief that educating teachers who are prepared to confront disparity wherever it exists is a basic responsibility of our role as teacher educators.

The graduate learner focuses on program-long internships emphasizing working with others to facilitate learning environment needs.

## **KNOWLEDGE**

Standard III (NCPTS) mandates that candidates know the content they teach. The expectation is that graduates of the School of Education will not only possess content knowledge, but they will also acquire the pedagogy necessary to convey the connections and relevance within the content, thereby gaining the ability to facilitate learning, which is Standard IV (NCPTS). This in-depth study of pedagogy will also enable graduates to choose appropriate methodology to enhance particular content. As Darling-Hammond asks, "How can we teach what we do not understand ourselves?" (2005, p. 205). In addition to content knowledge, the School of Education

has the expectation that candidates possess a high degree of self-knowledge about their own professional dispositions developed through ongoing reflective practice. Whether aspiring teacher leaders or future school executives, candidates are encouraged to ask themselves what they are "best in the world at doing" and what they "are deeply passionate about" (Collins, 2001, p. 95). Candidates should possess dispositions toward excellence in school management and instruction. As Collins reiterates, "People are not your most important asset. The right people are" (p. 13). It is the belief of the School of Education that it is our responsibility to support our PK-12 partners by providing them highly qualified school personnel who have the knowledge, skills and dispositions to lead and teach.

Additionally, the School of Education supports candidates in their journey to be lifelong learners. Standard I (NCPTS) delineates teachers as leaders. In order to be a leader in education, candidates must first understand that learning about their craft does not end at graduation. The understanding that the candidate's pursuit of knowledge about the art of teaching has only just begun is conveyed by the School of Education through coursework, modeling, and opportunities for service and leadership through student organizations such as the Student North Carolina Association of Educators and Kappa Delta Pi, the international honor society in education.

Lifelong learning and professional development is further encouraged by the School of Education's support of The Center for Innovative Leadership Development, which is Gardner-Webb University's catalyst for developing the skills of local leaders with proven methods that focus on transforming essential community functions and improving the results and quality of life that communities enjoy. The Center (CILD) provides professional development in a variety of settings for school leaders, most significantly, a summer conference, which attracts school leaders from across the state. The Center also houses and facilitates resource projects with local school systems.

## **ASSESSMENT**

At the heart of effective instruction is the ability to know when learning has been achieved. To this end, candidates should have not only knowledge of a variety of assessments used in their field, but they should also be able to use the data obtained from formative and summative assessments to make informed decisions about content and methodology. Also, in consideration of Standard V (NCPTS), candidates must become reflective practitioners who understand how to analyze this data and determine the effectiveness of their instruction. Such assessment should utilize multiple measures, be continuous and be thoroughly analyzed. It is

the analysis of assessment that provides direction to future learning tasks. “Any activity that requires students to reflect on what they are learning and to share their progress both reinforces the learning and helps them develop insight into themselves as learners. These are keys to enhancing student motivation” (Stiggins et al., 2006). Assessment should not be relegated to formalized summative testing, but should drive targeted effective teaching. The needs of learners are important in planning for instruction as well as assessment. Cohen (1994) writes that assessment promotes “meaningful involvement of students with material that is central to the teaching objectives of a given course. For this meaningful involvement to take place, the goals of the assessment tasks need to reflect the goals of the course, and these goals need to be made clear to the students” (p. 13). Candidates’ utilization and analysis of, and reflection upon data to design lessons are integrated components of Gardner-Webb’s coursework, clinical experiences, and professional practice.

## PROFESSIONAL EDUCATION COMMITTEE

This committee develops and implements policy, approves curricula, and evaluates programs for the undergraduate and graduate education licensure programs within the School of Education. It is composed of faculty members from each school and department offering programs leading to licensure, student representatives, and public school personnel.

## ADMISSION TO THE TEACHER EDUCATION PROGRAM

To be admitted to the Teacher Education Program, the undergraduate degree-seeking candidate must meet the following requirements:

1. File a declaration of intent to major in an area of licensure with the Academic Advising Center immediately after completing UNIV 111;
2. Complete a minimum of 30 cumulative credit hours, with at least 12 hours earned at Gardner-Webb;
3. Complete the Application for Admission to Teacher Education. Candidates must submit application by published deadline;
4. Candidates are required to have (and maintain) an overall GPA of 3.0 in addition to other factors for admission to Teacher Education;
5. Complete EDUC 250 with a grade of “C” or better (a “C-” is not acceptable). The Teacher Education Handbook provides specific guidelines for the pre-service candidate;
6. Obtain the minimum scores on the PRAXIS Core examinations or the SAT/ACT equivalents as required by the School of Education. These scores are subject to change. Applicants must satisfy the score

requirements in effect at the time of admission to the Teacher Education Program;

7. If majoring in Elementary Education, must be enrolled in MATH 205 with a “C” or better and take the General Curriculum Exam for licensure to be considered for admission. Elementary Education applicants do not have to pass the examination for admittance; and
8. Successfully complete the Teacher Education Program Interview.
9. All other requirements as outlined in the Teacher Education Handbook.

*Candidates are not formally admitted to the School of Education until they have met all requirements of the interview.*

## THE PROFESSIONAL SEMESTER

Before beginning the professional semester (which includes the 16-week student teaching experience), the candidate must meet the following requirements:

1. Submit a completed Application for Student Teaching, to include background check and drug screening, on or before the published deadline;
2. Maintain a 3.0 cumulative grade point average;
3. Maintain a grade of “C” (2.0) or better (a “C-” is not acceptable) in all professional education courses; and
4. Complete all requirements for the selected major. Any exceptions must be approved by the Dean of the School of Education or designee. These requirements are described under the appropriate department listing.

Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program. All candidates must be fully admitted into the Teacher Education Program a minimum of two full semesters prior to the semester in which they intend to student teach, ideally no later than the end of the first semester of their junior year.

## CLINICAL EXPERIENCES/STUDENT TEACHING

Student teaching assignments and various clinical experiences required throughout the Teacher Education Program are made by the Director of Clinical Experiences and Student Teaching in surrounding public schools. Candidates are required to comply at all times with clinical experience expectations, including the Code of Ethics for NC Educators, while completing clinical requirements. Transportation to and from these sites is the responsibility of the candidate.

Candidates are not allowed to complete clinical experiences without the permission of the Director of Clinical Experiences. Clinical experiences are tiered and candidates should seek to take courses in the correct order. Students should consult their advisor for additional information.

All candidates, in all teacher education programs, must maintain active classroom liability insurance while completing clinical experiences. Specific requirements regarding classroom liability insurance can be found in the teacher education handbook.

## COMPLETION OF THE TEACHER EDUCATION PROGRAM

Successful completion of coursework and licensure requirements, all major requirements, and the Professional Education Minor, including the professional semester, will qualify candidates for licensure in North Carolina. The candidate is responsible for any out-of-state (NC) licensure requirements.

## NORTH CAROLINA EDUCATOR LICENSURE REQUIREMENTS

To be recommended for Standard Professional 1 (SP1) licensure in the state of North Carolina, a candidate must meet the following requirements:

1. Complete an approved program of study;
2. Obtain minimum scores on the state-required assessments for your licensure area and submit to NC DPI Online Licensure System;
3. Submit the completed application for licensure to the NC DPI Online Licensure System;
4. Provide official transcripts for all college and university work completed at other institutions to the NC DPI Online Licensure System; and
5. Remit the processing fee required by the State of North Carolina at the time of application using NC DPI Online Licensure System.
6. Birth-Kindergarten, Elementary Education, and Middle Grades candidates (and candidates seeking EC licensure) must pass NC licensure exams prior to becoming eligible for licensure. EC candidates must also pass the appropriate PRAXIS exam for EC - General Curriculum (K-12).
7. For candidates wanting to obtain an educator's license in a state other than North Carolina, the candidate must also fulfill all licensure requirements of the state in which licensure is being sought.

## LICENSURE ONLY CANDIDATES

Individuals who hold a baccalaureate degree and wish to obtain a North Carolina Standard Professional 1 license

may apply for admission to the approved program for teacher licensure. The candidate must meet entrance and exit requirements comparable to those required of a degree-seeking candidate in the approved program. A minimum of 21 hours must be taken at Gardner-Webb University to be recommended for licensure by the institution.

## MAJOR FIELDS OF STUDY

Birth-Kindergarten (Licensure and Non-licensure Tracks)  
Elementary Education (K-6)  
Organizational Leadership (Non-Licensure)

## MINOR FIELD OF STUDY

Professional Education

Birth-Kindergarten at Gardner-Webb University is state approved by the North Carolina State Board of Education.

## CONCENTRATION

Exceptional Children (K-12)

## BIRTH-KINDERGARTEN

<b>REQUIRED MAJOR HOURS</b>	<b>43</b>
<b>REQUIRED MINOR HOURS</b>	<b>30</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>73</b>

## PREScribed COURSES ATTAINABLE IN GEN ED: NONE

The Birth-Kindergarten Program at Gardner-Webb University is state approved by the North Carolina State Board of Education. .

The Bachelor of Science in Birth-Kindergarten will prepare candidates to teach in, administer, and direct early learning environments for ages birth-five. This degree will contain one licensure pathway and one non-licensure pathway. Both pathways will have an emphasis on child development and professional education based on the North Carolina State Board approved standards for Birth-Kindergarten Teacher Candidates, the National Association for the Education of Young Children (NAEYC), the NC Foundations for early learning and development, and NC Professional Teaching Standards, as well as 21 st Century knowledge, skills, and

dispositions that prepare educators for the Birth-Kindergarten field. The Birth-Kindergarten program integrates a core set of pedagogy courses, clinical experiences, and practical applications of child development and early learning. Candidates must meet the requirements

listed in the Catalog for entrance into Teacher Education and for entrance into the Professional Semester.

Program goals and student learning outcomes are subject to change based upon data collected and analyzed by School of Education faculty.

## PROGRAM GOALS

1. Candidates will demonstrate the knowledge, skills, and dispositions needed to effectively serve infants, toddlers, and preschoolers in diverse settings.
2. Candidates will apply developmentally, individually, and culturally appropriate practices for children with or without disabilities.
3. Candidates will apply evaluation and assessment processes to measure the development of cognitive, motor, social-emotional, and communication domains.
4. Candidates will develop the skills necessary to become competent members of the early childhood profession by serving as team members and leaders by continually reflecting on their practice.
5. Candidates will apply their knowledge of early childhood development to create an integrated curriculum and responsive environment for all children by connecting with ALL children, with and without disabilities, including those at-risk and their families.
6. Candidates will apply their knowledge of early childhood development to conduct appropriate, ongoing, formal and informal assessments used to guide their instructional design.
7. Candidates will apply specific teaching/learning strategies appropriate for children to design, implement, evaluate, and adapt learning experiences.

## STUDENT LEARNING OUTCOMES

1. Candidates will apply leadership skills to assume leadership roles in an educational setting.
2. Candidates will describe and apply the various stages and substages of growth and development in young children, the unique patterns with which children progress through these stages, and the factors that distinguish the wide range of typical from atypical development.
3. Candidates will explain and create the design and implementation of developmentally appropriate learning environments for young children.
4. Candidates will explain and demonstrate the most effective ways to support families in facilitating their young children's development.
5. Candidates will analyze data, including screening and assessment procedures focused on individual development, and program evaluation.
6. Candidates will synthesize data from screening and assessment procedures to inform instruction.

7. Candidates will apply current instructional principles, research, and appropriate assessment practices to the use of age-appropriate technology and applications.
8. Candidates will differentiate instruction in an effective and appropriate manner.
9. Candidates will implement developmentally appropriate management processes in an educational setting.
10. Candidates will use research and data to adapt instruction.
11. Candidates will be able to demonstrate professional dispositions in varied settings with regard to all members of an organization.

## REQUIRED MAJOR HOURS

BKE 280 Guiding and Supporting Young Learners	4
BKE 260 Observation and Assessment	3
BKE 290 Child Development	3
BKE 270 The Exceptional Child	4
BKE 300 Special Topics: Technology in the BK Environment	3
BKE 360 Child, Family, and Community: Building Supportive Relationships	3
BKE 370 Infants and Toddlers	3
BKE 380 Early Childhood Curriculum	3
BKE 390 Kindergarten Curriculum	3
BKE 410 Language and Literacy for the Young Child	4
BKE 420 Math, Science, Social Studies, and the Arts for Young Children	4
BKE 430 Internship: BK Practice, Procedures, and Policies	3
MTH 204 Math for Elementary Teachers I	3

**TOTAL REQUIRED MAJOR HOURS 43**

## REQUIRED MINOR HOURS

### Professional Education Minor

EDU 250 Teaching in the 21st century	4
EDU 350 Diverse Populations in 21st Century Schools	4
EDU 435 Facilitating Learning in 21st century Elementary and Middle Schools*	4
BKE 440 Professional Administration Seminar OR EDUC 450 Student Teaching** 12	
PSY 301 Child Psychology	3
PSY 303 Educational Psychology	3

**TOTAL REQUIRED MINOR HOURS 30**

**TOTAL PROGRAM HOURS 73**



*\*EDU 435 must be taken the semester prior to student teaching.*

*\*\*EDU 450 must be taken the final semester and no other courses may be taken concurrently.*

Candidates will not be permitted to complete more than 50% of the major or Professional Education minor until they are formally admitted into the Teacher Education Program. Candidates must be admitted into the Teacher Education Program at least one year prior to the student teaching experience.

The School of Education admission process is different than the Gardner-Webb admission process. Candidates are not fully admitted into the School of Education until they have met all requirements of the interview.

Elementary Education at Gardner-Webb University is state approved by the North Carolina State Board of Education.

**ELEMENTARY EDUCATION**

<b>REQUIRED MAJOR HOURS</b>	<b>34</b>
<b>REQUIRED MINOR HOURS</b>	<b>27</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>61</b>
<b>PRESCRIBED COURSES ATTAINABLE IN GEN ED: NONE</b>	

NOTE: Hours may vary depending on transfer credit awarded.

Elementary Education is designed to prepare candidates to become teachers in grades K-6. The program follows the North Carolina Teacher Candidate Standards. Candidates pursuing this major will be prepared to teach in an elementary school setting. Candidates will investigate current educational theory, educational philosophy, and elementary methods. Multiple opportunities will be provided for candidates to observe and teach in PK-12 schools. Candidates must meet the requirements listed in the catalog for entrance into Teacher Education and for entrance into the Professional Semester.

The optional 14-credit-hour concentration in exceptional children prepares candidates to support diverse learners and become successful teachers of exceptional children. In order to be recommended for licensure, candidates must successfully complete a dual student teaching experience (EDU 450) and must pass all Elementary Education and Exceptional Children licensure tests.

The Elementary Education Program at Gardner-Webb University is state approved by the North Carolina State Board of Education.

Students who graduate from the Elementary Education program will demonstrate proficiency in the North Carolina Professional Teaching Standards (NCPTS) as follows:

- 1. Teachers demonstrate leadership;

- 2. Teachers establish a respectful environment for a diverse population of students;
- 3. Teachers know the content they teach;
- 4. Teachers facilitate learning for their students; and
- 5. Teachers reflect on their practice.

**STUDENT LEARNING OUTCOMES**

(Subject to change based on data collected and analyzed by the Elementary Education faculty.)

- 1. Candidates will be able to demonstrate leadership skills to assume leadership roles in an educational setting; (NCTCS I)
- 2. Candidates will be able to apply leadership skills to assume leadership roles in an educational setting; (NCTCS I)
- 3. Candidates will be able to demonstrate the ability to adapt instruction for the diverse needs of learners; (NCTCS II)
- 4. Candidates will be able to differentiate instruction in an effective and appropriate manner; (NCTCS II)
- 5. Candidates will be able to demonstrate advanced content knowledge related to core concepts; (NCTCS III)
- 6. Candidates will be able to implement processes relative to the specific discipline; (NCTCS III)
- 7. Candidates will be able to use formative and summative assessment data to inform instruction; (NCTCS IV)
- 8. Candidates will be able to integrate reading practices and assessments to design and implement an appropriate reading program of instruction; (NCTCS IV)
- 9. Candidates will be able to implement management processes in an educational setting; (NCTCS IV)
- 10. Candidates will be able to reflect critically on performances of others and/or self for the purpose of improvement. (NCTCS V)
- 11. Candidates will use research and data to adapt instruction; (NCTCS V)
- 12. Candidates will be able to design instruction to meet the needs of digital-age learners; (NCTCS V) and
- 13. Candidates will be able to demonstrate professional dispositions in varied settings with regard to all members of an organization. (NCTCS V)

**REQUIRED MAJOR HOURS**

EDU 251 ntroduction to Effective Teaching and Learning	1
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EDU 252 Applying Principles of Effective Teaching and Learning	1
EDU 302 Literacy Foundations	3
EDU 306 Literacy and the Language Arts for K-8	4
EDU 312 Practicum in Literacy*	3
EDU 375 Classroom Leadership Seminar for Elementary and Middle Grades	2
EDU 410 Introduction to Integrated Curriculum and Assessment	3
MTH 204 Mathematics for Elementary Teachers	3
MTH 205 Mathematics for Elementary Teachers II	3
MED 330 Math Methods in 21st century Schools	3
PED 311 Healthful Living for the Elementary Educator Seminar	1
SED 330 Science Methods in 21st century Schools	3
SST 307 Social Studies Methods in 21st Century	3
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>34</b>
<b>REQUIRED MINOR HOURS</b>	
<b>Professional Education Minor</b>	
EDU 250 Teaching in the 21st century	4
EDU 350 Diverse Populations in 21st Century Schools	4
EDU 435 Facilitating Learning in 21st Century Schools*	4
EDU 450 Student Teaching**	12
PSY 303 Educational Psychology	3
<b>TOTAL REQUIRED MINOR HOURS</b>	<b>27</b>
<b>TOTAL PROGRAM HOURS</b>	<b>61</b>
<b>OPTIONAL EXCEPTIONAL CHILDREN CONCENTRATION HOURS</b>	
ECE 270 Critical Components of Special Education	3
ECE 370 Specially Designed Instruction for Exceptional Learners	4
ECE 380 Communication and Collaboration with Stakeholders	3
ECE 425 Providing Instruction – Continuum of Alternative Exceptional Children Placements	4
<b>TOTAL EXCEPTION CHILDREN CONCENTRATION HOURS</b>	<b>14</b>
<i>*EDU 312 and EDU 435 must be taken the semester prior to student teaching.</i>	
<i>**EDU 450 must be taken the final semester and no other courses may be taken concurrently.</i>	

Candidates will not be permitted to complete more than 50% of the major or Professional Education minor until they are formally admitted into the Teacher Education Program. Candidates must be admitted into the Teacher Education Program at least one year prior to the student teaching experience.

The School of Education admission process is different than the Gardner-Webb admission process. The School of Education interview is a secondary admission process specific to the School of Education.

The North Carolina State Board of Education has adopted new teacher standards and required all teacher education programs to be revisioned. Candidates who are already in teacher education can choose to complete the current program or the new program.

## ADDITIONAL INFORMATION

All teacher candidates, regardless of the area of licensure, will be charged a Clinical Assessment Fee in EDU 250 (Teaching in 21st Century Schools) and EDU 450 (Student Teaching). This fee will cover the candidate's subscriptions to TaskStream and Teachscape, as well as the required background checks and drug screening. In addition, Birth-Kindergarten, Elementary and Middle Grades candidates are required to have an iPad or tablet with video capabilities and a Teachscape Mini Kit (sold in the University Campus Shop) for every EDUC course with the exception of EDU 250, Teaching in the 21st century.

All coursework in the education majors (birth-kindergarten and elementary) and in the education minor must have a grade of "C" or better ("C-" is not acceptable).

Proficiencies will be met as students exhibit competency in the following areas:

1. knowledge across all content areas included in the breadth of the Gardner-Webb General Education curriculum and enhanced by the specialty area of the curriculum. The beginning teacher will be broadly and liberally educated and have full command of the content that he or she will teach (NCPTS III);
2. understanding of the unique learning characteristics of children from diverse populations including socioeconomic, linguistic, and cultural backgrounds as well as adapting for the needs of exceptional students (NCPTS II);
3. the ability to plan, adapt, reflect on curriculum theory, and teaching strategies to meet the needs of the K-6 learner (NCPTS III, IV, and V);
4. the ability to organize classroom environments conducive to facilitating and stimulating the lifelong intellectual growth of all children (NCPTS IV);

5. interpersonal skills for the purpose of establishing effective communication in the classroom, in the school, between the home and school, and among the school community (NCPTS I, V);
6. the ability to effectively assess and evaluate student learning and to use results to establish an effective instructional program (NCPTS IV, V);
7. understanding of the teacher's role as a change agent and the relevance of current issues related to teaching as a profession and to schooling in a complex society (NCPTS I, II, IV);
8. knowledge about schools, teaching, and children that increases through carefully planned and supervised field experiences (NCPTS II, IV); and
9. a commitment to service within the school and global community (NCPTS I, V).

## ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All elementary education students transferring under the Comprehensive Articulation Agreement must complete ENG 332; ENG 312; ART 307; MUS 320; PSC 302; BIO 111; CHM 103; MTH 316; and HIS 319.

Equivalences exist within the community college curriculum for each of the above courses. Careful planning prior to transfer can ensure that these licensure requirements are met within the context of the AA degree.

## BACHELOR OF ARTS IN ORGANIZATIONAL LEADERSHIP

<b>REQUIRED MAJOR HOURS</b>	<b>33</b>
<b>REQUIRED MINOR HOURS</b>	<b>NONE</b>
<b>ADDITIONAL PROGRAM HOURS</b>	<b>NONE</b>
<b>TOTAL PROGRAM HOURS</b>	<b>33</b>
<b>PRESCRIBED COURSES ATTAINABLE IN GEN ED: NONE</b>	

The Bachelor of Arts in Organizational Leadership is a liberal arts-based program which examines the practices, theories, issues, and ramifications of leading within an organization. The curriculum provides students with a liberal-arts understanding of leadership in today's complex organizations in the public, private, and not-for-profit sectors and develops in them the knowledge, skills, abilities, and attitudes that are in high demand by employers including the teamwork, collaboration, communication, critical thinking, and interpersonal skills that are hallmarks of effective leaders.

## PROGRAM GOALS

- Students will analyze problems and opportunities to formulate robust solutions in an uncertain business environment;

- Students will evaluate the logic, reason, evidence, and research to make informed organizational decisions;
- Students will effectively lead teams, groups, and organizations;
- Students will generate organizational strategy;
- Students will design leadership development programs as sources of sustainable competitive advantage;
- Students will exemplify team and group dynamics;
- Students will lead change initiatives;
- Students will provide feedback, manage expectations, and delegate effectively;
- Students will foster positive working relationships with peers and superiors;
- Students will establish personal credibility;
- Students will communicate effectively;
- Students will positively and effectively lead discussions, meetings, and dialogue;
- Students will set goals and objectives for personal and employee development;
- Students will demonstrate project assertiveness.

## STUDENT LEARNING OUTCOMES

1. Recognize the concept of leadership and the difference between management and leadership activities.
2. Identify the different indicators of leadership effectiveness.
3. Recognize the leadership activities that impact leadership actions and activities.
4. Evaluate the student's own personal leadership characteristics.
5. Identify and describe the leadership role within fundamental concepts and principles of management.
6. Explain the significance of how historical theories have shaped the practice of leading and managing organizations.
7. Recognize, analyze, and articulate challenges facing modern organizations.
8. Appraise the activities necessary for the planning functions within all levels of an organization.
9. Recognize, analyze, and apply the organizing functions at all levels of an organization.
10. Analyze internal and external environments to determine an organization's condition and select a strategy for improvement.

11. Understand the development of leadership theory and research and identify the most influential theories of leadership and their conceptual underpinnings;
12. Identify contemporary issues related to leadership as well as emerging leadership theories;
13. Use his/her own experience of leadership and emerging self-awareness as a basis for perspective transformation and developmental learning;
14. Create a personal development plan to help develop his/her leadership skills and potential.
15. Articulate their leadership journeys and their crucibles by reflecting upon and framing their life stories and experiences to date.
16. Demonstrate leadership principles, values, and ethical boundaries, and how they will respond under pressure when challenged.
17. Assess what is motivating them, both extrinsically and intrinsically, and articulate the leadership path that will enable them to utilize their motivated capabilities.
18. Analyze and articulate their Personal Development Leadership Plan.
19. Demonstrate a theoretical understanding of the nature of individual and group behavior within organizations
20. Increase their ability to draw conclusions and develop inferences about attitudes and behavior, when confronted with different situations that are common in modern organizations
21. Increase their skill in identifying motives and in discriminating between different behavioral and attitudinal mechanisms that affect members of organizations
22. Cultivate abilities and skills in critical thinking, written communications, verbal discussion and debate , teamwork, and decision making
23. Demonstrate knowledge of various theories of organizational communication by identifying how theories explain organizational practice.
24. Utilize theories and concepts covered in the course to help them understand organizational processes and experiences.
25. Analyze communication problems and potential solutions within organizations.
26. Communicate knowledge about organizational communication.
27. Demonstrate their sensitivity to ethical issues that pervade organizational communication and decision-making and apply this sensitivity to their own organizational experiences.
28. Explain the influence of problem solving techniques, team processes, and environmental conditions on creativity in organizations.
29. Describe the innovation process, including the innovation value chain, the role of champions, and commercializing an innovation.
30. Explain the process involved in managing creativity or innovation effectively and apply this knowledge to your own creative idea or innovation.
31. Analyze organizational practices that facilitate creativity and innovation.
32. Demonstrate case study analysis skills (specifically, identifying critical issues in case studies and applying course material to case studies).
33. Demonstrate the importance of human resource management as a field of study and as a central management function;
34. Articulate the implications for human resource management of the behavioral sciences , government regulations, and court decisions;
35. Demonstrate the elements of the HR function (e.g. recruitment, selection, training and development, etc.) and apply each element' s key concepts & terminology; and
36. Apply the principles and techniques of human resource management gained through this course to the discussion of major personnel issues and the solution of typical case problems.
37. Apply critical thinking skills in resolving ethical issues
38. Describe and analyze ethical issues and dilemma s
39. Demonstrate awareness of one's own values and investigate the interrelationships and tensions that occur between personal, professional and societal values.
40. Employ theoretical frameworks for analyzing ethical situations
41. Apply the principles and practices of interpersonal, group and leadership ethics to situations involving communication, exercise of influence, organizational citizenship and social responsibility.
42. Analyze and discuss contemporary examples of digital culture using digital media theories



43. Assess both positive and negative effects of digital media on individuals, communities, and organizations
44. Explain how digital media affects your personal and professional lives
45. Articulate how digital technology influences social practices, and how people shape digital technology
46. Access resources and services available at GWU's Library Services
47. Outline the steps involved with the information research process
48. Develop a focused research topic
49. Identify key terms and develop a search strategy
50. Search online databases using keywords, subjects, and advanced options
51. Discuss the difference between popular and scholarly resources
52. Evaluate the quality of web-based resources
53. Define, recognize and avoid plagiarism
54. Correctly cite resources using APA style

## REQUIRED MAJOR HOURS

ORL 320 Introduction to Organizational Leadership	3
ORL 330 Organizational Theory	3
ORL 340 Theory and Practice of Leadership	3
ORL 400 Leadership Development	3
ORL 420 Organizational Behavior	3
ORL 430 Organizational Communications	3
ORL 450 Organizational Innovation and Change Management	3
ORL 460 Introduction to Human Resource Management	3
ORL 470 Ethical Leadership	3
ORL 480 Digital Culture and Society	3
ORL 490 Principles of Disciplined Inquiry	3
<b>TOTAL REQUIRED MAJOR HOURS</b>	<b>33</b>

# THE GAYLE BOLT PRICE SCHOOL OF GRADUATE STUDIES

## MISSION

The mission of the Gayle Bolt Price School of Graduate Studies is to provide opportunities for high quality advanced study to individuals holding degrees from regionally accredited institutions, within a context that embraces faith and intellectual freedom, balances conviction with compassion, and inspires in students a love of learning, service, and leadership. The curricula emphasize knowledge of the literature of the discipline and engage students in research and/or professional practice and training experiences.

## GOALS

In order to fulfill its mission, the Gayle Bolt Price School of Graduate Studies has the following goals:

1. To ensure that students receive high quality instruction from graduate faculty who encourage independent, critical thinking and effective communication; who integrate current theories and research into coursework; and who model the scholar and professional as theorist and practitioner;
2. To ensure that the curricula of the various graduate programs provide students with both depth and breadth of content;
3. To ensure that the curricula of the various graduate programs provide students with the opportunity to gain knowledge of the important literature of their academic discipline;
4. To ensure that the curricula of the various graduate programs provide students with the opportunity to engage in research and/or appropriate professional practice and training experiences; and
5. To ensure that students receive accurate, timely, and helpful advising information.

## PROGRAMS

**Business:** Master of Accountancy, Master of Business Administration, International Master of Business Administration, Master of Wealth and Trust Management, dual Master of Business Administration/Master of Divinity, dual Master of Business Administration/Master of Science in Nursing, Doctor of Business Administration; Graduate Certificates in Accounting, Economics, Finance, Healthcare Management, Human Resource Management, International Business, Management, Management Information Systems, Marketing; Post-master's Certificates in Accounting, Economics, Finance, Healthcare Management,

Human Resources Management, International Business, Management, Management Information Systems, Marketing

**Counseling:** Master of Arts in Mental Health Counseling, Master of Arts in School Counseling, dual Master of Arts in Mental Health Counseling/Master of Divinity

**Education:** Master of Arts in Teacher Leadership in Curriculum and Instruction (K-12, with concentrations in Academically and Intellectually Gifted Education, Christian School Education, Elementary Education, Middle Grades Education, Rural Education, Teacher Leadership, Urban Education, Master of Arts in Executive Leadership Studies (K-12), Master of Arts in Instructional Technology, Education Specialist in Executive Leadership, Doctor of Education in Curriculum and Instruction, Doctor of Education in Educational Leadership, Doctor of Education in Organizational Leadership, Post-master's Add-on Licensure in School Administration, Licensure in Academically and Intellectually Gifted Education

**English:** Master of Arts in English (with concentrations in English Education Studies, Literature Studies, Writing Studies), dual Master of Arts in English/Master of Divinity, Graduate Certificate in English

**Nursing:** Master of Science in Nursing Administration, Master of Science in Nursing Education, Master of Science in Nursing Primary Care Family Nurse Practitioner, Doctor of Nursing Practice, dual Master of Science in Nursing/Master of Business Administration; Post-master's certificates in Administration, Education, Primary Care Family Nurse Practitioner

**Physician Assistant Studies:** Master of Physician Assistant Studies

**Religion:** Master of Arts in Religion, dual Master of Arts in Religion/Master of Divinity

**Sport Education:** Master of Arts in Sport Education  
*For programs in Divinity, see the Divinity section of the Catalog.*

## ADMISSION REQUIREMENTS

Application materials are available **online** or from the Graduate Admissions Office. For program-specific requirements, refer to subsequent program sections.

1. Submit an application form along with a \$40 nonrefundable processing fee.
2. Arrange for the required transcripts to be sent directly from each regionally accredited institution

attended. Unofficial transcripts may help expedite the admission process, but full admission will not be granted until official transcripts have been filed.

3. Submit professional references on the program-specific recommendation form downloadable from the Graduate Admissions website. Appropriate references might include (1) current or past professor, (2) current or past supervisor, (3) academic or business professional. (See also the specific program requirements for references.)
4. For applicable programs, arrange for submission of an official report of required standardized test scores. Unofficial scores may help to expedite the admission process, but full admission will not be granted until official scores have been filed.

When an application is complete, it will be evaluated by an admissions committee. The applicant will receive official notification of the committee's decision from the Dean of the School of Graduate Studies. Due to the confidential nature of some items of information required for admission, the University reserves the right to reject any applicant without stating a reason.

## INTERNATIONAL STUDENTS' REQUIREMENTS

In addition to the standard admissions application procedures, international applicants must complete the steps listed below in order to be considered for admission to Gardner-Webb University.

1. Proof of English proficiency in reading and writing must be provided. Test results from the following are accepted.
  - a. Test of English as a Foreign Language (TOEFL) with a minimum score of 500 (paper-based), 173 (computer-based), or 61 (internet-based).
  - b. International English Language Test System (IELTS) with a minimum score of 5.0.
  - c. SAT or ACT scores may be used in lieu of TOEFL or IELTS with minimum scores met.
2. Transcripts of college credit received from institutions outside the United States must first be submitted to World Education Services, Inc., (WES) or an approved similar evaluation service for a course-by-course evaluation before being submitted. Please email [gradschool@gardner-webb.edu](mailto:gradschool@gardner-webb.edu) for a complete list of evaluators. This must be done prior to enrollment at Gardner-Webb.

In addition to the items listed above, international applicants planning to study in the United States must submit the following documentation.

1. Passport - A copy of a current passport is required as part of the admissions material.
2. Visa Status - A copy of any current U.S. visa must be provided.
3. Documents to Show Financial Responsibility - A copy of the most recent bank statement showing sufficient balance to cover financial support for first year of school is required. This can be the bank account of the prospective student, a family member, or other.
4. International Student Information Form - Please submit this completed form with other admissions materials in order for the University to issue a Form I-20. The Form I-20 is necessary for an international applicant to apply for a student visa at the appropriate U.S. embassy or consulate.
5. International Students Transferring from Another U.S. Institution - Please submit the International Student Transfer Form, in addition to the International Student Information Form. Also, please submit copies of your current Form I-94, current Form I-20, and current student travel visa.

The visa status of students residing in the United States during the time of study will determine the availability of online and distance study. All students studying in the United States must follow the U.S. Department of Homeland Security regulations regarding online and distance courses. International students residing outside the United States are eligible for admission to fully online programs.

Additional information and international student forms may be obtained by emailing [gradschool@gardner-webb.edu](mailto:gradschool@gardner-webb.edu).

## TYPES OF ADMISSION STATUS

Admission for graduate study at Gardner-Webb University is granted in the following categories.

### FULL

An applicant who meets all criteria for admission to any degree program may be granted full acceptance.

### PROVISIONAL

Depending on program-specific admissions criteria, an applicant who does not meet the formal requirements for full acceptance may be granted provisional acceptance. A student accepted provisionally must meet any specified stipulations before being granted full acceptance.

In most instances students must meet the stipulations of provisional acceptance within the first six hours of graduate work completed at Gardner-Webb. Any exceptions to the six-hour policy must be agreed upon by the Graduate Dean and director/coordinator of the program at the time

of the provisional acceptance decision and specified in the acceptance letter.

If the terms of the provisional acceptance are not successfully met, the student may reapply for admission after one year. The program graduate faculty will make the decision on whether to readmit, and if readmitted, the stipulations that will apply.

### **CONDITIONAL**

In a program which permits conditional acceptance, an applicant whose file is in the final stages of completion may be permitted to enroll in a first semester of study on the condition that the file be completed prior to registration for a second semester. When the file is complete, it will undergo an administrative review to determine whether the requirements for provisional or full acceptance have been met. Students who fail to complete their file by the end of the first semester of study may reapply for admission to the program once it is complete.

### **NON-DEGREE-SEEKING**

A student entering the School of Graduate Studies to take courses for professional or career enhancement may enroll as a non-degree-seeking student. A maximum of six credit hours may be taken as a non-degree-seeking student and applied toward a degree at Gardner-Webb.

### **TRANSIENT**

Transient status is assigned to an applicant from another recognized graduate institution who enrolls at Gardner-Webb to take courses for transfer to the institution in which he or she is a degree candidate. A transient student must submit an abbreviated application for admission to the School of Graduate Studies and a letter from the dean or director of the program in which he or she is regularly enrolled indicating good standing. See program sections for additional information if applicable.

## **TRANSFER OF COURSES FOR GRADUATE CREDIT**

The primary purpose of the transfer of credit policy is to grant incoming students credit for graduate work previously completed.

Currently enrolled students are expected to take the appropriate courses offered by Gardner-Webb. However, permission may be granted to take courses offered by other institutions when the appropriate course is not offered by Gardner-Webb or when it is more convenient for the University to approve a course for transfer than to offer the course by special arrangement. Students must satisfy licensure competencies as well as perform satisfactorily on program comprehensive exams. In addition, Registrar Services must have an original transcript on file showing the

transfer course(s) before Commencement, or the student's graduation may be delayed.

With the approval of the coordinator/director of the program and the Dean of the School of Graduate Studies, a maximum of six credit hours may be accepted from a regionally accredited graduate school toward the fulfillment of requirements for a degree or MBA-Plus Certificate. A maximum of nine credit hours may be transferred into the Mental Health Counseling program, with consideration of three additional hours through an appeals process. Transfer credit may not be possible in the master's and certificate programs in the School of Education because of the modular curriculum and cohort approach of these programs, and no credits may be transferred into the EdS and EdD in Organizational Leadership. A maximum of nine credit hours may be transferred into the EdD in Curriculum and Instruction and the EdD in Educational Leadership. Up to nine credit hours for courses in Pathophysiology, Pharmacology, and Advanced Health Assessment may be transferred into the MSN-Family Nurse Practitioner program and the FNP Certificate program. The Physician Assistant Studies program does not accept transfer credit.

Credit will not be given for courses taken more than six (6) calendar years before acceptance to graduate study or for courses required to earn another completed degree. Students currently enrolled in a graduate degree program at Gardner-Webb must have prior written approval to take courses from another institution for transfer credit.

Transfer credit will not be accepted for any course in which students earned below a grade of B. When transfer credit is requested for graduate courses that were graded on a P/F basis, approval of credit for courses in which the grade was a P will be decided on a case-by-case basis. A student may not take courses for transfer credit from another institution while on suspension or on probation.

A student seeking to transfer courses must complete the Request for Transfer Credit Form located in WebbConnect.

## **GRADUATE CREDIT FOR UNDERGRADUATE STUDENTS**

Academically strong students at Gardner-Webb University may be permitted, under special circumstances, to register for graduate courses with the permission of the faculty member teaching the course and the appropriate graduate coordinator/director or Dean/Chair of the School/Department. Graduate-level courses may not be counted toward both the bachelor's and master's degree.

## **READMISSION OF FORMER STUDENTS**

Any student who does not register for three consecutive terms (summer counts as one term) must apply for readmission and be readmitted before resuming graduate work.



# ACADEMIC INFORMATION

## TIME LIMITS

Unless a more restrictive limit is specified by a program, students have a limit to complete their degree of six (6) calendar years in master's programs and seven (7) calendar years in doctoral programs, from the beginning of the term in which they complete their first graduate course toward the degree they are currently seeking. Students who experience extenuating circumstances may apply for an extension through their program coordinator. The program graduate faculty makes the decision on whether to grant the extension and what stipulations will apply. The program coordinator submits a notification of extension, extension terms, and applicable stipulations to the Dean of the School of Graduate Studies. The Dean then notifies the student of the extension, terms of the extension, and related stipulations. A copy of the letter is sent to Registrar Services and to the program coordinator. If the student is not satisfied with the program faculty's decision, that student has the right to appeal, as outlined in the academic appeals process.

Courses that were completed more than six calendar years prior may not be used to fulfill the requirements of a degree without the permission of the program faculty.

## COURSE SELECTION

Course selection includes academic advising, registration, and payment of fees. Graduate student advising is provided by a faculty advisor in the student's field of study (usually the program director/coordinator) who is assigned to each student on acceptance into the program. Deans/Chairs of Schools/Departments function as secondary advisors to every student, and additional assistance is provided on an as-needed basis by staff members of the Graduate Studies Office.

First-semester students are registered by the Graduate Studies Office, the Graduate Admissions Office, or the academic program office, depending on the program. Each semester, students who are responsible for their own registration for courses (in contrast to students who are enrolled automatically in the next course in sequence) receive an advisement and registration letter with advising and registration information for the next semester, including their advisor's contact information and times available for advising. Faculty advisors are available in person, by email, phone, Skype, FaceTime, etc. Each semester, all graduate students receive a continuing student letter which alerts them to upcoming dates of importance (e.g., drop/add and withdrawal deadlines) and reminds them of the basic information communicated in their new student orientation letter.

During pre-registration, students should consult with their academic advisors on course selection and other degree requirements. However, it is the responsibility of the student to ensure that all University graduation requirements are met.

Students will not receive credit for any course for which registration has not been completed. Unless students and their advisors consider it essential, they should not change the schedule after registration.

## ADMINISTRATIVE CHANGES IN CLASS AND SCHEDULE

The University reserves the right to cancel or discontinue any course because of insufficient enrollment or for other reasons deemed necessary. In order to assure quality instruction, the University reserves the right to close registration when the maximum enrollment has been reached and to make changes in schedule and/or faculty when necessary.

## ADDING, DROPPING, AND WITHDRAWING FROM COURSES

The student's schedule may be adjusted by adding and dropping courses with the approval of the academic advisor during the schedule modification period. Check the Academic Calendar for dates. Courses that are officially dropped by a student do not appear on a student's transcript. If a student does not officially drop a class but never attends the class, a grade of "@W" will appear on the student's transcript.

After the schedule modification period, any official withdrawal from a class must be done by the student through Registrar Services. When a student officially withdraws from a course, a grade of "W" (withdrew) is recorded during the first 40% of the term. After this period, a "WP" (withdrew passing) or "WF" (withdrew failing) is assigned by the instructor based upon an assessment of the student's work to date in the course. No hours attempted are recorded for "W" and "WP" grades. Check the Academic Calendar for dates.

The last day for withdrawing from an individual course is four weeks after mid-term or a date not to exceed 75% of the course. Check the Academic Calendar for dates. After this date only a complete withdrawal from school will be processed.

The directions for withdrawing are listed below.

1. Login to WebbConnect
2. Select Registration
3. Select Withdrawal Information

Notification of the request is sent to the student upon the processing of the withdrawal.

**Before withdrawing from a class or the University, students should refer to the "Charge Reduction Policy for Class Withdrawal" in the "FINANCES" section**

**of this Catalog in order to understand the financial implication for their account.**

## **REMOVAL FROM CLASS**

Students are expected to conduct themselves in a manner that does not distract from or disrupt the educational pursuits of others. Should an instructor determine that a student's conduct is distracting or disruptive to the educational environment in the classroom, the instructor may request that the disruptive student leave the class immediately. Such students may not return to the classroom until they have met with the instructor and offered assurances that they can conduct themselves in an appropriate manner. The instructor should inform the Dean of the School of Graduate Studies as soon as possible. If the student is dismissed from the class permanently because of disruptive behavior or other violations of the Code of Graduate Student Conduct, the student's final grade will be a "W" or a "WP/WF" if the date of dismissal is beyond the grading period for a "W."

In the event a student refuses to remove him/herself upon request, the instructor should contact University Police immediately, or in the case of an offsite facility, local law enforcement.

## **MEDICAL WITHDRAWAL POLICY**

Any registered student who experiences medical trauma or a chronic illness that may prevent completion of the semester may apply for a medical withdrawal from the University. A medical withdrawal is a complete withdrawal from the University (i.e., not from a particular course). A medical withdrawal request is initiated through the submission of the online Withdrawal Form located in WebbConnect prior to the beginning of final exams in the same manner as a general withdrawal from the University. In addition to the online request, the student must also provide a statement from a licensed medical or mental health professional trained in the diagnosis of the student's medical condition. The statement should verify that the medical condition prevents the student from participating in classes or carrying out course requirements.

The statement from the medical or mental health professional must be submitted on official letterhead, addressed to the Gardner-Webb University Registrar, and include the practitioner's name and title. The statement should indicate that the student is unable to continue in school and include the date at which the student became unable to continue (or the closest possible approximation to the date).

The student will be notified by the Registrar of the decision made by the Medical Withdrawal Committee. If the request is approved, the student will receive a final grade of "W" for each class (except in instances of academic dishonesty). Any adjustment in tuition will be made on a prorated basis. Once

granted a withdrawal, students must apply for readmission to the University in order to continue their studies. All program admission requirements, programmatic and degree requirements, departmental student handbook, and accreditation requirements at the time of the student's return will apply.

As with any other readmission, stipulations may apply. The student must provide a statement from the same medical or mental health professional stating that the student is now able to continue studies at the university. This documentation should follow the same format as above.

## **MILITARY DEPLOYMENT POLICY**

A currently enrolled student may request withdrawal from courses if called to active military duty. Non-punitive grades of "W" or "WP" will be issued for the course(s) for the student's academic record for the semester, regardless of the student's current grade in the course(s). If a student is deployed toward the end of a semester but still wants to complete the course, the student must contact his/her instructors to reach agreement on the terms of the completion, which may include requesting an "Incomplete." The Student Accounts Office will give special consideration to student bills when there is a military deployment-related withdrawal. A copy of the student's military deployment orders is required.

## **DECEASED STUDENT POLICY**

Gardner-Webb University will process a Complete Withdrawal Form upon the death of a student who is currently enrolled. Non-punitive grades of "W" or "WP" will be issued for the course(s) for the student's academic record for the semester.

The Student Accounts Office will review the student's account and will give special consideration in terms of any remaining charges on the student's account.

## **ACADEMIC LOAD**

In the School of Graduate Studies, a full load is typically six credit hours during the summer term and three-to-six hours during each regular semester, depending on the student's program. Outside the Physician Assistant Studies program, the maximum course load for which students may register during Fall and Spring semesters is nine credit hours. It is strongly recommended that students who are employed full-time register for no more than six hours during any term. (The maximum load includes coursework taken elsewhere for transfer into a student's Gardner-Webb program.) Under extraordinary circumstances exceptional students may request to exceed the maximum course load; such a request must be approved by the student's advisor, the program coordinator, and the Dean of the School of Graduate Studies.

## AUDITING COURSES

In a graduate program in which auditing courses is permitted, prior approval of the instructor and the graduate program coordinator/director is required on a completed Graduate Auditor Request Form prior to the end of the schedule modification period for the course. A current Gardner-Webb student will be charged the current Auditing Fee and any applicable course fees if the audit is approved. Individuals who are not current Gardner-Webb students must submit an application to the Graduate Admissions Office and provide an official transcript of their highest degree earned in addition to submitting the Graduate Auditor Request Form and paying the current Auditing Fee if approved. Auditors are eligible to participate in class activities and assessments, but faculty are not obligated to provide services, including, but not limited to, grading, advising, mentoring, or counseling. All auditors are subject to the regulations of the Graduate Student Code of Conduct and the attendance regulations of the University and the instructor. Courses audited earn no academic credit and are indicated by an AU on the transcript.

## CREDIT BY EXAM POLICY

In a program which permits credit by challenge examination, a student who has experience, training, and/or previous academic work comparable to that taught within a particular graduate course may request the option of taking a challenge examination to demonstrate mastery of the course content. This challenge examination will be an in-depth and comprehensive assessment of the student's ability to answer questions on course content. An acceptable grade on the examination will permit the student to receive credit for the course. However, the student will be held responsible for all course material on the comprehensive examination or in the capstone experience, as applicable.

To request the opportunity to take a challenge examination, the student must present, in writing, justification for such an examination to the Dean/Chair of the School/Department in which the course is offered. The number of total hours challenged may not exceed a student's graduate program guidelines. The request must be made after consultation with the advisor and within the first twelve credit hours or first calendar year of current enrollment, whichever comes first.

The request must be accompanied by payment at the current Challenge Exam Fee. The Dean/Chair of the School/Department will appoint a committee (including the student's advisor) to review the request, and if it is approved, will appoint the examining instructor. If the examination results are acceptable, the examining instructor will report the results, via the Certification of Successful Challenge Examination form, to the Director/Coordinator of the student's graduate program, who will sign the form and submit it to the Dean of the School of Graduate Studies who will notify the Registrar.

Registrar Services will credit the student with the appropriate number of hours for the course. No grade will be assigned or averaged into the quality point average.

## ATTENDANCE POLICY

Regular class attendance is an important student obligation. Students are responsible for all coursework conducted in class meetings and are required by University policy to attend a minimum of 75% of the scheduled class meetings. Failure to meet this attendance requirement will result in a grade of @F in the course. In face-to-face classes, attendance is counted from the first scheduled meeting. In online classes, attendance is counted from the student's completion of the Enrollment Verification Activity or first required course activity or assessment, whichever comes first. Furthermore, it is the prerogative of the instructor to set a more stringent class attendance policy. The instructor will clearly state in the syllabus the attendance policies which will govern the class. Students are responsible for knowing the number of absences that they accumulate.

In online classes, attendance satisfying the 75% requirement is measured by the documented weekly participation in the class on the part of the student, e.g., a minimum of one activity per week that demonstrates attendance, such as submitting an assignment, attending a webinar, or participating in a discussion board (logging into a course in Blackboard does not constitute participation or attendance in the class). As in face-to-face classes, the instructor in an online class may stipulate a more stringent attendance policy in the syllabus.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for foreseeable personal circumstances or official University business must be negotiated with the instructor prior to the absence.

## EXAMINATIONS AND ASSESSMENTS

Comprehensive final examinations or assessments are required in every course by the end of the semester. If a comprehensive exam is given, a student who does not take the examination at the scheduled time will receive a failing grade in that course unless excused by the instructor. If the student is excused, an Incomplete (I) will be recorded.

## GRADES

Graduation is dependent upon quality as well as upon quantity of work done. Letter grades are used. They are interpreted in the table below with the quality points for each hour of credit shown at the right.

Grades	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A	1	4
A-	1	3.67

B+	1	3.33
B	1	3
B-	1	2.67
C	1	2
F	1	0
PZ- Pass in Pass/Fail Option (Credit Hours Earned)	0	0
FX- Failure or Academic Dishonesty	1	0
P- Passing	0	0
I- Incomplete	1	0
IN- 0	0	
W- Withdrew	0	0
WP- Withdrew Passing	0	0
WF- Withdrew Failing	1	0
@F- Administrative Failure	1	0
@W- Administrative Withdrawal	0	0

The inclusion of letter grades “A-,” “B+,” and “B-” within each course’s grading scale is at the discretion of the instructor or program. The complete grading scale to be used is announced at the beginning of each course.

An Incomplete may be assigned only when a small amount of coursework (e.g., tests, project, research paper, or final exam) is not submitted by the end of the course. An Incomplete is appropriate only in situations where there are mitigating life circumstances of a serious nature that prevent completion of course requirements. When semester grades are submitted, the faculty member assigns an “I” in place of the grade for the student needing an Incomplete. Within 24 hours of submission, Registrar Services will send the faculty member an e-mail notification that the “Incomplete Contract” is available through WebbConnect under the “Manage Classes” folder. The faculty member completes the online contract and submits it electronically through WebbConnect. WebbConnect automatically sends the contract to the student via the student’s Gardner-Webb email address. The student must “accept” the contract in order to confirm the Incomplete. If the student “denies” the contract, the faculty member will be notified, and either a revised contract will need to be submitted or a final grade assigned for the course.

The final date for completion of the coursework and conversion of the Incomplete designation to a grade can be no more than 90 days after the last day of the term in which the “I” was submitted. If the 90-day period expires without conversion of the Incomplete, notification is sent to the faculty member by email requesting the final grade. If no grade is submitted at that time, the Incomplete is converted

to a final grade of “F.” Once the “F” is recorded, the student, the advisor, and the faculty member are notified by e-mail.

An IN is assigned in the following cases: (1) individuals in a practicum or internship who are prevented by circumstances beyond their control from completing their practicum or internship by scheduled deadlines; (2) students in courses with a multi-semester component (e.g., ENED 691) which are not completed by grading deadlines.

A “W” will be assigned when a student withdraws from a course during the first 40% of the term. After the first 40% of the term, a “WF” or “WP” is assigned by the instructor based upon the instructor’s assessment of the student’s work at the date of withdrawal.

The “@W” represents an administrative withdrawal from a course. It is assigned to any student on an official class roll who has never attended a class session.

The “@F” represents an administrative failure of a course. It can be assigned by either the instructor or the Registrar to any student who exceeds the permissible number of absences in a course. This grade is treated the same as the regular “F;” it counts against the student’s grade point average and is repeatable only under the provisions outlined below.

Even when an “@W” or “@F” has already been assigned by the Registrar, an instructor may assign a regular “F” at the end of the term as he/she deems appropriate.

Once a grade has been submitted to the Registrar, it cannot be changed except in the event of a clerical error or an error in calculation, or as a result of the appeal process described below.

A student who has a question about a grade should consult the instructor as soon as possible. A student who believes a grade to be inaccurate or unfair may address the matter following the process described below under “Academic Grievance and Appeal Procedures.”

Under no circumstances will a grade be changed after having been reported to the Registrar without the approval of the Associate Provost for Professional and Graduate Studies.

Grades will not be recorded if the student’s account is in arrears unless satisfactory arrangements have been made with the Student Accounts Office.

### **@F GRADE**

Any admitted student receiving a grade of “@F” in a graduate course will be suspended from the program in which the grade was received. The student may reapply to that program after one year. Dual-degree-seeking students who receive an “@F” in a course that applies to both programs will be suspended from both programs. The program graduate faculty makes the decision on whether to readmit, and, if readmitted, the stipulations that will apply. If readmitted, the student



must repeat at Gardner-Webb the course in which he or she received the “@F,” making at least a “B.” The course must be repeated the first time it is offered at the student’s site or online after the student’s return. Only the higher grade will be counted in calculating the Gardner-Webb grade point average, although the lower grade will remain on the official transcript. In graduate business programs, both the failing grade and the grade earned by repeating the course will appear on the transcript, and both will be used to calculate the student’s grade point average.

### **F GRADE**

Any admitted student receiving a grade of “F” in a graduate course will be suspended from the program in which the grade was received. The student may reapply to that program after one year. Dual-degree-seeking students who receive an “F” in a course that applies to both programs will be suspended from both programs. The program graduate faculty makes the decision on whether to readmit, and, if readmitted, the stipulations that will apply. If readmitted, the student must repeat at Gardner-Webb the course in which he or she received the “F,” making at least a “B.” The course must be repeated the first time it is offered at the student’s site or online after the student’s return. Only the higher grade will be counted in calculating the Gardner-Webb grade point average, although the lower grade will remain on the official transcript. No more than one “F” may be repeated. In graduate business programs, both the failing grade and the grade earned by repeating the course will appear on the transcript, and both will be used to calculate the student’s grade point average.

### **C GRADE**

A student who receives nine hours of “C” grades will be suspended from the program in which the grades were received. The student may reapply to that program after one year. The program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply. If the student earns only a total of nine credit hours of “C” in different graduate programs, the program faculty may stipulate not to suspend the student and to allow continued work, on probation status, until the 3.0 is reached.

### **GRADE POINT AVERAGE**

A graduate student’s general academic performance is indicated by a current-term grade point average (GPA) and a cumulative GPA. The current term and the cumulative GPAs are determined by dividing earned quality points by attempted credit hours. Both values are calculated based only on work completed at Gardner-Webb in the student’s current degree or certificate program of enrollment. In addition, a total institutional GPA is calculated and represents combined academic work at Gardner-Webb as of the last term of attendance. The cumulative GPA in the student’s current

degree or certificate program determines the student’s eligibility for graduation.

### **ACADEMIC STANDING**

A student’s status in the program is listed on the transcript under the category “Academic Standing.” In most cases, this notation will read “Good Standing.” Any change in status (academic probation, academic suspension, programmatic suspension, or programmatic dismissal) will be listed on the student’s transcript under this heading on the semesters for which that status applies.

### **ACADEMIC PROBATION, SUSPENSION, DISMISSAL**

A student must have an average of 3.0 overall to be awarded a degree or a post-master’s certificate in the School of Graduate Studies. When the GPA falls below 3.0, the student is placed on probation. If, after six hours of additional work, the student does not attain a 3.0 overall, the student will be suspended. In graduate business programs, the program graduate faculty makes the decision on the stipulations that will apply to the probation status; if the student fails to meet the stipulations, the student will be suspended from the program. A suspended student may reapply after one year. The program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations will apply. A student may not take courses for transfer credit from another institution while on suspension or on probation.

A student on academic probation who receives an “I” will be suspended until the “I” is replaced by a regular grade, at which time other probation and suspension rules will apply.

A student may receive no more than one suspension and have the opportunity to be readmitted. A second suspension results in academic dismissal from the program in which the suspension was received. Dual-degree-seeking students who are dismissed from one program may continue to pursue their degree in the other program.

Failure to make adequate academic progress or meet standards of professionalism detailed in a program’s student handbook may result in probation, suspension, or dismissal. In the event that a student is dismissed from a program during a term in process, the student’s final course grade(s) will be a “W” or a “WP/WF” if the date of dismissal is beyond the grading period for a “W.”

### **REPEATING PASSED COURSES**

If a student’s mastery of a previously passed graduate course will be improved by retaking the course, he or she may do so with the permission of the program director/coordinator and the Dean/Chair of the School/Department who will inform the Registrar that permission has been granted. The grade received for the retaken course will appear separately

on the transcript in addition to the original grade, and both grades will be used to calculate the student's grade point average. Only the hours earned from the repeated course will be included in the calculation of hours to meet the degree requirements.

## **ACADEMIC HONESTY**

### **GRADUATE PROGRAMS CODE OF ACADEMIC INTEGRITY**

#### **PREAMBLE**

As students willingly accept the benefits of membership in the Gardner-Webb academic community, which was founded on the ideals of Christianity, they acquire obligations to observe and uphold honesty, integrity, and truthfulness.

Gardner-Webb University expects its graduate students and faculty to display academic integrity. As in any community, this institution must be governed by regulations, which function best when they are fully understood, accepted, and cherished by every member of the academic community. Therefore, all graduate students and faculty members are expected to be familiar with, and to base their actions upon, the following statements regarding academic integrity.

#### **CODE OF GRADUATE STUDENT ACADEMIC INTEGRITY**

The Code of Academic Integrity governs the responsibility of students in the various graduate programs of Gardner-Webb University to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties.

#### **STUDENT RESPONSIBILITIES**

Students should recognize that the regulations governing academic integrity exist for the protection of the honest and that dishonesty in an academic setting must not be tolerated, much less condoned.

Students are responsible for their own work. Any assignment turned in by a student is assumed to be the work of the student whose name appears on the assignment.

Students are ultimately responsible for understanding faculty members' instructions for assignments. If instructions are not clear, students must seek clarification from instructors.

Students must understand the definitions of cheating, plagiarism, and other forms of academic dishonesty.

Students should familiarize themselves with the proper use of citations and quotations in order to avoid submitting other people's work as their own.

Students are expected to report incidents of academic dishonesty to their instructor.

Students who threaten or coerce other students or faculty members for reporting a violation of the Code of Academic Integrity will face disciplinary action, with dismissal from graduate study at Gardner-Webb University being the recommended punishment.

#### **INFRACTIONS OF THE CODE OF ACADEMIC INTEGRITY INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:**

**Cheating** – Intentionally using or attempting to use unapproved materials, information, notes, or other devices including unauthorized communication during an academic exercise.

**Fabrication and Falsification** – Intentional and unauthorized alteration or manufacturing of any information in an academic exercise. Fabrication is a matter of inventing information for academic purposes, whereas falsification is a matter of altering information.

**Multiple Submission** – The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

**Plagiarism** – Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.

**Abuse of Academic Materials** – Intentionally or knowingly destroying, stealing, or making inaccessible library and other academic resource material.

**Complicity in Academic Dishonesty** – Intentionally helping or attempting to help another to commit any act of academic dishonesty.

#### **FACULTY RESPONSIBILITIES**

Faculty must explain all assignments as thoroughly as is reasonable and should address any extraordinary limitations on outside assistance.

Faculty members should take reasonable precautions in giving tests to reduce the likelihood that violations occur. The fact that a faculty member did not take a specific precaution does not, however, constitute an excuse for any form of academic dishonesty.

Faculty must be willing to investigate and, if circumstances warrant, press charges against students suspected of academic dishonesty.

Faculty members must file an Academic Dishonesty Report any time they charge a student with an infraction.

Faculty members must seek to be fair in their dealings with students, particularly regarding cases of academic dishonesty,

and must realize that no student can be convicted on suspicion alone.

### **PROCEDURES**

A student is accused of, and charged with, violating the Code of Academic Integrity by the instructor in the course. A Report of Academic Dishonesty form describing the alleged violation in full is initiated by the instructor and completed either in person, by registered mail, by email, or by fax between the graduate student and the instructor. The student is required to enter on the report a plea of either Responsible or Not Responsible within two business days. No response is considered as Responsible.

### **RESPONSIBLE**

A plea of Responsible means that the student is not contesting the allegation and accepts the penalty to be imposed by the instructor. The instructor then sends the completed Report of Academic Dishonesty to the Chair of the Graduate Council, who sends a copy to the Dean of the School of Graduate Studies and to the Dean or Director of the program involved.

### **NOT RESPONSIBLE**

A plea of Not Responsible means that the student is going to appeal the allegation and the recommended penalty. This plea requires that a written explanation be filed with the Chair of the Graduate Council within seven days of the date of the plea. The written explanation should include all of the circumstances and the grounds for contesting the charges. The instructor sends the Report of Academic Dishonesty, and the student sends his/her written explanation, to the Chair of the Graduate Council, who sends a copy to the Dean of the School of Graduate Studies and to the Dean or Director of the program involved. When the Chair of the Graduate Council receives the completed Report of Academic Dishonesty and the student's written explanation, the chair, in consultation with the Dean of the School of Graduate of Studies and the Dean or Director of the program involved appoints an Appeals Committee composed of the Chair and two other members of the Graduate Council. The Appeals Committee examines the Report of Academic Dishonesty and the student's written response. The committee may hear from the instructor and the student, if they wish to appear before the committee. The committee decides whether to uphold or overturn the faculty member's allegation and the proposed punishment. It reports its findings to the Graduate Council, the faculty member, and the student.

Once the Appeals Committee makes its report, either the faculty member or the student may appeal the findings to the Provost within seven days, only on the basis of additional evidence, improper procedure, or a punishment inconsistent with the offense. The Provost may decide to hear the appeal or deny a further hearing. The Provost's decision is final.

### **PENALTIES**

A graduate student who fails a course due to academic dishonesty will receive a grade of Fx on his/her transcript and will then be suspended from the program for one academic year. At the end of that year, the student may apply for readmission to the graduate program. The faculty in the student's academic program will then make a decision to readmit the student or to deny admission. If readmitted, the student can retake the course. Both grades will appear on the transcript, and the course hours attempted will continue to be included in calculating the student's grade point average.

## **ACADEMIC GRIEVANCE AND APPEAL PROCEDURES**

### **FAIR PROCESS FOR ACADEMIC PROBLEMS**

A student who experiences a problem concerning a grade or any other aspect of a course should first discuss the matter with the instructor. If the problem is not resolved, he or she should go next to the Dean of the School, the Chair of the Department, or the coordinator/director of the particular graduate program, whichever is appropriate. If not satisfactorily resolved, the matter should be taken to Dean of the School of Graduate Studies, who will hear only those parties involved and make a decision in the case.

### **ACADEMIC APPEALS**

If a student is not satisfied with the decision in his or her case regarding an academic matter, that student has a right to appeal. (This right to appeal academic matters applies to applications of written academic policy, to academic dishonesty decisions, and to grade and other course complaints that have already been through the process stated above.) In order to appeal an academic matter, he or she should address a letter to the Chair of the Graduate Council, stating the reason for the appeal and explaining the circumstances. If the student is asked to appear before the Council, he or she at that time may bring a representative from within the University to act as counsel. The deadline for an academic dishonesty appeal is seven days after the date of the decision being appealed. Grade appeals must be completed on or before the last day of the following semester. The deadline for all other types of academic appeals is eighteen months after the date of the decision being appealed.

For non-academic appeals see the Graduate Student Handbook.

### **ACADEMIC RENEWAL POLICY**

A student who returns to graduate study after a period of five or more years, having earned in a different graduate program a GPA below the 3.0 required to be in good academic standing at Gardner-Webb University, may petition the full Graduate

Council to have the previous GPA (along with hours attempted, hours earned, and quality points) rendered inactive in his/her graduate record. Eligibility for such a petition is limited by the following conditions: a student may petition for Academic Renewal one time only, the policy is applicable only to grades earned on graduate coursework at Gardner-Webb University, and it will not apply to failing grades assigned as a result of disciplinary action. Furthermore, the prior courses and grades will remain on the transcript with notation, and they must be applied to consideration for any academic award. A petition for Academic Renewal should include an explanation of the factors contributing to the previous poor academic performance and reasons that this history does not apply to the present circumstances. Academic Renewal must be approved by majority vote of Graduate Council.

## **GRADUATION APPLICATION**

Each student is responsible for fulfilling all requirements for the chosen degree program. In cooperation with his/her advisor, the student is also responsible for filing an Application for Graduation with the Registrar through WebbConnect. Students must apply for graduation by the published deadline listed on the Academic Calendar. Specific deadlines will be published and a late fee will be imposed after the deadline date. A final deadline will also be published after which applications will be carried forward to the next scheduled Commencement.

## **COMMENCEMENT PARTICIPATION POLICY**

Candidates are not required to be present at Commencement. Students who cannot attend Commencement must notify Registrar Services by sending an email to [graduation@gardner-webb.edu](mailto:graduation@gardner-webb.edu).

## **TRANSCRIPTS**

The Registrar will furnish transcripts of credit upon written request. Official copies are \$15 each, and this fee should accompany the request.

No transcript will be issued until all the student's accounts have been settled satisfactorily.

## **PRIVACY POLICY AND ACCESS TO EDUCATIONAL RECORDS**

Gardner-Webb University complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. This Act is designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the

correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the FERPA Office concerning alleged failures by the institution to comply with the Act.

Institutional policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. The policy can be found on the Registrar Services website. That office also maintains a Directory of Records, which lists all student educational records maintained by the institution. Information known as Directory Information will be published unless the student specifically requests that Registrar Services withhold this information. Directory Information is defined as the following: student name, local and permanent addresses, telephone numbers, date of birth, major(s), dates of attendance, previous educational institutions attended, and degree(s) and awards received.

Questions concerning the Family Educational Rights and Privacy Act may be referred to Registrar Services.

## **GRADUATE COUNCIL**

The Graduate Council is the governing body for all graduate programs in the Gayle Bolt Price School of Graduate Studies. Graduate students are represented each year on the Graduate Council by a representative who has voting privileges on the Council.

## **ACADEMIC SUPPORT SERVICES**

### **ACADEMIC ADVISING**

Graduate student advising is provided by a faculty advisor in the student's field of study (usually the program director/coordinator) who is assigned to each student upon acceptance into the program. Deans/Chairs of Schools/Departments function as secondary advisors to every student, and additional assistance is provided on an as-needed basis by the staff in the Graduate Studies Office.

### **DOVER MEMORIAL LIBRARY**

The Dover Memorial Library is an active and integral part of the University's academic program. The Library's collections, available on open stacks, support all areas of the curriculum with a total item count of approximately 850,000, including 282,000 volumes, 600,000 microforms, and many other materials such as videos, compact discs, and computer files. The Library has access to over 500,000 eBooks, over 230,000 periodicals, and is a selective depository for federal government documents.

In addition to its collections, the library provides numerous services to reinforce and enhance the instructional process for both on- and off-campus students.



Professional librarians are available for individual and group instruction. Several opportunities for research instruction are available: live chat, email, phone, or face-to-face appointment. Interlibrary loan, audiovisual, and production (lamination, color copies, posters, etc.) services are available. The Library's homepage, [gardner-webb.edu/library](http://gardner-webb.edu/library), provides access to the online catalog and databases as well as information about the Library facility, resources, services, and policies. Off-campus students will be prompted for their WebbConnect username and password in order to access the Library's subscription databases.

**LIBRARY PRIVILEGES**

Off-campus students may use the Interlibrary Loan service in order to request books held in the Dover Memorial Library or in another library. Those books will be mailed to the student's home and must be returned to the Dover Memorial Library. Journal articles requested through Interlibrary Loan will be sent electronically to the student's email. Library privileges require compliance with stated policies affecting return of materials. Failure to comply may result in fines and suspension of check-out and Interlibrary Loan privileges.

**NOEL CENTER FOR DISABILITY RESOURCES**

The Noel Center for Disability Resources provides accommodations and services to qualifying students with disabilities. Upon acceptance to the University, the student should register for services by completing the Request for Services form on the Center's homepage. Professional documentation of the disability and its functional limitations should be sent to the Noel Center for Disability Resources. Once eligibility has been determined, the student is assigned an Accessibility Advisor who will collaboratively work with the student to determine the appropriate accommodations and services. This person will work with the student throughout his or her time at Gardner-Webb. Some of the accommodations/services that may be provided if the student has supportive documentation include, but are not limited to, note-takers, extended-time testing, materials in alternative format, lab assistants, interpreters, orientation and mobility training, and use of adaptive technology. The student may receive help in developing effective study skills as well as organizational and test-taking strategies.

**UNIVERSITY WRITING CENTER**

The University Writing Center, located in the Tucker Student Center, offers free assistance to all Gardner-Webb students on any problem related to writing. Qualified graduate and undergraduate students, under the direction of a faculty specialist in writing, provide individual and group tutoring and answer questions upon request. Students who live off campus can receive Writing Center services via telephone or video conferencing software.

**FINANCIAL INFORMATION**

Gardner-Webb University offers graduate programs of high quality which prepare students for professional careers. Tuition and fees are kept at reasonable rates and are competitive with the leading universities in the region. Tuition increases are usually implemented during the summer term (with the exception of the Physician Assistant Studies program which is implemented in January); however, the University reserves the right to adjust tuition and other charges at the beginning of any semester if such adjustments are necessary in the judgment of the Board of Trustees.

Students are expected to review their Online Bill at the beginning of the semester and to make satisfactory financial arrangements no later than the end of the first full week of classes.

**Most students are eligible to receive some form of federal or state financial assistance to offset tuition.**

**EXPENSES**

**TUITION FOR THE 2018-2019 ACADEMIC YEAR**

**BUSINESS**

Master of Accountancy,	
Master of Business Administration,	
International Master of Business Administration .....	\$567/hr
Master of Wealth and Trust Management .....	\$705/hr
Doctor of Business Administration.....	\$900/hr

**COUNSELING**

Master of Arts in Mental Health Counseling,	
Master of Arts in School Counseling .....	\$480/hr

**EDUCATION**

Master of Arts in Curriculum and Instruction,	
Master of Arts in Executive Leadership.....	\$455/hr
Master of Arts in Instructional Technology.....	\$455/hr
Education Specialist.....	\$513/hr
Doctor of Education.....	\$513/hr

**ENGLISH**

Master of Arts in English .....	\$455/hr
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**NURSING**

Master of Science in Nursing,	
Nurse Administrator,	
Nurse Educator .....	\$481/hr
Master of Science in Nursing – Primary Care	
Family Nurse Practitioner.....	\$654/hr
Doctor of Nursing Practice.....	\$795/hr
Physician Assistant Studies.....	\$11,763/sem

## RELIGION

Master of Arts in Religion.....\$455/hr

## SPORT EDUCATION

Master of Arts in Sport Education.....\$455/hr

## MISCELLANEOUS FEES

Application Fee.....\$40.00  
Audit (Per Course).....\$175.00  
Auto Registration (Annual).....\$ 50.00  
Credit by Exam (Per Credit Hour) .....\$125.00  
Graduation Fee.....\$150.00  
Graduation Hood Fee .....\$35.00  
International Student Processing Fee.....\$150.00  
Late Graduation Fee.....\$125.00  
Non-Sufficient Funds/Returned Check.....\$25.00  
Online Learning Technology Fee (Per Course).....\$35.00  
Replacement Student ID Card .....\$10.00  
Transcript Fee.....\$15.00  
Transient Credit Fee (Per Course) .....\$100.00  
Tuition Late Payment Fee .....\$50.00  
Tuition Non-Payment Fee.....\$100.00

The above fees are typical with enrollment in graduate programs. Fees are subject to change and additional fees may be assessed as required under certain policies. Unless otherwise explicitly stated, fees paid to the University are not refundable.

## MISCELLANEOUS ACADEMIC FEES

Depending on the program of study and courses taken, students should expect to see course-specific fees ranging from \$10 to \$700. Multiple fees may apply to individual courses. Fees are used to cover direct expenditures associated with a course requirement (i.e., database licenses, portfolio review, etc.) as well as indirect expenses associated with a particular course.

## ONLINE LEARNING TECHNOLOGY FEES

All online and hybrid courses will be assessed a fee of \$35 per course. Funds generated from these fees are used to help support services that Gardner-Webb provides to students. Services include student computing and technology equipment, software, site assistance, and troubleshooting, and the support staff necessary for these functions to operate effectively. This fee is non-refundable in the event a student should withdraw from the course.

## DEFERRED PAYMENT PLAN

Tuition, fees, and book charges are payable in full within 10 days of the start of classes; however, the University makes available a Deferred Payment Plan to students who prefer to make two payments during the summer or four payments during the Fall and Spring semesters rather than the full payment at the beginning of the semester. Students may sign up for the Deferred Payment Plan when viewing their

Online Bill. The Online Bill may be accessed through the WebbConnect portal on the Gardner-Webb homepage using the username and password assigned by Technology Services. Questions about the Deferred Payment Plan may be directed to the Student Accounts Office at 704-406-4287.

## EMPLOYER PAID TUITION

Gardner-Webb recognizes that many companies offer tuition reimbursement to their employees. To enable students to take advantage of this benefit, Gardner-Webb will defer the covered portion of the student's tuition cost until three weeks after the end of the semester. A link providing details about the plan and the documentation required may be found at the bottom of the student's Online Bill or they may contact the Student Accounts Office for details on enrolling in this plan.

## CHARGE REDUCTION POLICY

Registration in the University is considered a contract binding the student for charges for the entire semester, and the student remains responsible for tuition and fees for any course(s) from which the student has withdrawn. However, it is the policy of Gardner-Webb University to give pro-rata charge reductions through 60% of the enrollment period in the event a student OFFICIALLY WITHDRAWS FROM SCHOOL. The Withdrawal Form should be completed electronically and may be accessed through WebbConnect. A confirmation will be sent when the withdrawal is complete. The withdrawal date is the date this process begins.

For purposes of interpreting this policy, the pro-rata charge reduction percentage is equal to the number of calendar days (includes weekends) remaining in the semester divided by the number of calendar days in the semester. No charge reduction will be given after the 60% period of enrollment for the semester.

When a student's charges are reduced, federal, state, institutional, and non-institutional Aid will be adjusted in accordance with the regulations governing the respective programs. Please contact the Financial Planning Office for current regulations concerning these programs. Leaving the University without officially withdrawing may result in a student forfeiting all financial aid and, thus, becoming responsible for the entire balance.

## DELINQUENT STUDENT ACCOUNTS

Students with outstanding financial obligations may be prevented from registering for the following semester. In addition, transcripts and/or diplomas will not be released until all financial obligations are satisfied. Delinquent accounts may be referred to collection agencies and/or credit bureaus. Financial obligations include, but are not limited to, student account balances, parking, disciplinary and library fines, and returned checks.

## FINANCIAL AID

Gardner-Webb University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs.

Many companies, foundations, school systems, and medical centers assist Gardner-Webb graduate students in the payment of tuition and fees. Students should investigate policies of their employers as well as check with local civic organizations to determine the availability of such funds.

## GRADUATE ASSISTANTSHIPS

### GOALS FOR ASSISTANTSHIPS

1. To provide academically strong graduate students with financial assistance and practical opportunities to increase skills and knowledge in their respective fields; and
2. To provide mature work assistance to appropriate programs and offices within the University while giving graduate programs a tool with which to attract strong students to Gardner-Webb.

### POLICIES FOR ASSISTANTSHIPS

1. Applications for assistantships may be obtained from and submitted to the Office of the Associate Provost for Professional and Graduate Studies.
2. Awards are available for the academic year, including the summer term, to those students carrying a full-time academic load. They are renewable for up to three years. Decisions to renew are made annually by each graduate assistant's direct supervisor.
3. Each department will select the individual recipients of the awards and be responsible for assigning work duties. Graduate assistants may not be assigned additional assistantship duties by any other department of the University.
4. Recipients of fellowships and/or scholarships may also receive assistantships.
5. Individual assistantship contracts must be re-evaluated yearly.
6. Service related to assistantships should follow the academic schedule and may not exceed 20 hours per week.
7. Outside employment must not interfere with performance of duties of the graduate assistantships and may be a factor in hiring decisions.

8. Graduate Assistants cannot hold any other employment position provided through the University (i.e., Graduate Resident Directors, internships, and/or hourly employment) which would result in employment exceeding 29 hours per week.

## FEDERAL DIRECT STAFFORD LOAN

Low-interest loans may be available for eligible students who are enrolled at least half-time. Students make no payment while enrolled at least half-time and during the six-month grace period after graduation. Students must complete the Free Application for Financial Aid (FAFSA) online at [fafsa.gov](http://fafsa.gov) to determine eligibility. Additional information is available from the Financial Planning Office at (704) 406-4243.

## GRADUATE RESIDENT DIRECTOR POSITIONS

Residence Life employs graduate students to be responsible for the daily operations of a residential area on campus. Compensation includes housing with utilities, a meal plan, a free staff parking permit, and a modest stipend. More information is available by calling (704) 406-4300.

## GRADUATE EDUCATION SCHOLARSHIP

Each fall a scholarship is awarded to a new student in one of the education master's programs. The scholarship provides full tuition remission for graduate courses in the student's program. For an application, contact the Graduate School Office. Students from under-represented populations are encouraged to apply.

## GRAVETT-JOHNSON PROFESSIONAL TRAVEL ENDOWMENT FUND

Established December 2001 by Dr. Darlene J. Gravett in memory of her parents, Arthur W. and Nadine M. Johnson, this fund provides a limited amount of money to help pay expenses for graduate students in English who travel to professional conferences to make presentations. Apply through the English Department Chair.

## FELS SCHOLARSHIPS

The Forgivable Education Loan for Service (FELS) was established by the North Carolina General Assembly in 2011. The loan provides financial assistance to qualified students who are committed to working in North Carolina in fields designated as critical employment shortage areas. Please visit [cfnc.org/fels](http://cfnc.org/fels) for additional information including eligibility, award amounts, application procedures, and approved degree programs.

## GODBOLD SCHOOL OF BUSINESS ENDOWED SCHOLARSHIPS

The Godbold School of Business awards three scholarships each year for students in the Graduate School of Business.

Graduate business students make application and recipients are selected by the faculty of the Godbold School of Business. The three endowed scholarships are as follows.

Godbold School of Business Board of Advisors  
Endowed Scholarship  
Mr. Tom Bell Endowed Scholarship  
Dr. Charles B. Tichenor Endowed Scholarship

## GRADUATE PROGRAMS

### BUSINESS

*Dean: M. Taylor*

*Director of Graduate Business Programs: F. Policastro*

*Director of Doctor of Business Administration Program:  
S. Mankins*

### FACULTY

*Professors: S. Camp, D. Caudill, E. Godfrey, C. Metcalf, A. Negbenebor, F. Policastro, R. Spear*

*Associate Professors: G. Gilsdorf, S. Johnson, P. Nall, L. Xiao*

*Assistant Professors: S. Kim, C. Sutton*

### MISSION

The Godbold School of Business provides undergraduate and graduate professional training within the scope of a Christian-based, liberal arts university, building on the skills in learning and critical thinking that the liberal arts foster.

### VISION

The Godbold School of Business functions to support the mission of Gardner-Webb University by providing both graduate and undergraduate professional training in the business disciplines to a diverse student population. It enhances the scope of the university by applying the learning and analytical skills fostered by the liberal arts and the moral and ethical values of the Christian faith to the practice of business activities in the domestic and world-wide arenas. It also encourages both its faculty and its students to pursue lifelong learning, to value service to God and humanity, and to build character in students.

### MOTTO

*"For God and Humanity through Business"*

### DEGREES OFFERED

Brinkley Financial Group Master of Wealth and Trust  
Management (MWTM)  
Master of Business Administration (MBA)  
Master of Accountancy (MAcc)  
International Master of Business Administration  
(IMBA)  
Doctor of Business Administration (DBA)

Two other degree programs are jointly offered with the School of Divinity (MDiv/MBA) and the School of Nursing

(MSN/MBA). In addition, the School of Business offers a post-master's (Master's-Plus) Certificate and a Business Foundations Certificate.

### ACCREDITATION

The Godbold School of Business is fully accredited by the Accreditation Council for Business Schools and Programs (ACBSP), a leading specialized accreditation association for business education supporting, celebrating, and rewarding teaching excellence. The association embraces the virtues of teaching excellence and emphasizes to students that it is essential to learn how to learn.

### LOCATIONS

The MBA Program is offered on the main campus in Boiling Springs, North Carolina. The MBA Program is also offered in Statesville; Winston-Salem; Charlotte; and Spartanburg, South Carolina. The MAcc and IMBA programs are currently offered at the main campus, Charlotte, and Statesville centers. In addition, the MBA, IMBA, and MAcc degree programs, as well as the Master's-Plus and Business Foundations Certificate programs, are offered entirely online. The Doctor of Business Administration program is offered in Charlotte.

### ADMISSION REQUIREMENTS

Admission to the University's graduate programs is based on a balanced appraisal of the applicant's total academic and professional record, his/her Graduate Management Admissions Test score or Graduate Record Examinations score, and overall excellence. While the Admissions Committee looks for responsible academic performance and excellence on test scores as evidence of the applicant's ability to do well in graduate study, it also looks for qualities of personal development, which are relevant to career success. Extra-curricular involvement and leadership in college, useful assignments in military service, or substantial work experience will strengthen the application.

Admission to graduate study in business is granted in the following categories.

#### FULL ADMISSION

An applicant who meets all of the formal requirements for admission to the MBA, MAcc, IMBA, or MWTM degree program or Graduate Business Certificate program is granted full admission. These requirements include the following business-specific items:

1. Detailed résumé of professional experience;
2. Two confidential recommendations on official Gardner-Webb Graduate Admissions forms, including any combination of current or past professors, current or past supervisor, or academic or business professionals.
3. Any of the following:



- a. A graduate degree from a regionally accredited university, **OR**
- b. A bachelor's degree from a regionally accredited university with a minimum 3.0 overall GPA or a minimum 3.0 GPA in last 64 credit hours of courses, **OR**
- c. A bachelor's degree from a regionally accredited university with a minimum 2.5 overall GPA or minimum 2.60 GPA in last 64 credit hours of courses, **AND** at least three years of professional work experience within a relevant industry sector as determined by the Admissions Committee and verified by a professional résumé, **OR**
- d. A bachelor's degree from a regionally accredited university with a minimum 2.25 overall GPA or a minimum 2.5 GPA in the last 64 credit hours of courses, **AND**
  - a minimum GMAT score of 450 (GRE is accepted using the GRE® Comparison Tool for Business Schools to convert the GRE score to a GMAT equivalent); **AND**
  - a minimum score of 950 points based on 200 points times the GPA plus the GMAT score (for example, a 2.25 overall GPA and a 500 GMAT would result in a total of 950, which is acceptable for Full Admission).

NOTE: Consistent with the Bylaws of the Accreditation Council for Business Schools and Programs, Gardner-Webb recognizes degrees from non-US degree institutions with degree-granting authority in their home country. Prospective graduate students in the Graduate School of Business must present a certified copy of an evaluation of their degree by AcademicEvaluations.org, World Education Services or an equivalent organization reflecting the conversion of their foreign academic work to the U.S. system

Professional experience is determined on a case-by-case basis using a résumé and any requested supporting documents. Our admissions committee evaluates an individual's accomplishments, roles, and responsibilities to determine the total number of years of professional experience.

### **PROVISIONAL ADMISSION**

Applicants who show potential for graduate study but do not meet the criteria for Full Admission may be admitted for up to six hours of graduate work under Provisional status. Deficiencies may include low graduate admission test scores, or low undergraduate grade point averages. All applicants with GPAs below 2.25 must complete the GMAT or GRE test to be considered for Provisional Admission. The Admission Committee strives to take a holistic view of the applicant to determine the likelihood for success in the graduate business programs. The Admission Committee of

the Graduate School of Business may grant Provisional status based on the following:

1. QAI-GMAT between 750-949 or a QAI-GRE using the GRE® Comparison Tool for Business Schools to convert the GRE score to GMAT equivalent, **OR**
2. Minimum 2.25 GPA and proof of significant years of experience or substantive managerial/leadership experience that may be evidenced through résumé review, employer recommendations, personal interviews, or telephone interviews, **OR**
3. Bachelor's degree from an accredited university with GPA between 2.00-2.24 on all baccalaureate work attempted or the last 64 hours of work attempted, **AND**
  - a minimum score of 750 points based on 200 points times the GPA plus the GMAT score (for example, an overall 2.0 GPA and a 350 GMAT would result in a total of 750, which is acceptable for Provisional Admission), **AND**
  - successful completion of three business foundations (BADM 501, 502, and 503) with a grade of "C" or better.

A student admitted with Provisional status must meet any condition attached to his/her admission before being granted full acceptance. The Admissions Committee may elect to place additional application requirements on the student, including submission of a written essay or taking extra prerequisite classes, among others. A student admitted with Provisional status may be granted permission to register for no more than six graduate credit hours. The student's progress will be monitored, and the student may be granted full acceptance if all other requirements for admission are met and the student receives an "A" or "B" in both courses. If a "C" is made, the student may be given one opportunity to repeat the course with the "C" grade. If the student does not make an "A" or "B" on the second attempt, the student will be barred from continuation in any of the programs. Credit earned will be considered graduate-level work but may not be counted toward any of the degree programs at Gardner-Webb University until the student meets admissions criteria after all credentials are assessed, or until the student is granted full admission. Students must have full admission to register for graduate coursework beyond six credit hours and must submit all supporting documentation.

### **ACADEMIC GRIEVANCE AND APPEAL PROCEDURES**

A student who experiences a problem concerning a grade or any other aspect of a course, including issues relating to but not limited to academic dishonesty, should:

1. Discuss the matter with the instructor.

2. If the problem is not resolved, the student should go next to the Director of Graduate Business Programs. In some instances, the Director may take the matter to the Graduate School of Business Committee (GSBC). The GSBC consists of the Director of Graduate Business Programs, who serves as chair, and two Graduate School of Business faculty members.
3. If the issue is not resolved by the Director (or GSBC), the case will be taken to the Associate Dean or Dean, who will hear only those parties involved and make a decision in the case.
4. Finally, if the student is not satisfied with the decision regarding his or her academic matter, the case will be referred to the Chair of the Graduate Council.

To initiate an appeal, the dissatisfied party should complete the Appeal Form and address it to the Director of Graduate Business Programs. If the student and/or the instructor are asked to appear before the committee, he or she at that time may bring a representative from within the University to act as counsel. The deadline for an academic dishonesty appeal is seven days after the date of the decision being appealed. Grade appeals must be completed on or before the last day of the following semester. The deadline for all other types of academic appeals is eighteen months after the date of the decision being appealed.

The Appeal Form is available on the Graduate School of Business website.

## **MASTER OF ACCOUNTANCY (MACC) (30 HOURS)**

The 30-credit-hour Master of Accountancy (MAcc) program offered by the Graduate School of Business at Gardner-Webb University is structured to prepare students for the significant changes that are impacting the accounting profession. The MAcc is recognized as the professional graduate degree designed to enhance effectiveness in upper-level accounting and financial positions in public accounting, private industry, or government.

The flexibility of the MAcc degree provides for the creation of career-specific degree tracks. The degree tracks available are general accounting and taxation. Courses are offered only in the evenings and online to accommodate working professionals.

## **PURPOSE**

Today's global business environment is dynamic. There are significant challenges facing accountants. Today's accountant is expected to know more and do more than ever before. It is not enough to know accounting rules and regulations. To be successful in providing value to employers and clients alike,

today's accountant must demonstrate a combination of technical competence, oral and written communication skills, analytical problem-solving skills, technology skills, and people skills. The intensive, applied nature of this MAcc program provides training in accounting through the use of practical techniques that can readily be utilized by the students in their existing positions. The program also provides students with an educational experience to meet the North Carolina State Board of Public Accountancy's 150-hour requirement to sit for the Uniform Certified Public Accounting Examination.

## **STUDENT LEARNING OUTCOMES**

To accomplish the mission of Graduate Programs in individual courses within the Godbold School of Business, students completing a course in accounting will be able to:

1. Adapt themselves in advanced professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in accounting are vital for success;
2. Learn new advanced managerial skills in accounting that require advanced knowledge of computerized technology applications in business; and
3. Respond to complex changes in accounting in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

## **MACC CURRICULUM**

The program requires a minimum of 30 credit hours of graduate studies: 15 hours in the required core, nine accounting elective hours, and six graduate business elective hours. A student may take nine to 15 accounting elective hours by selecting an emphasis, or choosing courses from a combination of different areas.

## **PREREQUISITES**

An undergraduate business degree is not required for admission to the Master of Accountancy program, but specific prerequisite course material is required. A minimum grade of "C" is required for all prerequisite courses. The following general business prerequisites are required:

Accounting Principles I  
Accounting Principles II  
Principles of Finance  
Microeconomics  
Macroeconomics  
Principles of Marketing  
Information Systems or Excel proficiency  
Business Statistics  
Management Science

Foundation courses are offered to satisfy some or all of the general business prerequisites.

BADM 501 Foundations of Accounting and Finance  
 BADM 502 Foundations of Marketing and Economics  
 BADM 503 Foundations of Management Science and Statistical Methods

The following accounting prerequisites are also required for the MAcc degree:

Intermediate Accounting I  
 Intermediate Accounting II  
 Cost Accounting  
 Advanced Accounting  
 Income Tax  
 Auditing

## REQUIRED CORE COURSES (15 HOURS)

ACCT 600 Managerial Accounting	3
ACCT 601 Federal Income Tax	3
ACCT 611 Advanced Auditing (MAcc Capstone course)	3
ACCT 612 Accounting Theory and Practice	3
ACCT 621 Government and Not-for-Profit Accounting	3

## ACCOUNTING EMPHASIS ELECTIVES (CHOOSE 9 HOURS)

### TAX EMPHASIS

ACCT 602 Advanced Federal Income Tax	3
ACCT 603 Partnership and S-Corporation Taxation	3
ACCT 604 Estate, Gifts, and Trust Planning	3
ACCT 606 Tax Research/Planning	3
ACCT 607 State and Local Taxation	3
ACCT 619 Cases in Taxation	3

### GENERAL EMPHASIS

ACCT 610 Advanced Accounting Information Systems	3
ACCT 620 Cases in Financial/ Managerial Accounting	3
ACCT 625 Topics in Accounting	3
ACCT/INTL 622 Seminar in International Accounting	3
ACCT 630 Fraud Examination	3
ACCT 644 Accounting Legal Issues and Ethics	3

### FORENSIC EMPHASIS

ACCT 610 Advanced Accounting Information Systems	3
ACCT 630 Fraud Examination	3
ACCT 632 Internal Auditing	3
ACCT 634 Forensic Accounting and the Legal Environment	3
ACCT 636 Forensic Accounting, Tax Investigation, and Fraud	3

ACCT 638 Ethics of Accounting, Judgment, and Decision Making 3

## BUSINESS ELECTIVES (6 HOURS)

The elective courses are chosen from the large number of Accounting, Master of Business Administration (MBA), and International Master of Business Administration (IMBA) courses. These courses allow the student to address functional weaknesses or pursue additional specialization. For example, a student could take a group of courses related to health care management or banking and finance or international business. Students with no baccalaureate degree in accounting are encouraged to take more accounting electives in place of the business electives.

## MACC DEGREE REQUIREMENTS

1. Overall minimum grade point average of 3.0 in graduate studies
2. Satisfactory completion of 30 graduate hours: 15 core graduate hours (five courses), nine accounting emphasis elective graduate hours (three courses), and six business elective graduate hours (two courses) within six calendar years
3. Application for graduation by the dates published by the Registrar
4. If desired, participation in the hooding ceremony and Commencement exercises

It is the student's responsibility to be familiar with the preceding requirements for graduation.

## MACC PROGRAM GUIDELINES

ACCT 600 Managerial Accounting, ACCT 601 Federal Income Tax, ACCT 612 Accounting Theory and Practice, and ACCT 621 Government and Not-for-Profit Accounting should be scheduled early in the program. Preferred electives should be scheduled whenever they will be offered according to the two-year rotation.

ACCT 611 Advanced Auditing should culminate the program. A minimum of 21 hours of MAcc program courses that include ACCT 601 Federal Income Tax and ACCT 612 Accounting Theory and Practice are required prior to enrollment in ACCT 611 Advanced Auditing. A grade of "B" or better is required to successfully pass ACCT 611 Advanced Auditing. A student receiving a final grade of less than "B" must repeat ACCT 611.

It is the student's responsibility to plan the degree in accordance with the program requirements using the two-year course rotation and the degree planning form available from the advisor.

## MASTER OF BUSINESS ADMINISTRATION (MBA) (30 HOURS)

Gardner-Webb University is committed to providing a program of study that clearly gives its MBA graduates an advantage when competing among others in today's dynamic business environment.

The University's 30-credit-hour course of study is structured to provide students with a working knowledge of business and the managerial skills needed for successful departmental, divisional, and organizational leadership. Courses are offered during evening hours and online.

The MBA is recognized as the professional graduate degree designed to enhance effectiveness in upper-level managerial positions in a business setting. Many persons having career goals in non-profit settings also pursue the MBA degree. Graduate study in business not only helps individuals meet their goals of career development and personal growth but also contributes to their enhanced appreciation of the private enterprise market system.

### PURPOSE

Effective managerial behavior depends on the knowledge and skills used in decision making. A successful administrator not only must know about his/her own professional area, but he/she also must have considerable understanding of the professional areas of others. Students in the MBA program are expected to develop a working knowledge of accounting, finance, human relations and behavior, economics, marketing, production, business law, and international business.

The applied nature of the MBA program provides training in management through the use of practical techniques that can be readily utilized by the students in their existing positions. Students learn to be innovative in their approaches to solving problems and making decisions. The program offers a unique opportunity to study with others who have similar interests and learn from others who have had varying work experiences.

### STUDENT LEARNING OUTCOMES

To accomplish the mission of Graduate Programs in individual courses within the Godbold School of Business, students completing a course in business administration will be able to:

1. Adapt themselves in advanced professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in business administration are vital for success;
2. Learn new advanced managerial skills in business administration that require advanced knowledge of

computerized technology applications in business; and

3. Respond to complex changes in business administration in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

### MBA CURRICULUM

Today, managers need skills in analysis, problem solving, interaction, and communication. Approaches to problem solving are stressed throughout the program through the use of practical applications of academic concepts and theories. Students learn to be innovative in their approaches to problem solving through assignments requiring teamwork, communication skills, and computer applications.

The 30-credit-hour program consists of ten three-credit-hour courses.

### PREREQUISITES

An undergraduate business degree is not required for admission to the Master of Business Administration program, but specific prerequisite course material is required. A minimum grade of "C" is required for all prerequisites. The following general business prerequisites are required:

Accounting Principles I  
Accounting Principles II  
Principles of Finance  
Microeconomics  
Macroeconomics  
Principles of Marketing  
Information Systems or Excel proficiency  
Business Statistics  
Management Science

Foundation courses are offered to satisfy some or all of the general business prerequisites.

BADM 501 Foundations of Accounting and Finance  
BADM 502 Foundations of Marketing and Economics  
BADM 503 Foundations of Management Science and Statistical Methods

### CURRICULUM (30 HOURS)

ACCT 600 Managerial Accounting	3
BADM 610 Managerial Economics	3
BADM 620 Managerial Finance	3
BADM 625 Marketing Management	3
BADM 630 Organizational Behavior	3
BADM 633 Entrepreneurial Management	3
BADM 635 Production Research and Operations Management	3
BADM 640 Business Law and Ethics	3
BADM 690 Strategic Management (MBA Capstone Course)	3
INTL 650 International Business	3



## MBA DEGREE REQUIREMENTS

1. Overall minimum grade point average of 3.0 in graduate studies
2. Satisfactory completion of a total of 30 graduate hours within six calendar years
3. Application for graduation by the dates published by the Registrar
4. Participation in Hooding Ceremony and Commencement exercises if desired

*It is the student's responsibility to be familiar with the preceding requirements for graduation.*

## MBA PROGRAM GUIDELINES

ACCT 600 Managerial Accounting, BADM 610 Managerial Economics, BADM 625 Marketing Management, and BADM 633 Entrepreneurial Management should be scheduled early in the program.

BADM 690 Strategic Management should culminate the program. A minimum of 24 hours of MBA courses that include ACCT 600 Managerial Accounting, BADM 610 Managerial Economics, BADM 620 Managerial Finance, BADM 625 Marketing Management, BADM 630 Organizational Behavior, BADM 633 Entrepreneurial Management, and BADM 635 Production Research and Operations Management are required prior to enrollment. A grade of "B" or better is required to successfully pass BADM 690. A student receiving a final grade of less than "B" must repeat BADM 690.

It is the student's responsibility to plan the degree in accordance with the program requirements using the two-year course rotation and the degree planning form available from the advisor.

For more information on how to plan the degree, review all the material available at the Registration and Student Resources Information page found here: <http://gardner-webb.edu/academic-programs-and-resources/colleges-and-schools/business/resources/forms/index>.

## INTERNATIONAL MASTER OF BUSINESS ADMINISTRATION (IMBA) (30 HOURS)

The International Master of Business Administration (IMBA) program offered by the Graduate School of Business at Gardner-Webb University is structured to provide a strong academic foundation in international business through a comparative approach to global business. The IMBA is recognized as the professional graduate degree designed to enhance effectiveness and provide comprehensive knowledge and skills involved in managing international profit and non-profit organizations.

The 30-credit-hour curriculum includes 18 hours of graduate international business courses and 12 hours of required general Master of Business Administration (MBA) courses. The two-year outline of courses has a logical sequence progressing from required courses of International Business, International Marketing, International Finance, International Trade Law, Topics in International Business, and Seminar in International Trade to courses in the major emphasis area.

## PURPOSE

The global competitive market is continuously changing, and the magnitude and speed of the changes and their strategic implications for firms, irrespective of location or product/service, is unprecedented. The aggregate impact of these changes and the competitive responses of individual firms on individual country and regional economies is equally powerful. To be an effective global manager, one must be equipped with the necessary tools for the challenges ahead. The IMBA program in the Graduate School of Business offers a cutting-edge graduate international business education that prepares students for these challenges. The intensive, applied nature of this IMBA program provides training in international business through the use of practical techniques, foreign country experience, and other important tools that can readily be utilized by the students in their existing positions.

## STUDENT LEARNING OUTCOMES

To accomplish the mission of Graduate Programs in individual courses within the Godbold School of Business, students completing a course in international business administration will be able to:

1. Adapt themselves in advanced professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in international business administration are vital for success;
2. Learn new advanced managerial skills in international business administration that require advanced knowledge of computerized technology applications in business; and
3. Respond to complex changes in international business administration in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

## IMBA CURRICULUM PREREQUISITES

An undergraduate business degree is not required for admission to the International Master of Business Administration program, but specific prerequisite course material is required. A minimum grade of "C" is required for all prerequisites. The following general business prerequisites are required.

Accounting Principles I  
 Accounting Principles II  
 Principles of Finance  
 Microeconomics  
 Macroeconomics  
 Principles of Marketing  
 Information Systems or Excel proficiency  
 Business Statistics  
 Management Science

Foundation courses are offered to satisfy some or all of the general business prerequisites.

BADM 501 Foundations of Accounting and Finance  
 BADM 502 Foundations of Marketing and Economics  
 BADM 503 Foundations of Management Science and Statistical Methods

## INTERNATIONAL BUSINESS REQUIRED (18 HOURS)

INTL 643 International Trade Law	3
INTL 650 International Business	3
INTL 651 International Finance	3
INTL 652 International Marketing	3
INTL 653 Seminar In International Trade (Capstone Course)*	3
INTL 695 Topics in International Business	3

*\*Must have all MBA/IMBA program prerequisites or permission of the Director of Graduate Business Programs*

## MBA REQUIRED COURSES (12 HOURS)

ACCT 600 Managerial Accounting	3
BADM 610 Managerial Economics	3
BADM 620 Managerial Finance	3
BADM 633 Entrepreneurial Management	3

## IMBA DEGREE REQUIREMENTS

1. Overall minimum grade point average of 3.0 in graduate studies
2. Satisfactory completion of 30 graduate hours within six calendar years
3. Application for graduation by the dates published by the Registrar
4. If desired, participation in the hooding ceremony and commencement exercises.

***It is the student's responsibility to be familiar with the preceding requirements for graduation.***

## IMBA PROGRAM GUIDELINES

INTL 650 International Business, INTL 651 International Finance, INTL 652 International Marketing, and BADM 633 Entrepreneurial Management should be scheduled early in the program. INTL 653 Seminar in International Trade should culminate the program. A minimum of 18 hours of IMBA program courses that include INTL 650 International

Business, INTL 651 International Finance, INTL 652 International Marketing, and BADM 633 Entrepreneurial Management are required prior to enrollment in INTL 653 Seminar in International Trade. A grade of "B" or better is required to pass INTL 653. A student receiving a final grade less than "B" must repeat INTL 653.

It is the student's responsibility to plan the degree in accordance with the program requirements using the two-year course rotation and the degree planning form available from the advisor.

## BRINKLEY FINANCIAL GROUP MASTER OF WEALTH AND TRUST MANAGEMENT (MWTM) (30 HOURS)

The Master of Wealth and Trust Management (MWTM) program offered by the Graduate School of Business at Gardner-Webb University Charlotte provides graduates with the knowledge and skill set to enter into and progress within the wealth and trust management sectors of the financial industry. In particular, graduates will have obtained firm practical, experiential, and theoretical foundations regarding careers in Trust Management, Financial Planning, Private Banking, Investment Management, Securities and Financial Regulation, and other financial fields. The degree program is designed for trust or private bankers, investment advisors, and brokers seeking an advanced degree in wealth and trust management, or business administration, accounting, and economics degree graduates seeking a firm foundation in wealth and trust management in order to advance their career opportunities in the financial industry.

The 30-credit-hour curriculum can be accomplished in two years and is offered in a convenient format. The program is comprised of evening courses, online courses, or entirely online.

Furthermore, the program's rolling admissions enable the student to enroll starting in either the Fall, Spring, or Summer sessions. Additionally, the courses are offered in repetitive rotations such that any missed coursework may be brought current. Part-time students are also welcome. The two-year rotation of courses has a logical sequence progressing from required courses for this program.

## PURPOSE

The Brinkley Financial Group Master of Wealth and Trust Management is a master's degree program whose overarching purpose is to prepare the student and provide increased credentials for a successful career in the Wealth and Trust Management field.

A master's degree program designed expressly for the wealth and trust management professional, students acquire the ability to perform investment analysis and portfolio management, financial planning, retirement planning, and

estate planning, students will not only be conversant, but will enjoy in-depth knowledge and understanding regarding the fields of securities regulation, wealth transfer, and risk management. The curriculum model is consistent with the fields of study required under the CFP (Certified Financial Planner) Certification Examination, and that of a CFA (Chartered Financial Analyst) Institute-recognized university, in addition to providing an in-depth understanding of the fields of study relevant to the Series 7 Examination as administered by the Financial Industry Regulatory Authority.

The program is designed expressly to provide the graduate with a firm foundation for future growth. The wealth and trust management field is stable, fulfilling, and rewarding.

## STUDENT LEARNING OUTCOMES

To accomplish the mission of Graduate Programs in individual courses within the Godbold School of Business, students completing a course in wealth and trust management will be able to:

1. Adapt themselves in advanced professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in wealth and trust management are vital for success;
2. Learn new advanced managerial skills in wealth and trust management that require advanced knowledge of computerized technology applications in business; and
3. Respond to complex changes in wealth and trust management in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

## MWTM CURRICULUM

### PREREQUISITES

An undergraduate business degree is not required for admission to the Master of Wealth and Trust Management program, but specific prerequisite course material is required. A minimum grade of "C" is required for all prerequisites. The following general business prerequisites are required.

Accounting Principles I  
Accounting Principles II  
Principles of Finance  
Microeconomics  
Macroeconomics  
Principles of Marketing  
Information Systems or Excel proficiency

Foundation courses are offered to satisfy some or all of the general business prerequisites.

BADM 501 Foundations of Accounting and Finance  
BADM 502 Foundations of Marketing and Economics

## WEALTH AND TRUST REQUIRED COURSES (30 HOURS)

WMGT 601 Income Tax Planning	3
WMGT 604 Transfer Taxation	3
WMGT 605 Financial Planning Strategies	3
WMGT 610 Investment Strategies	3
WMGT 620 Insurance and Risk Management	3
WMGT 621 Advanced Investment Strategies	3
WMGT 625 Advanced Estate Planning	3
WMGT 630 Retirement Planning Strategies	3
WMGT 640 Advanced Securities and Financial Regulation	3
WMGT 650 Wealth Transfer Seminar (Capstone)	3

## MWTM DEGREE REQUIREMENTS

1. Overall minimum grade point average of 3.0 in graduate studies
2. Satisfactory completion of a total of 30 graduate hours within six calendar years
3. Application for graduation by the dates published by the Registrar
4. Participation in Hooding Ceremony and Commencement exercises if desired

***It is the student's responsibility to be familiar with the preceding requirements for graduation.***

## MWTM PROGRAM GUIDELINES

All undergraduate course information deficiencies must be made up prior to enrolling in WMGT courses. WMGT 650 Wealth Transfer Seminar (Capstone), should culminate the program. A minimum of 24 hours must be completed prior to taking WMGT 650. A grade of "B" or better is required to successfully pass WMGT 650. A student receiving a final grade of less than "B" must repeat WMGT 650.

It is the student's responsibility to plan the degree in accordance with the program requirements using the two-year course rotation and the degree planning form available from the advisor.

For more information on how to plan the degree, review all the material available at the Registration and Student Resources Information page found on the University website.

## GRADUATE BUSINESS CERTIFICATES (9 HOURS)

The Godbold School of Business offers Graduate Business Certificates featuring a selective mix of courses designed to offer candidates an outstanding way to differentiate themselves in their field.

The certificates require nine credit hours (three courses) in the areas of Accounting, Economics, Finance, Healthcare

Management, Human Resource Management, International Business, Management, Management Information Systems, or Marketing.

## **ACCOUNTING CERTIFICATE REQUIRED COURSE**

ACCT 600 Managerial Accounting\*\*

## **ELECTIVE COURSES**

(CHOOSE TWO OF THE FOLLOWING)

- ACCT 601 Federal Income Tax \*
- ACCT 602 Advanced Federal Income Tax \*
- ACCT 603 Partnership and S Corporation Taxation \*
- ACCT 604 Estate, Gifts, and Trust Planning \*
- ACCT 606 Tax Research/Planning \*
- ACCT 607 State and Local Taxation \*
- ACCT 610 Advanced Accounting Information Systems\*
- ACCT 611 Advanced Auditing (Capstone) \*
- ACCT 612 Accounting Theory and Practice \*
- ACCT 619 Cases in Taxation \*
- ACCT 620 Cases in Financial/Managerial Accounting
- ACCT 621 Government and Not-for-Profit Accounting \*
- ACCT 625 Topics in Accounting \*
- ACCT 630 Fraud Examination \*
- ACCT 644 Accounting Legal Issues and Ethics\*\*
- ACCT 622 Seminar in International Accounting\*\*

*\* Must meet Accounting prerequisites or obtain permission from the Director of Graduate Business Programs*

*\*\*If the applicant has already taken the required course, one additional elective should be selected.*

## **ECONOMICS CERTIFICATE REQUIRED COURSE**

BADM 610 Managerial Economics\*

## **ELECTIVE COURSES**

(CHOOSE TWO OF THE FOLLOWING)

- BADM 611 Health Care Economics
- BADM 645 Seminar in International Economics
- BADM 648 Seminar in Economic Development
- BADM 692 Economics of Money, Banking, and Financial Markets
- BADM 696 Topics in Economics
- INTL 653 International Trade

*\*If the applicant has already taken the required course, one additional elective should be selected.*

## **FINANCE CERTIFICATE REQUIRED COURSE**

BADM 620 Managerial Finance\*

## **ELECTIVE COURSES**

(CHOOSE TWO OF THE FOLLOWING)

- BADM 621 Investment and Portfolio Management
- BADM 622 Financial Institution Management
- BADM 692 Economics of Money, Banking, and Financial Markets
- BADM 697 Topics in Finance
- INTL 651 International Finance

*\*If the applicant has already taken the required course, one additional elective should be selected.*

## **HEALTHCARE MANAGEMENT CERTIFICATE REQUIRED COURSE**

BADM 605 Health Care Administration\*

## **ELECTIVE COURSES**

(CHOOSE TWO OF THE FOLLOWING)

- BADM 606 Health Care Organization
- BADM 611 Health Care Economics
- BADM 626 Health Care Marketing
- BADM 628 Managerial Epidemiology
- BADM 641 Health Care Law and Ethics

*\*If the applicant has already taken the required course, one additional elective should be selected.*

## **HUMAN RESOURCES MANAGEMENT CERTIFICATE**

### **REQUIRED COURSE**

BADM 630 Organizational Behavior\*

### **ELECTIVE COURSES**

(CHOOSE TWO OF THE FOLLOWING)

- BADM 608 Leadership: Theory and Practice
- BADM 609 Organizational Staffing
- BADM 612 Motivation and Reward Systems
- BADM 613 Labor Relations and Work Force Governance
- BADM 615 Human Judgment and Decision Making
- BADM 632 Human Resource Management
- BADM 636 Managerial Communications
- BADM 642 Employment Law

*\*If the applicant has already taken the required course, one additional elective should be selected.*

## **INTERNATIONAL BUSINESS CERTIFICATE**

### **REQUIRED COURSE**

INTL 650 International Business\*

### **ELECTIVE COURSES**

(CHOOSE TWO OF THE FOLLOWING)

- BADM 645 International Economic Issues
- INTL 636 Corporate and Intercultural Communications
- INTL 643 International Trade Law



INTL 650 International Business  
INTL 651 International Finance  
INTL 652 International Marketing  
INTL 653 Seminar in International Trade (Capstone)  
INTL 695 Topics in International Business

*\*If the applicant has already taken the required course, one additional elective should be selected.*

## **MANAGEMENT CERTIFICATE REQUIRED COURSE**

BADM 633 Entrepreneurial Management\*

## **ELECTIVE COURSES**

(CHOOSE TWO OF THE FOLLOWING)

BADM 608 Leadership: Theory and Practice  
BADM 612 Motivation and Reward Systems  
BADM 615 Human Judgment and Decision Making  
BADM 625 Managerial Marketing  
BADM 632 Human Resource Management  
BADM 636 Managerial Communications  
BADM 690 Strategic Management

*\*If the applicant has already taken the required course, one additional elective should be selected.*

## **MANAGEMENT INFORMATION SYSTEMS CERTIFICATE**

## **ELECTIVE COURSES**

(CHOOSE THREE OF THE FOLLOWING)

BADM 634 Management Information Systems  
BADM 637 Technical Trends in Management  
Information Systems  
BADM 639 E-commerce and Internet Law  
BADM 647 Advanced Database and System  
Development  
BADM 660 Advanced Data Communications,  
Networking, and Business Programming  
BADM 698 Topics in Management Information  
Systems

## **MARKETING CERTIFICATE REQUIRED COURSE**

BADM 625 Marketing Management\*

## **ELECTIVE COURSES**

(CHOOSE TWO OF THE FOLLOWING)

BADM 626 Health Care Marketing  
BADM 654 Promotion Strategies  
BADM 658 Pricing Strategies  
BADM 695 Topics in Marketing  
INTL 652 International Marketing

*\*If the applicant has already taken the required course, one additional elective should be selected.*

## **BUSINESS FOUNDATIONS CERTIFICATE (9 HOURS)**

The Business Foundations Certificate is designed to meet the needs of professional adults who seek to develop their business skills. Many professionals hold degrees in non-business fields and needed to gain knowledge and up-to-date tools in the business area.

Working professionals have limited time; and in an effort to better serve our students, these courses are available completely online. The courses will sharpen skills and strengthen value in the workplace. The Business Foundations Certificate also provides the opportunity to begin a graduate degree with the Godbold School of Business. The three courses taken to complete the Certificate satisfy the prerequisites needed to begin the Master of Business Administration (MBA) and International Master of Business Administration (IMBA) programs.

## **REQUIRED COURSES**

BADM 501 Foundations of Accounting and Finance  
BADM 502 Foundations of Marketing and Economics  
BADM 503 Foundations of Management Science and  
Statistical Methods

## **ADMISSION PROCEDURES**

Complete the online application. Submit a professional résumé, official transcripts from all colleges and universities attended, and three recommendations. An undergraduate degree is required from all applicants. In order to obtain the Certificate, all three foundations courses must be completed. Transfer of credits is not permitted for Certificate completion.

## **PROGRAM COST**

For information on program costs, please visit the Finances and Financial Aid section of the University website and refer to the tuition cost per credit hour for MBA/IMBA/MAcc/MWTM/MBA-Plus/Business Foundations programs.

## **MASTER'S-PLUS CERTIFICATE (18 HOURS)**

The Master's-Plus is a certificate program that provides graduates of an accredited graduate business program the opportunity to update their business education and explore new career paths in teaching by meeting the typical institutional standard of having earned a minimum of 18 graduate hours in a discipline in order to teach a college-level course. The Master's-Plus provides business professionals who hold master's degrees in business with a means for keeping up with the ever-changing business environment and remaining competitive.

## MASTER'S-PLUS EMPHASIS OPTIONS

Accounting\*  
Economics  
Finance  
Healthcare Management  
Human Resources  
International Business  
Management  
Management Information Systems  
Marketing

*\*Undergraduate MAcc Prerequisites are required.*

## REQUIREMENTS

The Master's-Plus Certificate requires a graduate degree in business and completion of 18 graduate credit hours (six courses) in the area of emphasis, at least twelve of which must be earned at Gardner-Webb University. Students will be allowed to take more than the minimum number of credit hours if they wish. Students can transfer in up to six hours toward the 18-hour requirement for the certificate. Accounting emphasis students should meet the prerequisite requirements of the MAcc program in order to take Master's-Plus accounting courses.

## ADMISSION REQUIREMENTS

Applicants for Master's-Plus submit an application, the \$40 application fee, and official transcripts indicating a master's degree or equivalent awarded by a regionally accredited institution.

## ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS

International students residing in the U.S. under a visa status that requires enrollment in face-to-face classes are not eligible for acceptance into a Master's-Plus program.

## MASTER'S-PLUS COURSES

### ACCOUNTING

ACCT 600 Managerial Accounting\*\*  
ACCT 601 Federal Income Tax\*  
ACCT 602 Advanced Federal Income Tax\*  
ACCT 603 Partnership and S Corporation Taxation\*  
ACCT 604 Estate, Gifts, and Trust Planning\*  
ACCT 606 Tax Research/Planning\*  
ACCT 607 State and Local Taxation\*  
ACCT 610 Advanced Accounting Information Systems\*  
ACCT 611 Advanced Auditing (Capstone)\*  
ACCT 612 Accounting Theory and Practice\*  
ACCT 619 Cases in Taxation\*  
ACCT 620 Cases in Financial/Managerial Accounting\*  
ACCT 621 Government and Not-for-Profit Accounting\*

ACCT 625 Topics in Accounting\*  
ACCT 630 Fraud Examination\*  
ACCT 644 Accounting Legal Issues and Ethics\*\*  
ACCT 622 Seminar in International Accounting\*\*

*\*Must meet MAcc Program prerequisites or obtain permission from the Director of Graduate Business Programs*

*\*\*Must have all MBA/IMBA program prerequisites or obtain permission of the Director of Graduate Business Programs*

### ECONOMICS

BADM 610 Managerial Economics\*  
BADM 611 Health Care Economics\*  
BADM 645 Seminar in International Economics\*  
BADM 648 Seminar in Economic Development\*  
BADM 692 Economics of Money, Banking, and Financial Markets\*  
BADM 696 Topics in Economics\*  
INTL 653 International Trade\*

*\*Must have all MBA/IMBA program prerequisites or obtain permission from the Director of Graduate Business Programs*

### FINANCE

ACCT 620 Cases in Financial/Managerial Accounting\*\*  
BADM 620 Managerial Finance\*  
BADM 621 Investment and Portfolio Management\*  
BADM 622 Financial Institution Management\*  
BADM 692 Economics of Money, Banking, and Financial Markets\*  
BADM 697 Topics in Finance\*  
INTL 651 International Finance\*

*\*Must have all MBA/IMBA program prerequisites or obtain permission from the Director of Graduate Business Programs*

*\*\*Must meet MAcc program prerequisites or obtain permission from the Director of Graduate Business Programs*

### HEALTHCARE MANAGEMENT

BADM 605 Health Care Administration\*  
BADM 606 Health Care Organization\*  
BADM 611 Health Care Economics\*  
BADM 626 Health Care Marketing\*  
BADM 628 Managerial Epidemiology\*  
BADM 641 Health Care Law and Ethics\*

*\*Must have all MBA/IMBA program prerequisites or obtain permission from the Director of Graduate Business Programs*

### HUMAN RESOURCES MANAGEMENT

BADM 608 Leadership: Theory and Practice\*  
BADM 609 Organizational Staffing\*  
BADM 612 Motivation and Reward Systems\*  
BADM 613 Labor Relations and Work Force Governance\*  
BADM 615 Human Judgment and Decision Making\*  
BADM 630 Organizational Behavior\*  
BADM 632 Human Resource Management\*  
BADM 636 Managerial Communications\*

BADM 642 Employment Law\*

*\*Must have all MBA/IMBA program prerequisites or obtain permission from the Director of Graduate Business Programs*

## **INTERNATIONAL BUSINESS**

BADM 645 International Economic Issues\*

INTL 622 Seminar in International Accounting\*\*

INTL 636 Corporate and Intercultural Communications\*

INTL 643 International Trade Law\*

INTL 650 International Business\*

INTL 651 International Finance\*

INTL 652 International Marketing\*

INTL 653 Seminar in International Trade (Capstone)\*

INTL 695 Topics in International Business\*

*\*Must have all MBA/IMBA program prerequisites or obtain permission from the Director of Graduate Business Programs*

*\*\*Must meet MAcc program prerequisites or obtain permission from the Director of Graduate Business Programs*

## **MANAGEMENT INFORMATION SYSTEMS**

ACCT 610 Advanced Accounting Information Systems\*\*

BADM 634 Management Information Systems\*

BADM 637 Technical Trends in Management Information Systems\*

BADM 639 E-commerce and Internet Law\*

BADM 647 Advanced Database and System Development\*

BADM 660 Advanced Data Communications, Networking, and Business Programming\*

BADM 698 Topics in Management Information Systems\*

*\*Must have all MBA/IMBA Program Prerequisites or obtain permission from the Director of Graduate Business Programs*

*\*\*Must meet MAcc program prerequisites or obtain permission from the Director of Graduate Business Programs*

## **MARKETING**

BADM 625 Marketing Management\*

BADM 626 Health Care Marketing\*

BADM 654 Promotion Strategies\*

BADM 658 Pricing Strategies\*

BADM 695 Topics in Marketing\*

INTL 652 International Marketing\*

*\*Must have all MBA/IMBA program prerequisites or obtain permission from the Director of Graduate Business Programs*

## **MASTER'S-PLUS CERTIFICATE REQUIREMENTS**

1. Graduate business degree
2. Overall minimum grade point average of 3.0 in graduate studies

3. Satisfactory completion of a total of 18 graduate hours in the selected emphasis
4. Application for Completion of Master's-Plus Certificate. Due dates are published by the Registrar and are the same as for the graduation application.
5. If desired, participation in the presentation of Certificates during the Hooding Ceremony.

***It is the student's responsibility to be familiar with the preceding requirements for completion.***

For Master's-Plus policies on grades and reports and transfer courses while on suspension and probation, see the Academic Information section of the catalog.

## **DOCTOR OF BUSINESS ADMINISTRATION (60 HOURS)**

### **ADMISSION REQUIREMENTS**

Admission to the program is competitive, and the attainment of a specific set of minimum qualifications does not assure admission. Instead, admission is granted to the candidates deemed to be most qualified to achieve success. In general, admission requirements are the following.

1. Master's degree in business or equivalent business-related degree from a regionally accredited college or university
2. Cumulative GPA of 3.0 or higher on all previous graduate coursework as evidenced by official graduate transcripts
3. Submission of a current, professional résumé
4. Statement of interest indicating the applicant's chief academic strengths and limitations and reasons for selecting the DBA program and GWU
5. Two letters of recommendation (professional and academic)
6. Completion of an interview with the DBA Director and DBA Committee

Applicant folders must be complete for consideration.

DBA students select a concentration major and progress through the program in a cohort. Concentration majors are available in the following areas.

Accounting  
Finance  
Management  
International Business  
Marketing

### **STUDENT LEARNING OUTCOMES**

In consideration of the institution's mission, the DBA program has the following learning objectives or student competencies.

## Oral and Written Communication

1. Demonstrate advanced oral business communication skills that are relevant to business education by selecting appropriate communication tools and utilizing them in a highly effective, professional manner.
2. Demonstrate a high skill level in academic writing by properly utilizing information literacy and research methods; critically analyzing results; and expressing findings using clear, concise tools and writing styles and proper academic and professional writing formats.

## Disciplined Inquiry

1. Select appropriate research methods and be able to properly apply them to economic, behavioral, and social-science theories that provide the foundation for strategic research in business administration problems.
2. Exercise critical thinking strategies relating to business problem definition (reasoning), problem analysis (problem solving), and evaluation of solutions and be able to apply them within the organization.

## Information Literacy

1. Demonstrate the ability to access, evaluate, and use information and information technologies to enhance the effective utilization and practice of business research.

## Ethics and Christian Values

1. Exhibit Christian faith, service, and leadership, and properly evaluate and apply ethical values to guide professional behaviors and decision-making in business organizations.

## Global Strategies and Leaders in Change

1. Assess the knowledge and skills that are essential to implement change in the business environment and be able to apply them effectively at strategic levels.
2. Develop strategies to effectively address issues facing business leaders in a contemporary global environment.

## ACADEMIC CURRICULUM

BADM 800 Doctorate of Business Administration Orientation	0
ACCT 808 / FINC 808 / INTL 808 / MGMT 808 / MRKT 808 Foundations for Ethical Reasoning in Accounting / Finance / International Business / Management / Marketing	4
BADM 802 Advanced Applied Business Statistics	4

BADM 804 Advanced Research Methods	4
BADM 806 Current Topics and Research Seminar (Modeling)	4
ACCT 810 / FINC 810 / INTL 810 / MGMT 810 / MRKT 810 Seminar in Accounting / Finance / International Business / Management / Marketing	4
ACCT 812 / FINC 812 / INTL 812 / MGMT 812 / MRKT 812 Best Practices in Teaching and Consulting in Accounting / Finance / International Business / Management / Marketing	4
MGMT 820 Management Strategy and Planning	4
MRKT 822 Advanced Marketing Strategy	4
ACCT 824 Seminar in Accounting for Decision Making	4
FINC 828 Advanced Corporate Finance	4
INTL 830 Advanced Global Business Strategy	4
ECON 832 Advanced Economic Strategies for Decision Making	4
ACCT 901 / FINC 901 / INTL 901 / MGMT 901 / MRKT 901 Doctoral Dissertation I in Accounting / Finance / International Business / Management / Marketing	4
ACCT 902 / FINC 902 / INTL 902 / MGMT 902 / MRKT 902 Doctoral Dissertation II in Accounting / Finance / International Business / Management / Marketing	4
ACCT 903 / FINC 903 / INTL 903 / MGMT 903 / MRKT 903 Doctoral Dissertation III in Accounting / Finance / International Business / Management / Marketing	4

For those students requiring additional time to complete the Dissertation:

ACCT 904 / FINC 904 / INTL 904 / MGMT 904 / MRKT 904 Doctoral Dissertation Extension in Accounting / Finance / International Business / Management / Marketing	4
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## COUNSELING

*Dean: D. Carscaddon*

*Director of Graduate Counseling Programs: L. Carscaddon*

*Coordinator of Clinical Mental Health Counseling Programs-Boiling Springs/Charlotte: S. Webb*

*Coordinator of the School Counseling Program: L. Greene*

## FACULTY

*Professors: D. Carscaddon, L. Carscaddon, L. Greene, J. Morgan*

*Associate Professors: I. Naydenova, B. Thompson, S. Webb*

*Instructor: K. Williams-Thompson*



## MISSION STATEMENT

The mission of the graduate programs of the School of Psychology and Counseling is to create a context in which counseling students participate in an academically rigorous process that values the power of interpersonal relationships in creating beneficial change. For faculty, counseling students, and the community we serve, we believe this process is essential. Our school has an ongoing commitment to providing a caring and challenging environment which facilitates the acquisition of the knowledge and the development of the skills necessary for our counseling students to become effective counselors in an increasingly diverse society. We seek to empower students within a framework of mentoring relationships to promote their own development in several areas of personal growth. These areas include spiritual, ethical, mental, physical, social, and vocational development. In addition, we seek to foster a commitment to continuing education and lifelong learning.

## FIELDS OF STUDY

MA in School Counseling (pre-K-12)

MA in Clinical Mental Health Counseling

MDiv/MA in Mental Health Counseling

## ACCREDITATION OF GRADUATE COUNSELING PROGRAMS

The School Counseling and Mental Health Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Our School is committed to providing a caring and challenging environment which facilitates the acquisition of the knowledge and the development of the skills necessary for our students to become effective counselors in an increasingly diverse society. Specifically, we affirm and adopt the Statement of Core Values of the Council for CACREP which acknowledges our belief in

- Advancing the counseling profession through quality and excellence in counselor education;
- Ensuring a fair, consistent, and ethical decision-making process;
- Serving as a responsible leader in protecting the public;
- Promoting practices that reflect openness to growth, change, and collaboration; and
- Creating and strengthening standards that reflect the needs of society, respect the diversity of instructional approaches and strategies, and encourage program improvement and best practices. (CACREP Board of Directors, March 2002)

Curricular experiences and course content for both the School Counseling and Clinical Mental Health Counseling Programs

are built around the following eight core areas as defined by CACREP: professional orientation and ethical practice; social and cultural diversity; human growth and development; career development; counseling and helping relationships; group counseling and group work; assessment and testing; and research and program evaluation.

The School of Psychology and Counseling offers graduate programs in counseling at two different campus locations. Master's degrees are offered in Clinical Mental Health Counseling at both the Boiling Springs and Charlotte campuses. School Counseling is offered only at the Boiling Springs Campus. Both programs prepare counselor trainees to take Counseling Board examinations for certification or meet other requirements for licensure. The Clinical Mental Health Counseling and School Counseling Programs follow an annual cohort model. Applicants are admitted in the fall. Counselor trainees move through their program together, taking two evening (or late afternoon during the practicum and internship semesters) courses each semester and in the summer. Students admitted to the Clinical Mental Health Counseling or School Counseling Programs who desire to change to the other program must reapply and meet all admission requirements for the program they wish to enter.

Faculty members at both campuses work closely together and often teach on both campuses. Many of the same courses will be taken in the first two years of study by both school counseling and mental health counseling trainees. Program advisors work with counselor trainees from the application process through graduation to support their academic and professional development. In addition, program advisors are available for consultation and recommendations after graduation.

## DEVELOPMENTAL COURSE SEQUENCE

The developmental sequence of courses has been built around a "Counselor as Theorist and Practitioner" framework and can be conceptualized as an example of a spiral curriculum (Bruner, 1966). The entire sequence of courses consists of four major components. The "Theoretical Component" consists of a two-course sequence designed to introduce students to the major theories and techniques of counseling and to provide a strong foundation on which to build continued knowledge and skill development. The "Professional Component" contains coursework aimed primarily at the continued development of the counselor as theorist. The "Skill Component" focuses more on the counselor as practitioner. The "Applied Component" seeks to solidify the student's identity as both theorist and practitioner by providing a carefully supervised opportunity for students to integrate knowledge and skills. These components are not presented to students as intact components to be mastered in isolation. Rather, the developmental sequence of courses

was intentionally designed to include elements of theory and practice throughout the program in such a way that information and skills are built upon developmentally. While each course contains some elements of both theory and practice, most courses have a primary emphasis on one or the other.

The sequence begins with all new students taking “Theories and Techniques of Counseling I” and “Theories and Techniques of Counseling II” in the first and second semesters. In these courses students explore various theoretical approaches to counseling and begin to apply those theoretical concepts as they are exposed to specific counseling techniques consistent with the various approaches. This two-course sequence forms the center point of the spiral from which the other courses expand. Every course in the program connects back to these two courses in some way, culminating in the practicum and internship experiences where the student’s identity as a counselor who is both theorist and practitioner is concretely demonstrated.

The sequence of courses moves back and forth between emphasis on theory and emphasis on practice, interweaving and connecting theory and practice throughout the program. In addition to the development of counselors as theorist and practitioner, the spiral curriculum is useful in conceptualizing the ways in which other aspects of the counseling curriculum are delivered. For example, knowledge and skill related to multicultural concerns are of primary importance in the development of counselors. For this reason, multicultural issues are addressed in each course in the program. Similarly, the development of one’s own theory of counseling and how that theory is best implemented in practice is revisited throughout the curriculum. Attention to personal and professional development of students is an essential component of every aspect of the counseling curriculum and is addressed throughout the program consistent with the spiral curriculum approach.

## ADMISSION REQUIREMENTS

To be eligible for admission to graduate programs in the School of Psychology and Counseling, the following requirements apply.

1. A bachelor’s degree from a regionally accredited institution with a cumulative GPA of 3.0 or better on a 4.0 scale
2. An acceptable score on the GRE (290/3.5) or the MAT (389)
3. Three positive academic and/or professional references
4. A satisfactory Criminal Background Check for all states of residence for the past five years, along with a residence verification statement. The purpose of the

criminal background check is to meet requirements of some field placement sites in which students learn and practice counseling methods. Criminal background histories obtained for employment purposes are not acceptable for admission to the counseling programs. Information received pertaining to criminal background histories will become part of the student’s confidential permanent academic file. Any conviction or pending criminal charges cited in the criminal history will be reviewed by the Gayle Bolt Price School of Graduate Studies, the Vice President for Enrollment Management, and the Counseling Program graduate faculty. Any allegations or charges of misdemeanor(s) or felony(s) that occur after the Criminal Record Check has been submitted must be reported immediately to the Dean of the School of Graduate Studies and to the Dean of the School of Psychology and Counseling. Failure to report allegations of such charges may result in immediate dismissal from the program.

5. A successful interview with faculty in the program

Additional program-specific admission requirements are included with the descriptions of each counseling program.

## POLICY FOR ADMISSION OF NON-DEGREE-SEEKING OR TRANSIENT STUDENTS IN COUNSELING PROGRAMS

Students are admitted to the master’s programs in counseling in a selective manner within a cohort model. Students are thus provided an enhanced opportunity to develop professional clinical skills and relationships in a safe environment with their classmates. School of Psychology and Counseling (SPC) faculty regard limiting clinical experiences to its own students critical in maintaining the optimal environment for learning and protecting the intent of the cohort model. Therefore, the SPC has a policy and procedure regarding the admission of non-degree-seeking or transient students to courses within the School Counseling and Clinical Mental Health Counseling programs. The SPC rarely admits students outside the regular admission policy, and will consider such requests on a case-by-case basis. Admission to any course will be by permission of the instructor after consultation with other SPC faculty.

Students requesting admission to courses must meet the following requirements:

1. Current enrollment in a college or university in a counseling program similar to those offered at Gardner-Webb University, or graduation from a CACREP accredited counseling program;
2. Submission of an official transcript demonstrating being in good standing and with at least a 3.0 grade point average, or showing the degree conferred; and

3. An application submitted to the School of Graduate Studies in the standard format, accompanied by a cover letter detailing the courses sought, the reasons they are desired from Gardner-Webb, and the reasons they cannot be taken at the individual's home institution.

Those courses which Gardner-Webb University considers to be clinical courses cannot be taken by students who are not enrolled in the Gardner-Webb University counseling master's degree programs.

These courses include at least the following:

- CEDU 601 Counseling Theories and Techniques I
- CEDU 602 Counseling Theories and Techniques II
- CEDU 621 Crisis Intervention Counseling
- CEDU 625 Group Counseling
- CEDU 630 Individual Psychological Assessment and Measurement
- CEDU 655 Psychodiagnostics and Treatment Planning
- CEDU 670 Mental Health Counseling Practicum
- CEDU 675 School Counseling Practicum
- CEDU 690, 691, 692 Mental Health Counseling Internships
- CEDU 695, 696 School Counseling Internships
- CEDU 699 Professional Development of Mental Health Counselors

## **POLICY ON DISTANCE LEARNING AND SUPERVISION**

As the graduate faculty of the School of Psychology and Counseling (SPC), it is our responsibility to teach students to effectively engage in the process of counseling. This process is one which uses the power of interpersonal relationships in creating beneficial change. We believe, therefore, that the interpersonal interaction found in a traditional classroom setting is a valuable and essential teaching tool. Therefore, we are committed to maintaining the face-to-face learning environment. At the same time, we appreciate the many benefits of alternative instructional methodologies such as those found in online classrooms. We believe that our students are best served when these methodologies are used to supplement and enhance, rather than replace, the face-to-face interactions found within the traditional classroom. In keeping with this philosophy, any use of web-enhancement or other technologies by faculty to substitute for more than 25% of face-to-face class meetings in any course other than practicum or internship requires approval by the Graduate Faculty of the SPC. For practicum and internship courses, it is the expectation that all meetings will be face-to-face. However, if an individual student's situation necessitates a distance learning arrangement, such requests will be considered on a case-by-case basis. In order to be considered, the student must submit a request in writing during the placement process

for the semester during which the accommodation will be needed. These written requests will be submitted to the Dean of the SPC for consideration and approval of the Graduate Faculty of the SPC. Students who receive permission for a distance supervision arrangement will attend a minimum of five class-related meetings in person throughout the semester as approved by the university supervisor.

## **RECOMMENDATION FOR CREDENTIALING AND EMPLOYMENT**

The School of Education is the state-recognized licensing agent at Gardner-Webb for school counseling students. Upon completing the program, graduate students are referred to the School of Education. The appropriate personnel in the School of Education oversee the application process with the graduate.

Clinical Mental Health Counseling Students are referred to the state licensing board during the capstone course (CEDU 699) where they begin the application process for licensure. It is often the case that graduates utilize letters of recommendation from instructors as part of the process of licensure and this would include documenting supervisory contact hours.

## **POLICY ON ADD-ON LICENSURE COURSEWORK**

Gardner-Webb counseling students frequently inquire about completing additional coursework to support application for additional counseling-related licensures. While we do not offer licensure-only programs, it is possible for graduates of one of our counseling programs to complete the additional educational requirements necessary for seeking licensure in both school and mental health counseling. Students may apply for the add-on licensure coursework of their choice only after completing the requirements for the program in which they are seeking a degree. Completion of the add-on track does not result in the awarding of an additional degree. It merely allows the student to seek the licensing credential associated with that degree program.

The requirements for pursuing add-on licensure coursework are:

1. Graduation in good standing from one of the Gardner-Webb Counseling Programs;
2. Completion of the Intent Form (see SPC Graduate Student Handbook), submitted to the Director of Graduate Programs by February 15 (to begin courses in summer or fall) or September 15 (to begin courses in spring);
3. Participation in a successful interview with program faculty;

4. Submission of an application to the School of Graduate Studies for non-degree-seeking student status; and
5. Submission of a criminal background check if graduation from the counseling program occurred one year or more from the desired start date.

### **LPCA LICENSURE ADD-ON – 21 CREDIT HOURS**

Students who complete this add-on sequence and pursue licensure will have the opportunity to seek careers in a variety of settings including, but not limited to, mental health agencies, non-profit organizations providing therapeutic services, college counseling centers, and potentially private practice settings. The LPCA (Licensed Professional Counselor Associate) licensure is the first tier of state licensure in NC and is a restricted license that requires supervision before one is eligible to apply for unrestricted licensure status as a Licensed Professional Counselor (LPC). The courses outlined below supplement courses completed by Gardner-Webb School Counseling graduates and meet the NCBLPC educational requirements for licensure as an LPCA. Completion of these courses does not guarantee licensure. Students are responsible for being knowledgeable about and meeting all additional licensure requirements (exams, supervision, etc.) which can be found on the NCBLPC website ([ncblpc.org](http://ncblpc.org)).

CEDU 646 Couples and Family Counseling (3 credit hours)

CEDU 647 Child and Adolescent Counseling (3 credit hours)

CEDU 655 Psycho-diagnostics and Treatment Planning (3 credit hours)

CEDU 670 Practicum in Clinical Mental Health Counseling (3 credit hours)

CEDU 690, 691 Internship in Mental Health Counseling (3 credit hours each semester)

CEDU 699 Professional Development of the Mental Health Counselor (3 credit hours)

*\*Students interested in licensure in states outside of North Carolina should consult state licensing requirements for that state to guide selection of elective courses to complete.*

### **SCHOOL COUNSELING LICENSURE ADD-ON – 12 CREDIT HOURS**

Students who complete this add-on sequence and pursue licensure will have the opportunity to seek employment as Professional School Counselors in a variety of educational settings. The courses outlined below supplement courses completed by Gardner-Webb Mental Health Counseling graduates and meet the North Carolina Department of Public Instruction educational requirements for licensure as a School Counselor. Completion of these courses does not guarantee licensure. Students are also responsible for

successful completion of the appropriate licensing exam (PRAXIS II: School Guidance and Counseling: 570).

CEDU 618 Comprehensive Developmental School Counseling Programs (3 credit hours)

CEDU 675 Practicum in School Counseling (3 credit hours)

CEDU 695 Internship in School Counseling (3 credit hours)

CEDU 696 Internship in School Counseling (3 credit hours)

*\*Students interested in licensure in states outside of North Carolina should consult state licensing requirements for that state.*

### **RETENTION POLICY**

A student must have an average GPA of 3.0 overall to be awarded the MA degree. When the GPA falls below 3.0, the student is placed on academic probation. If, after six hours of additional work, the student does not attain a 3.0 overall, the student will be placed on academic suspension. The student may reapply after one year. The department graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply.

### **GRADUATE STUDENT PERIODIC PROGRESS REVIEW**

The clinical faculty meets periodically to discuss student issues and meets formally at least once each year to evaluate each individual student's progress in the program. The intent of this review process is two-fold. Faculty members strive to support student growth and development throughout the program and want to see all students succeed. The review process allows us to identify ways in which we can provide better support for your progress. Additionally, faculty members are charged with ensuring that graduates of our program are capable of providing competent counseling services to their future clients. We consider academic progress, clinical skill development, and personal characteristics (e.g., maturity, judgment, emotional stability, sensitivity to others, self-awareness), that affect the student's ability to be an effective counselor. Any student who presents serious concerns, including (but not limited to) failure to maintain a B average, receiving a grade of C or below, or evidence of personal difficulty which has the potential to negatively affect their capacity to function as a counselor, will be required to meet with their advisor and/or other program faculty as needed to discuss their progress in the program. If it is determined that continuation in the program is appropriate, a remediation plan will be developed. Depending upon the nature of the concern, remediation plans may be completed concurrently with enrollment or may require time away from the program. Plans may include, but are not limited to, participation in directed individual counseling to address



noted concerns with periodic reports, the completion of additional coursework, or revisiting previous coursework. Students who do not successfully complete the remediation plan may be placed on programmatic suspension (with the opportunity to reapply after 1-3 years) or may be dismissed from the program.

While most instances of student difficulty may be successfully remediated, there can be exceptions that require more immediate action. Students who engage in academic dishonesty or blatantly disrespectful behavior toward faculty and/or classmates disrupt the learning environment for everyone and may call for immediate intervention in order to protect the integrity of the program. Similarly, cases of student difficulty that emerge during the clinical experiences (practicum and internship) may require immediate action in order to uphold the ethical standard of protecting clients. If it is determined that the concerns presented by the student are of such a serious nature that continuation in the program is not appropriate, the result will be either immediate programmatic suspension or permanent dismissal from the program. If the result is suspension, the student will have an opportunity to reapply after 1-3 years as specified in a suspension letter. The process for readmission following a programmatic suspension will include a meeting with at least three graduate counseling faculty in which the student presents a rationale to support readmission into the counseling program that suggests full understanding of the concern(s) presented and/or evidence that the issue(s) of concern have been addressed. If the result is permanent dismissal, readmission into the counseling program will not be possible.

## **CLINICAL MENTAL HEALTH COUNSELING (60 HOURS)**

### **PURPOSE**

The MA program in Clinical Mental Health Counseling is designed to develop skilled clinicians and well-educated leaders in the field of mental health. Within a caring and challenging environment, the 60-credit-hour mental health counseling program strives to facilitate the acquisition and application of knowledge and skills which will help prepare graduate students to make appropriate contributions to diverse clients, institutions, and society. To do this, using a scientist practitioner model, the program emphasizes integration of theory and practice, critical thinking, and decision making, as well as the examination of personal values and experiences as they influence clinical practice. Students have strong theoretical and technical training which is applied in field-based counseling practicum and internships.

## **ADMISSION REQUIREMENTS**

The requirements for the role of a Clinical Mental Health Counselor are both personal and intellectual. Thus, program faculty review completed application materials and consider applicants' personal and academic readiness for counseling training. Qualified applicants are invited for an interview with the faculty, during which the faculty further assess the academic background and personal qualities and goals of applicants. Applicants will be admitted who meet the personal and academic requirements of the program. Recognizing the need to accept students who have the greatest likelihood of success in this role, the following standards will be used for admission to the mental health counseling program:

1. A bachelor's degree from a regionally accredited institution of higher education with a minimum 3.00 grade point average;
2. A minimum of 12 hours of psychology or related areas, to include psychopathology or abnormal psychology;
3. Satisfactory test scores on either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) within the past five years;
4. Three positive letters of reference from professors, faculty advisors, employers, and supervisors who have knowledge of an applicant's personal characteristics and/or academic abilities;
5. A successful interview by faculty within the program;
6. A questionnaire requiring applicants to respond to questions relative to pursuit of a counseling graduate degree; and
7. Proof of satisfactory criminal background record check for all states of residence for the past five years with residence verification statement.

## **STUDENT LEARNING OUTCOMES**

SLO 1a: Identify and develop professional and ethical behaviors consistent with those defined and demonstrated within professional counseling associations such as the American Counseling Association.

SLO 1b: Examine the cultural contexts of relationships, issues, and trends in a multicultural society and generate therapeutic conceptualizations and interventions.

SLO 1c: Examine the nature and needs of persons at all developmental levels and generate appropriate therapeutic conceptualizations and interventions.

SLO 1d: Evaluate career development and related life factors as part of clinical assessment of clients' therapeutic needs.

- SLO 1e: Evaluate the counseling process for diverse client populations and demonstrate helping skills needed for successful professional practice.
- SLO 1f: Examine and apply theoretical and experiential understandings of group process as a means of promoting therapeutic change.
- SLO 1g: Examine and apply individual and group approaches to assessment.
- SLO 1h: Examine and apply research methods, statistical analysis, needs assessment, and program evaluation.
- SLO 2a: Understand the history and development of the clinical mental health counseling profession and current models of case conceptualization and treatment planning, including attention to assessment as well as school-community-college collaboration and consultation.
- SLO 2b: Understand the effective and ethical functioning of mental health counselors in their varied roles in serving the mental health needs of client populations using appropriate diagnostic principles and tools while considering multicultural factors and legislative policy as a backdrop to practice.
- SLO 2c: Understand the elements of mental health counseling program development and implementation that contribute to the effective provision and management of competent counseling services to a variety of client populations with specific attention to assessment, diagnosis, treatment planning, and advocacy.
- SLO 3: Demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of a variety of client populations.

## COURSE REQUIREMENTS

### A. THEORETICAL COMPONENT

<b>CEDU 601 Counseling Theories and Techniques I</b>	<b>3</b>
<b>CEDU 602 Counseling Theories and Techniques II</b>	<b>3</b>
CEDU 667* Seminar on Contemporary Issues in Counseling (topic varies)	1-3

### B. PROFESSIONAL COMPONENT

CEDU 620 Methods of Research and Program Evaluation	3
<b>CEDU 650 Legal, Ethical, and Professional Issues in Counseling</b>	<b>3</b>
<b>CEDU 665 Multicultural Counseling</b>	<b>3</b>
CEDU 635 Advanced Psychopathology	3

CEDU 605 Advanced Human Growth and Development	3
CEDU 640 The Counselor as Professional, Practitioner, and Consultant	3
CEDU 699 Professional Development of the Clinical Mental Health Counselor	3

### C. SKILL COMPONENT

CEDU 616 Methods of Assessment and Evaluation	3
<b>CEDU 625 Group Counseling</b>	<b>3</b>
CEDU 645 Career Development: Theory and Practice	3
<b>CEDU 621 Crisis Intervention Counseling</b>	<b>3</b>
CEDU 655 Psychodiagnostics and Treatment Planning	3
CEDU 646 Couples and Family Counseling	3
CEDU 647 Child and Adolescent Counseling	3
CEDU 660 Substance Abuse Counseling Seminar	3

### D. APPLIED COMPONENT

CEDU 670 Practicum in Clinical Mental Health Counseling	3
CEDU 690 Internship I in Clinical Mental Health Counseling	3
CEDU 691 Internship II in Clinical Mental Health Counseling	3
CEDU 692* Internship III in Clinical Mental Health Counseling	3

*\*These courses may be used for advanced study or to meet licensure requirements of states in which student intends to seek credential.*

All core courses (those listed in **BOLD** print) should be completed before any student enters practicum or internships and may be required for other courses by the professor. Graduate students should talk with their advisors when planning a course of study to be sure that they include courses required to become licensed as professional counselors. Students are cautioned that deviating from the established sequence of courses may result in extending the time to complete the program. A long range schedule is available from the School of Graduate Studies and your advisor should be consulted about any required change in your course of study.

## SCHOOL COUNSELING (PRE-K-12) (48 HOURS)

### PURPOSE

The 48-credit-hour School Counseling Program prepares graduate students to fulfill the diverse roles required of school counselors who are both theorists and practitioners in a multicultural society. Counselor trainees are prepared to develop comprehensive school counseling programs which

align with the ASCA National Model and to collaborate with parents, school personnel, and others in assisting students with academic, career, and personal/social concerns. The School Counseling Program stresses developmental, preventative, and remedial services. Additional emphasis is given to acquisition and application of knowledge and skills, critical thinking and decision making, appreciation of diversity, demonstration of professional ethical and legal practices, and an understanding of the educational process within the complex school environment. The examination of personal values and experiences and their potential influence in a variety of counseling situations is encouraged. The School Counseling Program culminates in a school-based practicum and internship experience designed to solidify the graduate student's identity as a professional school counselor.

### ADMISSION REQUIREMENTS

Admission requirements include an undergraduate grade point average of 3.0 or better, an acceptable Graduate Record Exam or Miller Analogies Test score, and three positive academic and/or professional references. An undergraduate course in Abnormal Psychology/Psychopathology is required. This course may be taken concurrently with graduate courses but must be completed before taking the corresponding advanced-level course. Although teacher licensure is not required for admission to the School Counseling Program, applicants without teacher licensure will be required to complete an undergraduate prerequisite course in classroom management prior to the practicum. Additional opportunities will be provided to strengthen students' knowledge of the school setting throughout the program as well as during the practicum and internship experiences.

The requirements for the role of a school counselor are both personal and intellectual. For this reason, in addition to general School of Graduate Studies entrance requirements, a successful interview with program faculty members is an absolute requirement for admission to the program. During this interview the faculty members will assess the personal qualities, goals, and academic background of applicants. Applicants may be admitted who meet the personal and academic requirements of the program.

### STUDENT LEARNING OUTCOMES

- SC-SLO 1a: Identify and develop professional and ethical behaviors consistent with those defined and demonstrated within professional counseling associations such as the American Counseling Association
- SC-SLO 1b: Examine the cultural contexts of relationships, issues, and trends in a multicultural society and generate therapeutic conceptualizations and interventions

- SC-SLO 1c: Examine the nature and needs of persons at all developmental levels and generate appropriate therapeutic conceptualizations and interventions
- SC-SLO 1d: Evaluate career development and related life factors as part of clinical assessment of clients' therapeutic needs
- SC-SLO 1e: Evaluate the counseling process for diverse client populations and demonstrate helping skills needed for successful professional practice
- SC-SLO 1f: Examine and apply theoretical and experiential understandings of group process as a means of promoting therapeutic change
- SC-SLO 1g: Examine and apply individual and group approaches to assessment
- SC-SLO 1h: Examine and apply research methods, statistical analysis, needs assessment, and program evaluation
- SC-SLO 2a: Understand the history and development of the school counseling profession and current models of program design, including attention to comprehensive career development, school-based collaboration and consultation, and P-12 specific assessments
- SC-SLO 2b: Understand the effective and ethical functioning of school counselors in their varied roles in serving the academic and mental health needs of students
- SC-SLO 2c: Understand the elements of school counseling program development that contribute to the effective provision of competent counseling services to P-12 students
- SC-SLO 3: Demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all P-12 students

### COURSE REQUIREMENTS

<b>A. THEORETICAL COMPONENT</b>		
CEDU 601 Counseling Theories and Techniques I		3
CEDU 602 Counseling Theories and Techniques II		3
<b>B. PROFESSIONAL COMPONENT</b>		
CEDU 618 Comprehensive Developmental School Counseling Programs		3
CEDU 620 Methods of Research and Program Evaluation		3
CEDU 650 Legal, Ethical, and Professional Issues in Counseling		3
CEDU 665 Multicultural Counseling		3

CEDU 635 Advanced Psychopathology	3
CEDU 605 Advanced Human Growth and Development	3

### C. SKILL COMPONENT

CEDU 616 Methods of Assessment and Evaluation	3
CEDU 625 Group Counseling	3
CEDU 640 The Counselor as Professional, Practitioner, and Consultant	3
CEDU 645 Career Development: Theory and Practice	3
CEDU 621 Crisis Intervention Counseling	3

### D. APPLIED COMPONENT

CEDU 675 Practicum in School Counseling	3
CEDU 695 Internship in School Counseling	3
CEDU 696 Internship in School Counseling	3

Students in the School Counseling Program are required to take a comprehensive exam in the last semester of coursework or the semester following the last semester of coursework. The two-day exam is typically offered from 9:00 a.m. until 12:00 p.m. and is an opportunity to integrate material from coursework they have had during the program.

While there is a recommended sequence for completing courses in the School Counseling Program, individual circumstances may necessitate a change in one's program of study. Graduate students should talk with their advisors when planning a course of study to ensure smooth progression through the program.

## EDUCATION

*Dean: P. Bull*

*School of Education Assessment Coordinator: L. Boyles*

*Coordinator of EdD in Organizational Leadership Studies: J. Hamilton*

*Coordinator of EdD in Curriculum and Instruction: S. Brown*

*Coordinator of EdS in Educational Leadership: S. Laws*

*Coordinator of MA in Curriculum and Instruction Programs and Concentration Pathways: J. Putnam*

*Coordinator of MA in Instructional Technology: C. Lutz*

*Interim Coordinator of MA in Executive Leadership Studies: D. Lamb*

### FACULTY

*Professors: S. Bingham, S. Brown, P. Bull, L. Wesson*

*Associate Professors: B. Boyles, S. Laws, J. Parker*

*Assistant Professors: L. Boyles, K. Clark, J. Hamilton, D. Lamb, C. Lutz, J. Palermo, J. Putnam, A. Sanders*

### MISSION

The Gardner-Webb University School of Education equips candidates to impact communities through innovative, collaborative leadership by applying principles of learning and

continuous improvement to foster meaningful intellectual thought, critical analysis, spiritual challenge, and preparation for success within a diverse world.

### VISION

Gardner-Webb University School of Education is a premier catalyst for positive, sustainable change.

### VALUES

The Gardner-Webb University School of Education consists of members dedicated to demonstrating innovation, creativity, teamwork, problem solving, flexibility, adaptability, and a commitment to continuous learning. Specifically, these knowledge practices include:

1. Principles of ongoing reflection, continuous improvement, and evidence-based decision-making;
2. Caring relationships characterized by high ethical standards, collaboration, and shared decision-making;
3. Leadership skills focused on social and emotional intelligence, understanding group dynamics within diverse communities, and facilitating meaningful individual and collective development; and
4. Interactive learning environments utilizing innovative and appropriate tools and strategies to expand opportunities for individual and collective development.

## SCHOOL OF EDUCATION STUDENT LEARNING OUTCOMES

Through demonstrating these values to candidates at the initial and advanced level in addition to engaging candidates in clinical experiences and coursework, the School of Education works to create graduates who are:

1. Culturally competent;
2. Content knowledge experts;
3. Evidence-based decision makers;
4. Reflective and effective practitioners;
5. Innovative integrators of appropriate technology; and
6. Ethical and collaborative leaders of internal stakeholders as well as families and communities.

### MAJOR FIELDS OF STUDY

The school offers the following Master of Arts degrees.

Teacher Leadership in Curriculum and Instruction  
(no specific concentration)

Teacher Leadership in Curriculum and Instruction  
with a concentration in Elementary Education

Teacher Leadership in Curriculum and Instruction  
with a concentration in Middle Grades Education

Teacher Leadership in Curriculum and Instruction  
with a concentration in Rural Education



Teacher Leadership in Curriculum and Instruction  
with a concentration in Urban Education  
Teacher Leadership in Curriculum and Instruction  
with a concentration in Christian School  
Education  
Teacher Leadership in Curriculum and Instruction  
with a concentration in Academically/  
Intellectually Gifted Education  
Executive Leadership Studies  
Instructional Technology

The school offers an Educational Specialist degree in Educational Leadership.

The school offers the following Doctor of Education degrees.

Curriculum and Instruction  
Educational Leadership  
Organizational Leadership

## MASTER OF ARTS

The Master of Arts in Education builds upon the instructional expertise, leadership qualities, and skills of experienced educators. The programs are aligned with the INTASC Principles and the NCDPI competencies required for licensure. The programs include rigorous academic preparation in and implementation of the latest research on human development and learning. Consequently, reflective practice becomes an integral component which supports the Gardner-Webb conceptual framework. Active participation in a program allows students to develop further those competencies essential to professional education and continued self-improvement, thus exemplifying the model of the Educator as Theorist and Practitioner.

Upon successful completion of a graduate program in education, and a passing score on the appropriate Praxis, if required, students who hold initial licensure will be recommended for the North Carolina graduate license in the appropriate licensure area.

## PROGRAMS

Teacher Leadership in Curriculum and Instruction  
(no specific concentration)  
Teacher Leadership in Curriculum and Instruction  
with a concentration in Elementary Education  
Teacher Leadership in Curriculum and Instruction  
with a concentration in Middle Grades Education  
Teacher Leadership in Curriculum and Instruction  
with a concentration in Rural Education  
Teacher Leadership in Curriculum and Instruction  
with a concentration in Urban Education  
Teacher Leadership in Curriculum and Instruction  
with a concentration in Christian School  
Education

Teacher Leadership in Curriculum and Instruction  
with a concentration in Academically/  
Intellectually Gifted Education  
Executive Leadership Studies

## APPLICATION FOR GRADUATE LICENSURE

An application for the North Carolina graduate-level license must be filed with the Licensure Section of the North Carolina Department of Public Instruction (NCDPI). With the exception of the school counseling program, one must hold, or be eligible to hold, an "A"-level license before applying for graduate-level license. Students pursuing both graduate- and undergraduate-level licensure must meet the requirements for both levels. Students seeking a recommendation for graduate "licensure only" must meet the same licensure requirements as those students pursuing the graduate degree.

Upon completion of an approved program and satisfactory scores on the appropriate PRAXIS II examination (if applicable) or 100% proficiency on the electronic portfolio (if applicable), the student must submit Form V and a self-addressed, stamped envelope to Gardner-Webb's Licensure Officer. The Licensure Officer will verify the degree, sign Form V, and return Form V to the student with an official Gardner-Webb transcript.

The student is responsible for submitting all documents to NCDPI and should refer to NCDPI's website for a list of all documents to be submitted. An application fee is required. Checks in payment for state licensure must be made payable to the North Carolina Department of Public Instruction.

## SPECIAL LICENSURE STUDENTS

**Initial "A"-Level Licensure:** Applicants who hold a baccalaureate degree but who do not hold a North Carolina "A"-level Teacher's License or its equivalent may apply for admission as non-degree-seeking students to the approved Program for Teacher Licensure. The School of Education and the appropriate department offering the specialty studies will evaluate all undergraduate work.

**Graduate-Level Licensure:** In some programs, students may pursue graduate-level licensure without pursuing a graduate degree. Applicants who have earned a master's degree and who wish to earn a graduate-level license in an additional area of specialization may apply for admission as non-degree-seeking students. An evaluation of undergraduate and graduate work is required to determine courses necessary for graduate-level licensure. Students must successfully complete the appropriate specialty area portion of the PRAXIS.

**Public School Personnel:** Public school teachers applying for the first time for courses solely for "A"-level license renewal credit may be admitted as non-degree-seeking students by completing the School of Graduate Studies application form

and by presenting an official transcript showing completion of the bachelor's degree. If, however, credit is to be applied to a graduate degree, the student must make specific application for this credit before the completion of six hours, as well as meet all requirements for admission as a graduate degree student. Public school teachers and administrators applying for the first time for courses solely for graduate-level license renewal credit may be admitted as non-degree-seeking students by completing the School of Graduate Studies application and by submitting an official transcript showing completion of the master's degree.

## MASTER OF ARTS: TEACHER LEADERSHIP IN CURRICULUM AND INSTRUCTION (33 HOURS)

Graduate courses for the master's degree in Teacher Leadership in Curriculum and Instruction (MTLCI) are designed to assist in the advanced preparation of individuals who desire to become curriculum leaders. The Teacher Leadership in Curriculum and Instruction program allows learners to improve professional skills, put theory into practice, and enhance pedagogical and integration expertise. Candidates will benefit from a synthesis of current research and classroom applications during the coursework and in Clinical Experience. The MTLCI Program at Gardner-Webb University is state-approved by the North Carolina State Board of Education.

## MISSION STATEMENT

The Teacher Leadership in Curriculum and Instruction master's program serves advanced candidates aspiring to curriculum roles that promote learning through facilitated collaboration and continuous improvement.

## ADMISSION REQUIREMENTS

Program-specific admission requirements for full acceptance into the Master of Arts in Teacher Leadership in Curriculum and Instruction are the following.

1. A minimum cumulative GPA of 2.5 on a 4.0 scale for all work completed beyond high school
2. Satisfactory scores on the Graduate Record Exam, Miller Analogies Test, or PRAXIS II Subject Assessment
3. An A-level teaching license or equivalent for those who are pursuing graduate-level licensure. For those who are not pursuing graduate-level licensure, equivalent teaching experience is required.
4. Three professional recommendations from persons, at least one of whom is a current or former school administrator, who know the applicant's work as an educator or student

5. Access to a classroom in which to engage in instruction
6. Cohort Form

## PROGRAM GOALS

The Master of Arts in Teacher Leadership in Curriculum and Instruction with its associated concentrations is designed to meet the following program goals.

1. Candidates will demonstrate advanced content knowledge related to core concepts;
2. Candidates will implement processes relative to the specific discipline;
3. Candidates will reflect critically on performances of others and/or self for the purpose of improvement; and
4. Candidates will demonstrate professional dispositions in varied settings with regard to all members of an organization.

## STUDENT LEARNING OUTCOMES

1. **Teacher Leadership in Curriculum and Instruction Master's Candidates will demonstrate advanced content knowledge related to core concepts.**
  - a. Identify, summarize, and apply in-depth knowledge of current research related to curriculum, instruction, and assessment
  - b. Identify, summarize, and apply understanding of integration of 21st century content and skills into educational practices
  - c. Identify, summarize, and apply understanding of tenets of professional learning communities
  - d. Demonstrate knowledge of curriculum design informed by understanding of diversity in all its forms
2. **Teacher Leadership in Curriculum and Instruction Master's Candidates will implement processes relative to the specific discipline.**
  - a. Model 21st century skills integration in facilitation of instruction
  - b. Demonstrate the ability to develop action plans informed by best practices and based on identified needs
  - c. Demonstrate leadership in advocating for student learning and the profession
3. **Teacher Leadership in Curriculum and Instruction Master's Candidates will reflect critically on performances of others and/or self for the purpose of improvement.**
  - a. Engage in reflection related to personal and

- professional progress on Graduate Teacher Program Standards within evidence work for the purpose of improvement
- b. Engage in reflection related to work in collaborating with colleagues for the purpose of student learning and school improvement
4. **Teacher Leadership in Curriculum and Instruction Master's Candidates will demonstrate professional dispositions in varied settings with regard to all members of an organization.**
- a. Value an educational culture that focuses on learning for all students
  - b. Value an educational culture that utilizes multiple measures of formative and summative assessment to improve student learning
  - c. Value an educational culture that develops reflective teacher leaders who are data-informed agents of change
  - d. Value an educational culture that recognizes the importance of collaborative decision-making that advocates for positive change

## COURSE REQUIREMENTS

Candidates will begin their course of study by focusing on the history and philosophy of curriculum and will delve deeply into their chosen area of concentration. Candidates will continue through the program as combined cohorts. While the content of the rest of the coursework will center on Curriculum and Instruction, candidates will continue to maintain a focus on their specific concentration through common evidences and a three-credit-hour Clinical Experience (consisting of 135 contact hours) embedded throughout the program.

### FIRST SEMESTER

(CANDIDATES WILL CHOOSE ONE)

EDUC 671 Philosophy, History, and Methodology of Curriculum and Instruction for Teacher Leaders (No specific concentration)	6
EDUC 672 Philosophy, History, and Methodology of Curriculum and Instruction for Teacher Leaders (Elementary Concentration)	6
EDUC 673 Philosophy, History, and Methodology of Curriculum and Instruction for Teacher Leaders (Middle Grades Concentration)	6
EDUC 674 Philosophy, History, and Methodology of Curriculum and Instruction for Teacher Leaders (Christian School Education Concentration)	6

EDUC 675 Philosophy, History, and Methodology of Curriculum and Instruction for Teacher Leaders (Urban Education Concentration)	6
EDUC 676 Philosophy, History, and Methodology of Curriculum and Instruction for Teacher Leaders (Rural Education Concentration)	6
EDUC 677 Philosophy, History, and Methodology of Curriculum and Instruction for Teacher Leaders (Academically/Intellectually Gifted Concentration)	6

### SECOND SEMESTER

EDUC 681 Leading Differentiation Strategies for Diverse Populations	6
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### THIRD SEMESTER

EDUC 682 Measurement, Assessment, and Action Research for Teacher Leaders	6
EDUC 696 Teacher Leader Clinical Experience Seminar	1

### FOURTH SEMESTER

EDUC 683 Current Issues and Special Topics for Teacher Leaders	6
EDUC 696 Teacher Leader Clinical Experience Seminar	1

### FIFTH SEMESTER

EDUC 684 Teaching and Leading Literacy Instruction	6
EDUC 696 Teacher Leader Clinical Experience Seminar	1

## MASTER OF ARTS IN EXECUTIVE LEADERSHIP STUDIES (K-12) (36 HOURS)

The focus of the Executive Leadership Studies (K-12) program is to prepare experienced teachers to serve as educational leaders; it is designed to meet the needs of educators in both theory and practice. Qualifying applicants may enter the five-semester program leading to a Master of Arts degree in Executive Leadership Studies (MELS). In order to be licensed in North Carolina, students must demonstrate proficiency by developing an electronic portfolio that addresses the seven (7) standards adopted by the North Carolina State Board of Education and adopted by the North Carolina State Board of Education certified on 21 competencies.

### ADD-ON (SCHOOL ADMINISTRATION) LICENSURE (24 HOURS)

A 24-hour program designed to serve the candidates holding a master's degree-seeking North Carolina School Administration Licensure can be completed in as few as

three consecutive semesters, or 12 months. Requirements, following a successful transcript review, are determined on an individual basis. Candidates have the opportunity to petition to have some requirements (Tasks, Artifacts, and/or Competency evidences) reviewed and substituted for program requirements. These substitutions are conditional and must fulfill the requirements of existing rubrics. Some substitutions may be supplemented to meet program requirements. In the event candidates do not complete portfolio requirements in three semesters, an additional one-hour semester is assigned until completion.

## MISSION

The mission of the Master of Arts degree in Executive Leadership Studies (K-12) is to develop educational leaders through courses, research, seminars, and internships conducted in an environment based on Christian principles and values.

## ADMISSION REQUIREMENTS - DEGREE

Program-specific admission requirements for full acceptance into the Master Arts in Executive Leadership Studies are the following.

1. A minimum cumulative GPA of 2.5 on a 4.0 scale for all work completed beyond high school;
2. Satisfactory scores on the Graduate Record Exam, Miller Analogies Test, or PRAXIS II Subject Assessment;
3. An A-level teaching license or equivalent for those who are pursuing graduate-level licensure;
4. A minimum of three years of successful classroom teaching experience;
5. Three professional recommendations from persons, at least one of whom is a current or former school administrator, who know the applicant's work as an educator or student; and
6. Approved Internship Supervision Form and a Cohort Form.

## ADMISSION REQUIREMENTS – ADD-ON LICENSURE

Program-specific admission requirements for acceptance into the post-master's certificate program in School Administration are the following.

1. A minimum cumulative GPA of 2.5 on a 4.0 scale for all post-baccalaureate work completed;
2. Satisfactory scores on the Graduate Record Exam, Miller Analogies Test, or PRAXIS II Subject Assessment;
3. An A-level teaching license or equivalent for those who are pursuing graduate-level licensure;

4. A minimum of three years of successful classroom teaching experience;
5. Three professional recommendations from persons, at least one of whom is a current or former school administrator, who know the applicant's work as an educator or student; and
6. Approved Internship Supervision form and a Cohort Form.

## PROGRAM GOALS

The Executive Leadership Studies program is designed to meet the following program goals for prospective school administrators.

1. The MELS program in the School of Education will prepare and improve abilities of candidates in the area of Strategic Leadership leading to Principal's licensure;
2. The MELS program in the School of Education will prepare and improve abilities of candidates in the area of Instructional Leadership leading to Principal's licensure;
3. The MELS program in the School of Education will prepare and improve abilities of candidates in the area of Cultural Leadership leading to Principal's licensure;
4. The MELS program in the School of Education will prepare and improve abilities of candidates in the area of Human Resource Leadership leading to Principal's licensure;
5. The MELS program in the School of Education will prepare and improve abilities of candidates in the area of Managerial Leadership leading to Principal's licensure;
6. The MELS program in the School of Education will prepare and improve abilities of candidates in the area of External Development Leadership leading to Principal's licensure; and
7. The MELS program in the School of Education will prepare and improve abilities of candidates in the area of Micro-Political Leadership leading to Principal's licensure.

## STUDENT LEARNING OUTCOMES

Candidates in the MELS program are expected to demonstrate proficiency in seven standards by completing six evidences with multiple components. The MELS program will prepare and improve the abilities of candidates in the area of Strategic Leadership leading to a school administrator's license.



- a. Works with others to develop a shared vision and strategic goals for candidate achievement that reflect high expectations for candidates and staff
- b. Maintains a focus on the vision and strategic goals throughout the year
- c. Works with others to systematically consider new and better ways of leading for improved student achievement for all students and engages stakeholders in the change process
- d. Works with others to incorporate principles of continuous improvement and 21st century concepts into the School Improvement Plan
- e. Works with others to systematically collect, analyze, and use data regarding the school's progress toward attaining strategic goals and objectives
- f. Works with others to create opportunities for staff to demonstrate leadership skills by empowering them to assume leadership and decision-making roles
- g. Works with others to encourage teachers and support staff to assume leadership and decision-making roles in the school

The MELS program will prepare and improve the abilities of candidates in the area of Instructional Leadership leading to a school administrator's license.

- a. Works with others to systematically focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning
- b. Helps organize targeted opportunities for teachers to learn how to teach their subjects well with engaging lessons
- c. Utilizes multiple sources of data, including the Teacher Working Conditions Survey, for the improvement of instruction
- d. Adheres to legal requirements for planning and instructional time
- e. Reviews scheduling processes and protocols that maximize staff input and address diverse student learning needs

The MELS program will prepare and improve the abilities of candidates in the area of Cultural Leadership leading to a school administrator's license

- a. Designs strategies for achieving a collaborative and positive work environment within the school
- b. Seeks input from the School Improvement Team and other stakeholders to make decisions

- c. Utilizes data gained from the Teacher Working Conditions Survey and other sources to identify perceptions of the work environment
- d. Uses shared values, beliefs and a shared vision to promote a school culture of learning and success
- e. Works with others to address diversity and equity as the school develops, monitors, and adjusts the School Improvement Plan
- f. Works with others to use established criteria for performance as the primary basis for reward and recognition
- g. Identifies strategies for building a sense of efficacy and empowerment among staff
- h. Identifies strategies for developing a sense of well-being among staff, students, and parents/guardians

The MELS program will prepare and improve the abilities of candidates in the area of Human Resource Leadership leading to a school administrator's license.

- a. Works with others to provide structures for and implement the development of effective professional learning communities and results-oriented professional development
- b. Routinely participates in professional development focused on improving instructional programs and practices
- c. Supports, mentors, and coaches staff members and emerging teacher leaders
- d. Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice
- e. Works with others to implement district and state evaluation policies in a fair and equitable manner

The MELS program will prepare and improve the abilities of candidates in the area of Managerial Leadership leading to a school administrator's license.

- a. Works with others to incorporate the input of the School Improvement Team in budget and resource decisions
- b. Works with others to use feedback and data to assess the success of funding and program decisions
- c. Works with others to resolve problems and/or areas of conflict within the school in ways that improve student achievement
- d. Works with others to utilize a system of open communication that provides for the timely, responsible sharing of information within the school community

- e. Works with others to provide information in different formats in multiple ways through different media in order to ensure communication with all members of the community
- f. Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff
- g. Works with others to effectively implement district rules and procedures

The MELS program will prepare and improve the abilities of candidates in the area of External Leadership leading to a school administrator's license.

- a. Works with others to engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school
- b. Works with others to ensure compliance with federal, state, and district mandates
- c. Continually assesses the progress of district initiatives and reports results to district-level decision makers
- d. Works with others to implement district initiatives directed at improving student achievement

The MELS program will prepare and improve the abilities of candidates in the area of Micro-political Leadership leading to a school administrator's license.

- a. Works with others to build systems and relationships that utilize the staff's diversity, ideological differences, and expertise to realize the school's goals

## MELS COURSE REQUIREMENTS - DEGREE

MELS 601 Executive Leadership in a 21st-Century Change Environment	6
MELS 602 Research and Assessment for 21st-Century Executive Leaders	6
MELS 603 Resource Management for 21st-Century Executive Leaders	6
MELS 604 21st century Curriculum and Instructional Development	6
MELS 605 21st century School Leadership	6
MELS 697 Internship	6

## COURSE REQUIREMENTS FOR ADD-ON LICENSURE (24 HOURS)

### *Semester 1*

MELS 601 Executive Leadership in a 21st-Century Change Environment	6
MELS 697 Internship	2

### *Semester 2*

MELS 603 Resource Management for 21st century Executive Leaders	6
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MELS 697 Internship	2
<b>Semester 3</b>	
MELS 605 21st century School Leadership	6
MELS 697 Internship	2

## MASTER OF ARTS IN INSTRUCTIONAL TECHNOLOGY (33 HOURS)

The School of Education (SOE) has developed a Master of Arts degree in Instructional Technology (MAIT) based on the NCDPI Instructional Technology Facilitator Standards (ITF), Digital Learning Competencies (DLC), the International Society of Technology in Education Standards (ISTE), and CAEP Standards. This program is built upon 21st century knowledge, skills, and dispositions that prepare educators for technology integration and improved student learning within the curriculum. The online MAIT requires 33 credit hours and integrates a core set of pedagogy courses, internships, and practical applications of technology accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI).

## MISSION STATEMENT

As part of the Purpose of the MA in Instructional Technology, graduates are encouraged to be lifelong learners and leaders who model, create, facilitate, and collaborate technology within the curriculum that improves teaching and learning.

## ADMISSION REQUIREMENTS

Program-specific admission requirements for full acceptance into the Master of Arts in Instructional Technology are the following:

1. A minimum cumulative GPA of 2.5 on a 4.0 scale for all work completed beyond high school
2. Satisfactory scores on the Graduate Record Exam or the Miller Analogies Test
3. An A-level teaching license or equivalent for those who are pursuing graduate-level licensure
4. Three professional recommendations from persons, at least one of whom is a current or former school administrator, who knows the applicant's work as an educator or student
5. Access to a classroom in which to engage in teaching and learning
6. Cohort Form

## PROGRAM GOALS

1. Provide a study of the evolution of technology, research, and current trends in education
2. Provide opportunity to explore, research, assess, and implement technology integration necessary to meet the diverse needs of students

3. Provide opportunities to promote teacher leadership and service within the school and community
4. Provide a learning environment that embraces critical thinking, decision making, and student learning
5. Provide a knowledge base for research and data analysis to interpret appropriate technology integration for improved student learning

## STUDENT LEARNING OUTCOMES

1. Investigate, analyze, and evaluate how online resources can be utilized and integrated within the classroom for successful student learning
2. Evaluate and facilitate the integration of technology into the K-12 curriculum
3. Analyze basic troubleshooting for technology issues that might arise in the classroom
4. Synthesize how technology can transform teaching and student learning
5. Interpret, visualize, and plan for current and future technology initiatives

### FIRST SEMESTER

MAIT 650 The Web of Everything: Student Safety Online, Social Networking, Societal Impact, and Current Trends	6
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### SECOND SEMESTER

MAIT 651 HyperMedia: The Art of Effective Integration	6
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### THIRD SEMESTER

MAIT 652 Innovative Learning: Physical and Virtual	6
MAIT 653 Internship/Portfolio	1

### FOURTH SEMESTER

MAIT 654 P3: Policies, Practices, and Professionalism in a Technology Infused Society	6
MAIT 655 Internship/Portfolio	1

### FIFTH SEMESTER

MAIT 656 Transformational Technology and Strategic Leadership for the World of Tomorrow	6
MAIT 657 Internship/Portfolio	1

## MAIT COURSE REQUIREMENTS FOR ADD-ON LICENSURE (19 HOURS)

MAIT 650 The Web of Everything: Student Safety Online, Social Networking, Societal Impact, and Current Trends	6
MAIT 651 HyperMedia: The Art of Effective Integration	6

MAIT 652 Innovative Learning Physical and Virtual	6
MAIT 653 Internship/Portfolio	1

## EDUCATION SPECIALIST (42 HOURS)

### MISSION STATEMENT

The EdS program will strive to equip candidates with the knowledge, skills, attitudes, values, and beliefs that will enable them to function effectively as leaders in fluctuating, complex, and dynamic educational environments. This will be accomplished by applying principles of continuous improvement to maximize human, social, and spiritual potential.

### ADMISSION REQUIREMENTS

Program-specific admission requirements for acceptance into the Education Specialist in Executive Leadership are the following.

1. Minimum cumulative GPA of 3.0 on a 4.0 scale for all post-baccalaureate work completed;
2. Minimum of three years of successful administrative/teaching experience, administration preferred;
3. Current entry-level license in school administration—principal;
4. Five professional recommendations from persons who know the applicant's work as an educator or graduate student, at least one of whom must be an administrator at the central-office or school-board level;
5. Satisfactory scores on the Graduate Record Exam;
6. Personal essay explaining the applicant's purpose in wanting to earn an EdS in Executive Leadership; and
7. Internship Supervision Form and Cohort Form.

### PROGRAM GOALS

1. The EdS program in the School of Education will prepare and improve abilities of candidates in the area of Strategic Leadership leading to Superintendent's licensure.
2. The EdS program in the School of Education will prepare and improve abilities of candidates in the area of Instructional Leadership leading to Superintendent's licensure.
3. The EdS program in the School of Education will prepare and improve abilities of candidates in the area of Cultural Leadership leading to Superintendent's licensure.
4. The EdS program in the School of Education will prepare and improve abilities of candidates in the

area of Human Resource Leadership leading to Superintendent's licensure.

5. The EdS program in the School of Education will prepare and improve abilities of candidates in the area of Human Resource Leadership leading to Superintendent's licensure.
6. The EdS program in the School of Education will prepare and improve abilities of candidates in the area of External Development Leadership leading to Superintendent's licensure.
7. The EdS program in the School of Education will prepare and improve abilities of candidates in the area of Micro-political Leadership leading to Superintendent's licensure.

## STUDENT LEARNING OUTCOMES ALIGNED TO GOALS

Candidates graduating from the EdS program will demonstrate and show proficiency in the 56 descriptors outlined by the North Carolina Department of Public Instruction that correlate with the following practices. These descriptors translate to student learning outcomes in that successful demonstration of all 56 is required for both the degree and Superintendent's licensure.

### 1. **The EdS program in the School of Education will prepare and improve abilities of candidates in the area of Strategic Leadership leading to Superintendent's licensure.**

- 1a1. Works with others to create a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21st century
- 1a2. Works with others to convene a core group of district leaders to engage in a strategic and comprehensive district planning process focused on student learning and targeting short-term goals and objectives
- 1a3. Effectively communicates the strategic and comprehensive planning process to principals and other stakeholders
- 1a4. Effectively articulates the core concepts and beliefs that define the district's value frameworks
- 1b1. Works with others to systematically review and when appropriate challenge guiding assumptions, strategies, and processes and implement change focused on improving student learning of 21st century knowledge and skills
- 1b2. Works with others to use the results of evaluation to adapt existing processes and

to develop and implement new processes for ensuring student learning

- 1b3. Works with others to develop effective working relationships with members of the local school board, both as individuals and as a group
- 1c1. Works with others to implement structures to distribute leadership and decision making among faculty/staff members throughout the district
- 1c2. Works with others to develop capacity of educators to effectively assume leadership roles
- 1c3. Works with others to engage in consistent, sustained, and open dialogue with principals, faculty, and staff members about how policies and practices relate to the district mission and vision

### 2. **The EdS program in the School of Education will prepare and improve abilities of candidates in the area of Instructional Leadership leading to Superintendent's licensure.**

- 2a1. Works with others to design scheduling processes that maximize learning time
- 2a2. Works with others to use the results of monitoring to make adaptations to curriculum, instruction, and assessment
- 2a3. Works with others to ensure that instructional time is valued and protected across the district
- 2a4. Works with others to develop appropriate rewards for and recognition of improved student achievement
- 2a5. Works with others to develop appropriate and specific achievement targets for schools and students
- 2a6. Works with others to ensure the use of appropriate and specific research-based instructional strategies for the purpose of improving school success and student achievement

### 3. **The EdS program in the School of Education will prepare and improve abilities of candidates in the area of Cultural Leadership leading to Superintendent's licensure.**

- 3a1. Works with others to design elements of a collaborative and positive culture throughout the district
- 3a2. Works with others to build the capacity of principals and other district leaders to develop data-based strategies for creating and maintaining collaborative cultures
- 3a3. Monitors improvement of the culture in selected individual schools and throughout the district



- 3a4. Works with others to ensure access, engagement, and success for culturally diverse students, faculty, and staff
- 3b1. Works with others to help principals establish criteria for evaluating programs and performance
- 3b2. Works with others to utilize reward and advancement as a way to promote the accomplishments of the district
- 3b3. Effectively communicates with selected stakeholder groups the successes and shortcomings of the district
- 3c1. Works with others to implement strategies that build efficacy and empowerment among principals
- 3c2. Works with others to monitor the climate of the district to evaluate changes in the sense of efficacy and empowerment of all stakeholder groups

**4. The EdS program in the School of Education will prepare and improve abilities of candidates in the area of Human Resource Leadership leading to Superintendent's licensure.**

- 4a1. Assists others in developing an understanding of and support for professional learning communities
- 4a2. Works with others to implement professional learning communities to support student learning throughout the district
- 4a3. Works with others to support ongoing professional development activities throughout the district that are intended to improve curriculum, instruction, and assessment
- 4b1. Assists others in creating and implementing effective policies and procedures for recruiting and retaining highly qualified and diverse personnel
- 4b2. Assists others in creating and implementing effective policies and procedures for continuously searching for the best placement and utilization of faculty/staff to fully develop and benefit from their strengths
- 4b3. Assists others in creating and implementing effective policies and procedures for coaching and mentoring new faculty/staff members to support their success
- 4b4. Assists others in creating and implementing effective policies and procedures for identifying, remediating, and recommending replacing, when necessary, poorly performing faculty and staff members

- 4b5. Assist others in identifying key positions in the district and has a succession plan for each
- 4c1. Works with others to support and fully implement the North Carolina Educator Evaluation System to assure that all faculty/staff members are evaluated fairly and equitably.
- 4c2. Works with others to evaluate how effectively principals and other district leaders apply the North Carolina Educator Evaluation System
- 4c3. Works with others to ensure that performance evaluation data are used effectively to support and improve faculty/staff performance

**5. The EdS program in the School of Education will prepare and improve abilities of candidates in the area of Human Resource Leadership leading to Superintendent's licensure.**

- 5a1. Develops the capacity of principals and other district leaders to design transparent systems to equitably manage human and financial resources
- 5a2. Holds principals and other district leaders accountable for using resources to meet instructional goals and support teacher needs
- 5a3. Routinely and conscientiously monitors the use of district resources to ensure fairness, equity, and efficiency
- 5b1. Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way
- 5b2. Demonstrates awareness of potential problems and/or areas of conflict within the district and proposes possible solutions
- 5b3. Assists others in preparing and conducting hearings, responding to grievances, and implementing formal processes for dealing with serious conflict
- 5c1. Works with others to assure that district faculty, staff, stakeholder groups, and board members receive and exchange information in a timely manner
- 5c2. Works with others to develop the capacity among district faculty/staff and board members to use a variety of media to communicate with their respective communities
- 5c3. Participates in and helps lead various advisory groups to improve external and internal communication
- 5d1. Collaboratively develops and enforces clear expectations, structures, rules, and procedures for ensuring effective and efficient operations including management, business procedures,

and scheduling

- 5d2. Collaboratively develops and enforces clear expectations, structures, rules, and procedures for ensuring the health and safety of students, faculty, and staff including physical and emotional well-being
- 5d3. Collaboratively develops and enforces clear expectations, structures, and rules and procedures for ensuring the security of all sensitive and confidential data
- 5d4. Works with others to systematically monitor the implementation of district rules and procedures

**6. The EdS program in the School of Education will prepare and improve abilities of candidates in the area of External Development Leadership leading to Superintendent's licensure.**

- 6a1. Builds relationships with individuals and groups to support the district's learning-teaching agenda
- 6a2. Works with others to create opportunities for both faculty/staff involvement in the community and community involvement in designing structures and processes within the schools and school district
- 6b1. Works with others to routinely and consistently assess the progress of district compliance with local, state, and federal mandates and adjusts as necessary
- 6b2. Works with others to interpret federal, state, and district mandates so that they are viewed as opportunities for the district

**7. The EdS program in the School of Education will prepare and improve abilities of candidates in the area of Micro-Political Leadership leading to Superintendent's licensure.**

- 7a1. Works with others to develop relationship with state, district, and influential community groups that further the district's goals of positive culture and student performance
- 7a2. Works with others to maintain a positive working relationship with the school board members individually and collectively
- 7a3. Works with others to create events that provide opportunities to promote the visibility of the district

## COURSE REQUIREMENTS

ESEL 611 Executive Leadership at the District Level	6
ESEL 612 Fiscal Management and Leadership	6

ESEL 613 Research Methods and Program Evaluation	6
ESEL 614 Leading Change for Educational Transformation	6
ESEL 615 Policy Analysis in Executive Leadership	6
ESEL 616 Organizational Communications and Technology Systems	6
ESEL 697 Six semesters of Internship	6

## DOCTOR OF EDUCATION IN CURRICULUM AND INSTRUCTION (63 HOURS)

The Doctor of Education degree in Curriculum and Instruction (EDCI) at Gardner-Webb University is a 63-credit-hour program for advanced candidates aspiring to leadership roles that promote high impact learning by empowering people within communities to nourish innovation through facilitated collaboration and continuous improvement. Candidates experience EDCI program course modules within a cohort model progressing through coursework as a team and building relationships crucial to the goals of collaboration and continuous improvement. All components of the program are aligned to the Teacher Leader Model Standards (TLMS) published by the Teacher Leadership Exploratory Consortium (2012). These standards are aligned to Interstate School Leaders Licensure Consortium (ISLLC) standards and to the revised Interstate Teacher Assessment and Standards Consortium (InTASC) standards. The TLMS can be accessed at <http://teacherleaderstandards.org/>.

## STUDENT LEARNING OUTCOMES

- 1a. EDCI candidates will identify, summarize, and apply current research on curriculum design, implementation, and assessment.
- 1b. EDCI candidates will identify, summarize, and apply current research on characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results.
- 1c. EDCI candidates will identify, summarize, and apply current research related to accessing and utilizing various forms of data to inform decision-making.
- 1d. EDCI candidates will identify, summarize, and apply current research related to collaborative leadership engaging all stakeholders in context of continuous improvement.
- 2a. EDCI candidates will demonstrate effective leadership, collaboration, coaching, and mentoring skills with colleagues.
- 2b. EDCI candidates will demonstrate leadership skills in data collection and analysis.

- 2c. EDCI candidates will demonstrate leadership skills in development and implementation of action plans based on identified needs.
- 2d. EDCI candidates will demonstrate leadership skills in advocating for student learning and the profession.
- 3a. EDCI candidates will engage in reflection related to personal and professional progress on TLMS functions within evidence work for the purpose of improvement.
- 3b. EDCI candidates will engage in reflection related to work in facilitating colleagues for the purpose of student learning and school improvement.
- 4a. EDCI candidates will value an educational culture that focuses on learning for all students.
- 4b. EDCI candidates will value an educational culture that utilizes multiple measures of formative and summative assessment to improve student learning.
- 4c. EDCI candidates will value an educational culture that develops reflective teacher leaders who are data-informed agents of change.
- 4d. EDCI candidates will value an educational culture that recognizes the importance of collaborative decision-making that advocates for positive change.

## ADMISSION REQUIREMENTS

Program-specific admission requirements for acceptance into the Doctor of Education in Curriculum and Instruction are the following.

- 1. Minimum cumulative GPA of 3.0 on a 4.0 scale for all post-baccalaureate work completed;
- 2. Minimum of three years of successful teaching experience;
- 3. Current teaching license or a letter indicating appropriate experience;
- 4. Five professional recommendations from persons, at least one of whom must be an administrator or at the central-office level, who know the applicant's work as an educator or graduate student;
- 5. Satisfactory scores on the GRE or MAT;
- 6. Personal essay explaining the applicant's purpose in wanting to earn a doctoral degree in Curriculum and Instruction; and
- 7. Internship Supervision Form and Cohort Form.

## COURSE REQUIREMENTS

EDCI 700 Theory Development Module	6
EDCI 701 Dissertation Coaching/ Clinical Experience Seminar	1

EDCI 702 Issues and Models in Curriculum Evaluation Module	6
EDCI 703 Dissertation Coaching/ Clinical Experience Seminar	1
EDCI 704 Research Design and Methods Module	12
EDCI 705 Dissertation Coaching/Clinical Experience Seminar	1
EDCI 706 Reform and Change Module	6
EDCI 707 Dissertation Chairing/Clinical Experience Seminar	1
EDCI 708 Assessment and Evaluation Module	6
EDCI 709 Dissertation Chairing/Clinical Experience Seminar	1
EDCI 710 Instructional Leadership Module	12
EDCI 711 Dissertation Chairing/Clinical Experience Seminar	1
EDCI 712 Dissertation Module I	6
EDCI 713 Dissertation Module II	3
EDCI 714 Dissertation (Continuing)*	1 to 3
*As needed	

At the dissertation stage, doctoral candidates must maintain continuous enrollment through the semester of their successful defense or until the candidate withdraws from the program. In rare and extenuating circumstances, a candidate may request a leave of absence which must be approved by the candidate's dissertation chair, program coordinator, the Dean of the School of Education, and the Dean of the School of Graduate Studies. Candidates who are approved for a leave of absence may return to the program with the approval of the program coordinator, the Dean of the School of Education, and the Dean of the School of Graduate Studies. Candidates who break continuous enrollment without a leave of absence will be suspended from the program. If a suspended candidate requests readmission, the program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply. A Dissertation Enrollment Fee equal to the tuition of the missed semesters of continuous enrollment will be applied to the suspended candidate's account upon return to the program. Candidates approved for a leave of absence will not be subject to the Continuous Enrollment Fee. The time limit of seven calendar years to complete the program from the beginning of the term in which candidates complete their first graduate course toward the degree continues to apply to candidates who are granted a leave of absence or who are suspended.

## DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP (63 HOURS)

The Doctor of Education Degree in Educational Leadership (EDLS) at Gardner-Webb University is a 63-credit-hour program designed for potential and practicing educational

leaders who wish to develop and refine their leadership skills in complex organizations. Schools are dynamic institutions whose practice is shaped by powerful and influential interests. As a result, the economic, political, social, and technological environment of schools is always changing. The EDLS program is designed to equip candidates with the knowledge, skills, attitudes, values, and beliefs that will enable them to function effectively in leadership roles in this fluctuating environment. The purpose of the EDLS is to develop educational leaders at the Central Office level through courses, research, seminars, and internships conducted in an environment based on Christian principles and values.

## MISSION STATEMENT

The EDLS program will strive to produce leaders for schools and schools systems that are better prepared to create school districts as organizations that can learn and change quickly if they are to improve performance. This will be accomplished through innovative, collaborative leadership by applying principles of continuous improvement to maximize human, social, and spiritual potential.

## ADMISSION REQUIREMENTS

Program-specific admission requirements for full acceptance into the Doctor of Education in Educational Leadership are the following:

1. Minimum cumulative GPA of 3.0 on a 4.0 scale for all post-baccalaureate work completed;
2. Minimum of three years of successful administrative/teaching experience, administration preferred;
3. Current entry-level license in school administration;
4. Five professional recommendations from persons, at least one of whom must be at the central-office or school-board level, who know the applicant's work as an educator or graduate student;
5. Satisfactory scores on the GRE or MAT;
6. Personal essay explaining the applicant's purpose in wanting to earn a doctoral degree in Educational Leadership; and
7. Internship Supervision Form and Cohort Form.

## PROGRAM GOALS

1. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Strategic Leadership leading to Superintendent's licensure;
2. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Instructional Leadership leading to Superintendent's licensure;

3. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Cultural Leadership leading to Superintendent's licensure;
4. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Human Resource Leadership leading to Superintendent's licensure;
5. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Managerial Leadership leading to Superintendent's licensure;
6. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of External Development Leadership leading to Superintendent's licensure;
7. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Micro-political Leadership leading to Superintendent's licensure; and
8. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the areas of research and data-driven decision making by completing a dissertation study of choice and approval.

## STUDENT LEARNING OUTCOMES ALIGNED TO GOALS

1. **The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Strategic Leadership leading to Superintendent's licensure.**
  - a. Creates a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21st century that schools are preparing children to enter;
  - b. Systematically challenges the status quo by leading change with potentially beneficial outcomes;
  - c. Systematically considers new ways of accomplishing tasks and is comfortable with major changes in how processes are implemented;
  - d. Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission, and goals;



- e. Is a driving force behind major initiatives that help students acquire 21st century skills;
- f. Creates processes that provide for the development, periodic review, and revision of the district's vision, mission, and strategic goals by all stakeholders;
- g. Creates processes to ensure the district's identity (vision, mission, values, beliefs, and goals) actually drives decisions and reflects the culture of the district;
- h. Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives, adhering to statutory requirements;
- i. Facilitates the development and implementation of a district strategic plan, aligned to the mission and goals set by the State Board of Education and local priorities, using multiple sources of data (e.g., student performance data, data from the NC Teacher Working Conditions Survey), in concert with the local board of education;
- j. Determines financial priorities, in concert with the local board of education, based on the strategic plan;
- k. Facilitates the implementation of state education policy;
- l. Facilitates the setting of high, concrete goals and the expectations that all students meet them;
- m. Monitors progress in meeting district goals;
- n. Communicates strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or in work;
- o. Creates processes to distribute leadership throughout the district.

**2. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Instructional Leadership leading to Superintendent's licensure.**

- a. Leads with a clear, high-profile focus on learning and teaching oriented toward high expectations and concrete goals;
- b. Challenges staff to reflect deeply on and define the knowledge, skills, and concepts essential for ensuring that every public school student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century;
- c. Establishes effectively functioning professional learning communities;

- d. Ensures collaborative goal setting resulting in non-negotiable goals (i.e., goals that all staff members must act upon) for student achievement and classroom instruction;
- e. Ensures that there is an appropriate and logical alignment between the district's curriculum, 21st century instruction and assessment, and the state accountability program;
- f. Establishes clear priorities among the district's instructional goals and objectives;
- g. Creates processes for using student test data and formative data from other sources for the improvement of instruction;
- h. Utilizes an instructional evaluation program that accurately monitors implementation of the district's instructional program;
- i. Creates processes for identifying, implementing, and monitoring use of 21st century instructional tools and best practices for meeting diverse student needs;
- j. Creates processes that ensure the strategic allocation and use of resources to meet instructional goals and support teacher needs;
- k. Creates processes to provide formal feedback to school executives concerning the effectiveness of their instructional leadership;
- l. Monitors student achievement through feedback from the instructional evaluation program;
- m. Ensures that instructional time is valued and protected;
- n. Provides professional development for school executives in the area of instructional leadership.

**3. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Cultural Leadership leading to Superintendent's licensure.**

- a. Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with all stakeholders and then operates from those beliefs;
- b. Builds community understanding of what is required to ensure that every public school student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century;
- c. Creates a school system (and not a "system of schools") in which shared vision and equitable practices are the norm;
- d. Builds trust and promotes a sense of well-being

between and among staff, students, parents, and the community at large;

- e. Systematically and fairly acknowledges failures and celebrates accomplishments of the district;
- f. Visibly supports and actively engages in the positive, culturally-responsive traditions of the community;
- g. Creates opportunities for both staff involvement in the community and community involvement in the schools;
- h. Creates an environment in which diversity is valued and is promoted.

**4. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Human Resource Leadership leading to Superintendent's licensure.**

- a. Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction;
- b. Provides for the development of effective professional learning communities aligned with the district strategic plan, focused on results, and characterized by collective responsibility for 21st century student learning;
- c. Participates in consistent, sustained, and open communication with school executives, particularly about how policies and practices relate to the district mission and vision;
- d. Models the importance of continued adult learning by engaging in activities to develop professional knowledge and skill;
- e. Communicates a positive attitude about the ability of personnel to accomplish substantial outcomes;
- f. Creates processes for educators to assume leadership and decision-making roles;
- g. Ensures processes for hiring, inducting, and mentoring new teachers, new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel;
- h. Uses data, including the results of the Teacher Working Conditions Survey, to create and maintain a positive work environment;
- i. Ensures that all staff are evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance;
- j. Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment

needs, is connected to district improvement goals, and is differentiated based on staff needs;

- k. Continuously searches for the best placement and utilization of staff to fully develop and benefit from their strengths;
- l. Identifies strategic positions in the district and has a succession plan for each key position.

**5. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Managerial Leadership leading to Superintendent's licensure.**

- a. Applies and assesses current technologies for management, business procedures, and scheduling;
- b. Creates collaborative budget processes to align resources with the district vision and strategic plan through proactive financial leadership using a value-added assessment process;
- c. Identifies and plans for facility needs;
- d. Assesses and reassesses programs and resource allocation and use for relevancy and impact as the organization changes;
- e. Collaboratively develops and enforces clear expectations, structures, rules, and procedures for effective and efficient operations;
- f. Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way;
- g. Assures a system of communication that provides for the timely and responsible exchange of information among school and district staff and stakeholder groups;
- h. Assures scheduling processes and protocols that maximize staff input, address diverse student learning needs, and provide individual and ongoing collaborative planning time for every teacher;
- i. Creates processes for the storage, security, privacy, and integrity of data;
- j. Collaboratively develops and enforces clear expectations, structures, rules, and procedures for ensuring the safety of students and staff;
- k. Develops, implements, and monitors emergency plans in collaboration with appropriate local, state, and federal officials.

**6. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of External Development Leadership leading to Superintendent's licensure.**

- a. Develops collaborative partnerships with the

greater community to support the 21st century learning priorities of the school district and its schools;

- b. Implements processes that engage stakeholders in shaping and then supporting significant (non-negotiable) achievement and instructional goals for the district and its schools;
- c. Creates systems that engage the local board, county commissioners, and all community stakeholders in a shared responsibility for aligning their support for district goals for student and school success;
- d. Designs protocols and processes that ensure compliance with federal, state, and district mandates;
- e. Develops and implements proactive partnerships with community colleges, universities, professional associations, and other key professional development organizations to provide effective training and development opportunities for school district employees;
- f. Develops and implements proactive partnerships with community colleges and universities to ensure all students have access to college courses while in high school and that barriers to enrollment in the courses are eliminated;
- g. Communicates the schools' and district's status and needs to the local board, county commissioners, and public media to garner additional support for meeting district goals; and
- h. Builds relationships with individuals and groups to support the district's learning-teaching agenda and its potential for individual school and school district improvement.

**7. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Micro-political Leadership leading to Superintendent's licensure.**

- a. Provides leadership in defining superintendent and board roles and mutual expectations that result in an effective superintendent-board working relationship;
- b. Defines and understands the internal and external political systems and their impact on the educational organization;
- c. Defines, understands, and communicates the impact of legal issues affecting public education;
- d. Surveys and understands the political, economic, and social aspects/needs of groups in the community, and those of the community at large, for effective and responsive decision-

making;

- e. Prepares and recommends district policies to improve student learning and district performance in compliance with local, state, and federal requirements;
- f. Applies laws, policies, and procedures fairly, wisely, and considerately;
- g. Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities;
- h. Accesses local, state, and national political systems to provide input on critical educational issues.

**8. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the areas of research and data-driven decision making by completing a dissertation study of choice and approval.**

- a. Completes a dissertation to the satisfaction of the dissertation committee.
- b. Defends dissertation findings to a public audience.

**COURSE REQUIREMENTS**

EDLS 700 Theory Development Module	6
EDLS 701 Seminar	1
EDLS 702 Operational and Managerial Module	6
EDLS 703 Seminar	1
EDLS 704 Research Module	12
EDLS 705 Seminar	1
EDLS 706 Reform and Change Module	6
EDLS 707 Seminar	1
EDLS 708 Organizational Behavior Module	6
EDLS 709 Seminar	1
EDLS 710 Instructional Module	12
EDLS 711 Seminar	1
EDLS 712 Dissertation Module I	6
EDLS 713 Dissertation Module II	3
EDLS 714 Dissertation (Continuing)	1 to 3
*EDLS 720 Advanced Research and Instructional Research	12

\*For candidates moving from EdS to EdD

At the dissertation stage, doctoral candidates must maintain continuous enrollment through the semester of their successful defense or until the candidate withdraws from the program. In rare and extenuating circumstances, a candidate may request a leave of absence which must be approved by the candidate's dissertation chair, program coordinator, the Dean of the School of Education, and the Dean of the School of Graduate Studies. Candidates who are approved for a leave of absence may return to the program with the approval of the

program coordinator, the Dean of the School of Education, and the Dean of the School of Graduate Studies. Candidates who break continuous enrollment without a leave of absence will be suspended from the program. If a suspended candidate requests readmission, the program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply. A Dissertation Enrollment Fee equal to the tuition of the missed semesters of continuous enrollment will be applied to the suspended candidate's account upon return to the program. Candidates approved for a leave of absence will not be subject to the Continuous Enrollment Fee. The time limit of seven calendar years to complete the program from the beginning of the term in which candidates complete their first graduate course toward the degree continues to apply to candidates who are granted a leave of absence or who are suspended.

## **DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP (63 HOURS)**

### **PURPOSE**

The Doctor of Education in Organizational Leadership is designed to develop individuals who have the knowledge and capability to take on leadership roles in a variety of settings. It was created to provide an environment where professionals can advance their leadership skills while sharing ideas and experiences with business and academic professionals. The program targets professionals in community colleges, liberal arts colleges, and comprehensive universities, as well as for-profit and not-for-profit businesses/organizations engaged in training and development, life-span learning, healthcare, law enforcement/criminal justice, and adult education.

### **PROGRAM OVERVIEW**

The program consists of nine semesters (a total of 63 credit hours including the consultancy/practicum project). The consecutive semesters include any summer sessions that fall in the sequence. The cohort concept is employed such that students move together through their classes providing the maximum benefit from individual experiences and communities of collaboration. The consultancy/practicum project is an integral part of each semester's coursework. The intent is to provide the student an opportunity to apply the theory and best practices to actual challenges with which they are confronted. It is based on the scholar-practitioner model.

The program is comprised of two tiers. The first tier is the core-course modules. This consists of the first six semesters. These modules address concepts such as cultural development in organizations, leading in a learning organization, change management, ethics, conflict resolution, strategic planning, program evaluation, qualitative research, and e-learning. Semesters seven through nine include, but are not limited to,

the following specialized course modules: policy development, business law, innovation and transformation, cultural development, and self and collective efficacy. Classes are held on Saturday and Sunday (three weekends per Fall, Spring, and Summer semesters). There is an online component. An on-campus residency Organizational Leadership Lab component is required for each Summer term.

### **ADMISSION REQUIREMENTS**

Program-specific admission requirements for full acceptance into the Doctor of Education in Organizational Leadership are the following:

1. Applicants must have a master's degree from a regionally accredited institution.
2. Applicants must have a 3.0 or better grade point average in all master's-level work;
3. Applicants must submit three letters of reference including one from the candidate's immediate supervisor;
4. Applicants must possess excellent interpersonal skills as reflected in the letters of reference;
5. Applicants must submit official transcripts for all master's-level work from a regionally accredited institution;
6. Applicants must have a minimum of three years of experience in their profession; and
7. Applicants must submit either a MAT or GRE score that is current within the previous five years.

### **PROGRAM OUTCOMES**

Candidates will make significant contributions to the organization in which they are employed while in the program and beyond;

Candidates will contribute to the overall learning environment in which they are working;

Candidates will use the knowledge, skills, and dispositions acquired to support lifelong learning in their profession;

Candidates will demonstrate theoretical and practical knowledge and skills in everyday work activities;

Candidates will share their experiences with their cohort colleagues enriching the learning process; and

Candidates will apply their learning and their experiences in the execution of the consultancy project.

### **STUDENT LEARNING OUTCOMES**

1. Students will understand organizations through knowledge of leadership theory, organizational cultures, decision-making processes, and practice;



2. Students will apply organizational theory to the needs of their own organizations to increase understanding of institutions and their stakeholders;
3. Students will participate in appropriate field experiences focusing on authentic leadership development;
4. Students will acquire skills to address challenges facing institutions today and apply them in a simulated environment;
5. Students will understand the characteristics of a learning organization;
6. Students will examine organizational culture and the role it plays in the overall effectiveness of the organization;
7. Students will be able to develop a plan of action to address the needs of a learning organization;
8. Students will develop the skills to create a learning culture within their organization;
9. Students will examine the key attributes of a re-invention initiative;
10. Students will be able to execute a re-invention plan in a simulated environment;
11. Students will acquire decision-making skills within an ethical and moral framework;
12. Students will review and analyze current legal and ethical issues as they relate to institutions;
13. Students will participate in the review and analysis of case studies pertaining to ethical issues and challenges;
14. Students will role play various scenarios in resolving conflict within an organization;
15. Students will apply their knowledge of organizational behavior in addressing the relationship between a leader and a follower;
16. Students will examine various strategic planning models;
17. Students will learn how to manage growth and change and drive organizational innovation;
18. Students will design, in a simulated environment, a strategic plan applying the principles learned in the course;
19. Students will reflect on and discuss the challenges and responsibilities encountered in shaping and creating successful leaders in the 21st century;
20. Students will be exposed to a multitude of strategic planning tools;
21. Students will review and analyze case studies of strategic planning initiatives;
22. Students will learn the scientific method as it relates to social-science research;
23. Students will be able to demonstrate the use of the scientific method in performing research;
24. Students will examine key concepts, methods, and approaches in the area of evaluation research;
25. Students will understand the principles of research methods;
26. Students will learn how to integrate qualitative methods in the assessment of opportunities and/or program initiatives;
27. Students will be able to identify key attributes of a quality research initiative;
28. Students will become familiar with state-of-the-art electronic applications and tools;
29. Students will explore the tenets of collaboration and will apply the practice of collaboration to online learning;
30. Students will be able to create online collaboration sessions;
31. Students will explore best practices, quality assurance measures, and assessment capabilities relative to online learning;
32. Students will explore the value of social media and how to use it to increase their value proposition;
33. Students will understand the process for policy design and development, revising existing policy, and assessing policy;
34. Students will be able to evaluate policy using best practices;
35. Students will be exposed to contemporary policy issues and the impact on the organization;
36. Students will understand the legal requirements of an organization and the role of ensuring compliance with the law;
37. Students will acquire skills to ignite and channel creativity in addressing organizational challenges and opportunities;
38. Students will participate in assessing transformation plans with respect to their meeting the needs of the organization;
39. Students will use their research skills to develop best practices as it relates to the use of innovation

in planning and executing on the organization's mission;

40. Students will apply their learning in developing a transformation plan for an organization;
41. Students will examine cultural development theory as it relates to decision-making;
42. Students will examine value-added models with respect to individual and collective efficacy;
43. Students will understand how cultural leadership influences organizational effectiveness; and
44. Students will be able to develop a value-added model for measuring individual and collective efficacy.

## CURRICULUM

DEOL 730/731 Organizational Behavior and Theory	6/1
DEOL 732/733 Leadership Theory and Practice	6/1
DEOL 734/735 Ethics, Ideology, and Personal Leadership	6/1
DEOL 736/737 Strategic Leadership and Management of Global Change	6/1
DEOL 738/739 Action Research, Program Evaluation, Data Analysis and Interpretation, and Qualitative Methods	6/1
DEOL 740/741 E-Learning	6/1
DEOL 750/751 Policy Development and Business Law	6/1
DEOL 752/753 Innovation and Transformation	6/1
DEOL 754/755 Contemporary Topics	6/1

At the consultancy project stage, doctoral candidates must maintain continuous enrollment through the semester of their successful defense or until the candidate withdraws from the program. In rare and extenuating circumstances, a candidate may request a leave of absence which must be approved by the candidate's consultancy project chair, program coordinator, the Dean of the School of Education, and the Dean of the School of Graduate Studies. Candidates who are approved for a leave of absence may return to the program with the approval of the program coordinator, the Dean of the School of Education, and the Dean of the School of Graduate Studies. Candidates who break continuous enrollment without a leave of absence will be suspended from the program. If a suspended candidate requests readmission, the program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply. A Consultancy Project Enrollment Fee equal to the tuition of the missed semesters of continuous enrollment will be applied to the suspended candidate's account upon return

to the program. Candidates approved for a leave of absence will not be subject to the Continuous Enrollment Fee. The time limit of seven calendar years to complete the program from the beginning of the term in which candidates complete their first graduate course toward the degree continues to apply to candidates who are granted a leave of absence or who are suspended.

## ENGLISH

*Department Chair: J. Buckner*

*Literature Studies Coordinator: K. Randle*

*English Education Studies Coordinator: S. Hartman*

*Writing Studies Coordinator: J. Buckner*

## FACULTY

*Professors: C. Duffus, S. Hartman, J. Hobbs, J. Land*

*Associate Professors: N. Bottoms, J. Buckner, S. Stuart*

*Assistant Professor: K. Randle*

## MASTER OF ARTS IN ENGLISH (30 HOURS)

The MA English is 30 hours: 23 hours of coursework and seven hours of thesis or capstone credit. The MA English degree is fully online and follows a cohort model with a fall start.

## PURPOSE

The MA English program offers three concentrations that reflect the diversity of the discipline and the evolving nature of English studies. With concentrations in literature studies, English education studies, and writing studies, this degree is for students who desire professional advancement in areas such as writing, publishing, and teaching at the secondary or college levels. While these concentrations represent different disciplines within the field, the overall program goal is for students to develop a scholarly and professional identity. These goals reflect the growing professional demand for strong skills in communication, analysis, critical thinking, and collaboration. All concentrations include a thesis or capstone project.

## ADMISSION REQUIREMENTS

Program-specific admission requirements for full acceptance into the Master of English program are the following.

1. A BA or BS in English or an equivalent degree (from the Communications field, for example). Students without a bachelor's degree in English or substantial undergraduate coursework in English will be evaluated on an individual basis. Typically, 12-15 hours of upper-level English coursework are expected to be completed before admission;
2. A minimum cumulative GPA of 3.0 on a 4.0 scale for all work completed beyond high school;

3. No standardized test score is required;
4. Three professional recommendations from persons who can attest to the applicant's academic potential and suitability to pursue an MA in English as well as the student's abilities to complete graduate-level work;
5. A clear and well-written 250-word statement of purpose, explaining the student's objectives and purpose for pursuing an MA in English. Please indicate the concentration the student is interested in - literature studies, English education, writing studies;
6. A writing sample of 2,000 words or an equivalent body of work that demonstrates the applicant's writing abilities and readiness to engage in graduate-level work. This writing sample might include an in-depth literary analysis, an extensive research piece (e.g., senior thesis) on a topic within English studies, or a portfolio of writing samples from an internship or current work environment; and
7. No teaching license is required to be admitted into the program. However, English Education concentration students need to be teaching in some capacity in order to complete capstone courses (ENGL 694, 695, and 696). Licensure requirements are different from state to state; thus, the MA in English program does not guarantee licensure for any student. Students are responsible for obtaining graduate-level or advanced teaching licensure through their school districts and state. Gardner-Webb can only provide a record of successful completion of the program.

## STUDENT LEARNING OUTCOMES

The Master of Arts in English program is designed to meet the following goals:

1. Demonstrate the ability to read, write, and think critically on a professional level according to discipline;
2. Demonstrate discipline-specific research methods; and
3. Demonstrate the ability to carry out and complete a thesis or capstone project that is of publishable quality (specific projects determined in concentrations).

## COURSE REQUIREMENTS

The Master of Arts in English curriculum offers three core courses (eight credit hours) and eight courses in the concentration (15 credit hours coursework and seven credit hours thesis or capstone). The core courses build community and foster collaboration among peers as well as

provide a foundation for courses within each concentration. The timeline for completion is six semesters (typically two calendar years).

## REQUIRED COMMON CORE FOR ALL CONCENTRATIONS (8 CREDIT HOURS)

ENGL 501 Introduction to Graduate English Studies	2
ENGL 671 Literary Theory	3
ENGL 683 Teaching of Writing	3

All concentrations will be required to complete a thesis or capstone project (three courses).

## LITERATURE STUDIES COURSES

### REQUIRED COURSES FOR CONCENTRATION

ENGL 502 Seminar in English Studies	1
ENGL 690 Literature Studies Prospectus	3
ENGL 691 Literature Studies Thesis	3
5 Literature courses	15, see list below

## LITERATURE STUDIES COURSES

From the list below: 1) At least one pre-1800 literature course and one post-1800 literature course should be taken. 2) At least one course each of American, British, and World Literature should be taken.

ENGL 555 Special Topics	3
ENGL 611 Seminar in British Literature	3
ENGL 612 Selected British Texts -Medieval Period	3
ENGL 613 Shakespeare	3
ENGL 614 Selected British Writers (non-Shakespearean) -Renaissance Period	3
ENGL 615 Selected British Writers - The Long Eighteenth Century	3
ENGL 616 Selected British Writers - Romantic Period	3
ENGL 617 Selected British Writers -Victorian Period	3
ENGL 631 Seminar in American Literature	3
ENGL 634 African-American Literature	3
ENGL 651 Seminar in Global Literature	3
ENGL 654 Mythology	3
ENGL 657 Caribbean Literature	3
ENGL 659 Literature and Colonization	3
ENGL 671 Literary Theory	3
ENGL 673 Contemporary Trends in Literature	3
ENGL 675 Young Adult Literature	3

## ENGLISH EDUCATION STUDIES COURSES

### REQUIRED COURSES FOR CONCENTRATION

ENGL 681 Seminar in Current Issues and Methods of Teaching English	3
ENGL 675 Young Adult Literature	3
ENGL 694 English Teacher as Researcher: Proposal	3
ENGL 695 English Teacher as Researcher: Data Collection	1
ENGL 696 English Teacher as Researcher: Analysis	3
Three Electives from Literature or Writing Studies	9

## WRITING STUDIES COURSES

### REQUIRED COURSES FOR CONCENTRATION

ENGL 502 Seminar in English Studies	1
ENGL 673 Contemporary Trends in Literature	3
ENGL 629 Seminar in New Media Studies	3
ENGL 692 Prospectus Writing Studies	3
ENGL 693 Capstone Writing Studies	3
Three Writing Electives	9,
	see list below

## WRITING STUDIES ELECTIVES

### (CHOOSE THREE COURSES FROM THE LIST BELOW)

ENGL 621 Technology and Literacy	3
ENGL 625 Visual Rhetoric and Document Design	3
ENGL 661 Professional and Technical Writing	3
ENGL 665 Principles of Editing and Publishing	3
ENGL 669 Seminar in Rhetoric	3

## GRADUATE CERTIFICATE IN ENGLISH

The online Graduate Certificate in English is designed to meet the needs of professional adults in providing an opportunity to acquire an 18-hr certificate, a credential that provides candidates with qualifications needed to teach in a wide range of higher education settings.

Students completing the graduate certificate in English do not need to choose a concentration, which is required of the MA in English program. In addition, students only enrolled in the graduate certificate will not complete the graduate capstone series. Upon approval by the English department faculty, certificate students may choose to complete the additional coursework needed to meet the requirements of the MA English program.

## CERTIFICATE PROGRAM GOALS

To accomplish the mission of the Department of English Language and Literature, students in the Graduate Certificate of English will be able to:

- read, write, and think critically on a professional level;
- demonstrate growth in content knowledge in English studies;
- demonstrate English-specific research methods;
- develop depth of pedagogy in teaching English at the higher education level

## COURSE REQUIREMENTS

ENGL 683 Teaching of Writing	3hrs
ENGL 671 Literary Criticism	3hrs
ENGL electives	12hrs

## ADMISSIONS REQUIREMENTS

- 3.0 GPA is expected
- Standardized test(s): No test required
- Criminal background check/drug screen, if applicable: N/A
- Current licenses/certifications, if applicable: N/A
- References (including how many and from whom): 3 references
- Evidence of entry-level skills: Student should possess a bachelor's degree in English or similar field. If student does not possess a bachelor's degree in English or similar field (ex. Communications, Literary Studies), then 12-15 hours of upper level English courses is required, approved by the program coordinators upon evaluating transcripts

Students will receive academic credit for all courses taken. A grade of "B" or better is required to receive course credit. A certificate indicating accomplishment of the requirements will be issued upon completion.

## NURSING

*Dean: N. Waters*

*Associate Dean: T. Arnold*

*Chair of Digital Learning: C. Rome*

*Chair of Nurse Practitioner Programs: A. Hamrick*

## FACULTY

*Professor: C. Miller*

*Associate Professors: T. Arnold, G. Casterline, C. Rome, N. Waters*

*Assistant Professors: A. Garlock, A. Hamrick, A. Isaac-Dockery, Y. Smith, K. Williams, S. Creed-Hall, J. Parker*



## MISSION STATEMENT

The Mission of the Hunt School of Nursing is to enhance the health status of the global community by preparing individuals to practice holistic and professional nursing through the provision of student-centered programs of study for a diverse student population that promotes academic excellence within a Christian, private, liberal arts setting utilizing teamwork and community engagement.

The Master of Science in Nursing Program and the Doctor of Nursing Practice Program are accredited by the Accreditation Commission for Education in Nursing (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326. Phone 404-975-5000, [www.acenursing.org](http://www.acenursing.org)).

## MASTER OF SCIENCE IN NURSING

### INTRODUCTION

The Master of Science in Nursing (MSN) Program offers three tracks of concentrated study: Nursing Administration (36 credit hours), Nursing Education (36 credit hours), and Primary Care Family Nurse Practitioner (51 credit hours). In addition to these three tracks of study, the MSN program offers the MSN/MBA dual-degree.

The Master of Science in Nursing with a concentration in Education is designed to prepare students to become professional educators in an academic or health care setting. The Master of Science in Nursing with a concentration in Administration is offered in collaboration with the Godbold School of Business. This program of study seeks to prepare the professional nurse for leadership roles in health care organizations. The interdisciplinary MSN/MBA dual-degree program combines nursing leadership with a working knowledge of business and managerial skills. The Master of Science in Nursing with a concentration in Primary Care Family Nurse Practitioner (PCFNP) is designed to prepare students for the Family Nurse Practitioner certification exam and practice in primary care.

The courses in the MSN tracks of study are offered in a logical sequence from the core requirements of theory, issues, research, statistics, and professional role development to courses in the major area of concentration. The MSN Nursing Education, Nursing Administration, and MSN/MBA concentrations culminate in the application of knowledge in a thesis. The MSN Primary Care Family Nurse Practitioner concentration culminates in a project proposal. Post-Master's Nursing Education, Nursing Administration, and Primary Care Family Nurse Practitioner Certificate Programs are also offered.

## ADMISSION REQUIREMENTS FOR MSN NURSING EDUCATION AND NURSING ADMINISTRATION

Application for admission to the MSN Program should be made through the Gayle Bolt Price School of Graduate Studies. Application for admission to the MSN/MBA Program should also be made to the School of Graduate Studies, and applicants must meet admission requirements of both programs. In order to enroll students from a variety of backgrounds with the greatest potential for successfully completing the program, the following criteria for acceptance will be used:

1. A baccalaureate degree in nursing from a regionally accredited institution with a nationally accredited nursing program;
2. Current, unrestricted licensure to practice as a Registered Nurse in the United States;
3. GPA of 2.70 on all undergraduate work; or GPA of 2.70 on last 64 hours of undergraduate or graduate work;
4. Transcripts of all previous college studies;
5. Three Graduate Study Reference Forms;
6. Current, official, satisfactory Criminal Background Check results from the current state of residence and any other state lived in during the past ten years;
7. Immunizations as required by the University;
8. Completion of an undergraduate or graduate statistics course with a grade of "C" or better;
9. Current curriculum vitae/résumé; and
10. RN applicants with a baccalaureate degree in another field may be accepted but must meet additional requirements during the first year of enrollment. The requirements include the following.

For all students:

NUR 312 Advanced Health Assessment

One of the following based on area concentration:

NUR 412 Community and Public Health Nursing (for students in the nursing education track) OR

NUR 403 Leadership/Management in Nursing (for students in the nursing administration track).

Students will be admitted provisionally until these course requirements are met. A grade of "C" or better is required in all courses in order to meet requirements.

## ADMISSION REQUIREMENTS FOR MSN-PRIMARY CARE FAMILY NURSE PRACTITIONER

1. A baccalaureate degree in nursing from a regionally accredited institution with a nationally accredited nursing program;
2. Current, unrestricted licensure to practice as a Registered Nurse in the United States;
3. GPA of 3.0 on all undergraduate work or GPA of 3.0 on the last 64 hours of undergraduate or graduate work;
4. Satisfactory scores on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT);
5. Transcripts of all previous college studies;
6. Three Graduate Study Reference Forms;
7. Updated résumé or curriculum vitae;
8. Two years of full-time active RN practice (a minimum of 1,800 hours per year) over the past three years with a Statement of Description of Work Experience;
9. Current, official, satisfactory Criminal Background Check results from the current state of residence and any other state lived in during the past ten years;
10. Immunizations as required by the University; and
11. RN applicants with a baccalaureate degree in another field may be accepted but must meet additional requirements prior to admission. The requirements include completion of an undergraduate or graduate statistics course, BSN-level nursing health assessment course, and BSN-level community health course. A grade of "C" or higher must be earned in each course in order to meet requirements.

## STUDENT LEARNING OUTCOMES

Graduates of the Master of Science in Nursing program will be prepared to

1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for continual improvement of nursing care across diverse settings;
2. Demonstrate organizational and systems leadership to promote high quality and safe patient care that emphasizes ethical and critical decision making, effective working relationships, and a systems-perspective;
3. Apply the methods, tools, performance measures, and standards related to quality and quality principles

within an organization to promote high quality and safe patient care;

4. Apply research outcomes within the practice setting to resolve practice problems, working as a change agent through dissemination of results;
5. Integrate appropriate technologies for knowledge management to improve health care;
6. Intervene at the system level through a policy development process that employs advocacy strategies to influence health and health care;
7. Function as a professional member and leader of interprofessional teams through communication, collaboration, and consultation with other health professionals to manage and coordinate care;
8. Synthesize broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations; and
9. Articulate the understanding that master's-level nursing practice integrates advanced level understanding and approach to nursing intervention (including both direct and indirect care components) that influences healthcare outcomes for individuals, populations, or systems.

## NURSING EDUCATION AND NURSING ADMINISTRATION CONCENTRATIONS (36 HOURS)

### A. REQUIRED COMMON CORE

NURS 500 Theoretical Basis for Advanced Practice	3
NURS 501 Nursing and Healthcare Systems and Issues	3
NURS 502 Methods of Advanced Research	3
NURS 504 Statistical Techniques for Graduate Research	3
NURS 506 Professional Role Development for Advanced Nursing Practice	3

### B. REQUIRED COURSES BY CONCENTRATION

#### NURSING EDUCATION

NURS 600 The Nurse Educator	3
NURS 601 Curriculum Theory and Application	3
NURS 602 Instructional and Evaluation Strategies	3

#### NURSING ADMINISTRATION

NURS 606 Nursing Economics and Finance	3
NURS 607 Administration of Nursing and Healthcare Organizations	3

BADM 641 Healthcare Law and Ethics	3
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### C. **CAPSTONE EXPERIENCE**

NURS 616 Advanced Nursing Specialty Practicum	6
NURS 610 Thesis	3
NURS 612 Thesis	3

## **PRIMARY CARE FAMILY NURSE PRACTITIONER CONCENTRATION (51 HOURS)**

### A. **REQUIRED COMMON CORE**

NFNP 500 Theoretical Basis for Advanced Practice	3
NFNP 501 Nursing and Healthcare Systems and Issues	3
NFNP 502 Methods of Advanced Research	3
NFNP 504 Statistical Techniques for Graduate Research	3
NFNP 506 Professional Role Development for Advanced Nursing Practice	3

### B. **REQUIRED COURSES FOR CONCENTRATION**

NFNP 520 Pathophysiology in Advanced Nursing Practice	3
NFNP 521 Advanced Health Assessment Across the Lifespan	3
NFNP 522 Pharmacology for Advanced Nursing Practice	3
NFNP 620 Primary Health Care of Adults	3
NFNP 621 Primary Health Care of Adults Practicum	4
NFNP 622 Primary Health Care of Women in Families	3
NFNP 623 Primary Health Care of Women in Families Practicum	4
NFNP 624 Primary Health Care of Children in Families	3
NFNP 625 Primary Health Care of Children in Families Practicum	4

### C. **CAPSTONE EXPERIENCE**

NFNP 626 Nurse Practitioner Role Preparation and Transition	3
NFNP 630 Project	3

## **MASTER OF SCIENCE IN NURSING/ MASTER OF BUSINESS ADMINISTRATION DUAL-DEGREE**

Dual-degree students must apply to and meet the admission requirements of the respective program, and be accepted to each in order to pursue both degrees. Also, when academic policies and standards differ between the two schools, the policies and standards of the appropriate school apply to the respective portion of the dual-degree. Candidates for the dual-

degree must complete the requirements for both degrees prior to graduation.

Should a student choose not to pursue one of the degrees to completion, he or she will be responsible for paying any difference in the per-course rate(s) actually charged based on pursuing the dual-degree and the rate(s) which would have been charged for courses applied toward the selected degree. The student will also be responsible for repaying any scholarships or grants received based on pursuing a dual-degree for which the student would not have been eligible based on the selected degree. Additional financial obligations must be satisfied before the student can be awarded the selected degree. In no case will the University refund money when a student opts out of a dual-degree program.

### A. **NURSING COMPONENT, IN ADDITION TO THE REQUIRED COMMON CORE**

NURS 606 Nursing Economics and Finance	3
NURS 607 Administration of Nursing and Healthcare Organizations	3
NURS 616 Advanced Nursing Specialty Practicum	6
NURS 610 Thesis	3
NURS 612 Thesis	3

### B. **BUSINESS COMPONENT**

ACCT 600 Managerial Accounting	3
BADM 610 Managerial Economics	3
BADM 620 Managerial Finance	3
BADM 625 Marketing Management	3
BADM 630 Organizational Behavior	3
BADM 633 Entrepreneurial Management	3
BADM 635 Production Research and Operations Management	3
BADM 640 Business Law and Ethics	3
INTL 650 International Business	3
BADM 690 Strategic Management	3
Electives Restricted to BADM or INTL courses	6

If a person has already completed an MBA degree and wants an MSN/MBA degree he/she must complete the 15 hours of the MSN core, six hours of the Nursing Administration Concentration and 12 hours of the Capstone Experience.

If a person has an MSN degree in Nursing Administration and wants an MSN/MBA degree, he/she must complete 30 hours of the MBA core courses, and an MBA elective course, in addition to the three hours of MBA courses already completed within the MSN program.

## POST-MASTER'S NURSING CERTIFICATE: ADMINISTRATION, EDUCATION, AND PRIMARY CARE FAMILY NURSE PRACTITIONER

### ADMISSION REQUIREMENTS

1. Current, unrestricted license to practice as a registered nurse in the United States;
2. Official transcripts documenting completion of a master's degree in nursing from an accredited institution;
3. Completed application to the Gayle Bolt Price School of Graduate Studies;
4. Three Graduate Study Reference Forms;
5. Two years of full-time active RN practice (a minimum of 1,800 hours per year) over the past three years with a Statement of Description of Work Experience, Primary Care (Family Nurse Practitioner only);
6. Current, official, satisfactory Criminal Background Check results from the current state of residence and any other state lived in during the past ten years;
7. Current résumé or curriculum vitae; and
8. Immunizations as required by the University.

Students will receive academic credit for all courses taken. A grade of "B" or better is required to receive course credit. A certificate indicating satisfaction of the requirements will be issued upon completion.

## POST-MASTER'S NURSING ADMINISTRATION CERTIFICATE (10 HOURS)

### PURPOSE

The purpose of the Post-Master's Nursing Administration Certificate is to provide the opportunity for registered nurses currently holding a master's degree in nursing to expand their professional role by gaining specialized knowledge in the area of nursing administration.

Students completing the Post-Master's Nursing Administration Certificate requirements are academically prepared to take a national certification examination for Nurse Executives.

### COURSE REQUIREMENTS

NURS 606 Nursing Economics and Finance	3
NURS 607 Administration of Nursing and Healthcare Organizations	3
BADM 641 Healthcare Law and Ethics	3
NURS 616 Advanced Nursing Specialty Practicum	1

## POST-MASTER'S NURSING EDUCATION CERTIFICATE (10 HOURS)

### PURPOSE

The purpose of the Post-Master's Nursing Education Certificate is to facilitate the education of master's-prepared nurses for roles as nurse educators in an academic or clinical setting. Students completing the Post-Master's in Nursing Education Certificate requirements are academically prepared to take a national certification examination for Nurse Educators.

### COURSE REQUIREMENTS

NURS 600 The Nurse Educator	3
NURS 601 Curriculum Theory and Application	3
NURS 602 Instructional and Evaluation Strategies	3
NURS 616 Advanced Nursing Specialty Practicum	1

## POST-MASTER'S PRIMARY CARE FAMILY NURSE PRACTITIONER CERTIFICATE (36 HOURS)

### PURPOSE

The Purpose of the Post-Master's Family Nurse Practitioner Certificate is to facilitate the education of master's-prepared nurses for roles as Family Nurse Practitioners. Students completing the Post-Master's Family Nurse Practitioner Certificate will have the knowledge and clinical experience needed to sit for the Family Nurse Practitioner national certification exam.

### COURSE REQUIREMENTS

NFNP 520 Pathophysiology in Advanced Nursing Practice	3
NFNP 521 Advanced Health Assessment Across the Lifespan	3
NFNP 506 Professional Role Development for Advanced Nursing Practice	3
NFNP 522 Pharmacology for Advanced Nursing Practice	3
NFNP 620 Primary Health Care of Adults	3
NFNP 621 Primary Health Care of Adults Practicum	4
NFNP 622 Primary Health Care of Women in Families	3
NFNP 623 Primary Health Care of Women in Families Practicum	4
NFNP 624 Primary Health Care of Children in Families	3
NFNP 625 Primary Health Care of Children in Families Practicum	4
NFNP 626 Nurse Practitioner Role Preparation and Transition	3



## POST-BACCALAUREATE NURSING EDUCATION CERTIFICATE (10 HOURS) PURPOSE

The purpose of the Post-Baccalaureate Nursing Education Certificate is to allow students to meet the North Carolina Board of Nursing requirement for nurse educators teaching in pre-licensure programs. Students completing the Post-Baccalaureate Nursing Education Certificate requirements are academically prepared to take a national certification examination for Nurse Educators.

## ADMISSION REQUIREMENTS

Students must meet all requirements for admission to the Master of Science in Nursing Program. Students will receive academic credit for courses taken with a grade of “B” or better, which may be applied toward their Master of Science in Nursing Degree.

## COURSE REQUIREMENTS

NURS 600 The Nurse Educator	3
NURS 601 Curriculum Theory and Application	3
NURS 602 Instructional and Evaluation Strategies	3
NURS 616 Advanced Nursing Specialty Practicum	1

## DOCTOR OF NURSING PRACTICE (DNP) (36 HOURS)

### ADMISSION REQUIREMENTS

In order to enroll students from a variety of nursing backgrounds with the greatest potential for successfully completing the program, the following criteria will be used for consideration of acceptance. Program-specific admission requirements are the following:

1. Current, unrestricted licensure to practice as a Registered Nurse in the United States (verified online by Graduate Admissions);
2. Cumulative GPA of 3.20 on all previous graduate coursework as evidenced by official graduate transcripts;
3. MSN Degree from a regionally accredited institution with a nationally accredited nursing program as evidenced by official graduate transcripts;\*
4. Certifications in practice area (if applicable);
5. Verification of immunizations submitted on provided form;
6. Three letters of recommendation (professional and academic) submitted on provided form;
7. Validation of the number of hours of nursing practice completed at the post-baccalaureate level as part of a supervised academic program submitted on the provided form;\*\*

8. Current curriculum vitae/résumé;
9. Written essay addressing goals related to doctoral education in nursing, including description of a practice project interest; and
10. Current, official, satisfactory Criminal Background Check results from the current state of residence and any other state lived in during the past ten years.

The most highly qualified applicants will be invited to participate in interviews with the Hunt School of Nursing Admissions Committee. Applicant folders must be complete for consideration.

\*Applicants with a BSN degree and a master’s degree in a related field will be considered for admission. The BSN degree must be from a regionally accredited institution with a nationally accredited nursing program and the master’s degree must be from a regionally accredited institution. Applicants with a master’s degree in a related field must provide proof of current employment in a nursing specialty area and provide a description of recent work experience.

\*\*Hours in practicum or clinical completed post-baccalaureate as part of a supervised academic program may be counted toward the requirement of 1,000 practicum hours for completion of the DNP degree. A minimum of 500 practicum hours must be completed while enrolled in the DNP program.

## STUDENT LEARNING OUTCOMES

Graduates of the post-master’s Doctor of Nursing Practice Program will be prepared to:

1. Synthesize scientific and theoretical knowledge from nursing and other disciplines to implement best practice approaches reflective of the highest level of nursing;
2. Collaborate with institutional, local, state, federal, and/or international leaders to make data-driven decisions to improve healthcare outcomes;
3. Lead intra- and inter-professional teams to advocate for and implement policies which improve individual and population health;
4. Engage in leadership to integrate evidence-based clinical prevention and health services for individuals and populations; and
5. Develop and sustain therapeutic and programmatic interventions and partnerships with patients, populations, and professionals, appropriate to advanced nursing specialization.

## ACADEMIC CURRICULUM

### CORE MODULE

NURS 700 Theoretical and Conceptual Foundation for Advanced Nursing Practice	3
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NURS 702 Nursing Inquiry for Evidence-based Practice	3
NURS 703 Advanced Statistics: Multivariate Analysis	3
NURS 704 Healthcare Policy and Economics	3
NURS 705 Theoretical Foundations of Nursing Informatics	3
NURS 707 Scholarly Teaching and Learning for Nurse Leaders	3
NURS 708 Epidemiology and Disease Control	3
NURS 711 DNP Project I and II	6
NURS 712 DNP Project III and IV	6
NURS 715 Leadership in Advanced Nursing Practice	3

DNP students progress through the program in a cohort. Course offerings depend on semester of admission.

## PHYSICIAN ASSISTANT STUDIES

*Program Director: A. Steele*

*Associate Program Director: A. Kernicky*

*Medical Director: R. Kever*

*Director of Didactic Education: N. Winker*

*Director of Clinical Education: M. Mercer*

### FACULTY

*Associate Professors: R. Kever, A. Steele, N. Winker*

*Assistant Professors: A. Brown, J. Camp, M. Fowler, A.*

*Kernicky, M. Mercer, R. Threatt*

*Instructors: D. Harrill, T. Martin*

### MISSION STATEMENT

The Physician Assistant Studies Program exists to develop knowledgeable and caring Physician Assistants who practice competent patient-centered primary care in diverse environments.

### PROGRAM OVERVIEW (116 HOURS)

The Gardner-Webb University Physician Assistant (PA) Studies program is 28 continuous months in length and grants a Master of Physician Assistant Studies (MPAS) degree. The PA program is designed to prepare graduates to become competent and dedicated professionals in the delivery of health services throughout North Carolina and beyond. The first 16 months of the curriculum are based on course instruction provided at the Gardner-Webb University College of Health Sciences (CoHS). The subsequent 12 months of the program place students in supervised clinical practice rotations located in diverse geographical areas and returns them to campus for intermittent scheduled meetings throughout the year.

To fulfill the faith-based goals of Gardner-Webb University, each student will have at least one clinical rotation in an underserved community in the United States or abroad.

Upon graduation, students will earn a Master of Physician Assistant Studies (MPAS) and be eligible to sit for the Physician Assistant National Certifying Exam (PANCE).

### PROGRAM ACCREDITATION

Gardner-Webb University has received accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and provisional accreditation from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Provisional accreditation is an accreditation status granted for a limited, defined period of time to a new program that has demonstrated its preparedness to initiate a program in accordance with the Standards.

### ADMISSION REQUIREMENTS

Gardner-Webb University will begin accepting applications for a new cohort in April via CASPA. Submitted applications will be evaluated in the following areas: Overall Academic Strength, Science Aptitude, Letters of Recommendation, Health Care Experience, Physician Assistant Shadowing, and Potential for Mission Match.

The deadline for submitting applications is September 1 of each year.

### ACADEMIC STRENGTH

Evaluation of academic strength is largely based upon transcripts including course selection, semester load, and cumulative GPA. A bachelor's degree from a US regionally accredited institution is required and the minimum acceptable overall GPA is 3.0.

### SCIENCE APTITUDE

Each applicant must have completed the following required courses:

Human anatomy and physiology with lab (two semesters or equivalent);

General biology with lab (one semester or equivalent);

Additional biology with lab (one semester or equivalent);

Microbiology with lab (one semester or equivalent);

General chemistry with lab (one semester or equivalent);

Additional chemistry with lab (one semester or equivalent);

Organic chemistry with lab (one semester or equivalent);

Statistics (one course);

Psychology (one course); and

Medical terminology.

The GPA for each of these required courses must be a 2.7 or higher (equal to a “B-” or higher).

### **COURSEWORK NOTES**

Bachelor’s degree must come from a regionally accredited U.S. institution with a 3.0 cumulative GPA minimum.

Prerequisites must be taken at a regionally accredited U.S. institution and each course must meet a minimum 2.7 GPA requirement.

Online lab courses are not accepted.

It is preferred that all prerequisite courses are taken within the last ten years. If courses are older than that, refreshing them is recommended.

Students are encouraged to have taken anatomy and physiology within two years of the program application date; however, this is not a requirement.

All prerequisite work for an earned bachelor’s degree must come from regionally accredited U.S. institutions. In addition, Gardner-Webb University requires students to submit a foreign transcript evaluation for any coursework completed through non-U.S. institutions. This requirement does not apply for study-abroad credits earned through U.S. institutions.

Applicants with up to two remaining prerequisites may apply provided they complete each with a 2.7 or higher GPA before the first day of September (official transcripts must be received at Gardner-Webb University by October 1 or a selected candidate will relinquish their seat).

Survey courses (usually 100 or 101) will not meet the prerequisite course requirements.

Animal or Mammalian Anatomy and Physiology courses are not accepted.

Prerequisites met via Advanced Placement credit (college equivalent courses taken in high school) where no letter grade is provided will be accepted based on pass/fail criteria. Transcripts must show a pass grade was met.

Courses can be taken at any regionally accredited institution, including community colleges. It is preferred that all prerequisite courses be taken at a four-year institution.

The PA program does not accept College Level Examination Program (CLEP) credit or credit by examination for any prerequisite requirements.

### **GRADUATE RECORD EXAMINATION (GRE)**

The GRE is not required by the Gardner-Webb PA Program.

### **LETTERS OF RECOMMENDATION**

Each applicant will be required to provide three professional or academic letters of recommendation. Preference is given to applicants who have at least one reference from a healthcare professional. The references provide an external perspective of an applicant’s ability to succeed.

### **BACKGROUND CHECKS AND DRUG SCREENINGS**

Prior to matriculation, students offered a seat in the program must complete a criminal background check and drug screen via CastleBranch services. Thereafter, students may be required by clinical sites to undergo repeat drug screening and criminal background checks. Students are responsible for all expenses related to meeting drug screening, student health, and background documentation requirements. Students who at any point in the program delay or decline to participate in a requested alcohol and/or drug screen will have that action considered equivalent to taking and failing a drug/alcohol screen. Applicants accepted into the GWU PA Program who answered “no” to questions relating to criminal background in their CASPA application and found to have a subsequent positive criminal background check are likely to be dismissed from the program on the basis of misrepresentation. In the event of a reported incident, a determination about the applicant’s/student’s continued progress in the academic program will be made by Gardner-Webb University in accordance with University procedures. Applicants who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding eligibility may be obtained from appropriate credentialing boards. Clinical rotation sites may not permit participation in the clinical experience. This should be considered seriously by the candidate prior to application and matriculation. Applicants are advised that results of criminal background checks and other required background screenings will be released to third parties involved in their clinical education. Criminal offenses occurring after the student matriculates may result in the student’s dismissal from the program; if this occurs, tuition and fees will not be refunded.

### **HEALTH CARE EXPERIENCE**

Although no minimum hours are required, the program places importance on health care familiarity and evaluates the quality and quantity of an applicant’s experience ideally with direct “hands-on” patient health care. Health care experience will be evaluated based on the type of experience and the number of hours specifically related to working with more acutely ill or injured patients in a hospital or clinical setting.

Applicants are encouraged to be very detailed in their description of health care positions in their CASPA application.

### HEALTH CARE EXPERIENCE – RATED BY EXPERIENCE

**Low** - Observation, volunteering at marathons, blood donor clinics, fundraising for medical causes, after-school programs, coaching, research technician, lab-based research assistant, ward clerk, translator, or other non-medical work in a medical setting.

**Medium** - Medical assistant, CNA, patient care tech, respiratory therapist, EMT, sonographer, athletic trainer, exercise physiologist, medical technologist, x-ray technologist, or OR technologist

**High** - Military corpsman, paramedic, IMG, dentist, NP, RN, LPN, PT, OT, MSW, podiatrist, or chiropractor

### TOEFL REQUIREMENT

An applicant whose native language is not English and who does not have a full year (two semesters) of composition or its equivalent in English studies with a grade of “B-” or better must demonstrate skills in English understanding and use. Recent scores on the Test of English as a Foreign Language (TOEFL) normally suffice. TOEFL scores should be submitted with the CASPA application or directly to GWU Graduate Admissions. Satisfactory scores are based on the testing format and include the following.

- Internet-based TOEFL: Score of 100 with a minimum score of 20 on each section.
- A total score of 600 on the paper TOEFL, with a score of 55 on the Listening Comprehension.
- A total score of 250 on the computer-based TOEFL.
- A level 112 from the ELS Language Centers or other recognized evidence may be considered satisfactory, pending Admissions Committee approval.

*For selected candidates, interviews will begin in August and seats will be offered using a rolling admission process.*

### TECHNICAL STANDARDS

Students admitted to the Gardner-Webb University Physician Assistant Studies Program are selected because they have demonstrated the capacity to complete the entire curriculum in order to attain the Master of Physician Assistant Studies degree. The curriculum requires demonstrated abilities in (1) observation, (2) communication, (3) motor, (4) intellectual, and (5) behavioral and social skills. Therefore, all students admitted to the Physician Assistant Studies Program must possess these attributes. If you have any questions regarding these standards or your ability to meet these standards, you

should contact the Program Director upon application to the program and prior to acceptance.

#### 1. **Observation:** Candidates must be able to:

- Observe demonstrations, visual presentations in lectures and laboratories, laboratory evidence and microbiologic cultures, microscopic studies of microorganisms and tissues in normal and pathologic states;
- Observe a patient accurately at a distance and close at hand; and
- Use the sense of vision, hearing, sensation, and smell as part of the observation process.

#### 2. **Communication:** Candidates should be able to:

- Communicate effectively and sensitively with patients and families in a culturally competent manner;
- Communicate effectively and efficiently in oral and written forms with all members of the healthcare team;
- Be able to speak, hear, and observe patients in order to elicit information, perceive nonverbal communications, and describe changes in mood, activity, and posture; and
- Utilize speech, reading, writing, and computers as part of the communication process. In addition, candidates must possess the skills necessary to communicate effectively in small and large group discussions.

#### 3. **Motor:** Candidates must have sufficient motor skills and coordination to:

- Execute the movement required to provide patient care such as palpation, auscultation, percussion, and other diagnostic maneuvers;
- Execute movements required to provide continuous general care and emergency treatment to patients; these skills require continuous coordination of gross and fine muscle movement, equilibrium, and sensation;
- Manipulate equipment and instruments without interruption necessary to perform basic laboratory tests and procedures required to attain curricular goals (e.g., needles, stethoscope, ophthalmoscope, tongue blades, intravenous equipment, gynecologic speculum, and scalpel); and
- Transport instruments and equipment from one location to another in a timely fashion in order to facilitate patient care responsibilities and receive educational training.



#### 4. **Intellectual-Conceptual, Integrative and**

**Quantitative Abilities:** Candidates must be able to:

- Comprehend three-dimensional relationships and the spatial relationship of structures;
- Collect, organize, prioritize, analyze, and assimilate large amounts of technically detailed and complex information within a limited time frame and then present that information in a variety of educational settings, including lectures, small group discussions, and individual clinical settings; and
- Analyze, integrate, and apply information appropriately for problem solving and decision-making.

#### 5. **Behavioral and Social Attributes:** Candidates must have:

- Emotional health, maturity, sensitivity, intellectual ability, and good judgment needed to complete all responsibilities associated with the diagnosis and care of patients;
- The ability to tolerate physical, mental, and emotional stress associated with training and the profession;
- Qualities of adaptability, flexibility, and be able to function in the face of uncertainty;
- A high level of compassion for others, motivation to serve, integrity, and a consciousness of social values;
- Sufficient interpersonal skills to interact positively and in a culturally competent manner with people from all levels of society, all ethnic backgrounds, and all belief systems; and,
- The ability to accept criticism and respond by appropriate modification of behavior.

Admission decisions are made on the assumption that each candidate can meet the technical standards without consideration of disability. Candidates accepted for admission to the Physician Assistant Studies Program will be required to verify that they understand and can meet these technical standards and do so continuously and without interruption. Gardner-Webb University, the CoHS and Physician Assistant Studies Program comply with all federal, state, and local laws including the Americans with Disabilities Act. The University reserves the right of final determination for applicants requesting accommodations to meet the program's technical standards. This includes a review of whether the accommodations requested are reasonable, taking into account whether the accommodation would jeopardize patient safety, or the educational process of the student or the institution, including all coursework and supervised clinical practice experiences deemed essential

for graduation. The Physician Assistant Studies Program will work jointly with the Noel Center for Disability Resources to determine what accommodations are suitable or possible in terms of reasonable accommodation, and will render the person capable of performing all essential functions established by the program. In the event an applicant is unable to independently, with or without reasonable accommodation, fulfill these technical standards prior to or any time after admission, the student will not be permitted to enter or progress within the program.

### PROGRAM EXPECTATIONS

Due to the intensity and high standards of the program, it is advisable that students remain prepared and focused as they progress through the curriculum. Students are strongly discouraged from seeking or maintaining employment while enrolled in the program. If a PA student chooses to work during the program, it is his/her responsibility to ensure that employment does not interfere with or hinder academic progress. Program expectations, assignments, deadlines, examinations, and other student responsibilities will not be altered or adjusted to accommodate a working student. Students are also advised to take full advantage of academic and other support services available to them during their enrollment. As an intense graduate medical education program, it is anticipated that students will quickly become independent learners, managing their time and multiple responsibilities to effectively complete their coursework. It is the responsibility of the student to problem solve, question what they do not understand, and handle conflict with respect and maturity.

### STUDENT LEARNING OUTCOMES

1. Obtain and record a complete and accurate medical history and perform a complete or problem-focused physical examination from any patient in any setting.
2. Interpret and synthesize the information derived from the history, physical examination, and other patient-related data to guide the formulation of a thorough differential diagnosis.
3. Order, perform, and interpret appropriate diagnostic procedures and laboratory tests based upon the findings from the medical history and physical examination; identify, discuss, perform, and order appropriate therapy and treatment modalities for the management of commonly occurring primary care entities; recognize life-threatening conditions.
4. Clearly and effectively communicate with patients, their families, and other medical personnel in a professional manner; demonstrate knowledge of the impact that health problems have on the individual

and family members and develop an attitude of professional concern for each patient.

5. Utilize critical thinking skills through the use of evidence-based medicine; articulate the unique role of the physician assistant in the medical team; possess a working knowledge of the American health care delivery system.
6. Exhibit ethical behavior and professional conduct.

## ACADEMIC CURRICULUM

### SPRING SEMESTER - YEAR ONE (DIDACTIC)

MPAS 504 Applied Human Anatomy	4
MPAS 506 Medical Physiology	3
MPAS 508 History and Physical Exam	3
MPAS 510 Mechanisms of Disease	3
MPAS 512 Clinical Pharmacology	3

### SUMMER SEMESTER - YEAR ONE (DIDACTIC)

MPAS 521 Patient-Centered Care I	2
MPAS 531 Professional Development I	1
MPAS 540 Physician Assistant Medicine I	10
MPAS 580 Operating Room and Minor Surgery	3

### FALL SEMESTER - YEAR ONE (DIDACTIC)

MPAS 523 Patient-Centered Care II	2
MPAS 550 Physician Assistant Medicine II	17
MPAS 571 Special Populations/Geriatrics	1

### SPRING SEMESTER - YEAR TWO (DIDACTIC)

MPAS 533 Professional Development II	1
MPAS 560 Physician Assistant Medicine III	11
MPAS 573 Pediatrics	2
MPAS 590 Emergency Medicine	3
MPAS 599 Pre-Clinical Seminar	1

### CLINICAL YEAR (SUMMER SEMESTER - YEAR TWO, FALL SEMESTER - YEAR TWO, AND SPRING SEMESTER - YEAR THREE)

MPAS 620 Family Medicine - 6 Weeks	6
MPAS 622 Internal Medicine - 6 Weeks	6
MPAS 624 Pediatrics - 3 Weeks	3
MPAS 626 Women's Health - 3 Weeks	3
MPAS 628 Emergency Medicine - 6 Weeks	6
MPAS 630 General Surgery - 6 Weeks	6
MPAS 632 Mental Health - 3 Weeks	3
MPAS 636 Underserved Population/Area- 3 Weeks	3
MPAS 638 Elective - 6 Weeks	6
MPAS 640 Professional Development Clinical I	1 (Summer)
MPAS 642 Professional Development Clinical II	1 (Fall)
MPAS 644 Professional Development Clinical III	1 (Spring)
MPAS 652 Rotation Assessment Days	0 (Fall)
MPAS 654 Summative Evaluation	1 (Spring)

## RELIGION (36 HOURS)

*Department Chair: S. Shauf*

*Program Coordinator: K. Blevins*

### FACULTY

*Professors: D. Berry, K. Blevins, D. Bryan, J. Collins, P. Hildreth, B. Leslie, P. Qualls, S. Shauf, E. Stepp*

*Associate Professor: J. Rogers*

*Assistant Professors: A. Sieges-Beal, T. Jessup*

### MISSION STATEMENT

Within the context of a Christian liberal arts tradition, our mission in both graduate and undergraduate education is to provide an atmosphere of open inquiry, honesty, and integrity where issues of religious understanding, faith, practice, and philosophy can be explored. Our intention is to prepare lifelong learners who are reflective, critical, and analytical thinkers committed to a life of service for God and humanity.

### GENERAL INFORMATION

The MA in Religion is a thirty-six (36) credit-hour program.

Eighteen (18) hours are taken from a common core offered by the Department of Religious Studies and Philosophy.

Twelve (12) hours are selected from one of three concentrations:

1. Religious Studies Concentration – Students will construct a concentration consisting of four courses in consultation with their advisor, selecting from courses offered by the Department of Religious Studies and Philosophy or the School of Divinity.
2. Biblical Studies/Languages Concentration – Students will take the following four courses:
  - a. Advanced Hebrew Exegesis Seminar
  - b. Advanced Greek Exegesis Seminar
  - c. Old Testament Seminar
  - d. New Testament Seminar
3. Out-of-Department Concentration – Students will construct a concentration consisting of four courses in consultation with their advisor, selecting from courses outside of the Department. Possibilities include (but are not limited to) the English Department and the School of Psychology.

At the conclusion of the first 30 hours of the program, students will take comprehensive exams covering their coursework. Satisfactory completion of exams is required before commencing the last six hours of the program in either the Advanced Research Track or the Teaching Track.

The final six (6) hours of the program involve researching and writing a Thesis. The student is enrolled in RELI 695 Thesis for two semesters (or more if additional time is needed to

complete the Thesis). The first semester is focused on research and producing a 6-10 page Thesis prospectus. In the second semester, the student will work toward the completion of an 80-120 page Thesis.

## PURPOSE

The purpose of the program is the academic study of religion in order to prepare students for one or more of the following possibilities:

1. Meeting PhD entrance requirements;
2. College teaching on the freshman and sophomore levels; and
3. Teaching in private schools.

## ADMISSION REQUIREMENTS

Application for admission to the Master of Arts in Religion Program is made through the Gardner-Webb University Office of Graduate Admissions. The following criteria will be used for consideration acceptance:

1. Minimum GPA of 2.7;
2. GRE or MAT Scores;
3. Research Writing Sample;
4. Official Transcripts;
5. Three Professional References; and
6. Admission Interview.

Applicants for admission to the Master of Arts in Religion Program with a concentration in Biblical Studies/Languages will be required to demonstrate proficiency in Greek and Hebrew.

## STUDENT LEARNING OUTCOMES

Students who study in the MA in Religion will demonstrate:

1. Research and writing skills essential for scholars in the field of religious studies;
2. An understanding of the classical and modern theories, and current research in the field of religious studies; and
3. Proficiency in expressing scholarly ideas through a written thesis.

## COURSE REQUIREMENTS

### COMMON CORE (18 HOURS)

RELI 600 Research Seminar	3
RELI 605 Biblical Studies Seminar	3
RELI 640 Theological Studies Seminar	3
RELI 660 World Religions Seminar	3
RELI 685 Religious Instruction Seminar	3

### ONE OF THE FOLLOWING

RELI 630 Historical Studies Seminar	3
RELI 650 Philosophy of Religion Seminar	3
RELI 670 Psychology of Religion Seminar	3

RELI 680 Literature and Religion Seminar	3
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### CONCENTRATIONS (12 HOURS)

#### RELIGIOUS STUDIES CONCENTRATION

Students will construct a concentration consisting of four courses in consultation with their advisor, selecting from courses offered by the Department of Religious Studies and Philosophy or the School of Divinity.

OR

#### BIBLICAL STUDIES/LANGUAGES WITHIN THE DEPARTMENT

RELI 610 Advanced Hebrew Exegesis Seminar	3
RELI 620 Advanced Greek Exegesis Seminar	3
RELI 615 Old Testament Seminar	3
RELI 625 New Testament Seminar	3

OR

#### OUT-OF-DEPARTMENT CONCENTRATION

Students will construct a concentration consisting of four courses in consultation with their advisor, selecting from courses outside of the Department. Possibilities include (but are not limited to) the English Department and the School of Psychology.

### RESEARCH (6 HOURS)

RELI 695 Thesis (first semester)	3
RELI 695 Thesis (second semester)	3

## EXIT CRITERIA

In order to graduate, all students in the program must pass comprehensive written examinations on their coursework. Students must also pass a successful oral defense of their thesis.

## MDIV/MA IN RELIGION DEGREE

Gardner-Webb offers a combined MDiv/MA in Religion degree. For details about this degree and for the policy on dual-degree programs, see the Master of Divinity section of the catalog.

Dual-degree students must apply to the School of Graduate Studies as well as to the School of Divinity, following the admission requirements of the respective programs, and be accepted to each in order to pursue both degrees. Also, when academic policies and standards differ between the two schools (e.g., grades required for maintaining good academic standing and for graduation), the policies and standards of the appropriate school apply to the respective portion of the dual-degree.

# SPORT EDUCATION (30 HOURS)

*Department Chair: K. Baker*

*Program Coordinator: D. Ware*

## FACULTY

*Professors: K. Baker, D. Ware*

*Associate Professor: S. Snyder*

*Assistant Professor: D. Granniss*

## MISSION STATEMENT

Within the context of a Christian liberal arts education, the mission of the Department of Health, Sport, and Physical Education is to promote the understanding, the appreciation, and the advocacy of healthy, physically-active lifestyles; and to academically prepare students for relevant positions of instruction, leadership, and service.

The mission of the Sport Education program is to academically prepare students for success in the discipline of Sport Education, while consistently placing emphasis on leadership, faith, and service.

The program is designed to assist in the advanced preparation of individuals who are involved with sport and fitness-related endeavors. These fields of endeavors may include physical education programs, coaching environments, fitness centers, sport clubs, and other physical-activity settings. The development of skills will be accomplished through coursework, research, and pedagogical experience. Students will benefit from a synthesis of current and applicable information derived from both theory and practice.

The Sport Education program, which can be completed entirely online, includes thirty credit hours in five components: methodology, science, socio-culture, administration, and elective. The primary focus of the program is instructional expertise in sport-related settings. The elective component of the program consists of six hours of additional subject area work.

This program does not include recommendation for graduate-level NC teaching licensure.

## ADMISSION REQUIREMENTS

Program-specific requirements for full admission are the following.

1. A cumulative GPA of 2.5 or better on all previous academic work beyond high school.
2. A satisfactory score on the Graduate Record Exam or the Miller Analogies Test.

A student must normally enroll in only SPED 600 during the first Fall semester of enrollment. Enrollment in an additional

course during the first Fall semester of enrollment requires approval from the program coordinator.

Integrating Christian values, concepts, and ideas, the Master of Arts in Sport Education is designed to meet the following goals

1. Provide in-depth study in a carefully selected curriculum specifically intended to foster the development of individual potential for becoming optimally effective in their chosen professions;
2. Provide advanced preparation for ethical leadership in Sport Education;
3. Develop the skills essential for the research of various aspects of Sport Education;
4. Develop the capacity to interpret and then apply the findings of research to actual practices;
5. Develop skills and understanding of the numerous teaching styles used in effective instruction; and
6. Foster a responsibility to make positive change in the student's chosen profession and the global community.

## STUDENT LEARNING OUTCOMES

1. Students will be able to develop, discuss, and defend a comprehensive plan for risk prevention and management implementing key cases, concepts, and laws.
2. Students will demonstrate a balanced understanding of social issues in sport and physical activity and discuss using biblical, moral, and ethical reasoning.
3. Students will be advocates for the responsible inclusion of a diverse group of participants within their career settings.
4. Students will be competent in the identification of a variety of instructional techniques and strategies suitable for their career settings.
5. Students will be knowledgeable in the use, consumption, and application of formal research methodologies.
6. Students will critically identify and evaluate administrative practices within their chosen careers with regard to topics such as time management, goal setting, and decision-making.
7. Students will demonstrate an in-depth understanding of select wellness-related topics relevant to today's society.
8. Students will be knowledgeable in physiological concepts related to the training and conditioning of athletes in the areas of developing muscular



fitness, cardiovascular endurance, speed, agility, and flexibility.

## COURSE REQUIREMENTS

The student must complete each of the following eight courses.

SPED 600 Research in Sport Pedagogy	3
SPED 601 Instructional Strategies	3
SPED 602 Scientific Principles of Human Performance	3
SPED 603 Contemporary Concepts of Wellness	3
SPED 604 Sport in Society	3
SPED 605 Sport and Physical Education for Diverse Populations	3
SPED 606 Sport and Physical Education Administration	3
SPED 607 Legal Issues of Sport and Physical Education	3

The student must also complete any two of the following elective courses.

SPED 608 Psychology of Sport	3
SPED 609 Supervision and Evaluation of Instruction	3
SPED 610 Theories of Motor Development	3
SPED 611 Physical Education Seminar	3
SPED 612 Leadership and Ethics in Sport Education	3
SPED 613 Coaching Theory	3
SPED 555 Special Topics	3

During the final semester of enrollment the student must pass a written comprehensive examination, based on the cumulative coursework.

# SCHOOL OF DIVINITY

*Dean: R. Canoy*

*Associate Dean: G. Keown*

*Director of the Doctor of Ministry Program and Ministry Referral: D. West*

## FACULTY

*Professors: R. Canoy, T. Casiño, D. Dickens, G. Keown, H. Palomino, S. Steibel, D. West*

*Associate Professors: S. Harmon, J. McConnell, W. Robertson*

*Theological Librarian: M. Thompson*

## INTRODUCTION TO THE SCHOOL OF DIVINITY

On October 22, 1992, the Board of Trustees unanimously approved the establishment of the Gardner-Webb University Divinity School, believing that such an action was an appropriate response for Gardner-Webb University given the needs of the denomination, the changes in theological education, the heritage of the University, and the strength of the University's support. On October 23, 1998, the University's Board of Trustees named the School the M. Christopher White School of Divinity in honor of the University's president.

The School of Divinity, one of five schools offering graduate degrees within the academic program of Gardner-Webb University, has close ties to the Baptist State Convention of North Carolina, the Cooperative Baptist Fellowship, and the Cooperative Baptist Fellowship of North Carolina.

## SCHOOL OF DIVINITY MISSION

The School of Divinity as an academic unit of Gardner-Webb University is Baptist in origin and commitment, ecumenical in outlook, and has as its mission the preparation of persons for Christian ministries. To achieve this end, the School of Divinity offers courses of study in which, under the leadership of dedicated and competent teachers, students engage in the study of and reflection upon the data, meaning, and implications of the Christian faith, beginning at its biblical base; enter into thoughtful and critical assessments of church history and theology; become involved in the process of spiritual formation personally, socially, and vocationally; and participate in the study and practice of various expressions of Christian mission and ministry.

## DOCTRINAL STATEMENT

The M. Christopher White School of Divinity at Gardner-Webb University is founded upon the affirmation of ultimate commitment and loyalty to the God disclosed most fully and completely in the person and work of Jesus Christ. The School of Divinity stands in the mainstream of the Baptist

tradition within Christian heritage. The hallmark of Baptist faith commitment is the centrality and authority of the Bible in matters of faith.

The faculty of the M. Christopher White School of Divinity affirms the centrality of the Bible to the mission of the School by the symbolic placement of a commemorative copy of the sacred Scriptures in the School with the names of all faculty inscribed therein. In so doing, the faculty bears witness to their commitment that the Scriptures constitute the final authority in matters of faith.

## PITTMAN CENTER FOR CONGREGATIONAL ENRICHMENT

In 1999 the University launched the Center for Congregational Enrichment as an auxiliary of the School of Divinity. In the fall of 2004, the Center was renamed the James and Gaynell Pittman Center for Congregational Enrichment. The Pittman Center's purpose is to address the need for competent leadership in the local church by providing quality religious educational opportunities for laity and continuing education for clergy who are not enrolled as degree-seeking students in the School of Divinity. The Pittman Center offers classes, seminars, and conferences on the Gardner-Webb University campus and at various off-campus sites.

## THE C.O. AND ELIZA GREENE LECTURESHIP

The C.O. and Eliza Greene Endowed Lectureship was established in 1993 in honor of the Reverend and Mrs. C.O. Greene of Lawndale, North Carolina. The Reverend Greene served for approximately fourteen years as Director of Missions for the Kings Mountain Baptist Association. Prior to that ministry, he served as pastor of four churches in Cleveland County and of two other churches in North Carolina. The lectureship, administered by the School's Center for Congregational Enrichment and funded by family members, friends, and members of churches where the Reverend Greene served as pastor, was established to preserve the legacy of excellence in pastoral ministry which characterized his ministry. The lectureship addresses various dimensions of pastoral ministry.

## THE DANIEL E. GOODMAN ACADEMIC RESEARCH AWARD

This award assists a student presenting a paper at a meeting such as the National Association of Baptist Professors of Religion, the regional meeting of the American Academy of Religion and Society of Biblical Literature, or another scholarly guild. It may be presented annually to a student

who is recommended by any faculty member of the School of Divinity and approved by the full faculty.

## CHAPEL AND FORMATIONS

Chapel is provided by faculty, students, and staff working together to plan regular worship experiences. Formations is a small group experience led by a faculty member within the context of spiritual formation (DSSF) classes. As the name Formations suggests, relevant issues of ministerial formation are addressed.

## BIBLELAND STUDY

Believing that travel and study in the lands of Israel, Greece, and Turkey greatly enhance the study and future ministry of School of Divinity students, the University provides substantial financial support for qualified students to participate. For details contact the Dean of the School of Divinity.

## FOREIGN MISSIONS OPPORTUNITY

A goal of the School of Divinity is to assist each student with an opportunity to participate in an international mission/study experience under the leadership of qualified supervisors. In order to facilitate these experiences the School of Divinity is establishing formal relationships with Baptist seminaries around the world.

## THE SCHOOL OF DIVINITY SETTING

Students in the School of Divinity will find that the University setting affords them many advantages such as NCAA Division I athletic events, concerts and dramatic productions. In addition, the University sponsors the Concert of Prayer and the Staley Lecture Series.

Recreational facilities including the Suttle Wellness Center, weight room, indoor and outdoor jogging tracks, basketball courts, tennis courts, racquetball courts, and swimming pool are open to all School of Divinity students. Admission to University athletic and cultural events is provided through student identification cards.

## STUDENT ASSOCIATION

All students who are enrolled in graduate studies in the School of Divinity at Gardner-Webb University are members of the Student Association. The mission of the Student Association is to work in cooperation with the faculty and administration of the School of Divinity of Gardner-Webb University to develop and promote excellence in ministry education, innovation, and pace-setting leadership in the Christian community in which all these students serve.

# ACADEMIC POLICIES

## RESIDENCY REQUIREMENTS

A minimum of thirty-six (36) hours of credit toward the MDiv degree must be earned in the School of Divinity at Gardner-Webb University. These hours are exclusive of any hours gained through testing for Credit by Examination. The final twenty-four (24) hours must be earned consecutively at Gardner-Webb University unless the student obtains permission from the Associate Dean of the School of Divinity.

## ACADEMIC LOAD

A minimum full-time course load for MDiv degree students is nine hours per semester. The maximum course load for MDiv degree students is eighteen hours per semester. A class load of more than fifteen hours per semester must be approved by the student's faculty mentor. It is suggested that new students restrict their class loads to nine to twelve hours in the initial semester.

The definition of a full-time load is made for those students requiring certification of full-time status for participation in insurance programs, the receipt of veteran's benefits, or the regulations of U.S. Immigration. Students enrolled full-time are eligible to apply for various financial aid packages. The students should consult with the Financial Planning office regarding the availability of financial aid.

## CLASS ATTENDANCE

Regular class attendance is an important student obligation. Students are responsible for all coursework conducted in class meetings and are required by University policy to attend a minimum of 75% of the scheduled class meetings. Failure to meet this attendance requirement will result in a grade of @F in the course. In face-to-face classes, attendance is counted from the first scheduled meeting. In online classes, attendance is counted from the student's completion of the Enrollment Verification Activity or first required course activity or assessment, whichever comes first. Furthermore, it is the prerogative of the instructor to set a more stringent class attendance policy. The instructor will clearly state in the syllabus the attendance policies which will govern the class. Students are responsible for knowing the number of absences that they accumulate.

In online classes, attendance satisfying the 75% requirement is measured by the documented weekly participation in the class on the part of the student, e.g., a minimum of one activity per week that demonstrates attendance, such as submitting an assignment, attending a webinar, or participating in a discussion board (logging into a course in Blackboard does not constitute participation or attendance in the class). As in face-to-face classes, the instructor in an online class may stipulate a more stringent attendance policy in the syllabus.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for foreseeable personal circumstances or official University business must be negotiated with the instructor prior to the absence.

## TRANSFER OF CREDIT

Graduate-level credits earned in institutions accredited by the Association of Theological Schools in the United States and Canada, regional accreditation associations and/or recognized specialized agencies may be considered for transfer credit toward degree programs of students enrolled in the MDiv program of the School of Divinity at Gardner-Webb University. A request for a transcript evaluation must be submitted to the office of the Dean of the School of Divinity for adjudication. Each course considered for transfer is required to have a grade of at least “C” (2.0 on a 4.0 scale) and must be substantially parallel to a School of Divinity requirement. All other requests for transfer of credit must be approved by the faculty of the School of Divinity.

Graduate-level credits earned at institutions outside the United States and Canada will be evaluated on an individual basis. The evaluation will take into account the institution where the work was taken, the level of the work, and the grades earned.

## COURSE REGISTRATION

Registration includes academic advising, selection of courses, and payment of fees. During preregistration, students should consult with their academic advisors on course selection and other degree requirements. However, it is the responsibility of the student, not the academic advisor, to ensure that all University graduation requirements are met.

Students will not receive credit for any course for which registration has not been completed. Unless students and their advisors consider it essential, they should not change the schedule after registration.

## ADDING, DROPPING, AND WITHDRAWING FROM COURSES

Changes in a student’s schedule may be made by visiting WebbConnect at [webbconnect.gardner-webb.edu](http://webbconnect.gardner-webb.edu).

A student who withdraws from a course after the schedule modification period must complete an online withdrawal form on the Registrar Services website: [gardner-webb.edu/registrar](http://gardner-webb.edu/registrar). The student is responsible for carrying out the withdrawal and must secure written documentation of the withdrawal. When a student officially withdraws from a course, a grade of “W” (withdrew) is recorded during the first four weeks of the fall and spring semesters, or during the first week of a summer term, or by the end of the first day of an accelerated (one-week intensive) J-term course, or by the end

of the second day of a three-week J-term course. After this period, a “WP” (withdrew passing) or “WF” (withdrew failing) is assigned by the instructor based upon an assessment of the student’s work to date in the course. No hours attempted are recorded for “W” and “WP” grades.

The last day for dropping an individual course is four weeks after mid-term or a date not to exceed 75% of the course. The specific date is established each semester by the Registrar and published in registration materials sent out by the School of Divinity. After this point, students may not withdraw from individual courses but may completely withdraw from school.

**Before withdrawing from a class or classes, students should refer to the “Charge Reduction Policy for Class Withdrawal” in the “FINANCES” section of this catalog in order to understand the financial implication for their account.**

## REMOVAL FROM CLASS

Students are expected to conduct themselves in a manner that does not distract from or disrupt the educational pursuits of others. Should an instructor determine that a student’s conduct is distracting or disruptive to the educational environment in the classroom, the instructor may request the disruptive student to leave the class immediately. Such students may not return to the classroom until they have met with the instructor and offered assurances that they can conduct themselves in an appropriate manner. The instructor reserves the right to inform the Dean of the School of Divinity as soon as possible. If the student is dismissed from the class permanently because of disruptive behavior or other violations of the Code of Student Conduct, the student’s final grade will follow the grading period for a “W” or a “WP/WF,” depending on the date of dismissal.

In the event a student refuses to remove him/herself upon request, the instructor should contact University Police immediately, or in the case of an offsite facility, local law enforcement.

## MEDICAL WITHDRAWAL POLICY

Any registered student who experiences medical trauma or a chronic illness that may prevent completion of the semester may apply for a medical withdrawal from the University. A medical withdrawal is a complete withdrawal from the University (i.e., not from a particular course). A medical withdrawal request is initiated through the submission of the online Withdrawal Form located in WebbConnect prior to the beginning of final exams in the same manner as a general withdrawal from the University. In addition to the online request, the student must also provide a statement from a licensed medical or mental health professional trained in the diagnosis of the student’s medical condition. The statement should verify that the medical condition prevents



the student from participating in classes or carrying out course requirements.

The statement from the medical or mental health professional must be submitted on official letterhead, addressed to the Gardner-Webb University Registrar, and include the practitioner's name and title. The statement should indicate that the student is unable to continue in school and include the date at which the student became unable to continue (or the closest possible approximation to the date).

The student will be notified by the Registrar of the decision made by the Medical Withdrawal Committee. If the request is approved, the student will receive a final grade of "W" for each class (except in instances of Academic Dishonesty). Any adjustment in tuition will be made on a prorated basis. Once granted a withdrawal, students must apply for readmission to the University in order to continue their studies. All program admission requirements, programmatic and degree requirements, departmental student handbook and accreditation requirements at the time of the student's return will apply.

As with any other readmission, stipulations may apply. The student must provide a statement from the same medical or mental health professional stating that the student is now able to continue studies at the university. This documentation should follow the same format as above.

## **MILITARY DEPLOYMENT POLICY**

A currently enrolled student may request withdrawal from courses if called to active military duty. Non-punitive grades of "W" or "WP" will be issued for the course(s) for the student's academic record for the semester, regardless of the student's current grade in the course(s). If a student is deployed toward the end of a semester but still wants to complete the course, the student must contact his/her instructors to reach agreement on the terms of the completion, which may include requesting an "Incomplete." The Student Accounts Office will give special consideration to student bills when there is a military deployment-related withdrawal. A copy of the student's military deployment orders is required.

## **COURSE AND SCHEDULE CHANGES**

The School of Divinity reserves the right to cancel or discontinue any course because of small enrollment or for other reasons deemed necessary. In order to assure quality instruction, the School of Divinity reserves the right to close registration when the maximum enrollment has been reached and to make changes in schedule and/or faculty when necessary.

## **AUDITING COURSES**

Any Gardner-Webb student may audit a course for a \$175 fee. The auditor is expected to complete the Audit Form and to complete all course requirements, with the exception of

tests and examinations. Approval of the instructor and the Associate Dean of the School of Divinity is required.

## **COURSE SUBSTITUTION**

Students may substitute up to nine hours of graduate-level courses from outside the School of Divinity for credit toward the MDiv degree. Students must make their requests in writing to the Associate Dean, who will convene the Academic Policies Committee to evaluate the request. Courses for substitution must meet the accreditation standards stated in the Transfer of Credit policy above.

## **SCHOOL OF DIVINITY PROBATION AND SUSPENSION POLICY**

A student must have at least a 2.0 overall grade point average to be awarded a degree in the School of Divinity. When the GPA falls below 2.0, the student is placed on academic probation and is so notified. In order to be removed from academic probation, the student may enroll for a maximum of nine credit hours in the following semester and attain a cumulative GPA of 2.0. If at the completion of this semester the student has not attained a 2.0 GPA, the student may be placed on academic suspension. Students placed on academic suspension will be required to withdraw for at least one semester (not including summer sessions). After that time, students wishing to resume studies may seek readmission to the degree program. Students who are readmitted after having been placed on academic suspension will be allowed to take no more than six hours and must earn a semester grade point average of 2.50. Students failing to meet this stipulation may be subject to academic dismissal.

Students who fail to satisfy the requirements for removal of academic suspension after having been readmitted will be required to withdraw from enrollment in the degree program. Students who are dismissed under these conditions are not eligible for readmission.

## **TRANSFER COURSES WHILE ON SUSPENSION OR PROBATION**

A student may not take courses for transfer credit from another institution while on suspension or probation.

## **REPEATING COURSES**

Only courses with a grade of "D," "F," "WF," or "@F" may be repeated and then only once. When a course is repeated at the School of Divinity, only the higher grade is counted in computing the student's overall grade point average, although the lower grade remains on the official transcript.

## **CREDIT BY EXAMINATION**

Applicants holding a baccalaureate degree or the equivalent from a regionally accredited college or university may be granted up to fifteen hours of Credit by Examination toward

their Master of Divinity degree. Requirements for Credit by Examination are:

1. Credit by Examination will be determined by a standardized examination in each course requested. The Associate Dean's office administers all exams. (Examinations are currently available in the following areas: Greek and Hebrew, Christian History, Old Testament, New Testament.)
2. The applicant must (a) have completed an undergraduate course in the discipline attaining a minimum 3.0 on a 4.0 scale, (b) make a written request to the Associate Dean for an examination, (c) pay fee of \$125 per credit hour, and (d) score a minimum of 75% on the objective part of the exam and complete satisfactorily a written essay component.
3. The request and examination must precede the applicant's enrollment in subject areas where consideration for Credit by Examination is requested.
4. In no case will Credit by Examination be awarded during the student's final semester.

After successful completion of the examination(s), the Dean or the Associate Dean of the School of Divinity will send a memo to the Registrar and to the student confirming that the student should receive the credit hours for the course.

## **ADVANCED STANDING POLICY**

A student completing a baccalaureate with a major in Religion or its equivalent is eligible to apply for advanced standing in specific discipline areas up to and not to exceed 21 hours. Coursework considered for advanced standing credit must have received at least a "B" course grade for graduates of Gardner-Webb University. A student completing a baccalaureate with a major in Religion or its equivalent from another institution may also be considered for advanced standing. Such coursework will be evaluated by the Associate Dean's office similarly on a case-by-case basis. The following undergraduate courses or their equivalent will be considered for advanced standing credit:

Introduction to Old Testament I  
Introduction to Old Testament II  
Introduction to New Testament I  
Introduction to New Testament II  
Hebrew I  
Greek I  
Introduction to Christian History I

## **ACCELERATED PASTORAL MINISTRIES PROGRAM (APMP)**

In conjunction with the School of Divinity, the GWU Department of Religious Studies and Philosophy offers an accelerated track for students who enter the University with

a clear call to vocational Christian ministry. This program allows students to graduate with a BA in Discipleship Studies in three years and a Master of Divinity degree in two years. Students in this accelerated program are expected to fulfill the requirements of the Discipleship Studies major and the minor in Biblical Studies. Students must be admitted into the program as first-year students in order to qualify. (See the Department of Religious Studies portion of the Traditional Undergraduate section of this Catalog for additional information.)

## **COURSE BY ARRANGEMENT/ INDEPENDENT STUDY**

Courses within both the core curriculum and selected concentrations are scheduled on a rotating basis and in such a manner that students may graduate within three years (six Fall and Spring semesters consecutively) of study. All courses offered by the School of Divinity are found within the current catalog.

A Course by Arrangement is a course found in the current catalog but which is not being offered in the published schedule during the semester in question. A course of Independent Study is a course not found in the current catalog but which a student seeks permission to take.

### **COURSE BY ARRANGEMENT**

Courses by Arrangement are not encouraged and may occur only due to exceptional circumstances when the following criteria are met:

1. The course being requested must be in the current catalog but not found in the currently published schedule.
2. The request must be made in writing to the Associate Dean.
3. If the request is approved, the Associate Dean will enlist a faculty member for the course.

### **INDEPENDENT STUDY**

Independent Studies are not encouraged and may occur only due to exceptional circumstances when the following criteria are met:

1. The course being requested is not found in the current catalog.
2. The request must be made in writing to the Associate Dean.
3. If the request is approved, the Associate Dean will enlist a faculty member for the course.

## **ACADEMIC APPEALS**

A student who experiences a problem concerning a grade or any other aspect of a course, including issues relating to but not limited to academic dishonesty, should first discuss the

matter with the instructor. If the problem is not resolved, the student should go next to the Associate Dean of the School of Divinity. If the student or the instructor is not satisfied with the decision of the Associate Dean, either party may take the matter to the Appeals Committee, whose decision is final.

The Appeals Committee consists of the Dean of the School of Divinity, who serves as chair, and two School of Divinity faculty members.

To initiate an appeal, the dissatisfied party should address a letter to the Dean of the School of Divinity, stating the reason for the appeal and explaining the circumstances. The Dean will convene the Appeals Committee. If the student or the instructor is asked to appear before the committee, he or she at that time may bring a representative from within the University to act as counsel. The deadline for an academic dishonesty appeal is seven days after the date of the decision being appealed. The deadline for other types of academic appeals (except for grade appeals) is eighteen months after the date of the decision being appealed. Grade appeals must be completed prior to the last day of the following semester. Grade appeals relating to courses taken during the summer must be made prior to the last day of the following fall semester.

## ACADEMIC HONESTY AND PERSONAL INTEGRITY

All work submitted by students in each course is presumed to be the student's own. Cheating, plagiarism, or any other expression of dishonesty will be subject to the University's policy on academic dishonesty (see the School of Divinity Student Handbook).

It is presupposed that all persons enrolling in the School of Divinity, at whatever level of admission, will exemplify a high level of Christian commitment as well as a high degree of academic and personal integrity. It is expected that this commitment will be reflected in personal relationships, academic performance, and conduct inside and outside of the classroom. A student's continuing enrollment may become the subject of a formal review if any of the above expectations are not being fulfilled. A member of the administrative staff, faculty member, or student may request a formal review and action by the Associate Dean of the School of Divinity. Upon the conclusion of the formal review, the Associate Dean may take action, which may include, but is not limited to, probation, suspension, counseling, etc. If any party to the review (student, faculty, or administrator) is not satisfied with the decision of the Associate Dean, he or she may request a hearing by the Appeals Committee, whose decision is final.

## APPLICATION FOR GRADUATION

Each student is responsible for fulfilling all requirements for the chosen degree program. In cooperation with his/her advisor, the student is also responsible for filing an

Application for Graduation with the Registrar through WebbConnect. Students must apply for graduation by the published deadline listed on the Academic Calendar. Specific deadlines will be published and a late fee will be imposed after the deadline date. A final deadline will also be published after which applications will be carried forward to the next scheduled commencement.

## GRADUATION REQUIREMENTS

Students must meet the above requirements and have maintained a grade point average of 2.0 or better on a 4.0 scale.

## COMMENCEMENT PARTICIPATION POLICY

Candidates are not required to be present at Commencement. Students who cannot attend Commencement must notify Registrar Services by sending an email to [graduation@gardner-webb.edu](mailto:graduation@gardner-webb.edu).

## TIME LIMITS

The minimum time for completion of the MDiv degree is three years. The maximum time allowed for completion is six years from the date of first enrollment. Beyond the six-year time limit, students may petition the faculty for an extension of time.

## STYLE GUIDE FOR WRITING ASSIGNMENTS

*A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th Edition, by Kate L. Turabian, Chicago: University of Chicago Press, 2007.

## GRADING SCALE, GRADES, AND REPORTS

### GRADING SYSTEMS AND QUALITY POINTS

Graduation is dependent upon quality as well as upon quantity of work done. Letter grades are used. They are interpreted in the table below, with the quality points for each hour of credit shown at the right.

Grades	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A (96-100)	1	4
A- (94-95)	1	3.67
B+ (92-93)	1	3.33
B (87-91)	1	3
B- (85-86)	1	2.67
C+ (80-84)	1	2.33
C (75-79)	1	2
C- (70-74)	1	1.67
D+ (67-69)	1	1.33

D (63-66)	1	1
D- (60-62)	1	0.67
F (0-59)	1	0
Ex (Failure for Academic Dishonesty)	1	0
P	0	0
I (Incomplete)	0	0
IN (see below)	0	0
W (Withdrew without penalty)	0	0
WP (Withdrew Passing)	0	0
WF (Withdrew Failing)	1	0
@W (Administrative Withdrawal)	0	0
@F (Administrative Failure for Absences)	1	0

An “I” (Incomplete) is assigned only when a small amount of coursework (i.e., test, project, research paper, or final exam) is not complete, and the reason for the incomplete work is of a serious nature and beyond the student’s control. The assigning of an “I” must be accompanied by the instructor’s completion of an I contract which is accessed by the “Incomplete Contract/Policy” link under “Manage Classes” in the QuickLaunch Navigation menu in WebbConnect. The student must complete the coursework by the date provided by the instructor. The instructor should submit the change of grade form no later than 90 days after the last day of the term in which the I was assigned, or earlier. After 90 days, the “I” automatically becomes an “F” if it has not been changed or the instructor has not submitted an extension to the Registrar.

The grade of “IN” is assigned in the following cases:

1. individuals in a practicum or internship who are prevented by circumstances beyond their control from completing their practicum or internship by scheduled deadlines;
2. students in courses with a multi-semester component which are not completed by grading deadlines.

A “W” will be assigned when a student withdraws from a course during the first four weeks of the semester or the first week of a summer term or if granted a medical withdrawal. After these time periods, a “WF” or “WP” is assigned by the instructor based upon the instructor’s assessment of the student’s work to date in the course.

The @W represents an administrative withdrawal from a course. It is assigned to any student on an official class roll who has never attended a class session.

The @F represents an administrative failure of a course. It can be assigned by either the instructor or the Registrar to any

student who exceeds the permissible number of absences in a course. This grade is treated the same as the regular “F;” it counts against the student’s grade point average and is repeatable only under the provisions outlined below.

Even when a grade of @W or @F has already been assigned by the Registrar, an instructor may assign a regular “F” at the end of the term as he/she deems appropriate.

Once a grade has been submitted to the Registrar, it cannot be changed except in the event of a clerical error or an error in calculation, or as a result of the appeal process described below.

A student who has a question about a grade should consult the instructor as soon as possible. A student who believes a grade to be inaccurate or unfair may address the matter following the process described below under “Academic Grievance and Appeal Procedures.”

Under no circumstances will a grade be changed, after having been reported to Registrar Services, without the approval of the Associate Provost for Professional and Graduate Studies.

## TRANSCRIPTS

The Registrar will furnish transcripts of credit upon written request. Official copies are \$15 each and this fee should accompany the request.

No transcript will be issued until all the student’s accounts have been settled satisfactorily.

## PRIVACY POLICY AND ACCESS TO EDUCATIONAL RECORDS

Gardner-Webb University complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. This Act is designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the FERPA Office concerning alleged failures by the institution to comply with the Act.

Institutional policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. The policy can be found on the Registrar Services website. That office also maintains a Directory of Records, which lists all student educational records maintained by the institution. Information known as Directory Information will be published unless the student specifically requests that Registrar Services withhold this information. Directory Information is defined as the following: student name, local and permanent addresses, telephone numbers, date



of birth, major(s), dates of attendance, previous educational institutions attended, and degree and awards received.

Questions concerning the Family Educational Rights and Privacy Act may be referred to Registrar Services.

## ACADEMIC SUPPORT SERVICES

### ACADEMIC ADVISING

Advising within the School of Divinity is initially provided by the Associate Dean for all newly admitted students. Early in the first semester of the student's course of study, an advisor is assigned to each student based upon the student's choice of concentration. The advisor will usually be an instructor whose specialty is in the area of the student's concentration. Academic advising occurs in conjunction with pre-registration each semester. In addition, each student will meet for an extended conference with his/her advisor once during each thirty-hour segment of the degree program. These conferences address academic issues and the student's personal and spiritual formation.

The names of advisors are posted each semester for the benefit of students who may not otherwise be aware of their advisor's identity. Faculty advisors are responsible for communicating with students related to preregistration and mentor conferences. Students are not routinely provided with their registration pin numbers apart from specific contact and communication with their advisor.

Information related to important deadlines are provided by the Administrative Assistant of the School of Divinity to all students through mass email notices. Such information is provided on multiple occasions to ensure that students have access to important issues they must address.

### UNIVERSITY WRITING CENTER

*Matthew Duffus, Director*

The University Writing Center, located in the Tucker Student Center, offers free assistance to all Gardner-Webb University students on any problem related to writing. Qualified graduate and undergraduate students, under the direction of a faculty specialist in writing, provide individual and group tutoring and answer questions upon request. Students who live off campus can receive Writing Center services via telephone or video conferencing software.

### DOVER MEMORIAL LIBRARY

*Mary Roby, Dean*

The Dover Memorial Library is an active and integral part of the University's academic program. The Library's collections, available on open stacks, support all areas of the curriculum with a total item count of approximately 850,000, including 282,000 volumes, 600,000 microforms, and many other

materials such as videos, compact discs, and computer files. The Library has print and/or online full-text access to more than 230,000 periodicals and is a selective depository for federal government documents.

In addition to its collections, the library provides numerous services to reinforce and enhance the instructional process for both on- and off-campus students.

Professional librarians are available for individual and group instruction. Several opportunities for research instruction are available: live chat, email, phone or face-to-face appointment. Interlibrary loan, audiovisual, and production (lamination, color copies, posters, etc.) services are available. The Library's homepage, [www.gardner-webb.edu/library](http://www.gardner-webb.edu/library), provides access to our online catalog and databases as well as information about the Library facility, resources, services, and policies. Off-campus students will be prompted for the WebbConnect username and password in order to access the Library's subscription databases.

### LIBRARY PRIVILEGES

Off-campus students may use the Interlibrary Loan service in order to request books held in the Dover Memorial Library or in another library. Those books will be mailed to the student's home and must be returned to the Dover Memorial Library. Journal articles requested through Interlibrary Loan will be sent electronically to the student's email. Library privileges require compliance with stated policies affecting return of materials. Failure to comply may result in fines and suspension of check-out and Interlibrary Loan privileges.

## NOEL CENTER FOR DISABILITY RESOURCES

*Cheryl Potter, Associate Dean*

The Noel Center for Disability Resources provides accommodations and services to qualifying students with disabilities. Upon acceptance to the University, the student should register for services by filling out the Request for Services form on the Center's homepage. Professional documentation of the disability and its functional limitations should be sent to the Noel Center for Disability Resources. Once eligibility has been determined the student is assigned an Accessibility Advisor who will collaboratively work with the student to determine the appropriate accommodations and services. This person will work with the student throughout his or her time at Gardner-Webb. Some of the accommodations/services that may be provided if the student has supportive documentation include, but are not limited to, note-takers, extended-time testing, materials in alternative format, lab assistants, interpreters, orientation and mobility training and use of adaptive technology. The student may receive help in developing effective study skills as well as organizational and test-taking strategies.

# FINANCIAL INFORMATION

Gardner-Webb University offers graduate programs of high quality which prepare students for professional careers. Tuition and fees are kept at reasonable rates and are competitive with the leading universities in the region.

## EXPENSES

### TUITION FOR THE 2018-2019 ACADEMIC YEAR

MDiv Program .....	\$450/hr
DMin Program .....	\$503/hr

### MISCELLANEOUS FEES

Application Fee .....	\$40.00
Audit Fee (Per Course) .....	\$175.00
Auto Registration (Per Year) .....	\$50.00
Credit By Exam Credit (Per Credit Hour) .....	\$125.00
Graduation Fee .....	\$150.00
Graduation Hood Fee .....	\$35.00
International Student Processing Fee .....	\$150.00
Late Graduate Fee .....	\$125.00
MDiv Digital Library Resource Fee (Per Semester) .....	\$65.00
Non-Sufficient Funds/Returned Check .....	\$25.00
Online Learning Technology Fee (Per Course) .....	\$35.00
Replacement Student I.D. Card .....	\$10.00
Student Activities Fee (Per Semester) .....	\$20.00
Transcript Fee (Per Copy) .....	\$15.00
Transient Credit Fee (Per Course) .....	\$100.00
Tuition Late Payment Fee .....	\$50.00
Tuition Non-Payment Fee .....	\$100.00

The above fees are typical with enrollment in the School of Divinity. Fees are subject to change and additional fees may be assessed as required under certain policies. Unless otherwise explicitly stated, fees paid to the University are not refundable.

### MISCELLANEOUS ACADEMIC FEES

Depending on the program of study and courses taken, students should expect to see course-specific fees ranging from \$65 to \$390. Multiple fees may apply to individual courses. Fees are used to cover direct expenditures associated with a course requirement (i.e., database licenses, thesis review, etc.) as well as indirect expenses associated with a particular course.

### CHARGE REDUCTION POLICY

Registration in the University is considered a contract binding the student for charges for the entire semester, and the student remains responsible for tuition and fees

for any course(s) from which the student has withdrawn. However, it is the policy of Gardner-Webb University to give pro-rata charge reductions through 60% of the enrollment period in the event a student OFFICIALLY WITHDRAWS FROM SCHOOL. The Complete Withdrawal Form should be completed electronically and may be accessed through WebbConnect.. A confirmation will be sent when the withdrawal is complete. The withdrawal date is the date this process begins.

For purposes of interpreting this policy, the pro-rata charge reduction percentage is equal to the number of calendar days (includes weekends) remaining in the semester divided by the number of calendar days in the semester. No charge reduction will be given after the 60% period of enrollment for the semester.

When a student's charges are reduced, federal, state, institutional and non-institutional aid will be adjusted in accordance with the regulations governing the respective programs. Please contact the Financial Planning Office for current regulations concerning these programs. Leaving the University without officially withdrawing may result in a student forfeiting all financial aid and, thus, becoming responsible for the entire balance.

### DELINQUENT STUDENT ACCOUNTS

Students with outstanding financial obligations may be prevented from registering for the following semester. In addition, transcripts and/or diplomas will not be released until all financial obligations are satisfied. Delinquent accounts may be referred to collection agencies and/or credit bureaus. Financial obligations include, but are not limited to, student account balances, parking, disciplinary and library fines, and returned checks.

### DEFERRED PAYMENT PLAN

Tuition, fees, and book charges are payable in full within 10 days of the start of classes; however, the University makes available a Deferred Payment Plan to students who prefer to make two payments during the summer or four payments during the Fall and Spring semesters rather than the full payment at the beginning of the semester. Students may sign up for the Deferred Payment Plan when viewing their Online Bill. The Online Bill may be accessed through the WebbConnect portal on the Gardner-Webb homepage using the username and password assigned by Technology Services. Questions about the Deferred Payment Plan may be directed to the Student Accounts Office at 704-406-4287.

### CLINICAL PASTORAL EDUCATION (CPE)

Payment to accredited providers of CPE is the responsibility of the student. This payment is to be made through the Gardner-Webb University Student Accounts Office. Registration for course credit for DSPC 200 Clinical Pastoral Education and

DSPC 201 Clinical Pastoral Education in the Parish is through the School of Divinity.

## FINANCIAL AID

Financial assistance in the form of scholarships and assistantships is available. Inquiries should be made through the Director of Admissions for the School of Divinity.

### COOPERATIVE BAPTIST FELLOWSHIP SCHOLARSHIPS

Scholarships are available through the Cooperative Baptist Fellowship (CBF) and Cooperative Baptist Fellowship of North Carolina (CBFNC) and are based on financial need, commitment to serve in Baptist life in keeping with the mission strategy of the Cooperative Baptist Fellowship, and potential success in theological education. Applications and CBF Mission Statements are available from the Admissions Office at the School of Divinity.

### CHRISTIAN SERVICE ORGANIZATION SCHOLARSHIP

The Christian Service Organization (CSO) Scholarship Fund was created so private donors could partner together with students training to enter the ministry field. Applicants must enroll in the School of Divinity, complete the Student Aid Profile, register for nine (9) or more credit hours, and meet certain financial need criteria to qualify. Awards may vary and will be given by the credit hour for eligible applicants. As a recipient of the Christian Service Organization and/or Gardner-Webb University Theological Grant, the University reserves the right to rescind funds awarded to students who are unable to complete attempted hours of study during any given semester.

### GWU THEOLOGICAL GRANT

The GWU Theological Grant is a form of assistance through Gardner-Webb University to aid seminarians enrolled at the School of Divinity. Applicants must complete the Student Aid Profile, register for nine (9) or more credit hours, and meet certain financial need criteria to qualify. Awards may vary and will be given by the credit hour for eligible applicants. As a recipient of the Christian Service Organization Scholarship and/or Gardner-Webb University Theological Grant, the University reserves the right to rescind funds awarded to students who are unable to complete attempted hours of study during any given semester.

### CHARLES B. KEESEE EDUCATIONAL SCHOLARSHIP

The Charles B. Keesee Educational Fund was established in 1941 by Mr. and Mrs. Charles B. Keesee of Martinsville, Virginia for the purpose of aiding young men and women to obtain an education. School of Divinity students who are

Baptist and residents of North Carolina, South Carolina, or Virginia may apply. Applications are available in the School of Divinity Admissions Office or by visiting [www.cbkeese.com](http://www.cbkeese.com).

## GRADUATE ASSISTANTSHIPS

### GOALS FOR ASSISTANTSHIPS

1. To provide academically strong graduate students with financial assistance and practical opportunities to increase skills and knowledge in their respective fields; and
2. To provide mature work assistance to appropriate programs and offices within the university while giving graduate programs a tool with which to attract strong students to Gardner-Webb.

### POLICIES FOR ASSISTANTSHIPS

1. Applications for assistantships may be obtained from and submitted to the Office of the Associate Provost for Professional and Graduate Studies.
2. Awards are available for the academic year and the summer term to those students carrying a full-time academic load. They are renewable for up to three years. Decisions to renew are made annually by each graduate assistant's direct supervisor.
3. Each department will select the individual recipients of the awards and be responsible for assigning work duties. Graduate assistants may not be assigned additional assistantship duties by any other department of the University.
4. Recipients of fellowships and/or scholarships may also receive assistantships.
5. Individual assistantship contracts must be re-evaluated yearly.
6. Service related to assistantships should follow the academic schedule and may not exceed 20 hours per week.
7. Outside employment must not interfere with performance of duties of the graduate assistantships and may be a factor in hiring decisions.

## FEDERAL DIRECT STAFFORD LOAN

Low-interest loans may be available for eligible students who are enrolled at least half-time. Students make no payment while enrolled at least half-time and during the six-month grace period after graduation. Students must complete the Free Application for Financial Aid (FAFSA) online at [www.fafsa.gov](http://www.fafsa.gov) to determine eligibility. Additional information is available from the Financial Planning Office at (704) 406-4243.

GRADUATE RESIDENT DIRECTOR  
POSITIONS

Residence Life employs graduate students to be responsible for the daily operations of a residential area on campus. Compensation includes housing with utilities, a meal plan, a free staff parking permit, and a modest stipend. More information is available by calling (704) 406- 4300.

DEGREE PROGRAMS  
MASTER OF DIVINITY (90  
HOURS)

The Master of Divinity, a three-year course of study, is recognized by The Association of Theological Schools in the United States and Canada (ATS) as the basic professional degree. The theological education associated with this degree has service to the church as its central focus. Predicated on the assumption that ministers in the church should share a common theological substructure irrespective of their particular calling, the School of Divinity offers the Master of Divinity degree (MDiv) in six concentrations, each sharing a common 60-hour core comprised of biblical studies, historical/theological studies, spiritual formation, and ministry studies. Beyond the core, students may choose, by means of a 30-hour concentration, to earn the MDiv degree with a concentration in Pastoral Studies, Biblical Studies, Christian Education and Formation, Intercultural Studies, Pastoral Care and Counseling or Missiology.

Emphasizing theological reflection and ministerial formation, this course of study is designed to provide men and women with a comprehensive, in-depth knowledge of the body of divinity and to help ministers develop the skills necessary for effective ministry. “Real world” ministry situations, surfaced by the students themselves, serve as catalysts for theological reflection in interdisciplinary courses, team-taught seminars, and spiritual formation experiences.

Moreover, not only does the curriculum seek to bridge the gap between “theory” and “practice” in ministry, but also to help the student to synthesize and integrate the theological content of the various disciplines of the body of divinity.

The School of Divinity’s “Be, Know and Do Statement,” encapsulated in the MDiv “Program Objectives” is the guiding document around which the curriculum is built.

CORE CURRICULUM

The MDiv core curriculum is designed to be integrative, inductive, and interactive. Seeking to move beyond the artificial dichotomy between “theory” and “practice” that has often characterized theological education, the curriculum requires students to reflect theologically on the practice of ministry while they are actually engaged in ministry.

The common core of divinity means that every student, irrespective of his/her ultimate vocational ministry, will share the same biblical/theological substructure for ministry, thus making “shared ministry” and “pastoral teamship” less an ideal and more a reality. Moreover, such an approach fosters a genuine appreciation for ministerial diversity and the rich variety of the ministries of the church.

A guiding principle behind the core curriculum is that effective ministry is not simply a function of what the minister knows, or even what the minister does, but must also include who the minister is, both personally and vocationally. Assessment of who students “are,” what students “know,” and what students can “do” is informed by pre- and post-tests, specific assignments and assessment interview/conferences associated with the following core courses:

DSSF 100 Introduction to Theological Education for Ministry (to be taken during first year of study)	3
DSSF 200 Spiritual Formation: The Christian Journey	3
DSOT 100/DSOT 101 Old Testament I/II	6
DSNT 100/DSNT 101 New Testament I/II	6
DSHB 100/DSGK 100 Hebrew I/Greek I	6
DSHS 100/DSHS 101 Christian History I/II	6
DSTH 200/DSTH 201 Christian Theology I/II	6
DSCE 115 Administration and Leadership in the Church	3
DSET 100 Ethics	3
DSMN 201 Introduction to Preaching	3
DSMN 202 Introduction to Worship in the Church	3
DSMS 310 Mission in Biblical/Theological Perspective or DSIS 310 Transformational Movements in the Texts	3
DSPC 100 Introduction to Pastoral Care and Counseling	3
DSSF 300 The Theory and Practice of Ministry	3
DSSF 301 Capstone Seminar	3

CONCENTRATIONS

Beyond the 60-hour core, students must choose one of six concentrations each requiring a further 30 hours: Pastoral Studies, Biblical Studies, Christian Education and Formation, Pastoral Care and Counseling, Missiology, or Intercultural Studies; or in place of a concentration the student may pursue one of four dual-degree programs – the MDiv/MBA, the MDiv/MA in English, the MDiv/MA in Mental Health Counseling, or the MDiv/MA in Religion.



## MINISTERIAL FORMATION

Recognizing the importance of ministerial formation, each student's progress is tracked throughout his or her divinity school experience. Evidence of movement toward maturity in spiritual and ministerial formation is gathered into a student portfolio. Such vehicles as the Profiles of Ministry Instrument Stage I, Annual Mentor Conference, Formations small group experiences, Assessment Interviews and a Capstone Conference each emphasize that genuine spiritual formation involves healthy relationships toward self, others, the material world, and God.

While Chapel attendance is voluntary, participation in a Formations group is a component of each of the four core spiritual formations courses: DSSF 100 Introduction to Theological Education for Ministry, DSSF 200 Spiritual Formation: The Christian Journey, DSSF 300 The Theory and Practice of Ministry, and DSSF 301 Capstone Seminar. Faculty, students, and staff work together to plan, lead, and participate in weekly Chapel worship experiences.

A small group Formations experience is led by each student's faculty mentor (and by the instructor of the DSSF 100 night class) in conjunction with all spiritual formation classes. As the name Formations suggests, relevant issues of ministerial formation are addressed, such as integrity, stress, worship, ministerial identity, and spiritual discipline.

In consultation with the faculty mentor, the student selects for inclusion in the Student Portfolio three to five examples of his/her best work done at various junctures during the course of study. Anecdotal items such as journal entries or faculty comments may also be included in the portfolio. A Ministry Formation Notation, should one be given, may likewise be placed in the Student Portfolio any time a matter of ministerial formation should be noted by a faculty member. These items become discussion points at Spring Mentor Conferences, the Assessment Interview and the Capstone Conference. The portfolio becomes the property of the School of Divinity for a period not to exceed ten years, with a copy provided to the student at the student's request.

## SUPERVISED MINISTRY EXPERIENCE

Students will also participate in an approved Supervised Ministry Experience (SME). During two consecutive semesters of his/her MDiv degree program, each student will serve in a ministry position, either volunteer or paid, which will involve the student in significant leadership opportunities requiring responsibility in planning, administering, leading, and evaluating.

These two semesters of SME will be taken in conjunction with The Theory and Practice of Ministry and Capstone Seminar (DSSF 300 and DSSF 301) in which each student will serve a minimum of 10 hours weekly in the ministry placement.

Proposed SME placement must be approved by the Associate Dean of the School of Divinity who administers the program and oversees student progress in a ministry setting.

## ADMISSION POLICIES

### REQUIREMENTS FOR FULL ADMISSION

1. A baccalaureate degree from a regionally accredited college or university. Applicants are expected to have had broad baccalaureate preparation including studies in world history, philosophy, languages and literature, the natural sciences, the social sciences, the fine arts, and religion. In cases where the applicant's undergraduate preparation is deemed deficient, additional baccalaureate work may be required for full admission.
2. A grade point average (GPA) of 2.5 on a 4.0 scale in baccalaureate work.
3. A stated and demonstrated commitment to ministry.
4. A Background Record Check. Prior to admission, a satisfactory "Criminal Record Check" for all states of residence for the past five (5) years must be submitted to the School of Divinity Office of Admissions with a residence verification statement. Criminal background histories obtained for employment purposes are not acceptable for admission to the School of Divinity. Information received pertaining to criminal background histories will become part of the student's permanent academic file. Any conviction or pending criminal charges cited in the criminal history will be reviewed by the School of Divinity Faculty Admissions Committee. Any allegations or charges of misdemeanor(s) or felony(s) that occur after the Criminal Record Check has been submitted must be reported immediately to the School of Divinity Office of Admissions and the Dean of the School of Divinity. Failure to report allegations of such charges may result in immediate dismissal from the program.

### CRITERIA FOR ADMISSION

Applicants for admission are evaluated on:

- academic attainment;
- writing skills;
- promise for ministry; and
- vocational clarity and commitment.

### PROCEDURE FOR ADMISSION

1. Request application materials from the Office of Graduate Admissions.
2. Submit a completed Application for Admission with a \$40 non-refundable application fee to Office of Graduate Admissions, Campus Box 7308, Gardner-

Webb University, Boiling Springs, NC 28017. Applications for any fall term may be submitted by August 1. Applications for any spring term may be submitted by January 1.

3. Request that official transcripts of all previous baccalaureate and any graduate-level work be sent directly to the Office of Graduate Admissions.
4. Submit three recommendations from persons who know the applicant well. These recommendations should be submitted on the reference forms provided by the School of Divinity. Acceptable recommendations are as follows: an academic reference, a ministerial reference and a personal reference.
5. Submit a completed Church Approval Form. The form must come from the church where the applicant is a member in good standing.
6. Submit a completed Immunization History Form.
7. Provide proof of satisfactory criminal background record check for all states of residence for the past five (5) years with a residence verification statement.
8. Students for whom English is a second language must take the TOEFL examination. The minimum acceptable score is 550 on the paper-based test.

Applicants will be considered for admission when the above-mentioned conditions have been met. All applicants are strongly urged to come for a visit and interview prior to final admission. Arrangements can be made through the office of the Director of Admissions for the School of Divinity.

## **ACCEPTANCE OF ADMISSION**

Acceptance into the School of Divinity is good for one academic year. If an applicant wishes to enroll after one year, the student may be asked to resubmit part or all of the application. Because of the confidential nature of some items of information required for admission, the University reserves the right to reject any application without stating a reason.

## **TYPES OF ADMISSION**

### **FULL ADMISSION**

To be considered for Full Admission, an applicant must complete the requirements as outlined under the "Procedure for Admission" section. Final decisions regarding admission will be made by the Admissions Committee. The applicant's file should be completed a minimum of 30 days prior to registration.

### **PROVISIONAL ADMISSION**

In some cases as determined on an individual basis, Provisional Admission may be granted:

when the baccalaureate degree has not yet been granted but the applicant is within six hours of completion;

when the student does not come from a regionally accredited college or university; and

when the process for Full Admission has not been completed prior to the beginning of the term, but information sufficient to support the applicant's request for admission has been received.

## **PROBATIONARY ADMISSION**

If an applicant is deemed marginal based on the criteria for admission, a student may be admitted under probationary status. The Admissions Committee may require one or all of the following conditions for a student admitted under probation:

The student may be asked to interview with the Admissions Committee;

Maintain a minimum GPA of 2.5 in the first semester of coursework;

Restrict the number of hours a student may take during the first semester;

Require the student to take remedial coursework;

Require the Graduate Record Examination or the Miller Analogies Test to determine their readiness for study.

At the end of the first semester of enrollment, the Admissions Committee will review the status of all students granted provisional or probationary admission and will (1) grant full admission to the degree program, (2) maintain the student in provisional or probationary status for one additional semester, or (3) terminate student status.

## **NON-DEGREE/TRANSIENT/OTHER**

Individuals who wish to take courses for credit but who do not choose to pursue a degree may apply for Non-Degree Status.

## **APPLICANTS FOR NON-DEGREE STATUS**

Non-Degree status may be granted for only one semester. Individuals accepted as Non-Degree students must pay full tuition. Both grades and credit will be recorded on the student's transcript.

Students seeking "Non-Degree Status" must:

1. complete an application form and submit it with the application fee;
2. submit an official transcript of the last degree earned; and
3. submit an Immunization History form if taking 4 or more hours.

## **APPLICANTS FOR TRANSIENT STATUS**

Students enrolled in other recognized graduate institutions who wish to take courses for transfer of credit to their home institutions may apply for Transient Status. Applicants for Transient Status must:

1. submit an application for admission;
2. pay the application fee; and
3. submit a letter from the dean or director of the program in which the applicant is regularly enrolled indicating good standing.

## **APPLICANTS FOR OTHER STATUS**

Students enrolled in Gardner-Webb University's undergraduate program or another graduate program may apply for Other Status. Students applying for Other Status must:

1. secure written approval from the student's academic advisor;
2. secure written approval from the Dean or the Associate Dean of the School of Divinity; and
3. return written approvals to the student's academic advisor and complete the registration process specific to the program in which the student is enrolled.

## **APPLICANTS TO AUDIT**

Individuals who wish to audit classes in the School of Divinity must:

1. contact the Director of Admissions;
2. complete the Application for Admission to Audit;
3. pay a fee of \$175 per course; and
4. meet requirements for auditors established by the instructor of the course. Permission to audit classes is subject to space availability.

## **READMISSION OF FORMER STUDENTS**

Students who are not in attendance for one or more semesters or who withdraw during a semester for any reason must submit an application for readmission. No application fee is required. An exception will be made for students enrolled in dual-degree programs (MDiv/MBA, MDiv/MA) in which they are working on the non-MDiv portion of the degree.

Those seeking readmission after having not attended for as long as one calendar year will be required to follow degree requirements currently in effect.

The Admissions Committee is responsible for reviewing, evaluating, and acting on all applications for admission to degree programs offered by the School of Divinity. The committee is comprised of the Director of Admissions, one of the School of Divinity deans and a faculty member.

## **INTERNATIONAL STUDENTS**

International students holding baccalaureate degrees from regionally accredited colleges or universities within the United States will follow the procedure for admission under the "Requirements for Full Admission" section.

International students holding degrees from institutions outside the United States will follow the usual procedure for admission with these additions:

1. Applicants must submit their transcripts to the World Evaluation Service (P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745) for evaluation before they mail them to the School of Divinity.
2. The U.S. Department of Justice form, "Affidavit of Support," must be completed, signed, and accompanied by a letter from the student's or sponsor's bank indicating sufficient funds to support one year of graduate study. A copy of this form is available from the School of Divinity.
3. Once the applicant's file is completed and an admission decision has been made, an I-20 Form will be sent, enabling the student to apply for a Visa.

## **CORE CURRICULUM (60 HOURS)**

### **BIBLICAL: 18 HOURS**

DSOT 100/101 Old Testament I and II	6
DSNT 100/101 New Testament I and II	6
DSGK 100 Greek I	3
DSHB 100 Hebrew I	3

### **HISTORICAL/THEOLOGICAL: 12 HOURS**

DSHS 100/101 Christian History I and II	6
DSTH 200/201 Christian Theology I and II	6

### **SPIRITUAL FORMATION: 12 HOURS**

DSSF 100 Introduction to Theological Education for Ministry	3
DSSF 200 Spiritual Formation: The Christian Journey	3
DSSF 300/301 The Theory and Practice of Ministry and Capstone Seminar	6
Chapel/Formations/Mentor Conferences	

### **MINISTRY: 18 HOURS**

DSCE 115 Administration and Leadership in the Church	3
DSPC 100 Pastoral Care and Counseling	3
DSMS 310 Mission in Biblical/Theological Perspective or DSIS 310 Transformational Movements in the Texts	3
DSET 100 Christian Ethics	3

DSMN 202 Introduction to Worship	3
DSMN 201 Introduction to Preaching	3
<b>TOTAL HOURS IN CORE:</b>	<b>60</b>

## MASTER OF DIVINITY CONCENTRATIONS

### PASTORAL STUDIES

The Pastoral Studies concentration, designed primarily, though not exclusively, with a view toward pastoral ministries (pastor, associate pastor, etc.) extends the basic MDiv core curriculum by adding courses in advanced biblical languages, advanced biblical electives, advanced historical/theological electives, and courses focusing on the more practical aspects of ministry in a local church setting

### STUDENT LEARNING OUTCOMES

A student completing the Pastoral Studies concentration will:

1. Demonstrate a thorough understanding of the Bible;
2. Distinguish and assess the various significant theological positions taken by the church throughout the church's history;
3. Integrate the knowledge of biblical languages into the biblical hermeneutical process;
4. Apply the meaning of biblical texts to situations faced in church ministry through preaching, teaching, and pastoral counseling;
5. Demonstrate appropriate pastoral care skills and pastoral ethics and the ability to apply them to a local church ministry setting.

Biblical Electives 6	
Biblical Languages (Advanced Greek and Hebrew DSGK 101/DSHB 101)	6
Historical/Theological Electives	6
Practical Ministry Electives	6
DSMN 100 The Life and Work of the Minister	3
General Electives (Selected from the School of Divinity Catalog)	3
TOTAL in the Concentration	30
MDiv Core	60
<b>TOTAL FOR THE MDIV DEGREE</b>	<b>90</b>

### BIBLICAL STUDIES

The Biblical Studies concentration offers specialized training for persons who wish to emphasize in their ministry the study and the teaching of Scripture. With additional hours of Old Testament and New Testament electives (including biblical languages), as well as seminars that focus on pedagogy (teaching), research, and writing for publication, this concentration also prepares students for graduate research programs in Biblical Studies.

## STUDENT LEARNING OUTCOMES

A student completing the Biblical Studies concentration will:

1. Identify, examine, and evaluate both their own theological and interpretive assumptions about biblical texts and other historical and current interpretive possibilities, integrating them into exegetical work with biblical texts;
2. Articulate and implement biblical, theological, and philosophical bases for teaching and learning in the church and academy, and apply them by constructing syllabi, learning plans, learning goals, activities, and assessments that implement appropriate teaching methodologies;
3. Demonstrate intermediate level mastery of vocabulary, grammar, and syntax of the biblical languages, especially the ability to distinguish the varied meanings of words in their specific contexts; and
4. Demonstrate the ability to manage ideas, to articulate and evaluate titles and theses, to structure research, to give, receive, and assess critical feedback, and to present and revise writing projects in order to achieve a highly polished writing sample for use beyond the requirements of the course.

DSNT 414 Biblical Hermeneutics	3
DSCE 105 Teaching and Learning in the Church	3
<b>Biblical Languages</b>	
DSHB 101 Hebrew 2	3
DSGK 101 Greek 2	3
(Students in the Biblical Studies concentration must also take at least one Hebrew or Greek exegetical elective as part of their 15 hours of electives)	
Biblical Studies Electives	15
DSCE 451 Writing for Publication Seminar	3
TOTAL in the Concentration	30
MDiv Core	60
<b>TOTAL FOR THE MDIV DEGREE</b>	<b>90</b>

### CHRISTIAN EDUCATION AND FORMATION/ CHRISTIAN MINISTRIES

The Christian Education and Formation concentration offers specialized training for those entering the field. Through this study, one acquires an overview of age-group work, tools in designing a church's curriculum, and principles in organizing a church for mission and ministry.



## STUDENT LEARNING OUTCOMES

A student completing the Christian Education and Formation/Christian Ministries concentration will:

1. Be able to design instruction for education and formation that is age-appropriate, interactive, and easily assessed for continuous growth and development;
2. Articulate a philosophy of teaching and ministry; and
3. Identify ways to engage people in volunteerism and/or any leadership endeavor.

### CHRISTIAN EDUCATION AND FORMATION/CHRISTIAN MINISTRIES CONCENTRATION REQUIRED COURSES

DSCE 105 Teaching and Learning in the Church/ Principles of Teaching	3
DSCE 110 The Church, Mission and Ministry	3
DSCE 310 Leadership with Volunteers	3

### REQUIRED ELECTIVES (TWO OF THE FOUR)

DSCE 200 Education and Formation with Youth/ Ministry with Youth	3
DSCE 206 Education and Formation with Children/ Ministry with Children	3
DSCE 210 Education and Formation with Adults/ Ministry with Adults	3
DSCE 211 Education and Formation with College Students/Ministry with College Students	3

### ANY TWO FROM THE FOLLOWING

Any course from the Pastoral Care and Counseling or Missiology Concentrations	
DSSF 201 Readings in Spiritual Classics	
DSSF 202 Creating Education and Formation Curricula	
DSCE 300 Designing Curriculum for Education and Formation	
DSCE 315 Communicating Inside and Outside the Church	
DSCE 451 Writing for Publication Seminar	
DSMN 100 Life and Work of the Minister	
DSCE 401 Selected Topics in Education and Formation	
Additional nine credits (three courses) from any concentration (electives)	

### PASTORAL CARE AND COUNSELING

The Pastoral Care and Counseling concentration offers specialized training for persons who desire to emphasize in their ministry the pastoral role of the minister as counselor and care-giver, whether in a parish setting or in an institutional setting. The program gives attention both to theory and to clinical experience under supervision.

## STUDENT LEARNING OUTCOMES

A student completing the Pastoral Care and Counseling concentration will:

1. Be able to demonstrate, acknowledge, and articulate the theories of Pastoral Care and Counseling and ways to integrate those with biblical and theological foundations;
2. Be able to dialogue in a multidisciplinary way, employing both clinical and biblical principles, through reflective listening, assessment, evaluation, and the use of holistic and healthy resources in order to provide appropriate intervention for those to whom he/she ministers; and
3. Demonstrate an understanding of the Theology of Care and Counseling as a vital part of the mission of the church by caring for individuals, families, and different pastoral settings, i.e., churches, communities, hospitals, etc.

DSPC 200 Clinical Pastoral Education (one unit)* 6	
DSPC 201 Clinical Pastoral Education in the Parish*	6
DSPC 400 Pastoral Care and Counseling Practicum*	3
DSPC 204 Interpersonal Relationships*	3
DSPC 115 Pastoral Care of Families	3
DSPC 120 Crisis Intervention in Pastoral Care	3
DSPC 125 Grief, Loss, Death, and Dying	3
DSPC 110 Pastoral Theology	3
DSPC 405 Health and Spirituality	3
General Electives 9 (Selected from the School of Divinity Catalog)	
TOTAL in the Concentration	30
MDiv Core	60

### TOTAL IN THE MDiv IN PASTORAL CARE AND COUNSELING DEGREE 90

*\*In circumstances where CPE is not an option for the student, with instructor's approval, DSPC 400 Pastoral Care and Counseling Practicum and DSPC 204 Interpersonal Relationships may be substituted for DSPC 200 or DSPC 201.*

### MISSIOLOGY

The Missiology concentration offers specialized training to persons who will serve in a variety of mission-related ministries. The program includes biblical, historical, theological and practical issues that must be addressed by missionaries in the 21st century. The concentration will address both religious and cultural pluralism in an effort to equip persons for a variety of cross-cultural situations.

## STUDENT LEARNING OUTCOMES

A student completing the Missiology concentration will:

1. *Articulate a coherent biblical theology of the mission of God and the missions of God's people;*
2. Develop competence in managing resources and technology for effective missions education and intercultural engagement;
3. Improve cultural intelligence (CQ) through mission immersion experience and intercultural exposure; and
4. Cultivate a missional mindset as transformational leaders.

## ONE OF THE FOLLOWING COURSES

DSMS 302 Urban Missiology	3
DSMS 305 Diaspora Missions for Intercultural Diversity	3

## EACH OF THE FOLLOWING COURSES

DSMS 311 Mission in Historical Perspectives	3
DSMS 312 Mission in Contemporary Perspectives	3
DSMS 200 World Religions	3
DSMS 300 Evangelism and Discipleship	3
DSMS 301 Church Planting and Development	3
DSMS 303 Cultural Anthropology for Church Ministry	3

## ONE OF THE FOLLOWING COURSES

DSMS 400 Mission Immersion Experience	3
DSMS 400 Mission Case Studies	3
General Electives (select from the School of Divinity Catalog)	6
TOTAL in the Concentration	30
MDiv Core	60

**TOTAL IN THE MDiv IN MISSIOLOGY 90**

## INTERCULTURAL STUDIES

The Intercultural Studies concentration offers specialized training to persons who will serve in cultures other than their own. The program aims to develop students' knowledge, skills, and overall competence necessary for intercultural engagements in North America and overseas using the paradigm of change. This concentration will equip students to become effective agents of change in the face of 21st century religious pluralism, cultural relativism, urbanization, global diaspora, and globalization.

## STUDENT LEARNING OUTCOMES

A student completing the Intercultural Studies concentration will:

1. *Articulate a coherent biblical theology of the mission of God and the missions of God's people;*

2. Develop competence in managing resources and technology for effective intercultural education and engagement;
3. Improve cultural intelligence (CQ) through immersion experience and intercultural exposure; and
4. Cultivate a missional mindset as transformational leaders.

## ONE OF THE FOLLOWING COURSES

DSIS 302 Urban Studies	3
DSIS 305 Diaspora Studies	3

## EACH OF THE FOLLOWING COURSES

DSIS 200 Worldview Studies	3
DSIS 311 Mass Movements in Historical Perspectives	3
DSIS 312 Mass Movements in Contemporary Perspectives	3
DSIS 300 Transformational Leadership	3
DSIS 301 Community Organization and Development	3
DSIS 303 Cultural Anthropology	3
DSIS 400 ICS Practicum	3
General Electives (select from the School of Divinity Catalog)	6
TOTAL in the Concentration	30
MDiv Core	60

**TOTAL IN THE MDiv IN INTERCULTURAL STUDIES 90**

## DUAL-DEGREES

### INTRODUCTION

The School of Divinity offers four dual-degrees: the MDiv/MBA, MDiv/MA in Mental Health Counseling, the MDiv/MA in English, and the MDiv/MA in Religion. These degrees are designed to offer ministry students the opportunity to gain additional skills and expertise in areas that will enhance the students' ministry. Students will register for these courses through the Divinity School and will be awarded the dual-degrees upon completion of the requirements for both degrees.

Candidates for the dual-degree must complete the requirements for both degrees prior to graduation. Should a student opt not to pursue one of the degrees before completion, he or she will be responsible for paying any difference in the per course rate(s) actually charged based on pursuing the dual-degree and the rate(s) which would have been charged for courses applied toward the selected degree. The student will also be responsible for repaying any scholarships or grants received based on pursuing a dual-degree which the student would not have been eligible for

based on the selected degree. Additional financial obligations must be satisfied before the student can be awarded the selected degree. In no case will the University refund money when a student opts out of a dual-degree program.

Dual-degree students must apply to the Gayle Bolt Price School of Graduate Studies as well as to the School of Divinity, following the admission requirements of the respective programs, and be accepted to each in order to pursue both degrees. Also, when academic policies and standards differ between the two schools (e.g., grades required for maintaining good academic standing and for graduation), the policies and standards of the appropriate school apply to the respective portion of the dual-degree.

**MASTER OF DIVINITY/MASTER OF BUSINESS ADMINISTRATION (108 HOURS)**

The MDiv/MBA program is designed to enhance the administrative skills and expertise of ministers by permitting them to earn a second degree, the MBA, instead of the usual MDiv concentration. The program has three potential student populations in view: (1) the minister who desires greater expertise in business administration, (2) the church administrator in a large church, or (3) the bi-vocational minister.

An undergraduate business degree is not required for admission to the Master of Business Administration program, but specific prerequisite course material is required. A minimum grade of “C” is required for all prerequisites. The following general business prerequisites are required:

- Accounting Principles I
- Accounting Principles II
- Principles of Finance
- Microeconomics
- Macroeconomics
- Principles of Marketing
- Information Systems or Excel proficiency
- Business Statistics
- Management Science

Foundation courses are offered to satisfy some or all of the general business prerequisites.

- BADM 501 Foundations of Accounting and Finance
- BADM 502 Foundations of Marketing and Economics
- BADM 503 Foundations of Management Science and Statistical Methods

**STUDENT LEARNING OUTCOMES**

A student completing the dual-degree Master of Divinity/Master of Business Administration will:

1. Develop skills in administrative leadership, budgeting and personnel management;

2. Be able to fund bivocational ministry; and
3. Develop skills as an entrepreneur.

**MBA REQUIREMENTS**

**MBA CORE**

BADM 600 Managerial Accounting	3
BADM 610 Managerial Economics	3
BADM 620 Managerial Finance	3
BADM 625 Marketing Management	3
BADM 630 Organizational Behavior	3
BADM 633 Entrepreneurial Management	3
BADM 635 Production Research and Operations Management	3
BADM 640 Business Law and Ethics	3
BADM 650 International Business	3
BADM 690 Strategic Management	3
Restricted MBA Electives	6

**MDIV REQUIREMENTS**

Biblical Studies Electives	6
Historical/Theological Electives	3
Practical Ministry Electives	3
MDiv Core	60

<b>TOTAL IN THE MDIV/MBA DEGREE</b>	<b>108</b>
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**MASTER OF DIVINITY/MASTER OF ARTS IN MENTAL HEALTH COUNSELING (120 HOURS)**

The MDiv/MA in Mental Health Counseling dual-degree is designed to meet the needs of individuals who seek to integrate theology, faith and spirituality with counseling theory and clinical experience in the mental health field. The program is designed to meet the educational requirements of licensure as professional counselors in North Carolina and in most other states.

Students will complete 60 hours of Core courses in the School of Divinity and 60 hours in the School of Psychology and Counseling. (For School of Divinity Core Requirements, see above). The School of Psychology and Counseling portion of the degree includes a Professional Component of 24 hours of which three hours is the capstone experience and is taken the last semester the student is enrolled in the program, a Skill Component of 27 hours of which nine hours are electives, and an Applied Component of nine hours of which three hours are the Practicum and six hours are required Internship in Mental Health Counseling.

**STUDENT LEARNING OUTCOMES**

A student completing the dual-degree Master of Divinity/Master of Arts in Mental Health Counseling will:

1. Be able to integrate theological concepts with the clinical aspect of Mental Health Counseling; and

2. Be prepared to achieve licensure as a professional counselor so as to function bivocationally in a nontraditional ministry setting.

#### A. THEORETICAL COMPONENT

CEDU 601 Counseling Theories and Techniques I	3
CEDU 602 Counseling Theories and Techniques II	3
CEDU 667 Seminar on Contemporary Issues in Counseling	1-3

#### B. PROFESSIONAL COMPONENT

CEDU 650 Legal, Ethical and Professional	3
CEDU 665 Multicultural Counseling	3
CEDU 640 The Counselor as Professional, Practitioner, and Consultant	3
CEDU 635 Advanced Psychopathology	3
CEDU 605 Advanced Human Growth and Development	3
CEDU 699 Professional Development of The Mental Health Counselor	3

#### C. SKILL COMPONENT

CEDU 616 Methods of Assessment and Evaluation	3
CEDU 620 Methods of Research and Program Evaluation	3
CEDU 625 Group Counseling	3
CEDU 655 Psychodiagnostics and Treatment Planning	3
CEDU 621 Crisis Intervention Counseling	3
CEDU 645 Career Development: Theory and Practice	3
CEDU 646 Couples and Family Counseling (elective)	3
CEDU 647 Child and Adolescent Counseling (elective)	3
CEDU 660 Substance Abuse Counseling Seminar (elective)	3

#### D. APPLIED COMPONENT

CEDU 670 Practicum in Mental Health Counseling	3
CEDU 690 Internship in Mental Health Counseling I	3
CEDU 691 Internship in Mental Health Counseling II	3
CEDU 692 Internship in Mental Health Counseling III	3

The Mental Health requirement allows for nine hours of electives. Students enrolled in the dual-degree program may choose to take the following courses from either the School of Divinity or the School of Psychology and Counseling:

DSPC 115 Pastoral Care of Families  
CEDU 646 Couple and Family Counseling  
DSPC 125 Grief, Loss, Death and Dying  
CEDU 667 Seminar on Contemporary Issues

#### TOTAL IN THE MDiv/MA DEGREE:

120

### MASTER OF DIVINITY/MASTER OF ARTS IN ENGLISH (105 HOURS)

The MDiv/MA degree is designed to provide divinity students' literary skills by permitting them to earn a second degree, the MA, instead of the usual MDiv concentration. This degree provides students with a broad and rich literary context from which to do ministry and provides them with a common frame of reference with which to connect with persons of diverse culture and background. Moreover, it provides students with enhanced critical and analytical skills with which to reflect on life and the world while providing them with additional literary models with which to understand and interpret the Scriptures.

The degree has two potential student populations in view: (1) the minister who desires greater background in the literary arts as a context for ministry, and (2) the minister who serves in a small church situation and finds it necessary to supplement church-derived income through secular employment. In the latter case an advanced degree in a non-ministerial discipline will be of significant value.

The MDiv/MA is housed in the School of Divinity and requires completion of the 60-hour core, six hours biblical studies electives, 6 hours historical/theological electives, three hours practical ministry electives of the MDiv degree and the 30-hour MA in English degree.

### STUDENT LEARNING OUTCOMES

A student completing the dual-degree Master of Divinity/Master of Arts in English will:

1. Demonstrate advanced communication skills;
  2. Be able to develop curricular resources for the life of the church;
  3. Be prepared to function as a bivocational minister.
- |                                  |    |
|----------------------------------|----|
| MDiv Core                        | 60 |
| MA English                       | 30 |
| Biblical Studies Electives       | 6  |
| Historical/Theological Electives | 6  |
| Practical Ministry Elective      | 3  |

#### LITERATURE CONCENTRATION

(8 hours core + 15 hours electives + 7 hours thesis)

English Education Concentration

(8 hours core + 7 hours capstone)

#### WRITING CONCENTRATION

(8 hours core + 15 hours electives + 7 hours capstone)



## MASTER OF DIVINITY/MASTER OF ARTS IN RELIGION (108 HOURS)

The MDiv/MA in Religion is designed to provide divinity students with advanced research skills by permitting them to earn a second degree, the MA in Religion. This degree provides students with options for a broadened and deepened study of the biblical languages or other concentrations in consultation with the student's advisor. Students have opportunities for either a thesis writing track or teaching Internship track.

The MDiv/MA in Religion is housed in the School of Divinity. The MDiv/MA in Religion requires completion of the 60-hour MDiv core, six hours of biblical studies electives, three hours of historical and theological studies electives, three hours of practical ministry electives of the MDiv degree, and the 36-hour MA in Religion for a total of 108 hours.

Dual-degree students must apply to the Gayle Bolt Price School of Graduate Studies as well as to the School of Divinity, following the admission requirements of the respective programs, and be accepted to each in order to pursue both degrees. Also, when academic policies and standards differ between the two schools (e.g., grades required for maintaining good academic standing and for graduation), the policies and standards of the appropriate school apply to the respective portion of the dual-degree. Students must also meet all requirements established by the departments/schools involved for taking courses outside of the Department of Religious Studies and Philosophy.

### STUDENT LEARNING OUTCOMES

A student completing the dual-degree Master of Divinity/Master of Arts in Religion will demonstrate:

1. Research and writing skills essential for scholars in the field of religious studies;
2. An understanding of the classical and modern theories, and current research in the field of religious studies; and
3. Proficiency in expressing scholarly ideas through a written thesis.

### ADMISSION REQUIREMENTS

Application for admission to the Master of Arts in Religion program is made through the Gardner-Webb University Office of Graduate Admissions. The following criteria will be used for consideration acceptance:

1. Minimum GPA of 2.7;
2. GRE or MAT Scores;
3. Research Writing Sample;
4. Official Transcripts;
5. Three Professional References; and
6. Admission Interview.

Applicants for admission to the Master of Arts in Religion Program with a concentration in Biblical Studies/Languages will be required to demonstrate proficiency in Greek and Hebrew.

### PURPOSE

The purpose of the program is the academic (rather than parish ministry) study of religion in order to prepare students for one or more of the following possibilities:

1. Meeting PhD entrance requirements;
2. College teaching on the freshman and sophomore levels; and
3. Teaching in private schools.

### COURSE REQUIREMENTS

#### A. COMMON CORE (18 CREDIT HOURS)

RELI 600 Research Seminar  
RELI 605 Biblical Studies Seminar  
RELI 640 Theological Studies Seminar  
RELI 660 World Religions Seminar  
RELI 685 Religious Instruction Seminar

#### ONE OF THE FOLLOWING

RELI 630 Historical Studies Seminar  
RELI 650 Philosophy of Religion Seminar  
RELI 670 Psychology of Religion Seminar  
RELI 680 Literature and Religion Seminar

#### B. CONCENTRATIONS (12 HOURS)\*

##### RELIGIOUS STUDIES CONCENTRATION

Students will construct a concentration consisting of four courses in consultation with their advisor, selecting from courses offered by the Department of Religious Studies and Philosophy or the School of Divinity.

#### OR

##### BIBLICAL STUDIES/LANGUAGES WITHIN THE DEPARTMENT

RELI 610 Advanced Hebrew Exegesis Seminar  
RELI 620 Advanced Greek Exegesis Seminar  
RELI 615 Old Testament Seminar  
RELI 625 New Testament Seminar

#### OR

##### OUT-OF-DEPARTMENT CONCENTRATION

Students will construct a concentration consisting of four courses in consultation with their advisor, selecting from courses outside of the Department. Possibilities include (but are not limited to) the English Department and the School of Psychology.

#### C. RESEARCH (6 HOURS)

RELI 6695 Thesis (first semester)	3
RELI 695 Thesis (second semester)	3

## EXIT CRITERIA

In order to graduate, all students in the program must pass comprehensive written examinations on their MA coursework. Students must also pass a successful oral defense of their thesis.

## DOCTOR OF MINISTRY (30 HOURS)

The DMin degree is an advanced professional degree designed to equip persons who are committed to Christian ministry to fulfill their calling at the highest level of excellence in the practice of ministry. The program of study requires a Master of Divinity degree from an accredited theological institution and sufficient experiences in ministry to ensure a level of maturity appropriate to engage the intensity of the program design. The degree program identifies reflective thinking, or, more specifically, the ability to think theologically, as the primary skill essential to effective ministry. All aspects of the program build from that assumption. The degree program attempts to address ministry issues developing naturally from the global community which is the context for the 21st century church. Both by academic design and supervision elements, the degree intends to reflect the interactive, laity-involved, team-oriented nature of ministry required to address the needs of the 21st century church.

## ADMINISTRATION OF THE PROGRAM

The DMin program operates under the guidance and administration of the Dean of the School of Divinity. Enforcement of all academic policies is at the discretion of the Dean in consultation with the Associate Dean and the Director of the DMin program. Instructional personnel, both adjunctive and residential, are appointed by the Dean to whom they are directly responsible.

## DIRECTOR OF THE PROGRAM

The Director of the DMin program is responsible for the day-to-day administration of the program, and the DMin office is the primary communication portal for current candidates and prospective candidates.

## COMPONENTS OF THE PROGRAM

The DMin degree is a 30-hour degree program comprised of three major components: seminars, supervision, and a ministry project.

## SEMINARS

Five seminars are required of each candidate for which 18 credit hours will be earned. DSDM 501 The Ministry as Life-long Learning and DSDM 510 The Ministry of Biblical Interpretation are required of all students and are prerequisites to all subsequent seminars. All seminars have some aspect of ministry as their primary focal point.

## SUPERVISION

Each DMin candidate will complete a minimum of two semesters of Peer Learning Supervision (six hours) under the direction of a School of Divinity-appointed Field Supervisor. In lieu of one semester of Peer Learning Supervision, a candidate may substitute one basic unit of Clinical Pastoral Education (CPE), with prior approval of the DMin Director. Candidates will participate in structured supervised peer-learning experiences related to their ministry.

## MINISTRY PROJECT

Candidates will design, implement, and reflect upon a self-directed, original project of ministry conducted in the minister's own ministry setting (minimum six hours; students who do not complete the project in two semesters must register for DSDM 593 each semester until completion).

## PROGRAM OBJECTIVES

The DMin degree seeks to enhance the capacity of the minister to engage in theological reflection in the real world in the service of the church and in the context of vocational ministry. Given the diversity of ministry interests, candidates engage their courses of study with the following program objectives in mind.

understand ministry as a commitment to life-long learning, and to develop appropriate educational strategies within the ministry setting to realize that commitment;

develop an appropriate biblical hermeneutic which incorporates both Old and New Testament studies and fosters meaningful biblical and theological reflection;

develop an understanding of the church, and his/her role in it, within a global context, and the capacity to reflect theologically on the implications of that global context for the nature and ministry of the church; and

demonstrate the ability to reflect upon the nature of one's ministry by conceptualizing and executing an original project in ministry, reflecting theologically on that project, and defending the project to a committee of faculty and other ministry professionals.

## STUDENT LEARNING OUTCOMES

A student completing the Doctor of Ministry will:

1. Demonstrate life-long learning skills;
2. Demonstrate appropriate biblical and exegetical skills;
3. Develop an appreciation for the global context of ministry; and

- Design, implement, write, and assess an original ministry project.

## DEGREE REQUIREMENTS

Seminars (1@ 2 Credit Hours, 4 @ 4 Credit Hours each)	18 Credit Hours
Supervision (2 semesters @ 3 Credit Hours each)	6 Credit Hours
Ministry Project minimum	6 Credit Hours

### TOTAL HOURS FOR DMIN DEGREE

**30**

\*Students who do not complete the Ministry Project in two semesters (minimum six hours) must register for DSDM 593, Ministry Project Extension, each semester until completion.

## ADMISSION POLICIES

DMin applicants are required to meet admission standards which are both general to the School of Divinity and specific to the degree program. The processes for admission are described in detail as follows.

### GENERAL ADMISSIONS CRITERIA

- \$40.00 non-refundable application fee, paid online or by credit card or money order - no cash;
- Original transcripts from all previous undergraduate and graduate study;
- Three references (one must be academic, one must be ministerial and one must be personal.);
- Church recommendation form (must be filed before beginning first semester);
- Immunization history (must meet North Carolina's immunization standards); and
- Proof of satisfactory criminal background record check for all states of residence for the past five (5) years with a residence verification statement.

### SPECIFIC ADMISSIONS CRITERIA

- Completion of the Master of Divinity degree (or its equivalent) from an ATS-accredited institution;
- Minimum grade point average of "B" (2.75 on 4.0 scale) in Master of Divinity (or its equivalent) studies;
- Three years significant ministerial experience beyond the first graduate theological degree;
- Placement in a full-time vocational ministry setting;
- Ministry Essay  
The applicant will submit a 10-15 page double-spaced ministry essay. The essay should discuss the

applicant's call to ministry, theology of ministry, history in ministry, goals for ministry, and how he/she believes earning the DMin will enrich his/her ministry; and

- Personal Interview  
Applicants deemed worthy will be invited to the M. Christopher White School of Divinity for a personal interview with the DMin Admissions Committee. At this interview the applicant will be given the opportunity to share his/her understanding of ministry and the DMin. Based on the applicant's submitted materials, the DMin Admissions Committee will dialogue with the applicant to assess his/her readiness for DMin study.
- A Background Record Check  
Prior to admission, a satisfactory "Criminal Record Check" for all states of residence for the past five (5) years must be submitted to the Office of Graduate Admissions with a residence verification statement. Criminal background histories obtained for employment purposes are not acceptable for admission to the School of Divinity. Information received pertaining to criminal background histories will become part of the student's permanent academic file. Any conviction or pending criminal charges cited in the criminal history will be reviewed by the School of Divinity Faculty Admissions Committee. Any allegations or charges of misdemeanor(s) or felony(s) that occur after the Criminal Record Check has been submitted must be reported immediately to the Office of Graduate Admissions and the Dean of the School of Divinity. Failure to report allegations of such charges may result in immediate dismissal from the program.
- Aptitude Tests  
Test of English as a Foreign Language (TOEFL): This test is required for all candidates for whom English is a second language. The minimum acceptable score is 550 (non-computer test).

Graduate Record Exam: Although not required of all applicants, the DMin Admissions Committee may request an applicant take this test to evaluate more fully his/her readiness for DMin studies.

Miller Analogies Test: Although not required of all applicants, the DMin Admissions Committee may request an applicant take this test to evaluate his/her readiness for DMin studies.

### PROVISIONAL ADMISSION

In some cases as determined on an individual basis, Provisional Admission may be granted when an applicant does not fully meet the criteria for admission.

At the end of the first semester of enrollment, the Admissions Committee will review the status of all individuals admitted provisionally and will (1) grant full admission to the degree program, or (2) terminate student status.

### **ACCEPTANCE FOR ADMISSION**

1. The DMin Admissions Committee, consisting of the Dean or the Associate Dean of the School of Divinity, the Director of the DMin program, and the Director of Admissions of the School of Divinity, will meet concerning each applicant. His/her readiness for DMin studies will be evaluated on the basis of the materials submitted and a personal interview;
2. Evaluation of applications will be based on the following criteria: academic ability; theological preparation and readiness for advanced ministry studies; ministerial experience and maturity; and personal and professional integrity.

### **DEADLINES FOR ADMISSION**

1. Candidates must complete the admission criteria as listed above by sending all information to the Director of Admissions by April 14 prior to Fall matriculation. This ensures consideration for acceptance into the program. Applications may also be submitted for admission in Spring or Summer terms. Contact the Director of Admissions for appropriate application deadlines.
2. Completed applications received after April 1 are NOT guaranteed consideration for the program.

### **MAILING ADDRESS**

Office of Graduate Admissions  
Gardner-Webb University School of Divinity  
Campus Box 7308  
Boiling Springs, NC 28017

### **NOTIFICATION OF ADMISSION**

Candidates for the DMin program will be notified of their admission status on or before May 15 prior to Fall matriculation. Because of the confidential nature of some items of information required for admission, the University reserves the right to reject any application without stating a reason.

## **ACADEMIC POLICIES**

### **ORIENTATION**

Orientation to the School of Divinity, and the degree program, is required of all candidates and is a component of the first DMin seminar, The Ministry as Life-Long Learning.

### **RESIDENCY REQUIREMENTS**

Residency is required of candidates only during seminars. Currently, all DMin seminars are offered as on-campus experiences.

### **TRANSFER OF CREDIT**

Eight (8) hours of doctoral-level coursework can be transferred into the DMin program from another ATS-accredited institution upon the approval of the DMin Director. This work can be completed prior to entering the DMin program or while in the DMin program. If a candidate plans to study at another institution during his/her course of study, he/she should seek the approval of the DMin Director prior to matriculation at any other institution. Transfer of credit is not guaranteed.

### **FULL-TIME STATUS**

All students enrolled in the DMin program whose files are active are considered "full-time" students. The minimum hour requirement to maintain full-time status is three hours. There is no "part-time" status in the DMin program.

### **INTERRUPTED STATUS**

In special cases a candidate can petition the DMin Director to grant him/her interrupted status from the program. If interrupted status is granted, the time limits for completion of the degree are put on hold.

### **RETENTION POLICIES**

All candidates are expected to maintain a GPA of 2.75. In the event that a candidate's GPA falls below a 2.75, he/she will be placed on probation until he/she is able to raise his/her GPA to 2.75.

If the candidate is unable to raise his/her GPA above 2.75 after two semesters of probation, or if it becomes mathematically impossible for him/her to improve his/her GPA above 2.75, he/she will be suspended from the DMin program.

### **APPEAL OF SUSPENSION**

If a suspended candidate believes he/she has a legitimate appeal of his/her suspension, he/she may make a formal appeal to the Director of the DMin program. Upon request for an appeal of suspension, the DMin Director will schedule a time for the DMin Admissions Committee to meet with the candidate. The candidate will be allowed to make his/her appeal to this committee. The appeal will be limited to 30 minutes. The candidate will be notified of the decision of the Committee within one week. The decision of the DMin Admissions (Appeals) Committee is final.

### **APPEALS COMMITTEE**

The DMin Admissions Committee, composed of the Dean or Associate Dean (either of whom serves as chair), Director of the DMin program, and a faculty representative, will act as a suspension appeals committee.

### **INCOMPLETE WORK**

A candidate can request an incomplete from an instructor. The instructor holds complete discretion concerning the granting of an incomplete. If an incomplete is granted, it



must be cleared in accordance with University policy by mid-term of the following semester. A candidate will not be permitted to enroll in another seminar until all work from previous seminars is complete.

### **CERTIFICATION OF SATISFACTORY PERFORMANCE IN SUPERVISION**

Certification of satisfactory performance in supervision is required for each component of supervision (Peer Learning and Self-Directed).

1. Certification of CPE (which may be substituted for the second semester of Peer Learning Supervision) will be granted when the Director of the DMin program is presented with documentation of a candidate's completion of one basic unit of Clinical Pastoral Education at an Association of Clinical Pastoral Education (ACPE) certified center;
2. Certification of Peer Learning Supervision will be granted by the DMin Director upon the recommendations of the Field Supervisor, the Peer Group, and the Ministry Consultation Committee. The criteria for satisfactory performance will be the candidate's progress and learning as outlined in the goals of his/her Ministry Development Covenant; and
3. Certification of Self-Directed Supervision will be granted by the DMin Director upon the recommendation of the Faculty Advisor during the project phase of the DMin program. The criteria for satisfactory performance is the candidate's ability to manage his/her time effectively and follow his/her self-imposed timeline for completion of the program. The candidate will also present to the Faculty Advisor a description of assistance and expertise sought and secured.

### **APPEAL OF CERTIFICATION**

If any area of supervision is not certified, the candidate has the right to appeal to the DMin Director. Upon appeal, the DMin Director will meet with the candidate, Field Supervisor, and others serving in a supervisory capacity with regard to the student as deemed appropriate. The candidate will be allowed to make his/her appeal to these individuals. The candidate will be notified within one week of the Director's decision which is final.

### **ACADEMIC HONESTY**

All work submitted by candidates in each course is presumed to be the candidate's own. Cheating, plagiarism, or any other expression of dishonesty will be subject to the University's policy on academic dishonesty (see Traditional Undergraduate Student Handbook).

### **APPLICATION FOR GRADUATION**

A candidate for the DMin degree usually makes application for graduation the fall before he/she anticipates graduating in the Spring. The application for graduation will be filed with Registrar Services according to the University Academic Calendar published annually.

### **GRADUATION REQUIREMENTS**

A GPA of 2.75 is required for graduation as well as completion of all degree requirements.

### **TIME LIMITS**

The DMin is designed to be completed in a minimum of three years with a maximum time limit of six years. Approval for an extension of time must be granted in advance by the DMin Director. The candidate is required to pay extension fees for every Fall and Spring semester beyond the Spring semester of the third year.

### **DOCTOR OF MINISTRY IN PASTORAL CARE AND COUNSELING (30 HOURS)**

This concentration is designed for persons who seek professional ministry preparation in the area of Pastoral Care and Counseling. The concentration is designed not only for persons in specialized settings, but also for those who wish to enhance pastoral care in parish ministry. Students pursuing this concentration will follow the curriculum structure outlined below.

The administrative structure of this concentration is the same as the Doctor of Ministry described earlier. The concentration also shares the same three primary components of seminars, supervision, and final ministry project within the 30-hour program of study.

The Doctor of Ministry in Pastoral Care and Counseling differs from the Doctor of Ministry program in the following ways:

The Doctor of Ministry in Pastoral Care and Counseling has its own initial seminar, DSDM502 The Ministry as Life-Long Learning: Pastoral Care and Counseling.

Instruction in biblical hermeneutics occurs in the context of one of the standard seminars in the Pastoral Care and Counseling concentration.

# COURSE DESCRIPTIONS

## TRADITIONAL UNDERGRADUATE COURSE DESCRIPTIONS

### ACCT 213 ACCOUNTING PRINCIPLES I

An introduction to financial accounting. Accounting transactions, the accounting cycle, financial statement preparation. Special issues for short- and long-term assets, liabilities, partnerships, and corporations. Fall and Spring. 3 credit hours.

### ACCT 214 ACCOUNTING PRINCIPLES II

Continued coverage of financial accounting. Partnerships, corporations, debt and equity financing. Cash flow and financial statement analysis. Introduction to management accounting: job-order and process costing, budgeting and variance analysis. Prerequisite: Accounting 213 or permission of the instructor. Fall and Spring. 3 credit hours.

### ACCT 313 INTERMEDIATE ACCOUNTING I

Detailed study of financial and managerial accounting concepts. Financial statement preparation. Time value of money. Cost allocation and valuation of current and long-term 134 assets. Prerequisite: Accounting 214 or permission of the instructor. Fall. 3 credit hours.

### ACCT 314 INTERMEDIATE ACCOUNTING II

Continued study of financial and managerial accounting concepts. Current and long-term debt issues, contributed and earned equity, and special treatment of leases, pensions, and tax. Financial reporting and analysis. Prerequisite: Accounting 313 or permission of the instructor. Spring. 3 credit hours.

### ACCT 315 COST ACCOUNTING

Cost accounting measurement and classification. Job order and process costing. Budget development using variable and fixed costs. Capital budgeting and project evaluation. Prerequisite: Accounting 214 or permission of the instructor. Fall, even years. 3 credit hours.

### ACCT 370 GOVERNMENTAL AND NON-PROFIT ACCOUNTING

An examination of the principles of governmental accounting and non-profit accounting to include classification of accounts, budgeting, and financial reporting for state and local governments and non-profit organizations. Prerequisite: Accounting 214 or permission of the instructor. As needed. 3 credit hours.

### ACCT 400 ACCOUNTING INFORMATION SYSTEMS

A course designed to introduce the student to accounting systems design in a computer environment. Prerequisite: Accounting 214 and CISS 300 or permission of the instructor. Spring. 3 credit hours.

### ACCT 411 ADVANCED BUSINESS LAW

Legal liability of accountants. Topics include Uniform Commercial Code, commercial paper, problems of tax practice, auditing responsibilities. Prerequisite: BADM 300 or permission of the instructor. As needed. 3 credit hours.

### ACCT 425 FEDERAL INCOME TAX I

Examines introductory federal income tax provisions and compliance from a business entities perspective emphasizing the multidisciplinary aspects of taxation with a focus on the model tax curriculum of the AICPA. Prerequisite: ACCT 214 or permission of the instructor. Fall, odd years. 3 credit hours.

### ACCT 426 FEDERAL INCOME TAX II

Examines advanced federal income tax theory, planning and research from a business entities perspective emphasizing the multidisciplinary aspects of taxation with a focus on the model tax curriculum focus of the AICPA, emphasizing advanced entity, jurisdictional, tax accounting and planning issues. Prerequisite: ACCT 214 or permission of the instructor. As needed. 3 credit hours.

### ACCT 430 FORENSIC ACCOUNTING

This course will provide an overview for the understanding of forensic techniques and fraud examination methodology. The course will include the study of schemes used by executives, managers, employees and other stakeholders to commit fraud against their organizations. It will cover prevention, detection and investigative strategies for businesses, non-profit entities and governmental functions. Prerequisites: ACCT 213 and 214 or permission of the instructor. As needed. 3 credit hours.

### ACCT 435 ADVANCED ACCOUNTING

Accounting for partnerships, installment sales, insurance, corporate consolidations, and annuities. Prerequisite: ACCT 314 or permission of the instructor. Fall. 3 credit hours.

### ACCT 450 AUDITING

Principles, techniques, procedures, and legal responsibility of auditors. Prerequisite: ACCT 314 or permission of the instructor. Spring. 3 credit hours.

### ACCT 470 CPA PRACTICE REVIEW

Designed to study the areas of accounting that usually appear on the Practice and Theory sections of the Certified Public

Accounting examination. Special emphasis is placed on the opinions of the Accounting Principles Board and statements of the Financial Standards Board. Prerequisite: Student must have senior status. As needed. 3 credit hours.

### **ACCT 497 INTERNSHIP IN ACCOUNTING**

The internship is based in an accounting setting and provides an opportunity for the student to integrate what has been learned in courses and relate it to the operations of a complex accounting organization. Prerequisite: Junior standing or by department approval. 3 credit hours.

### **ARTS 120 ART HISTORY I**

A study of prehistoric, non-western, and European art from prehistoric up to the Renaissance, 1400 A. D. The course will be conducted through slide lecture presentation. (IL\*) WI3. Required for art minor, art major, art education. Fall. 3 credit hours.

### **ARTS 125 ART HISTORY II**

Contemporary artists. Review of Medieval Europe, Ottoman to Gothic. Focus on European Art and art of the 20th century worldwide. ARTS 120 recommended to be taken first. Spring. 3 credit hours.

### **ARTS 140 19TH CENTURY ART HISTORY**

The study of 19th century European, American and World Art. Lecture and slide lecture on major artists, works of art and styles of art that shaped the period. Covers 1776-1900. Students will supplement classroom study with museum field study. Fall, odd years. 3 credit hours.

### **ARTS 145 20TH CENTURY ART HISTORY**

Survey of 20th century European art, artists and art movements that shaped the period. Students will study art within the cultural context of the time. Study of the prehistory of Modern art, Impressionism, Neo-impressionism, Post-impressionism. Painting and culture in America, European influence on American art. Fall, even years. 3 credit hours.

### **ARTS 200 TWO DIMENSIONAL DESIGN**

Introduction to the elements and principles of design as relates to two dimensional surface, graphics, printmaking, painting, and photography. Includes a study of color theory and practice. Required for art majors, minors. (Lab fee.) Fall, odd years. 3 credit hours.

### **ARTS 210 DRAWING I**

Introduction to the fundamentals of drawing in pencil, charcoal, and pen and ink. Emphasis on still life and landscape with an introduction to figure. Students will study techniques of gesture, line, value, proportion, and perspective. Methods of drawing from observation will incorporate the elements of design and the principles of organization into the composition of the page. Required for art majors, minors, and preference given. (Lab fee.) Fall and Spring. 3 credit hours.

### **ARTS 220 THREE-DIMENSIONAL DESIGN – DESIGN II**

Design II is an introduction to the elements and principles of design as relates to three-dimensional sculpture. Students receive an introduction to color in the applied arts, pottery, and sculpture. Introduction to the language of art and to the tools and techniques of working plastic media. Media used: plaster, clay, paper-mache, wire, foam. Required for art majors, minors, and preference given. ARTS 200 is recommended first. (Lab fee.) Spring, even years. 3 credit hours.

### **ARTS 225 ART SURVEY**

Introduction to major artists and styles in the history of art; emphasis on appreciating art in its context and understanding the elements and principles of design. This is a survey class open to the entire student body. Fall and Spring. 3 credit hours.

### **ARTS 250 CERAMICS I**

Emphasis in the processes and techniques of hand-building in clay. Introduction to wheelthrowing, glazing and firing methods including stoneware and Raku. Introduction to terms and vocabulary of ceramics and to ceramics history. (Lab fee.) Fall and Spring. 3 credit hours.

### **ARTS 260 PAINTING I**

Introduction to color theory and practice. This course is an overview; students will receive instruction in the use of variety of techniques while working with acrylic, tempera, gouache, and watercolor. Lecture and slide examples from art history will supplement all practical experience. Required course activities include a field trip to a local museum and participation in the student art show at the end of the semester. (Lab fee.) Prerequisite: ARTS 200 or 210. Fall. 3 credit hours.

### **ARTS 280 PRINTMAKING I**

Print class using the techniques of silkscreen and stencil printing. Emphasis on development of personal imagery, compositional development, and understanding of color. ARTS 210 or 200 recommended. (Lab fee.) Spring. 3 credit hours.

### **ARTS 290 SCULPTURE I**

Introduction to sculptural concepts and principles. Additive and subtractive processes using plaster, modeling clay, and wood. Attention to contemporary approach to sculpture and to artists working in the field. ARTS 210 or ARTS 220 recommended. (Lab fee.) Fall, even years. 3 credit hours.

### **ARTS 305 CHRISTIANITY AND ART**

Survey of major religious art works and their meaning and contemporary significance for the individual and the church. This course cannot be used by art majors for the Art History requirement. Fall, even years. 3 credit hours.

### **ARTS 306 AFRICAN AMERICAN ART**

The study of African American art from the late 18th century to the present, concentrating on the 20th century. Students will examine the development of African American art through analysis of the works, examination of political and social influences, and study of artists' biographies. Students will also participate in research projects, which will include writing and/or other application of knowledge. As needed. 3 credit hours.

### **ARTS 322 DRAWING II**

Continued study in drawing in pencil, charcoal, and pen and ink, with introduction to pastel, oil pastel and non-traditional media. Emphasis on content and meaning in drawings. Development of drawing as a preliminary study for other media. Continued study in techniques of gesture, line, value, proportion, and perspective. Methods of drawing from observation incorporating the use of the elements of design, and the principles of organization. Study of compositional style of major artists. (Lab fee.) Prerequisite: ARTS 210. Spring. 3 credit hours.

### **ARTS 323 DRAWING III**

Development of an independent style in graphic media through continued studio practice. Wide exploration of drawing media. Emphasis on the development of content and meaning in students' work. Concentration on study of landscape and still life. Development of drawings as finished artistic statements. Development of student portfolio. Study and presentation and care of drawings. Study will be supplemented by field experiences to museums, galleries, and artists' studios. (Lab fee.) Prerequisites: ARTS 210, and ARTS 322. Spring. 3 credit hours.

### **ARTS 341 FIGURE DRAWING I**

Study of the figure through studio sessions with the model. Study of figure drawings of master artists through slides, and field trips to museums/galleries to examine the work. Emphasis on proportional rendering of the figure and an understanding of the skeletal and musculature systems of the figure. Development of graphic skills. Required for art majors, minors. (Lab fee.) Spring. 3 credit hours.

### **ARTS 342 FIGURE DRAWING II**

Additional study of the figure through studio sessions with the model. Study of figure drawings of master artists through slide lecture; study trips to museums and galleries to examine work. Additional study on proportional rendering of the figure. Development of graphic skills. Required for students with a concentration in painting or drawing. Recommended for all art majors. (Lab fee.) Prerequisite: ARTS 341. Fall. 3 credit hours.

### **ARTS 343 FIGURE DRAWING III**

Additional study of the figure through studio sessions with the model. Study of figure drawings of master artists through slides, field trips to museums, and galleries. Development of individual portfolio in figure drawing and documentation of the work. Required for a concentration in painting or drawing. Recommended for all art majors. (Lab fee.) Fall. 3 credit hours.

### **ARTS 344 FIGURE DRAWING IV**

Additional study of the figure drawings of master artists through slides, field trips to museums and galleries. Continued development of individual portfolio in figure drawing and documentation of the work. Emphasis on graphic development. Recommended for students with a concentration in painting or drawing. Recommended for all art majors. (Lab fee.) Prerequisite: ARTS 343. Fall. 3 credit hours.

### **ARTS 352 CERAMICS II**

Emphasis in the processes and techniques of wheel throwing. Some assignments in hand-building and combining wheel and hand-building techniques. Various glazing and firing methods including stoneware and Raku. Continued study of terms and vocabulary of ceramics. Emphasis on current trends in ceramics. (Lab fee.) Prerequisite: ARTS 250. Spring. 3 credit hours.

### **ARTS 353 CERAMICS III**

This course is an intermediate course concerned with the development of skills and content in ceramic work. Various firing methods linked to glaze development and image control are emphasized. Continued exploration of forming techniques. (Lab fee.) Prerequisites: ARTS 220, ARTS 250, and ARTS 352. Spring. 3 credit hours.

### **ARTS 354 CERAMICS IV GLAZE CALCULATION/KILN CONSTRUCTION**

This course is an advanced ceramic studio for the development of skills and concerns of content in clay work. Emphasis on personal expression and development of an individual clay portfolio. The course will focus on the development of glazes for various temperature ranges and on the knowledge of kiln building and firing. Study will be supplemented by field trips to museums workshops and conferences in the field, with the opportunity to fire and build different types of kilns. (Lab fee.) Prerequisite: ARTS 353. Spring. 3 credit hours.

### **ARTS 362 PAINTING II**

Continued studies in color theory and practice with emphasis on uses of acrylic media. Study of professional uses of this media, and how it has changed painting. This course will concentrate on the techniques of acrylic paint and mixed media. Students will learn methods of preparing and painting surface, including stretching of canvas. Methods



of presentation with participation in the end of semester student exhibition. Emphasis is placed on individual instruction and independent development of student work. (Lab fee.) Prerequisite: ARTS 260. Fall, odd years. 3 credit hours.

### **ARTS 363 PAINTING III**

Advanced color theory and practice with emphasis on contemporary approaches. This course will concentrate on the techniques of oil paint, oil pastel, and oil sticks. Students will learn methods of preparing the painting surface, including stretching of canvas. Methods of presentation with participation in end of semester student exhibition. Emphasis is placed on individualized instruction and independent development of student work. (Lab fee.) Prerequisite: ARTS 260. Fall, odd years. 3 credit hours.

### **ARTS 370 PRINTMAKING II**

Techniques of traditional etching using metal and plastic plates. Students will learn value, composition, and line in the process of creating prints in the intaglio technique to develop a personal artistic statement. As needed. (Lab fee.) 3 credit hours.

### **ARTS 382 PRINTMAKING III**

This course will introduce students to relief printmaking using woodcuts, linocuts, collage, and photo-plate processes. Emphasis of the class will be composition, line, value, and personal artistic statement. (Lab fee.) As needed. 3 credit hours.

### **ARTS 392 SCULPTURE II**

Sculpture using the subtractive process using materials of alabaster, plaster, soapstone, and clay. Ability to use safe shop procedure is necessary. (Lab fee.) Spring, odd years. 3 credit hours.

### **ARTS 393 SCULPTURE III**

Work in three-dimensional format focusing on the additive process using materials of metal, wood, paper, plastics, and clay. Willingness to learn and use safe shop procedure is necessary. (Lab fee.) As needed. 3 credit hours.

### **ARTS 410 SENIOR SEMINAR I**

The focus of this class is the preparation of the senior thesis required for all art majors. Students of this class will concentrate on required research, development of outline, and beginning stages of writing for the creative thesis paper that describes content and form of their required senior exhibition work. This class will guide students in preparing their thesis paper and slide portfolio for publication for the School of Performing and Visual Arts. (Lab fee.) Fall. Prerequisite: Senior standing. (IL\*) Fall. 2 credit hours.

### **ARTS 413 SENIOR SEMINAR II**

Students of Senior Seminar II will bring to a conclusion the work of writing of the required creative thesis paper that they begin in Senior Seminar I. Students of the class will select and refine the creative thesis paper that illuminates the salient qualities of their senior exhibit work. Students will be guided in this work by the class instructor and by a thesis committee composed of art faculty. The work of the class will result in a published thesis paper, and a slide portfolio of senior work that constitutes part of the library of the Art Department. (Lab fee.) Spring. 1 credit hour.

### **ARTS 416 TOPICS IN ART HISTORY**

Specific and focused study of one time period, style, movement, subject or geographical region of the world in relationship to art history. Specific and detailed course description to be written and circulated by the instructor prior to offering the course. May be used for study abroad credit upon department approval. May be repeated for credit with change in topic and department approval. As needed. 3 credit hours.

### **ARTS 424 SENIOR EXHIBITIONS I**

This course will teach students how to photograph both their two-dimensional and three-dimensional work and how to prepare photographs and vita for successful presentation in various electronic formats. In addition, the course will teach students how to present visual information to graduate schools and the art market through new media. Students will prepare the poster and postcards used to notify the university community of their senior exhibit. Art students taking this class will prepare the slide documentation of their senior exhibit, learn how to format and enclose photographs in the body of the thesis paper, and understand the requirements for publication of the thesis paper. Students will prepare an artist statement, vita, slide record of senior exhibition work and prepare for application to graduate schools, museums, and galleries. Required for all art majors. (Lab fee.) Prerequisite: Senior standing. Spring. 1 credit hour.

### **ARTS 426 SENIOR EXHIBITIONS II**

Students in senior exhibitions II will practice exhibition craft by assisting the gallery director in matting and hanging the annual student undergraduate exhibit. Students will also mat, prepare, and hang the senior exhibition. Students will develop a presentation-quality traditional hard copy portfolio of images that includes original work of at least twenty different pieces. Students will learn and practice techniques for presentation of work including social networks and new media. (Lab fee.) Prerequisite: Senior standing. Spring. 1 credit hour.

### **ARTS 435 TOPICS IN SCULPTURE**

A course offered as needed to engage students in the continuation and development of work in sculptural methods,

materials and media. Attention to contemporary approach to sculpture and to artists working in the field. Willingness to learn and use safe shop procedures is necessary. (Lab fee.) As needed. 3 credit hours.

### **ARTS 455 TOPICS IN CERAMICS**

Specific topics in ceramics. Offered as a way to narrow the focus of a semester's work to one specific area of ceramics. Topics could be Kiln Technology, Raku Firing, Glaze Calculation or other specific topics. May be repeated for credit with change in topic. (Lab fee.) Spring, odd years. 3 credit hours.

### **ARTS 460 TOPICS IN PAINTING**

Various specific topics in painting as defined by the individual instructor. Detailed and specific course description to be written and circulated by the instructor prior to offering of the course. May be repeated for credit with change in topic. (Lab fee.) As needed. Fall, odd years. 3 credit hours.

### **ARTS 462 WATERCOLOR PAINTING**

Beginning watercolor painting emphasizing fundamentals of working with this medium. Development of skills and technique in wet media and mixed media. Study of the principles of pictorial organization and design. Plein-air painting when possible. An overview of the history of watercolor and introduction to significant artists will be presented through class lecture, slides and museum field trips. May be repeated for credit with change in topic. Summer. 3 credit hours.

### **ARTS 484 TOPICS IN PRINTMAKING**

Study of specific areas and methods of printmaking as defined by the instructor. Emphasis on development of personal imagery and compositional strength. Designed to allow the student to develop in-depth knowledge in one or more areas of printmaking. Detailed and specific course description to be written and circulated by the instructor prior to offering of the course. (Lab fee.) Spring, odd years. 3 credit hours.

### **ARTS 495 INDEPENDENT STUDY**

Individual problems in art education, studio, and art history. Subject to approval of student advisor and supervising instructor. As needed. 3 credit hours.

### **ARTS 496 INDEPENDENT STUDY**

Individual problems in art education, studio, and art history. Subject to approval of student advisor and supervising instructor. As needed. 3 credit hours.

### **ATTR 101 INTRODUCTION TO ATHLETIC TRAINING**

A course designed to introduce prospective athletic training students to the profession of athletic training, its governing organizations, daily responsibilities and occupational opportunities. Successful completion of this course with its

associated observation hours is a requirement for application to the athletic training educational program. Fall and Spring. 1 credit hour.

### **ATTR 200 ATHLETIC TRAINING CLINICAL I**

In this course each student will demonstrate proficiency in cognitive and psychomotor skills learned in ATTR 222. Athletic training students shall perform clinical skills in their assigned clinical experience commensurate with their level of education, competence and experience. Prerequisites: ATP Admission, ATTR 101, and ATTR 222. Fall. 2 credit hours.

### **ATTR 201 ATHLETIC TRAINING CLINICAL II**

In this course each student will demonstrate proficiency in cognitive and psychomotor skills learned in ATTR 225 and ATTR 230. Athletic training students shall perform clinical skills in their assigned clinical experience commensurate with their level of education, competence and experience. Prerequisite: ATTR 200. Spring. 2 credit hours.

### **ATTR 222 FIRST AID AND MANAGEMENT OF ACUTE INJURIES AND ILLNESS**

The intent of this course is to provide the athletic training student with the knowledge, skills, and values they must possess to recognize, assess, and treat acute injury or illness of athletes and other physically active individuals. Spring. 3 credit hours.

### **ATTR 225 RECOGNITION AND CARE OF INJURIES**

The athletic training student will develop the knowledge, skills, and values to identify injury and illness factors that may be encountered by athletes and others involved in physical activity and to plan and begin to identify appropriate care of injuries whether it be through risk management or preventative measures. Prerequisite: ATTR 222. Fall. 3 credit hours.

### **ATTR 230 FUNDAMENTALS OF PROTECTIVE EQUIPMENT AND PROPHYLACTIC PROCEDURES**

The intent of this course is to provide the student with the fundamental skills associated with fitting, applying, and constructing protective equipment as well as applying preventative taping, wrapping and bracing skills. Prerequisite: ATTR 222. Fall. 2 credit hours.

### **ATTR 300 ATHLETIC TRAINING CLINICAL III**

In this course each student will demonstrate proficiency in cognitive and psychomotor skills learned in ATTR 324 and 404. Athletic training students shall perform clinical skills in their assigned clinical experience commensurate with their level of education, competence and experience. Prerequisite: ATTR 201. Fall. 2 credit hours.

### **ATTR 301 ATHLETIC TRAINING CLINICAL IV**

In this course each student will demonstrate proficiency in cognitive and psychomotor skills learned in ATTR 325 and 342. Athletic training students shall perform clinical skills in their assigned clinical experience commensurate with their level of education, competence and experience. Prerequisite: ATTR 300. Spring. 2 credit hours.

### **ATTR 324 EVALUATION OF THE LOWER EXTREMITY**

This course will concentrate on evaluation and recognition of orthopaedic musculoskeletal injuries of the lower extremity. Prerequisite: ATTR 225. Spring. 3 credit hours.

### **ATTR 325 EVALUATION OF THE UPPER EXTREMITY**

This course will concentrate on evaluation and recognition of orthopaedic musculoskeletal injuries of the upper extremity. Prerequisite: ATTR 324. Fall. 3 credit hours.

### **ATTR 332 REHABILITATION AND RECONDITIONING**

This course will provide the athletic training student with the knowledge, skills, and values they must possess to plan, implement, document, and evaluate the efficacy of therapeutic exercise programs for the rehabilitation and reconditioning of the injuries and illnesses of athletes and others involved in physical activity. Prerequisite: ATTR 325. Spring. 3 credit hours.

### **ATTR 342 ATHLETIC TRAINING ORGANIZATION AND ADMINISTRATION**

A course designed to expose the athletic training student to the organizational and administrative demands of the traditional and non-traditional employment settings. Special emphasis will be placed on medical terminology used in health professions. Prerequisite: ATTR 324. Fall. 3 credit hours.

### **ATTR 400 ATHLETIC TRAINING CLINICAL V**

In this course each student will demonstrate proficiency in cognitive and psychomotor skills learned in ATTR 332. Athletic training students shall perform clinical skills in their assigned clinical experience commensurate with their level of education, competence and experience. Prerequisite: ATTR 301. Fall. 2 credit hours.

### **ATTR 401 ATHLETIC TRAINING CLINICAL VI**

In this course each student will demonstrate proficiency in cognitive and psychomotor skills learned in ATTR 402 and will serve as final preparation for the Board of Certification Examination. Athletic training students shall perform clinical skills in their assigned clinical experience commensurate with their level of education, competence and experience. Prerequisites: ATTR 400, ATTR 402, and ATTR 430. Spring. 2 credit hours.

### **ATTR 402 MEDICAL CONDITIONS AND PHARMACOLOGY**

To provide the student with the knowledge, skills, and values to recognize, treat, and refer, when appropriate, general medical conditions and disabilities. An in-depth study of pharmacologic applications, including awareness of indications, contraindications, precautions, and interactions of medication and of the governing regulations relevant to the treatment of injuries to and illnesses of athletes and others involved in physical activity. Prerequisite: ATTR 332. (IL\*) Fall. 3 credit hours.

### **ATTR 404 THERAPEUTIC MODALITIES**

A course to provide the athletic training student with a basic understanding of the underlying principles supportive of the use of therapeutic modalities, including physiological effects of different modalities and how they work as therapeutic agents. Prerequisite: ATTR 225. Spring. 3 credit hours.

### **ATTR 430 ATHLETIC TRAINING SEMINAR**

This course will summarize the experiences the student has learned and demonstrated within the athletic training program. Students will also be exposed to psychological interventions and strategies as well as spend time examining, discussing, and analyzing multiple position and consensus statements published by the National Athletic Trainer's Association. Prerequisite: ATTR 404. Spring. 3 credit hours.

### **BADM 300 LEGAL ENVIRONMENT OF BUSINESS**

This course is designed to cover both the public and private regulation of business. Some of the topics covered are tort law, contract law, agency, partnerships, and corporations. WI3. Fall and Spring. 3 credit hours.

### **BADM 304 APPLIED BUSINESS STATISTICS**

The course considers the use of statistics in business for better planning, control and decision making with the focus on using computer statistical software, interpretation and presentation of results. Descriptive and inferential statistics, probability concepts, hypothesis testing, analysis of variance, and regression analysis are covered. Prerequisites: CISS 300 or equivalent, or permission of the instructor. (IL\*) Fall and Spring. 3 credit hours.

### **BADM 305 INTRODUCTION TO MANAGEMENT SCIENCE**

An introduction to linear programming and sensitivity analysis, decision theory, inventory control models, waiting line theory and computer simulation to improve the planning, control and decision making process. Prerequisites: MATH 110 or MATH 151 and BADM 304 or equivalent or permission of the instructor. Fall and Spring. 3 credit hours.

### **BADM 325 BUSINESS COMMUNICATIONS APPLICATIONS**

A practical approach to business communications. Emphasis will be placed on theory, formal and informal written communications, presentations, and the job search process. Fall and Spring. 3 credit hours.

### **BADM 340 INTEGRATION OF FAITH, ETHICS, AND BUSINESS**

This elective course will explore the interplay between faith, ethics, and business. Various models of integration at the personal and corporate level will be explored. Students will be challenged to develop their own philosophy of how faith and ethics make a difference in their approach to business. In addition to traditional business ethics topics, this course will explore personal morality, the unique implications of the Christian faith to various business disciplines, and business as service. Spring, odd years. 3 credit hours.

### **BADM 345 LEGAL ISSUES IN SPORT**

Students will study the topics of contract law, tort law, administrative/statutory law, antitrust law, and collective bargaining as they apply to sport organizations. Students will be provided with applicable knowledge of issues and strategies to manage the legal aspects of their professional lives as sport administrators. Cross-listed with SPMG 345. As needed. 3 credit hours.

### **BADM 360 INTERNATIONAL BUSINESS**

An introduction to the unique issues associated with doing business in a global context. Specific challenges of doing business internationally and related managerial strategies are examined. Fall and Spring. 3 credit hours.

### **BADM 395 CAMPUS NEW YORK**

New York business/career visit enables students of business to learn how textbook theory is put into practice through direct contact with some of the nation's best-known business firms. The week-long visit also provides opportunities for investigating career possibilities. As needed. 1 credit hour.

### **BADM 396 INTERNATIONAL EXPERIENCE**

The course provides the student an opportunity to expand business and cultural horizons by visiting and studying in different international sites. The course can be taken more than once for different international experiences. As needed. 1-3 credit hours (variable).

### **BADM 397 INTERNATIONAL BUSINESS INTERNSHIP**

Extensive formal and informal training in a country other than the student's country of origin in both foreign language conversation and business practices. Prerequisite: FREN/SPAN 201 or equivalent in another language. As needed. 3-12 credit hours.

### **BADM 480 BUSINESS STRATEGY**

A capstone course that emphasizes the integration of all prior learning in business administration, related coursework, and any workplace experiences to synthesize and apply concepts from the functional business areas to develop an understanding of organizations from the perspective of top management. The student will analyze complex business problems independently and with a team to formulate realistic strategic solutions. WI3. Prerequisites: Senior standing; ACCT 214, BADM 304, CISS 300, ECON 204, FINC 312, MGMT 316, MRKT 300, or permission of the instructor. Fall and Spring. 3 credit hours.

### **BADM 495, 496 INDEPENDENT STUDY**

Supervised study program in a field of special interest. Prerequisite: Approval of department chair and instructor. As needed. 1-6 credit hours.

### **BADM 497 INTERNSHIP IN BUSINESS**

Prerequisite: Junior standing or by department approval. As needed. 1-6 credit hours. PRE Designated.

### **BADM 498 PRACTICAL PROJECT EXPERIENCE**

This class implements service learning in a course that integrates the skills and knowledge students have learned in previous business classes covering finance, accounting, operations management, marketing, organizational behavior, human resource management, information technology, and communications, while embodying "For God and Humanity." The class selects and performs a suitable charitable project during the semester, including fundraising, performance of the project, public and media relations, and creating and maintaining a project website. As needed. 3 credit hours. PRE Designated.

### **BIOL 101 HUMAN BIOLOGY**

An introduction to the biology of the human organism with emphasis on contemporary issues in human biology as well as traditional structure and function of major body systems. This class is NOT intended for biology majors and biology majors with teacher licensure. It is intended for non-science majors. Lab included. (Lab fee.) Fall and Spring; Summers variable. 4 credit hours.

### **BIOL 104 ENVIRONMENT**

Introduction to the principles of ecology with a primary focus on man's direct and indirect influences on his surroundings. Emphasis on current and local concerns. Laboratories focus on methods of sampling, field observations, and methods of examining resource allocation. Lab included. (Lab fee.) Fall and Spring; Summers variable. 4 credit hours.



## **BIOL 105 MICROBIOLOGY FOR THE HEALTH SCIENCES**

A study of the biology of microorganisms with special focus on the organisms of human disease and on the techniques of microbiology that are appropriate to the health sciences. (Not for biology majors.) Students who have taken BIOL 105 cannot receive credit for BIOL 206 as an upper level Biology course. Lab included. (Lab fee.) Fall; Summers variable. 4 credit hours.

## **BIOL 111 GENERAL BIOLOGY**

Introduction to the principles of biology including ecology, biological chemistry, cellular biology, genetics, reproduction, and development. Laboratory investigations are designed to supplement and enhance the classroom lecture activities. This class is NOT intended for non-science majors. It is intended for biology majors, biology majors with teacher licensure, and elementary education majors. Lab included. (Lab fee.) Fall and Spring; Summers variable. 4 credit hours.

## **BIOL 201 INVERTEBRATE ZOOLOGY**

Phylogenetic survey of invertebrates, with emphasis on systematics, morphology, and ecology. Field work, individual term projects. Lab included. (Lab fee.) Prerequisite: BIOL 111. Fall, odd years. 4 credit hours.

## **BIOL 202 VERTEBRATE ZOOLOGY**

Systematic study of the vertebrates with emphasis on morphology, physiology, and ecology. Field study, laboratory exercises in morphology. Lab included. (Lab fee.) Prerequisite: BIOL 111. Spring, even years. 4 credit hours.

## **BIOL 203 HUMAN ANATOMY AND PHYSIOLOGY I**

Survey of basic structure and function of the human body. Levels of organization and homeostatic mechanisms.

Integumentary, skeletal, muscular, and nervous systems covered. Lab included. Prerequisite: BIOL 101 with a grade of "C" or higher; or BIOL 111 with a grade of "C"; or SAT Critical Reading of 500 and SAT Math of 500; or new SAT (3/1/16 or later) Evidence-based Reading and Writing score of 530 and new SAT Math score of 530; or ACT composite score of 22, ACT English subscore of 21, ACT Math score of 18, and ACT Reading score of 20; or TEAS V composite score of 57; or Kaplan overall score of 67. Fall and Spring. 4 credit hours.

## **BIOL 204 HUMAN ANATOMY AND PHYSIOLOGY II**

Survey of basic structure and function of the human body. Levels of organization and homeostatic mechanisms. Endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Lab included. (Lab fee.) Prerequisite: BIOL 203 with a grade of "C" or higher, or

permission of instructor. Fall and Spring; Summers variable. 4 credit hours.

## **BIOL 206 GENERAL MICROBIOLOGY**

Introduction to microbiology and immunity. Applications in medicine, industry, and agriculture will be included. Lab included. Students who have taken BIOL 105 cannot receive credit for BIOL 206 as an upper level Biology course. (Lab fee.) Prerequisite: BIOL 111 or permission of instructor. Spring. 4 credit hours.

## **BIOL 207 GENERAL BOTANY**

An introduction to the study of plants including aspects of morphology, anatomy, cell physiology, reproduction, growth, development, ecology, and taxonomy. Lab included. (Lab fee.) Prerequisite: BIOL 111. Fall and Spring. 4 credit hours.

## **BIOL 222 MEDICAL TERMINOLOGY**

An introduction to definitions, proper spelling, usage, and pronunciation of appropriate terminology used in health professions. Prerequisite: BIOL 203. Spring. 1 credit hour.

## **BIOL 301 GENETICS**

Study of principles of heredity (including molecular and population genetics), their significance in human inheritance, plant and animal breeding, and evolution. Lab included. Prerequisites: BIOL 111 and CHEM 201. Spring. 4 credit hours.

## **BIOL 310 NUTRITION**

Biochemical basis of how the body uses food. Relationship of nutrition to health. Practical aspects of obtaining, storing, and preparing food for maximum nutrition. Nutrition through the life cycle. Lab included. Prerequisites: BIOL 111 and CHEM 201 or permission of instructor. As needed. 4 credit hours.

## **BIOL 315 GENERAL AND COMPARATIVE ANIMAL PHYSIOLOGY**

Survey of how animals solve fundamental physiological problems. Emphasis on homeostatic mechanisms. Examples from molecular, cellular, systems, and organismic levels, using both invertebrates and vertebrates. Lab included. Prerequisites: BIOL 111 and CHEM 201. As needed. 4 credit hours.

## **BIOL 320 PLANT SYSTEMATICS**

Systematic study of vascular plants with emphasis on the seed plants. Lecture is predominantly analyzing evolutionary morphological characteristics and classical taxonomy. Laboratory work is field-oriented and includes collection and identification of specimens. Lab included. Prerequisite: BIOL 207 strongly recommended. As needed. 4 credit hours.

### **BIOL 335 PATHOPHYSIOLOGY**

Study of alterations in normal body structure and function associated with various disease processes. Prerequisites: BIOL 203 and BIOL 204. As needed. 3 credit hours.

### **BIOL 352 CELL BIOLOGY**

Survey of cellular structure and function with emphasis on current methods of studying cells. Lab included. Prerequisites: BIOL 111 and CHEM 112 with a minimum grade of C. Fall. 4 credit hours.

### **BIOL 385, 386 PRACTICUM IN LIFE SCIENCES**

Practical experience in designing, setting up, and teaching laboratory. Recommended for all Biology majors, and required for those planning to teach. No more than two hours credit may be used toward filling major requirements. Prerequisite: Approval of department chair and laboratory instructor(s). As needed. 1 credit hour.

### **BIOL 387 ISSUES IN SCIENCE AND RELIGION**

An interdisciplinary examination of issues which arise at the interface between science and religion. A discussion of the nature of science and religion, ways of relating the two, and historical background will be followed by an exploration of specific topics of contemporary interest. Spring, odd years. 3 credit hours.

### **BIOL 391 BIOLOGY SEMINAR I**

Directed reading, study, and discussion designed to re-emphasize the fundamental principles of biology to correlate and summarize the coursework of the major program and related fields, to introduce new areas and ideas, and to provide experiences in literature review and oral presentation. Directed assignments to plan and prepare for transition into a profession or post-baccalaureate studies. Prerequisite: completion of 8 credit hours in Biology at or above 200-level courses. (IL, WI 3). Fall and Spring. 1 credit hour. BIOL 391 is PRE designated.

### **BIOL 402 ECOLOGY**

Study of the interaction of organisms and their adaptations to their physical environment. The ecosystem approach is emphasized along with population and community ecology. Lab included. Prerequisites: BIOL 111 and either BIOL 201, 202, 207, or 320. As needed. 4 credit hours.

### **BIOL 404 DEVELOPMENTAL BIOLOGY**

Study of the basic developmental processes including fertilization, differentiation, morphogenesis, embryogenesis, growth, and aging. Selected examples drawn from microorganisms, plants, invertebrates, and vertebrates. Lab included. Prerequisite: CHEM 201. As needed. 4 credit hours.

### **BIOL 405 TOPICS IN ADVANCED BIOLOGY 1**

Study of specific areas in biology not covered by other upper-level courses. Course content will vary and will reflect student

and faculty interests. Prerequisites: BIOL 111 and permission of instructor. As needed. 1-4 credit hours.

### **BIOL 411 IMMUNOLOGY**

Study of mammalian immune system with emphasis on human immunology. Theoretical and practical aspects will be considered. Diagnostic, therapeutic, and research applications of immunology will also be included. Lab included. Prerequisite: CHEM 202. Spring, odd years. 4 credit hours.

### **BIOL 422 BIOCHEMISTRY**

This course covers the basics and principles of biochemistry. Topics covered include examining the structure and function of biomolecules, including carbohydrates, lipids and proteins. Additional topics include enzyme action, metabolism, signal transduction, and pharmacology and toxicology aspects. Lab included. Prerequisite: CHEM 202 with minimum grade of "C." Fall. 4 credit hours.

### **BIOL 491 BIOLOGY SEMINAR II**

Directed reading, study, and discussion designed to re-emphasize the fundamental principles of biology to correlate and summarize the coursework of the major program and related fields, to introduce new areas and ideas, and to provide experiences in literature review and oral presentation. Prerequisites: BIOL 391 and completion of 12 credit hours in Biology at or above 200-level courses. (IL, WI 3). Fall and Spring. 1 credit hour.

### **BIOL 493, 494 INTERNSHIP IN BIOLOGY I AND II**

A hands-on experience to increase skills and knowledge in the student's major area of interest within an organization outside of the classroom. Prerequisite: 16 credit hours in the major. As needed. 1 to 3 credit hours.

### **BIOL 495, 496 INDEPENDENT STUDY**

Individual work planned to meet the need and interests of qualified students. Time and credits must be arranged in semester prior to term in which work is done. Must be arranged. As needed. 1 to 3 credit hours.

### **BKED 260 ASSESSMENT AND OBSERVATION**

This course will explore a variety of observation and assessment tools to examine the physical, social, and emotional development that supports the learning of young children. Scheduling, room arrangement, indoor and outdoor learning environments, as well as adult interactions will be observed and assessed. The importance of creating healthy and safe environments that support the learning of all children as well as ethical considerations for observation and assessment will be explored. Upon completion, students should demonstrate an understanding of the importance of documentation and how it supports young children. Students should be able to explain their role and responsibilities as a

professional in observation, assessment, and documentation practices. As needed. 3 credit hours.

### **BKED 270 THE EXCEPTIONAL CHILD**

This course is an introduction to various exceptionalities among young children; including children with behavioral, learning, and physical atypical patterns of development. This course examines inclusive/diverse settings, evidence-based educational/family plans, differentiated instruction practices, adaptive materials, and assistive technology. Assessment tools used to determine exceptionalities will be analyzed as well as observation and assessment techniques. Common physical, social-emotional, and cognitive disorders will be researched and modifications necessary to support children with these disorders will be examined. Emphasis is placed on the characteristics of exceptionalities and delays and the importance of early intervention/special education, collaboration with families, specialists, and community partners. Upon completion, students should be able to recognize exceptionalities, describe the referral process, identify community resources, and develop appropriate strategies/modifications to support children by utilizing best practices as defined by laws, policies, and the Foundations for Early Learning and Development and demonstrate an understanding of following ethical practices in protecting confidentiality and the integrity of families and children who receive support as determined by an IEP and/or IFSP. As needed. 4 credit hours.

### **BKED 280 GUIDING AND SUPPORTING YOUNG LEARNERS**

This course focuses on the needs of children in relation to group settings, curriculum decisions, and the design of early learning environments. Current issues and trends of early childhood education, developmentally appropriate practice, curriculum models, the role of the caregiver (family and/or teacher), the process of guiding and teaching, and the facilitation of development and learning of young children who are culturally, linguistically, social-emotional, and ability diverse are explored. Upon completion, students should be able to explain how young children are taught, cared for, and supported in early learning environments. The impact of atypical social emotional development and its effects will be analyzed as will the importance of adult-child relationships and interactions. Students should be able to demonstrate a knowledge of current best practices, rules and regulations, curriculum, and the importance of creating developmentally appropriate and culturally appropriate, supportive environments. As needed. 4 credit hours.

### **BKED 290 CHILD DEVELOPMENT**

This course covers child development for children birth through age 8. Developmental milestones for cognitive, social-emotional, and physical development will be included.

The importance of Developmental Appropriate Practice, play in the early learning environment, and the whole child concept will be examined. Developmental theories and research-based pedagogy will be included. Upon completion, students should be able to identify evidence-based strategies and theories that enhance the development of all children; including various diversities and abilities. Students should also be able to explain how environmental and biological factors impact development and how development follows sequential patterns; recognizing atypical developmental patterns. As needed. 3 credit hours.

### **BKED 300 SPECIAL TOPICS: TECHNOLOGY IN THE BK ENVIRONMENT**

This course focuses on enhancing the learning environment through the use of technology in the BK classroom. It enables candidates to use technology in the creation of a child-centered, safe, and developmentally stimulating learning environment. The course introduces the candidate to resource-based teaching through the use of educational technology and its appropriate uses in the classroom. It focuses on developing research skills by designing, planning, and producing basic educational materials using technological hardware and software. The process of selecting and utilizing technological resources for birth through kindergarten classrooms are emphasized. The candidate will also learn about assistive technology for the atypical child. As needed. 3 credit hours.

### **BKED 360 CHILD, FAMILY, AND COMMUNITY: BUILDING SUPPORTIVE RELATIONSHIPS**

This course covers the importance of developing positive, reciprocal partnerships among families, children, schools, and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Emphasis on the role of formal and informal support systems, and effective family professional collaborative partnerships that are family driven will be examined. Upon completion, students should be able to identify appropriate relationship building strategies between families, children, schools, and communities and demonstrate a variety of communication skills necessary for building positive home, school, and community partnerships to support every child. As needed. 3 credit hours.

### **BKED 370 INFANTS AND TODDLERS**

This course examines integrated approaches to supporting infants and toddlers ages birth to 36 months who are culturally, linguistically, and ability diverse with an emphasis on practice in applied settings including all environments that support children's learning. Upon completion, the student

will be able to create learning opportunities for children birth through 36 months with an emphasis on positive learning experiences, nurturing interactions, providing safe, warm and nurturing interactions. Students will complete a clinical assignment in an approved infant – toddler program where there will be opportunities to examine relationships that support and facilitate learning for the child and family. As needed. 3 credit hours.

### **BKED 380 EARLY CHILDHOOD CURRICULUM**

This course examines approaches to learning within the context of emotional/social, health and physical, language and communication, and cognitive domains with an emphasis on practice in applied settings. This course provides opportunities to select, modify, present, and extend curriculum for young children who are culturally, linguistically, and ability diverse in a developmental framework. Upon completion, the student should be able to create meaningful, engaging, and developmentally appropriate learning experiences for young children. Students should be able to create learning experiences that follow state curricular guidelines and incorporate the NC Foundations of Early Learning. Students should also practice assessment procedures which provide meaningful feedback regarding student progress. As needed. 3 credit hours.

### **BKED 390 KINDERGARTEN CURRICULUM**

This course examines approaches to learning within the context of the kindergarten classroom and kindergarten curriculum. This course provides opportunities to select, modify, present, and extend curriculum for young children who are culturally, linguistically, and ability diverse in a developmental framework. Upon completion, the student should be able to create meaningful, engaging, and developmentally appropriate learning experiences for young children. Students should be able to create learning experiences that follow state curricular guidelines and incorporate the NC Standard Course of Study (Common Core). Students should also practice assessment procedures which provide meaningful feedback regarding student progress. As needed. 3 credit hours.

### **BKED 410 LANGUAGE AND LITERACY FOR THE YOUNG CHILD**

This course provides evidence-based strategies for enhancing language and literacy experiences for children ages birth – eight years and how these experiences enhance a child's cognitive, language, social, emotional, and physical development. Topics include the history and selection of developmentally appropriate children's literature and the use of books, technology, and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select, plan, implement, and evaluate developmentally appropriate language and literacy

experiences for children who are culturally, linguistically, and ability diverse. In addition, the student should be able to evaluate children's literature and its use in the early learning environment; identifying award-winning children's literature and the integration of children's literature in all areas of curriculum. As needed. 4 credit hours.

### **BKED 420 MATH, SCIENCE, SOCIAL STUDIES, AND THE ARTS FOR YOUNG CHILDREN**

This course examines the development of science, social studies, art, and mathematical thinking in young children who are culturally, linguistically, and ability-diverse. Research, current educational practice, and instructional materials and strategies are analyzed. Emphasis is on the design and assessment of integrated math, science, social studies, and art learning activities. Upon completion, students should be able to design and implement developmentally appropriate, integrated learning experiences in an early childhood learning environment for ages 3-8. Students should be able to incorporate technology. This course includes a clinical field-based experience. As needed. 4 credit hours.

### **BKED 430 INTERNSHIP: BK PRACTICES, PROCEDURES, AND POLICIES**

This course includes intensive work with children and families in home and community settings planned by student and advisor with focus on integration of theory and practice; including policies, procedures, and practices for young children. This course will include practice in a community/home preschool/daycare setting and practice in a school-sponsored preschool and kindergarten program. Upon completion, the student should complete a comprehensive portfolio which demonstrates an understanding of early childhood education theory and practice. As needed. 3 credit hours.

### **BKED 440 PROFESSIONAL ADMINISTRATIVE SEMINAR**

This course is an intensive examination of policies, procedures, and responsibilities for administration of early childhood education programs. It includes an intensive clinical experience that provides the student opportunities to facilitate learning, design environments, create program handbooks, policies and procedures manuals, and engage in practices for meaningful and positive adult leadership as well as experiences collaborating with colleagues, families, and children. Upon completion, the student should be able to demonstrate effective strategies necessary to lead and manage a quality early learning environment in a home center, community preschool, and/or daycare including private and/or faith based programs. In addition, the students will demonstrate effective interpersonal and leadership skills that promote quality, align to the NAEYC code of ethical conduct, and meet state program requirements. This course requires



one semester-long experience in early learning environments, other than those in a school setting. This is the non-licensure seminar/leadership course for students who are not pursuing BK licensure. As needed. 12 credit hours. PRE Designated.

### **CHEM 103 INTRODUCTORY CHEMISTRY**

Recommended for non-science and nursing majors. Emphasis on application of the basic principles of chemistry. Topics include the scientific method, chemical measurements, dimensional analysis, fundamental chemical nomenclature, chemical reactions, stoichiometry, and applications of chemistry. Lab included. (Lab fee.) Prerequisites: Placement out of MATH 100 (or its equivalent for transfer students) and no previous college credit for chemistry with a grade of "C" or higher. Fall and Spring; Summers variable. 4 credit hours.

### **CHEM 111 GENERAL CHEMISTRY I**

Recommended for first-year science and mathematics majors. This course is the first of a two-semester comprehensive coverage of the fundamental laws and theories of chemistry. Topics include scientific measurements, dimensional analysis, chemical formulas, nomenclature, stoichiometry, reactions in aqueous solutions, gas laws, electronic structure of the atom, and physical properties. Lab included. (Lab fee.) Prerequisite: Mathematics, Advanced High School Algebra recommended. (This course may not be used with CHEM 103 to meet basic science course requirements.) Fall. 4 credit hours.

### **CHEM 112 GENERAL CHEMISTRY II**

This course is a continuation of CHEM 111. Topics include solutions, chemical thermodynamics, chemical equilibrium calculations, reaction rates and kinetics, acid-base equilibria, chemical bonding, and molecular geometry. Lab included. (Lab Fee: \$30. 00) Prerequisite: CHEM 111 with minimum grade of "C." Spring. 4 credit hours.

### **CHEM 201 ORGANIC CHEMISTRY I**

Basic principles of bonding, conformational analysis, and structure of simple hydrocarbons, alcohols, and alkyl halides. Emphasis is placed on substitution, elimination, and addition reactions. An introduction to functional group analysis of reactivity and chemical synthesis is also included. The laboratory involves introduction to preparatory organic chemistry with emphasis on purification and characterization techniques. Lab included. (Lab fee.) Prerequisite: CHEM 112 with a minimum grade of "C." Fall. 4 credit hours.

### **CHEM 202 ORGANIC CHEMISTRY II**

Study of the structure and reactivity of dienes, aromatic molecules, alcohols, ethers, aldehydes, ketones, and carboxylic acid derivatives. Emphasis is placed on mechanistic analysis of reactions and chemical synthesis. The laboratory involves the introduction of spectroscopic and chromatographic methods as well as a continuation of preparatory techniques.

Lab included. (Lab fee.) Prerequisite: CHEM 201 with a minimum grade of "C." Spring. 4 credit hours.

### **CHEM 301 ANALYTICAL CHEMISTRY**

Introduction to modern analytical chemistry. Emphasis on theory and practice of fundamental principles of analysis, solution equilibria, and electrochemistry. Lab included. Prerequisite: CHEM 201. Fall, as needed. 4 credit hours.

### **CHEM 302 INSTRUMENTAL ANALYSIS**

Emphasis on spectroscopy and separation techniques, instrumentation theory, quantitative/qualitative analysis. Lab included. Prerequisite: CHEM 201. Spring, as needed. 4 credit hours.

### **CHEM 310 ENVIRONMENTAL CHEMISTRY**

Application of the fundamental principles of chemistry and chemical thermodynamics to understand the chemical processes in the atmosphere, hydrosphere, and lithosphere. Lab included. Prerequisite: CHEM 112 with a minimum grade of "C." Spring, as needed. 4 credit hours.

### **CHEM 351 INORGANIC CHEMISTRY**

Survey of fundamental principles in inorganic chemistry. The course will focus on the bonding, structure, and reactivity of main group and coordination compounds as well as organometallic species of the transition metals. Aspects of bioinorganic chemistry will also be discussed. The laboratory will provide instruction in various techniques in preparatory inorganic chemistry. Lab included. Prerequisite: CHEM 202. Spring, as needed. 4 credit hours.

### **CHEM 380 FORENSIC CHEMISTRY**

Study of chemical microscopy as applied to forensic science focusing on the use of the polarized light microscope, identification of unknowns, sample-preparation techniques, and the fundamental chemical principles applied to each. Other topics include crime scene analysis, fingerprint analysis, ballistics comparison, and toxicology. Prerequisite or Co-requisite: CHEM 112. Spring, as needed. 4 credit hours.

### **CHEM 385, 386 PRACTICUM IN CHEMISTRY**

Practical experience in designing, setting up, and teaching laboratory. Recommended for all chemistry majors, and required for those planning to teach. No more than two hours credit may be used toward filling major requirements. Prerequisite: Approval of department chair and laboratory instructor(s). As needed. 1 credit hour each semester.

### **CHEM 391, 491 CHEMISTRY SEMINAR**

Directed reading, study, and discussion designed to re-emphasize the fundamental principles of chemistry, to correlate and summarize the coursework of the major program and related fields, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Prerequisites: CHEM 202 is the prerequisite

for CHEM 391 and CHEM 391 is the prerequisite for CHEM 491. WI3(IL\*). This course meets the Professional Readiness Experience graduation requirement. Fall and Spring. 1 credit hour each semester.

### **CHEM 401 PHYSICAL CHEMISTRY I**

Emphasis on fundamental laws of thermodynamics, equations of state, and phase equilibria. Lab included. Prerequisites: CHEM 201 and MATH 152. Fall, as needed. 4 credit hours.

### **CHEM 402 PHYSICAL CHEMISTRY II**

Emphasis on fundamentals of physical and chemical kinetics, solution equilibria, and introduction of quantum mechanics. Lab included. Prerequisite: CHEM 401. Spring, as needed. 4 credit hours.

### **CHEM 405 TOPICS IN ADVANCED CHEMISTRY**

Study of specific areas in chemistry not covered by other upper-level courses. Course content will vary and will reflect student and faculty interests. Prerequisites: CHEM 111 and permission of the instructor. As needed. 1-4 credit hours.

### **CHEM 420 AQUATIC CHEMISTRY**

This course will focus on the geochemical processes that control the composition of surface and ground waters, both in their pristine and contaminated state. It will also familiarize the students with publicly-available computer codes which are the standard in the environmental industry. Lab included. Prerequisite: CHEM 112. Fall, as needed. 4 credit hours.

### **CHEM 422 BIOCHEMISTRY**

This course covers the basics and principles of biochemistry. Topics covered include examining the structure and function of biomolecules, including carbohydrates, lipids and proteins. Additional topics include enzyme action, metabolism, signal transduction, and pharmacology and toxicology aspects. Lab included. Prerequisite: CHEM 202 with minimum grade of "C." Fall. 4 credit hours.

### **CHEM 493, 494 INTERNSHIP IN CHEMISTRY I AND II**

A hands-on experience to increase skills and knowledge in the student's major area of interest within an organization outside of the classroom. As needed. 1-3 credit hours.

### **CHEM 495, 496 INDEPENDENT STUDY**

Individual work designed to meet the needs and interests of exceptionally qualified students. Time and credits by arrangement in semester prior to term in which work is done. As needed. 1-3 credit hours each semester.

### **CISS 160 INTRODUCTION TO COMPUTER INFORMATION SYSTEMS**

For non-business majors. A general introduction to computer information systems, with an emphasis on the application

of Microsoft Office tools for business, such as spreadsheets, databases, and web development. As needed. 3 credit hours.

### **CISS 201 PROGRAMMING LANGUAGE**

A first language course in computers that introduces students to programming, programming logic, and structured programming methods. Spring. 3 credit hours.

### **CISS 202 PROGRAMMING LANGUAGE II**

An intermediate programming course focusing on object-oriented programming concepts like classes, encapsulation, inheritance, and polymorphism. The class will also include the topics of graphical user interfaces, file input/output and exception handling. Utilizes an object-oriented language. Prerequisite: CISS 201. Fall. 3 credit hours.

### **CISS 280 PROGRAMMING IN PYTHON**

A study of the basics of programming with Python. Emphasis on expressions, variables, conditionals, loops, lists, sets, dictionaries, functions, objects, and exceptions. Topics will also include program design, Boolean logic, debugging, input/output, and object-oriented programming. As needed. 3 credit hours.

### **CISS 281 PROGRAMMING IN JAVA**

The basics of object-oriented programming with Java, including expressions, variables, conditionals, loops, classes, and objects. Topics will also include program design, Boolean logic, debugging, input/output, and object-oriented programming. Fall, odd years. 3 credit hours.

### **CISS 285 C PROGRAMMING LANGUAGE**

An introduction to the language, syntax, style, and design of C programs. Emphasizes the use of C for low-level design and graphics, including extensions to C++. Fall, even years. 3 credit hours.

### **CISS 300 MANAGEMENT INFORMATION SYSTEMS**

A general introduction to management information systems theories and concepts, including the organizational role of information systems, prevalent information and communication technologies, and information systems development processes, with an emphasis on tools such as Excel. Fall and Spring. 3 credit hours.

### **CISS 350 INTRODUCTION TO MULTIMEDIA PROCESSING**

The study of basic topics in digital multimedia from Computer Science point of view. The class will include introduction to image, sound and video representation in digital form and the study of

the basic algorithms for image, sound and video manipulation. Students will need to write their own programs in Java or C/C++ to manipulate multimedia objects. Prerequisite: CISS 201. As needed. 3 credit hours.

**CISS 352 PRINCIPLES OF PROGRAMMING WITH COBOL**

Computer problem solving using COBOL as a vehicle. Prerequisite: CISS 201. As needed. 3 credit hours.

**CISS 360 ASSEMBLY LANGUAGE PROGRAMMING AND ARCHITECTURE**

Low-level programming in assembly language and an introduction to principles of hardware design. Prerequisite: CISS 201. (IL\*) Fall, odd years. 3 credit hours.

**CISS 361 OPERATING SYSTEMS AND COMPUTER ARCHITECTURE**

Survey operating systems and principles of operating systems. Examine principles of LINUX design and programming. Prerequisite: CISS 201. Spring, even years. 3 credit hours.

**CISS 371 SYSTEMS ANALYSIS AND DESIGN**

Study of the systems development life cycle (SDLC) with focus on the planning, analysis, and design processes. Emphasis is placed on the design and development systems, including the software and databases that are needed to support the business needs of organizations. Prerequisite: CISS 300. Fall. 3 credit hours.

**CISS 375 INTRODUCTION TO COMPUTER AND NETWORK SECURITY**

The study of computing security vulnerabilities and techniques and tools for developing secure applications and practicing safe computing. Prerequisite: CISS 201. As needed. 3 credit hours.

**CISS 380 DATA STRUCTURES AND ALGORITHM ANALYSIS**

A study of basic data structures, graphs, algorithm design and analysis, memory management, and system design. Prerequisite: CISS 202. Spring. 3 credit hours.

**CISS 423 SURVEY OF PROGRAMMING LANGUAGES**

Introduction to the history and design of programming languages. The applicability of languages to special uses such as Fortran, Pascal, Ada, Oberon, Object Pascal, C++, Smalltalk. Examination of the modern concepts of object-orientation and functional programming. Prerequisite: CISS 201. Spring, odd years. 3 credit hours.

**CISS 425 PROGRAMMING FOR ANDROID DEVICES**

A study of the basics of Android programming. Emphasis on how to design and implement an app both for Android phone and Android tablet. Topics will include designing graphical user interfaces, flow control and data structures, working with multimedia and basic graphics. Prerequisite: CISS 201. As needed. 3 credit hours.

**CISS 426 IPHONE AND IPAD PROGRAMMING**

A study of the basics of programming in Objective-C using Cocoa framework. This is the technology used for programming iPhone and iPad apps. Emphasis on how to design and implement an app for these devices. Topics will include designing graphical user interfaces, flow control and data structures, working with multimedia, databases and World Wide Web. Prerequisite: CISS 202. As needed. 3 credit hours.

**CISS 432 INFORMATION SYSTEMS PROJECT MANAGEMENT**

This course examines the characteristics of information technology projects, especially involving the development of software-intensive systems, and introduces the student to a variety of project management techniques. Prerequisite: CISS 300. Fall, odd years. 3 credit hours.

**CISS 433 DATABASE MANAGEMENT**

Beginning and intermediate topics in data modeling for relational database management systems. Major emphasis is placed on understanding the various database management functions and providing database support for organizations. Prerequisite: CISS 300 for CIS majors and CISS 201 for CS majors. Spring. 3 credit hours.

**CISS 440 ARTIFICIAL INTELLIGENCE**

Basic concepts and techniques of artificial intelligence. Natural language, search strategies and control, and applications. Prerequisite: CISS 201. Spring, odd years. 3 credit hours.

**CISS 450 COMPILER DESIGN**

Principles of compiler construction and the building of operating systems. Prerequisites: CISS 380 and CISS 361. As needed. 3 credit hours.

**CISS 460 DATA COMMUNICATIONS AND NETWORKING**

Introduction to concepts of computer network operating systems, telephony, routing, packets, and distributed processing. Prerequisite: CISS 300 for Computer Information Systems majors and CISS 201 for Computer Science majors. Fall. 3 credit hours.

**CISS 470 STRATEGIC INFORMATION MANAGEMENT**

Prepares the student to develop an understanding and appreciation for the impact of information systems on the economy and business performance, emerging public technology infrastructure and its role in the modern organization, electronic business applications, and technology-driven business models and strategies. Capstone Course. Prerequisite: CISS 300 and Senior Status. Spring. 3 credit hours.

### **CISS 471 SOFTWARE ENGINEERING**

The study of structured programming, systems analysis, and systems design techniques. Topics include top-down design, software design metrics, project management, program correctness, and the use of computer-aided software engineering (CASE) and configuration management tools. Problems of software engineering and design for graphical user interfaces are discussed. WI3. (Cross-listed with Computer Science). Prerequisite: CISS 380. Fall. 3 credit hours.

### **CISS 480 TOPICS IN COMPUTER SCIENCE**

A specialized study of various computer science developments. Topics will vary from semester to semester. Students may take the course more than once. As needed. 3 credit hours.

### **CISS 481 CAPSTONE PROJECT IN COMPUTER SCIENCE**

In this class, the student will build medium-sized fully functional software. Under the supervision of the instructor, the student will choose the problem and then go through all the phases of software development: requirement analysis, design, implementation, and testing. The student will need to develop both design documents like use cases and various UML diagrams and working, fully tested computer code with graphical use interface. WI3. Prerequisite: CISS 471. Spring. 1 credit hour. PRE Designated.

### **CISS 485 TOPICS IN COMPUTER INFORMATION SYSTEMS**

A specialized study of various computer science developments. Topics will vary from semester to semester. Students may take the course more than once. As needed. 3 credit hours.

### **CISS 497, 498 INTERNSHIP IN COMPUTER SCIENCE OR COMPUTER INFORMATION SYSTEMS**

By special arrangement with the approval of the department chair. As needed. 3 credit hours. CISS 497 - PRE Designated.

### **CJAD 205 INTRODUCTION TO CRIMINAL JUSTICE**

This course provides an introduction to the criminal justice system. The primary goal of this course is to develop a general understanding of the criminal justice system and its response to crime in society today. Students will consider crime in the U. S. , explore the key elements of the criminal justice system (police, courts, and corrections), and examine a number of special issues relevant to criminal justice today. Fall, Spring. 3 credit hours.

### **CJAD 210 CRIMINAL LAW**

This course provides students with a description of the fundamental nature of law, an overview of general legal principles, and a discussion of the historical development

of criminal law and its contemporary form and function in American society today. (IL\*). WI3. Fall. 3 credit hours. .

### **CJAD 230 CRIMINAL JUSTICE PROCEDURES - LAW AND PRACTICE**

This course will provide a detailed examination of the procedures utilized in the criminal justice system as they relate to criminal law and the administration of justice. Court decisions that have shaped police procedures in the 21<sup>st</sup> Century will be emphasized. Spring. 3 credit hours.

### **CJAD 320 ETHICS IN CRIMINAL JUSTICE**

This course provides students with an introduction to diversity and morality and scope of ethics, particularly as its many problems and diverse perspectives intersect with those ongoing controversies found in the everyday world of crime, law and justice. Ethics involves the study of many different themes and issues, including concepts such as good, duty, obligation, virtue, freedom, rationality, and choice, as well as the ways in which each of these notions informs the dilemmas we face, the choices we make, and the actions we undertake. The themes that this ethics course explores underlie many circumstances we routinely confront as individuals, groups, organizations, communities, and cultures. The immediate aim of this course is to encourage critical reflection on these concepts and concerns, recognizing their significance to and contemplating their value for people in various social contexts. Spring. 3 credit hours.

### **CJAD 360 CRIMINAL INVESTIGATION**

This course provides the student with a working knowledge of criminal investigation principles, techniques, law, and procedure. The investigation process is studied from basic theoretical concepts to the application of the basic elements for prosecution of criminal cases. Included is a study of crime scene investigation, interrogation, burglary, assault, sex crimes, death cases, homicide and murder, organized crime and terrorism. Spring. 3 credit hours.

### **CJAD 400 SPECIAL TOPICS IN PUBLIC SAFETY**

This course will include special topics that provide insight into the criminal justice system and processes to include areas of law enforcement, the judiciary, corrections, penology, public safety, homeland security, terrorism, intelligence and other timely 21<sup>st</sup> Century criminal justice areas. Annually. 3 credit hours.

### **CJAD 410 PHILOSOPHY OF CRIMINAL JUSTICE**

The major focus is the alternatives for dealing with law violations and relating underlying ideas, such as responsibility and insanity. Central to this investigation will be a concern for the justification of punishment, legitimacy of alternatives to punishment, justification for considering illegal acts as products of disease, and the reconcilability of a system of



punishment with a deterministic view of human behavior. Spring, odd years. 3 credit hours.

### **CJAD 420 ADMINISTRATIVE DECISION MAKING FOR PUBLIC SAFETY**

A course in public safety decision making with considerable emphasis on management styles and their effect on the operation of the police force and related public safety agencies. Fall, even years. 3 credit hours.

### **CJAD 430 CRIMINAL JUSTICE THEORY AND RESEARCH**

A discussion and practical application in operations research as it applies to police department, prosecution management, court scheduling, corrections recidivism, probation and parole. The common theme is the use of quantitative analysis to understand phenomena, to solve problems, and to provide policy guidance. Fall, even years. 3 credit hours.

### **CJAD 440 TRENDS IN CRIMINAL JUSTICE**

An examination of the latest methods and approaches in the criminal justice system. Emphasis is on police, courts, and corrections. Spring, even years. 3 credit hours.

### **CJAD 450 INTERNATIONAL ISSUES IN PUBLIC SAFETY**

An overview and insight into nature and complexity of current international public safety issues. The course will focus on globalization, comparative aspects of the rule of law, the critical need for international communication and cooperation, and evolving transnational crime. Specific topic areas to be addressed include: research on the internet, policing in other countries, terrorism, cybercrime, money laundering, and trafficking in drugs, people, and arms. Fall, even years. 3 credit hours.

### **CJAD 460 CYBERCRIME**

An overview of the legal and social implications of technological crimes. Emphasis will be placed on understanding and managing cybercrimes including theoretical implications, prevention, law enforcement investigation and prosecution of cybercrimes. Fall, odd years. 3 credit hours.

### **CJAD 470 HOMELAND SECURITY, TERRORISM AND INTELLIGENCE**

This course provides information about three important subjects: Homeland Security – Terrorism Intelligence. These interconnected topics often dominate today's news events and are critically important to our communities and nation. This course will provide a scholarly approach to the study of terrorism, but also incorporates the real-world experience of federal agents, police officers, and soldiers tasked with preventing the next terrorist attacks in our country. This approach will provide students with a unified and cutting-edge understanding of terrorism, intelligence, and

homeland security and their interrelationship as an emerging international threat. Spring, odd years.

### **CJAD 495, 496 INDEPENDENT STUDY**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student initiated research course that includes a written project J paper. Prerequisite: Approval by the professor offering the study. Student's major department, and concurrence of the Dean/Chair. As needed. 3 credit hours.

### **CJAD 497, 498 PUBLIC SAFETY INTERNSHIP**

Designed for students enrolled full-time in the criminal justice program, to enhance academic experience by providing an opportunity to acquire a working knowledge of the practical aspects of the criminal justice system. Each semester. 3 credit hours. PRE designated.

### **CJAD 499 CRIMINAL JUSTICE FIELD EXPERIENCE**

This course provides students with opportunities to integrate knowledge, values and work skills acquired during the completion of their academic curriculum. Each semester. 1-9 credit hours. PRE designated.

### **COMM 220 DIGITAL MEDIA CONVERGENCE**

Media convergence is the use of multiple mediums to create new media. This course teaches the basics of visual literacy, digital photography, digital audio, digital video, and design. Students learn how these basics combine to produce a multimedia production. NOTE: This course is the prerequisite for all production classes. (Lab fee.) Fall and Spring. 3 credit hours.

### **COMM 230 TECHNOLOGY AND AMERICAN SOCIETY**

Surveys the evolution of communication and information technology from Gutenberg to the Information Superhighway. Special emphasis is placed on the historical development of communication media and their influence on society and culture as well as business, economic and political systems in the western world. Fall and Spring. 3 credit hours.

### **COMM 233 SPEECH**

Instruction in the art of public speaking including creation of material, safe physical preparation and long-term care of the student's voice. This is an activity course, which emphasizes performance. Fall and Spring. 3 credit hours.

### **COMM 235 DEBATE**

Not restricted to communication majors. Training and practice in the principles of college debate. Intercollegiate competition. As needed. 1 credit hour.

### **COMM 238 ANNOUNCING**

Emphasizes vocal performance skills essential to successful communication through electronic media. Looks into ways of conveying mood and message content effectively. Includes guidelines for proper pronunciation, articulation, voice quality and English usage. Also covers working with cameras in specialized announcing situations encountered in the broadcasting industry. (Lab fee.) Prerequisite: COMM 220. Spring. 3 credit hours.

### **COMM 255 PHOTOGRAPHY**

Introduction to basic photography skills, including composition and techniques. Student must provide his/her own digital media and photographic printing papers. (Additional cost and lab fee.) Concurrent participation in newspaper staff is highly recommended. Prerequisite: COMM 220 or permission of instructor. Fall and Spring. 3 credit hours.

### **COMM 256 INTERMEDIATE PHOTOGRAPHY**

More advanced photographic work in the studio and in available light conditions. Black and white and color photography is used to communicate ideas and concepts visually. Intermediate Photography is the second in a series of pure photography classes designed to prepare the student for work in the photographic industry, as a freelance photographer or photojournalist. (Additional cost and lab fee.) Prerequisite: COMM 255. Fall. 3 credit hours.

### **COMM 270 NEW MEDIA SURVEY**

An introduction to the variety of New Media resources provided by the Internet. The use of the Internet as a research tool is emphasized. (Lab fee.) WI3. Spring. 3 credit hours.

### **COMM 285 COMMUNICATION IN SPORT**

An examination of the interrelationship and symbiotic relationship between sports and media in today's society. This course will utilize various broadcast, print, and electronic media to examine how they are vital to the success of the sport organization and how they shape and reinforce cultural values. Cross-listed with SPMG 285. (Lab fee.) Fall and Spring. 3 credit hours.

### **COMM 310 DIGITAL MEDIA WRITING**

The study and practice of writing for the media. Provides experience in writing for newspapers, corporate publications, television, radio, film, and the Internet. Prerequisite: COMM 220 or permission of instructor. (Lab fee.) WI3. Fall and Spring. 3 credit hours.

### **COMM 313 PRINCIPLES OF PUBLIC RELATIONS**

An examination of theory, procedure and practice in public relations. Surveys the duties of the PR practitioner. Provides an overview of campaign design, fundraising, budgeting, issues management, contingency planning,

problem analysis and use of research tools. Emphasis is on the professional practices and ethical standards important to effective communication within organizations and between organizations and their publics. (Lab fee.) Prerequisite: COMM 220 or permission of instructor. Fall. 3 credit hours.

### **COMM 314 PUBLIC RELATIONS COPY WRITING**

Fundamentals of public relations writing including preparation of press releases and backgrounders, brochures and flyers, newsletters, press kits and news releases, institutional advertising copy, executive speeches and annual reports. Emphasis is on the basics of grammar, style and format. (Lab fee.) WI3. Prerequisites: COMM 220 and COMM 310. Fall. 3 credit hours.

### **COMM 315 PUBLIC RELATIONS TECHNIQUES**

Techniques and skills used in preparing public relations packages for print and electronic media. This course develops a framework for understanding how the various tasks and concepts used in public relations work comes together to shape a campaign that is based in theory. (Lab fee.) Prerequisites: COMM 313 and COMM 314. Spring. 3 credit hours.

### **COMM 320 MEDIA OPERATIONS AND MANAGEMENT**

An overview of media operations, management and personnel. Introduces the basic aspects of media from the early years to the present. Introduction to public relations, advertising, marketing and sales in the media. Spring. 3 credit hours.

### **COMM 342 AUDIO PRODUCTION**

Recording techniques, advertising design and spot production. Includes work in vocal delivery, microphone technique, and digital multi-track recording and mixing for audio and video postproduction. (Lab fee.) Prerequisite: COMM 220 or permission of instructor. Spring. 3 credit hours.

### **COMM 350 FILM LITERATURE AND CRITICISM**

An overview of the history of cinema and the development of film conventions in visual communication. Looks at film as an art form and a social force. As needed. 3 credit hours.

### **COMM 351 COMMERCIAL PHOTOGRAPHY**

Provides photographic experience representative of that typical in professional commercial still photography. Techniques, assignments, expectations, working conditions, types of photographic products, studio procedures, and the marketing and management of the commercial studio will be covered. Commercial photographic techniques will be applied in practical assignments. (Additional cost and lab fee.) Prerequisites: COMM 255 and COMM 256. Fall. 3 credit hours.

### **COMM 359 TOPICS IN FILM**

Analysis and discussion of the cinema. Topics will be determined by the films screened at the campus film festival. (Also offered as ENGL 379.) As needed. 1 credit hour.

### **COMM 360 INTRO TO DIGITAL VIDEO AND NON-LINEAR EDITING**

A basic course in digital videography and non-linear computer-based video editing that introduces students to the most basic skills and techniques of ENG field production using digital technology. (Lab fee.) Prerequisite: COMM 220 or permission of instructor. Fall. 3 credit hours.

### **COMM 370 INTRODUCTION TO COMPUTER GRAPHICS**

An introduction to computer illustration, image scanning, photographic digitizing, and layout design basics through the use of several current software packages. The use of the computer as a presentation organizer and primary presentation tool is also covered. (Lab fee.) Prerequisite: COMM 220 or permission of instructor. Fall and Spring. 3 credit hours.

### **COMM 375 LAYOUT AND DESIGN**

Publication practices and design principles common among the electronic and print media, including the Internet, magazines, newspapers, and desktop publishers. Includes the application of computer design and layout systems and software. Cross-listed as JOUR 375. Prerequisite: COMM 370. (Lab fee.) Fall. 3 credit hours.

### **COMM 379 INTERNET SEMINAR**

Advanced work with the Internet in selected areas of research, interpersonal communication, data storage and retrieval and multimedia applications. As needed. 1 credit hour.

### **COMM 380 COMMUNICATION THEORY**

A detailed treatment of the factors involved in the exchange of ideas and information; emphasis upon philosophical bases, types of media, and research techniques. WI3. Prerequisite: ENGL 102, COMM 220 and COMM 310. (IL\*) Spring. 3 credit hours.

### **COMM 400 SPECIAL TOPICS IN COMMUNICATION**

Specialized study in selected areas of the communication industry. Course content will vary and will reflect current developments in the industry and respond to student interest and need. (Lab fee.) As needed. 1-3 credit hours (variable).

### **COMM 401 STUDENT RADIO STAFF**

Practical experience and instruction in all phases of radio station operations through the facilities of WGWG-FM, the university's radio station. Hands-on opportunities are available in audio production, air-shift performance, and management procedures. Prerequisites: COMM 238, COMM

320 and COMM 342 or permission of instructor. As needed. 1 credit hour.

### **COMM 402 STUDENT TELEVISION STAFF**

Practical experience and instruction in writing, producing and editing television programming for cable distribution. Prerequisites: COMM 238 and COMM 360 or permission of instructor. As needed. 1 credit hour.

### **COMM 417 THE KENNEDYS' USE OF THE MEDIA AND PUBLIC RELATIONS**

An examination of the Kennedys' (especially JFK and Jackie) use of the media (especially television and still photography) and public relations, specifically during the White House Years (and the months following JFK's death) to shape and continually refine the image of the JFK presidency. The Kennedy family's role in politics and history and, of course, the "myth" of Camelot will also be explored. (Lab fee.) Spring. 3 credit hours.

### **COMM 449 PUBLIC RELATIONS PORTFOLIO**

An opportunity for the student to develop the public relations portfolio. Body of work will encompass wide range of sample projects and areas of experience and expertise. (Additional cost and lab fee.) Prerequisites: COMM 313, 314, and 315 or consent of instructor. Spring. 3 credit hours.

### **COMM 451 IMAGING TECHNOLOGIES**

Image manipulation in black and white and color from original digital sources and scanned negatives. Image work is designed to achieve visual objectives. Techniques learned apply to the portrait studio, publishing and the Internet. (Additional cost and lab fee.) Prerequisite: COMM 370. Spring. 3 credit hours.

### **COMM 459 PORTFOLIO**

An opportunity for the student to develop the photographic portfolio. Body of work should focus on the student's area of interest, e. g. , portraiture, product photography, photojournalism, landscape or photographic art. (Additional cost and lab fee.) Prerequisites: COMM 255, 256, and 351 or consent of instructor. Spring. 3 credit hours.

### **COMM 460 INTERMEDIATE DIGITAL VIDEO AND NON-LINEAR EDITING**

A more advanced course in digital videography and non-linear computer-based video editing in which students produce longer news, feature and/or dramatic projects. (Lab fee.) Prerequisite: COMM 360 or equivalent. Spring. 3 credit hours.

### **COMM 469 VIDEO AND FILM PORTFOLIO**

An opportunity for the student to develop the video and film portfolio. Body of work will encompass long-form program genres such as documentaries and movies. (Lab fee.) Prerequisites: COMM 360 and COMM 460 or equivalent. Spring. 3 credit hours.

**COMM 470 ADVANCED COMPUTER GRAPHICS**

Advanced work in Adobe Photoshop and other applications used in publication preparation and multimedia design. (Lab fee.) Prerequisite: COMM 370. Fall. 3 credit hours.

**COMM 472 WEB PUBLISHING**

Application of graphic, illustration, photographic, and word processing programs in production of webpages on the Internet. HTML code and JAVA script is introduced. Emphasis is placed on visual design, message effectiveness, and site efficiency. Each student will produce his or her own webpages. (Lab fee.) Prerequisite: COMM 370. Spring. 3 credit hours.

**COMM 475 COLOR AND TYPOGRAPHY**

Specialized study in color and typography as it relates to all areas of visual communication. Prerequisite: COMM 370. (Lab fee.) Fall. 3 credit hours.

**COMM 479 GRAPHIC DESIGN PORTFOLIO**

An opportunity for the student to develop the graphic design portfolio. Body of work will encompass wide range of sample projects and areas of experience and expertise. (Additional cost and Lab Fee.) Prerequisites: COMM 370, 470, and 472 or consent of instructor. Spring. 3 credit hours.

**COMM 480 LEGAL AND ETHICAL ISSUES IN MASS MEDIA**

Theory and practice of media law with discussion of related contemporary ethical issues. Particular attention will be paid to ways the emergence of the World Wide Web is challenging traditional solutions to communication problems. Fall. 3 credit hours.

**COMM 490 INDEPENDENT STUDY**

Supervised study and/or advanced hands-on development of skills and techniques in one of many disciplines offered in Communication Studies. Prerequisites: (1) Completion of course sequence in area of interest; (2) approval of instructor and department chair. As needed. 1-3 credit hours (variable).

**COMM 491 AND 493 INTERNSHIPS**

491 is for the first internship experience and 493 is for the second internship experience. Prerequisites: Completion of 21 credit hours in major/concentration or permission of instructor. Fall, Spring, and Summer. 3 credit hours. PRE Designated.

**CRLT 101 CRITICAL LITERACY**

A critical examination of language integrating reading and writing. Developing the ability to become rhetorically aware of the complexity of language by reading and analyzing challenging texts and writing informed responses. Students may not take CRLT 101 for credit if they already have credit for ENGL 101 or 102. Fall and Spring. 3 credit hours.

**ECED 270 CRITICAL COMPONENTS OF SPECIAL EDUCATION**

This course is designed to provide a foundational understanding of the components of special education while providing opportunities to explore and research various critical issues and trends that impact the field. Students will analyze the laws and policies regarding the education of students with disabilities. Principles regarding Free Appropriate Public Education (FAPE) and the Least Restrictive Environment (LRE) will be examined and evaluated. An understanding of various categories of disability with a focus on high-incidence disabilities will be developed. Students will determine the appropriateness of special education eligibility by examining the referral to placement process. Prerequisites: EDUC 250 with a "C" or better; EDUC 350 with a "C" or better. As needed. 3 credit hours.

**ECED 370 SPECIALLY DESIGNED INSTRUCTION FOR EXCEPTIONAL LEARNERS**

This course is designed to investigate and explore a variety of assessment and evaluation procedures used to determine the needs of the exceptional learner. A focus of this course will be understanding the definition of specially designed instruction as the primary justification to providing special education services to a student with a disability. Emphasis will be placed on curriculum based assessments, progress monitoring, observation techniques, and the use of formative and summative evaluations to design appropriate learning experiences that meet the individual needs of the exceptional learner. Evaluation types for the monitoring of progress towards IEP goals as required by federal and state regulations, as well as the requirements for reporting progress will be analyzed. Types of modifications and accommodations will be evaluated and analyzed in order to determine which compliment curriculum, assessment, and are necessary to allow students access to the general education curriculum and environment. The learner will become familiar with federal and state regulations, as well as the policies governing testing participations, accommodations and modifications which mandate requirements for assigning, implementing, and monitoring accommodations and modifications as outlined in an Individualized Education Plan (IEP) or 504 Plan. Prerequisites: EDUC 250 with a "C" or better; EDUC 350 with a "C" or better; ECED 270 with a "C" or better. As needed. 4 credit hours.

**ECED 380 COMMUNICATION AND COLLABORATION WITH STAKEHOLDERS**

This course is designed to provide communication strategies that should be used when working with the family, caregivers, related service providers, and outside support agencies of students with special needs. Professionals who support the student and the family will be identified. Techniques for involving professionals and other support persons who work



with the exceptional needs student and the family will be explored. Community agencies and support systems for the student as well as family will be analyzed. The importance of conferencing with the family and professionals will be examined. The role of the educator in connecting families with appropriate school-based and community-based resources will be developed. The role of the surrogate parent in the IEP process will be analyzed. Prerequisites: EDUC 250 with a "C" or better; EDUC 350 with a "C" or better; ECED 270 with a "C" or better. As needed. 3 credit hours.

### **ECED 425 PROVIDING INSTRUCTION-CONTINUUM OF ALTERNATIVE EXCEPTIONAL CHILDREN PLACEMENTS THIS ECED 270 CRITICAL COMPONENTS OF SPECIAL EDUCATION**

This course is designed to provide a foundational understanding of the components of special education while providing opportunities to explore and research various critical issues and trends that impact the field. Students will analyze the laws and policies regarding the education of students with disabilities. Principles regarding Free Appropriate Public Education (FAPE) and the Least Restrictive Environment (LRE) will be examined and evaluated. An understanding of various categories of disability with a focus on high-incidence disabilities will be developed. Students will determine the appropriateness of special education eligibility by examining the referral to placement process. Prerequisites: EDUC 250 with a "C" or better; EDUC 350 with a "C" or better; EDUC 270 with a "C" or better. As needed. 3 credit hours.

### **ECON 201 FREE ENTERPRISE**

Explores the economic implications, history, and philosophy of the free enterprise system. For non-business and beginning business majors. As needed. 3 credit hours.

### **ECON 203 PRINCIPLES OF ECONOMICS I (ECONOMICS AND THE FREE MARKET SYSTEM)**

Explores the economic implications, history and philosophy of the free enterprise system with special attention to national income theory; money, banking and the Federal Reserve system; Keynesian and Classical theories and the mechanics of the business cycle. Fall and Spring. 3 credit hours.

### **ECON 204 PRINCIPLES OF ECONOMICS II**

Study of microeconomic concepts, price theory, behavior of the firm, market structure, and income distribution. Prerequisite: Economics 203. Fall and Spring. 3 credit hours.

### **ECON 302 MONEY AND BANKING**

Analysis of Federal Reserve System and monetary policy, the role of money in determination of national income, role and development of commercial banks, and the basic elements of international finance. Prerequisite: ECON 204. Spring, even years. 3 credit hours.

### **ECON 303 INTERMEDIATE MICROECONOMICS I**

Topics include microeconomics analysis, utility and price theory, resource allocation for optimization. Prerequisites: ECON 203 and ECON 204. Spring, odd years. 3 credit hours.

### **ECON 304 INTERMEDIATE MACROECONOMICS II**

Topics include analysis of economic aggregates, national income and production, GNP, unemployment, and inflation, with an emphasis on economic forecasting as a basis for business planning. Prerequisite: ECON 204. Fall, odd years. 3 credit hours.

### **ECON 311 LABOR ECONOMICS**

Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages. Prerequisite: ECON 204. Spring, odd years. 3 credit hours.

### **ECON 401 INTERNATIONAL ECONOMICS**

An examination of the theory of international trade and international finance with coverage of such topics as comparative advantage and the reasons for international trade in products and factors of production, foreign exchange, foreign investment, balance of payments. Prerequisite: ECON 204. Spring, even years. 3 credit hours.

### **ECON 402 MANAGERIAL ECONOMICS**

Economics applied to managerial decision making. Analysis of costs, production, decision making under uncertainty. Prerequisite: ECON 303. Fall, even years. 3 credit hours.

### **ECON 403 NATIONAL INCOME AND EMPLOYMENT ANALYSIS**

Study of national income concepts, determination of national income, employment, balance of payments. Prerequisite: ECON 204. As needed. 3 credit hours.

### **ECON 404 ECONOMIC DEVELOPMENT**

A study of the process of economic development including the historical and economic factors underlying economic development. An examination of possible strategies for economic growth and development. As needed. 3 credit hours.

### **ECON 405 ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS**

The economic theory of confrontation of pollution, resource exploitation, land use. The emphasis is on examination of market failure and possible alternatives to markets in solving the problems of pollution and natural resource use. As needed. 3 credit hours.

### **ECON 480 CONTEMPORARY ECONOMIC PROBLEMS**

A seminar reviewing basic economic principles and examining contemporary economic problems confronting business

organizations. Prerequisite: ECON 204. As needed. 3 credit hours.

### **EDUC 250 TEACHING IN THE 21ST CENTURY SCHOOLS**

A course designed to be the candidates' first course orienting them to education as a profession, to Gardner-Webb University's School of Education, and to the North Carolina Professional Teaching Standards (NCPTS) and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Experiences include a clinical experience with classroom observations, exploration of a diverse range of topics, and guided research in their intended teaching area particularly in relation to the North Carolina Standard Course of Study. Because this course sets up all future expectations in the School of Education, it is the prerequisite for all other education courses and no transfer credit will be accepted for this course. (All teacher candidates, regardless of the area of licensure, will be charged a non-refundable Clinical Assessment Fee in EDUC 250 Teaching in 21st Century Schools. This fee will cover the candidate's subscriptions to TaskStream and Teachscape, as well as the required background checks. In addition, Elementary and Middle Grades candidates are required to have an iPad or tablet with video capabilities and a Teachscape Mini Kit (sold in the University Campus Shop) for every EDUC course with the exception of EDUC 250 Teaching in the 21st century.) It is highly suggested to take MATH 204 concurrently with this course. Candidates are suggested to take this course during their second semester of freshman year. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Fall and Spring. 4 credit hours.

### **EDUC 251 INTRODUCTION TO EFFECTIVE TEACHING AND LEARNING**

Teachers today are expected to not only plan research-based lessons and engage students in instruction using research-based methods, but also to assess instruction while it is happening, and after the instruction has taken place, to inform future instruction. This assessment to instruction cycle is required to ensure students are continually learning and growing. This cycle is complex. The cycle includes discipline-specific research, technical writing, data collection, data analysis, and informed planning. A specific vocabulary, both pedagogical and academic, is also required to be successful with this cycle. The purpose of this course is to provide an introduction to the requirements of effective student learning, including the vocabulary, research skills, technical writing, data collection and analysis, and informed planning. The School of Education recommends all licensure

candidates take this course. Prerequisite: "C" or better in EDUC/EDU 250. 1 credit hour.

### **EDUC 252 APPLYING PRINCIPLES OF EFFECTIVE TEACHING AND LEARNING**

Teachers today are expected to not only plan research-based lessons and engage students in instruction using research-based methods, but also to assess instruction while it is happening, and after the instruction has taken place, to inform future instruction. This assessment to instruction cycle is required to ensure students are continually learning and growing. This cycle is complex. The cycle includes discipline-specific research, technical writing, data collection, data analysis, and informed planning. A specific vocabulary, both pedagogical and academic, is also required to be successful with this cycle. The purpose of this course is to reinforce the requirements of effective student learning, including the vocabulary, research skills, technical writing, data collection and analysis, and informed planning. The School of Education recommends all licensure candidates take this course. Prerequisite: "C" or better in EDUC/EDU 251. 1 credit hour.

### **EDUC 302 LITERACY FOUNDATIONS**

This course is designed with emphasis on the literacy process as a fundamental aspect of the 21st century school curriculum. The focus is on theory, literacy development and the methods of teaching various literacy skills. Current research and practices will be examined and evaluated. Each student will be required to observe the teaching of literacy in the public school classroom. An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDUC 250 with grade of "C" or better. (IL\*) Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Fall. 3 credit hours.

### **EDUC 306 LITERACY AND LANGUAGE ARTS FOR K-9**

This course is designed to assist elementary and middle candidates with an awareness of the importance of literacy and language arts in the 21st century classroom. Candidates will be immersed in literacy and reading instruction as they develop oral and communication skills. Literacy and children's literature will be interwoven to ensure that all students achieve their full literacy potential. The overarching goal will be to examine the relationship between language arts and children's literature as the two processes are integrated while promoting a lifelong interest in books. Emphasis will be placed on many genre of literature that will support the curriculum and meet established standards. An iPad and a Teachscape Mini Kit are required for this course. Prerequisites:

EDUC 302 with a grade of “C” or better and EDUC 250 with grade of “C” or better. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Spring. 4 credit hours.

### **EDU 310 FINE ARTS INTEGRATION SEMINAR**

This seminar is designed to assist candidates in understanding an approach to teaching in which students construct and demonstrate knowledge of various content areas through art, music, and drama. Methods for integrating the fine arts with the elementary curriculum will be developed, modeled, studied, and practiced. Candidates will connect the arts to basic reading skills, literacy, writing, mathematics, cognitive skills, motivation, and social behavior. Prerequisite: “C” or better in EDUC/EDU 250. 1 credit hour.

### **EDUC 311 FINE ARTS INTEGRATION IN 21ST CENTURY SCHOOLS**

This course is designed to assist candidates in understanding an approach to teaching in which students construct and demonstrate knowledge of various content areas through art, music, and drama. Candidates will engage in a creative process which connects the various arts forms to other subject areas and meets objectives in all areas involved. Methods for integrating the fine arts with the elementary curriculum will be developed, modeled, studied, and practiced. Candidates will connect the arts to basic reading skills, literacy, writing, mathematics, cognitive skills, motivation, and social behavior through a series of lesson plans. An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDUC 250 with grade of “C” or better. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Spring. 3 credit hours.

### **EDUC 312 PRACTICUM IN LITERACY (K-9)**

A course designed to provide experiences for the pre-service teacher in the teaching of literacy and diagnosing difficulties with literacy skills on the K-6 level. Emphasis is placed on the causes of learning disabilities that affect literacy development and achievement, diagnostic instruments, standard and informal assessment procedures, report writing, and materials and methods of literacy instruction. Candidates will work with individual students and/or small groups in the public school classroom. (A materials fee will be charged for this class.) An iPad and a Teachscape Mini Kit are required for this course. Prerequisites: EDUC 250, EDUC 302 and EDU 306 with grade of “C” or better; Scores from NC Foundations

of Reading exam. For Elementary candidates only. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Fall and Spring. 3 credit hours.

### **EDUC 316 TEACHING READING AND WRITING IN THE CONTENT AREAS**

A course designed to give an overview of reading and writing development; to aid in integrating content areas with reading and writing techniques; and to explore the implications of research for teaching at the middle and secondary levels. Middle Grades Language Arts Candidates are required to register for ENGL 391 while taking this course. Co-requisite: ENGL 391 for Middle Grades Language Arts majors only. Prerequisite: EDUC 250 with grade of “C” or better. (IL\*) Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Spring. 3 credit hours.

### **EDUC 350 DIVERSE POPULATIONS IN 21ST CENTURY SCHOOLS**

A course designed to assist developing teacher candidates with the articulation and recognition of positive learning environments for the wide variety of diverse students present in 21st century schools. This diversity includes cultural, socio-economic, environmental, social, physical, academic, behavioral, and linguistic individual differences among students. Given these individual differences, candidates’ articulations would include high expectations for individuals, understanding of various resources for meeting individual needs (including the use of support specialists), and understanding strategies for enhancing communication between and among home and school environments. Prerequisite: EDUC 250 with grade of “C” or better. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Fall and Spring. 4 credit hours.

### **EDUC 375 CLASSROOM LEADERSHIP SEMINAR FOR ELEMENTARY AND MIDDLE GRADES**

This class is designed to assist Elementary and Middle Grades candidates in understanding approaches to classroom management, techniques, and procedures for establishing a supportive and positive classroom climate. Candidates will engage in multidisciplinary methods to research, evaluate, and

create classroom management practices and plans to promote a positive and safe climate for all learners. Candidates will demonstrate knowledge of typical and atypical patterns of behavior; causes and effects, and how these patterns impact instruction and learning. In addition, teacher candidates will evaluate the importance of the family and other support systems when managing student behaviors and determine how the family can support the classroom environment. Prerequisite: “C” or better in EDUC/EDU 250. 2 credit hours.

### **EDUC 410 INTRODUCTION TO CURRICULUM INTEGRATION AND ASSESSMENT**

This course will focus on understanding the various models of curriculum integration and their implementation through interdisciplinary instructional planning. Topics will include understanding the relationship between content and various disciplines and the use of multiple indicators, including formative and summative assessment, to evaluate student progress and growth as they strive to eliminate achievement gaps. An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDUC 250 with grade of “C” or better. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. WI3. Fall. 3 credit hours.

### **EDUC 432 METHODS OF TEACHING SECONDARY**

A study of current methods and materials for approved subject areas in secondary school. Emphasis will be placed on planning for instruction, the selection and implementation of appropriate teaching models, instructional materials, instructional delivery, and evaluation techniques. Prerequisites: Admission to Teacher Education; EDUC 250 with grade of “C” or better. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Spring. 3 credit hours.

### **EDUC 435 FACILITATING LEARNING IN 21ST CENTURY SCHOOLS**

Birth-Kindergarten, Elementary and Middle Grades Education candidates will build on knowledge of individual student development gained in EDUC 350 Diverse Populations in 21st Century Schools, candidates will apply that knowledge as they assess particular individual student needs, and will collaboratively plan appropriate instruction to meet those needs. Within this course, instruction and classroom management will be interwoven into every aspect of teaching

and learning. Instructional plans will include monitoring of student performance, utilization of a variety of planning models, methods, and materials, exposure to various aspects of management that will be encountered during instruction, an integration of technology and instruction that leads to application of critical thinking and problem solving skills. This course will also address preparation for the school year, communicating with parents/guardians, creating rules and procedures, motivating students to learn, and responding to inappropriate behavior. Course requirements: Taken the semester before the student teaching experience. An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDUC 250 with grade of “C” or better. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. WI3. Fall and Spring. 4 credit hours.

### **EDUC 440 CLASSROOM MANAGEMENT**

This course focuses on various strategies for establishing the types of classroom conditions and student behavior that provide optimal learning environments. Prerequisite: EDUC 250 with grade of “C” or better. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Fall. 3 credit hours.

### **EDUC 450 STUDENT TEACHING**

A 16-week period of full-time supervised teaching at the appropriate level. The Student Teaching Handbook will provide the guidelines for this course. Prerequisites: EDUC 250 with grade of “C” or better, Admission to Teacher Education for at least one year prior to student teaching, and all other coursework completed. Application deadlines are announced by the School of Education. Candidates will be charged an edTPA Assessment Fee. Attendance at student teaching seminars required. This course meets the Professional Readiness Experience graduation requirement. Fall and Spring. 12 credit hours. PRE Designated.

### **ENGL 101 COMPOSITION I**

Introduction to expository writing by process method. Grammar and mechanics as needed. Selected readings. Fall and Spring. 3 credit hours.

### **ENGL 102 COMPOSITION II**

Continuation of process writing with emphasis on argumentation, critiquing, essay examinations and research skills. Analysis of literary and non-literary texts. Prerequisite: ENGL 101. Fall and Spring. 3 credit hours.



## **ENGL 201 INTRODUCTION TO ENGLISH STUDIES**

An introduction to the many facets of English study, including research and writing methodologies, a working vocabulary of literary terms, stylistics and mechanics, the nature of the discipline, and career options. Required for all English majors; recommended for minors and students contemplating an English major or minor. Should be taken as soon as it is offered upon declaring the major or minor. Prerequisite: ENGL 102. WI3. Fall. 3 credit hours.

## **ENGL 203 NEWSWRITING**

Fundamentals of gathering and writing the news. Topics will include news values, writing leads, story structure, conducting and using interviews, story types, effective journalistic style, and copy editing using the Associated Press stylebook. Enrolled students will be contributing writers for the campus newspaper. Prerequisite: ENGL 102. Fall. 3 credit hours.

## **ENGL 204 LITERARY MAGAZINE STAFF**

Experience and instruction in the editing and design of literary magazines, focused on the production of the Gardner-Webb University literary magazine, Broad River Review. Prerequisite: ENGL 102. Fall and Spring. 1 credit hour.

## **ENGL 211 BRITISH LITERATURE SURVEY I**

Representative writers from the beginnings through the eighteenth century. Prerequisite: ENGL 102. Fall and Spring. 3 credit hours.

## **ENGL 212 BRITISH LITERATURE SURVEY II**

Representative writers from the late eighteenth century to the present. Prerequisite: ENGL 102. Fall and Spring. 3 credit hours.

## **ENGL 231 AMERICAN LITERATURE SURVEY I**

Representative writers from the Colonial period to Whitman. Prerequisite: ENGL 102. Fall and Spring. 3 credit hours.

## **ENGL 232 AMERICAN LITERATURE SURVEY II**

Representative writers from Walt Whitman to the present. Prerequisite: ENGL 102. Fall and Spring. 3 credit hours.

## **ENGL 251 WORLD LITERATURE SURVEY I**

Literature from ancient times through the 16th century in Western and non-Western cultures, excluding British and American. Prerequisite: ENGL 102. Fall and Spring. 3 credit hours.

## **ENGL 252 WORLD LITERATURE SURVEY II**

This course is the second of the World Literature survey courses, which covers material from 1650 through contemporary literatures. Selected works of literature from the Middle East, Europe, Latin America, Africa, India, Asia, the Pacific Islands and Indigenous Peoples with emphasis on non-European literatures. This course excludes literature

from the United States and England. Prerequisite: ENGL 102. Fall and Spring. 3 credit hours.

## **ENGL 270 RHETORIC**

Development of skill in rhetoric, the ancient art or discipline that deals with the use of discourse to inform or persuade or motivate an audience. Prerequisite: ENGL 102. Spring. 3 credit hours.

## **ENGL 301 ADVANCED COMPOSITION**

Intensive practice in and analysis of expository writing with emphasis on process, structure, style, and maturity of expression. Prerequisite: ENGL 102. Spring, odd years. 3 credit hours.

## **ENGL 303 PROFESSIONAL WRITING**

Study of appropriate genres and techniques of writing and editing utilized in a variety of professional occupations: desktop publishing, advanced writing skills, articles, brochures, presentation materials based on research, and newsletters. Prerequisite: ENGL 102. Spring, odd years. 3 credit hours.

## **ENGL 305 CREATIVE WRITING**

Introduction to fundamental techniques of writing fiction, poetry, and drama. Prerequisite: ENGL 102 or permission of instructor. Spring. 3 credit hours.

## **ENGL 306 POETRY WRITING**

Introduction to the conventions of poetry, in both free verse and fixed forms. Students read and write poetry in a workshop setting using a variety of techniques. Prerequisite: ENGL 305 or permission of the instructor. Fall, odd years. 3 credit hours.

## **ENGL 307 TOPICS IN CREATIVE WRITING**

Study of writing topics and genres; provides students further opportunities to develop their skills as writers. Focus will vary; possible topics will include Novel Writing, Flash Fiction, Hybrid Genres, and Poetic Forms. Prerequisite: ENGL 305. As needed. 3 credit hours.

## **ENGL 309 FICTION WRITING**

Introduction to the conventions of contemporary short fiction. Students read and write short stories in a workshop setting using basic terminology. Prerequisite: ENGL 305 or permission of the instructor. Fall, even years. 3 credit hours.

## **ENGL 311 MEDIEVAL BRITISH LITERATURE**

Study of Beowulf and other Anglo-Saxon achievements; medieval drama, romance, poetry and Chaucer. Prerequisite: ENGL 102. As needed. 3 credit hours.

### **ENGL 312 BRITISH LITERATURE FROM 1550 TO 1660**

Study of poetry, drama, and selected prose from Shakespeare's contemporaries through Milton. Prerequisite: ENGL 102. As needed. 3 credit hours.

### **ENGL 314 RESTORATION AND EIGHTEENTH-CENTURY BRITISH LITERATURE**

Selected poetry, essays and drama; includes Pope, Swift, Johnson, Goldsmith, others. Prerequisite: ENGL 102. As needed. 3 credit hours.

### **ENGL 315 BRITISH ROMANTICISM**

Major poetry of Blake, Wordsworth, Coleridge, Byron, Keats, Shelley, others; selected prose. Prerequisite: ENGL 102. As needed. 3 credit hours.

### **ENGL 316 VICTORIAN LITERATURE**

Poetry of Browning, Tennyson, Arnold, others; selected prose. Prerequisite: ENGL 102. As needed. 3 credit hours.

### **ENGL 331 MODERN BRITISH AND AMERICAN LITERATURE**

Study of representative modern writers from the beginning of the twentieth century through WWII, such as Yeats, Woolf, Eliot, Joyce, Faulkner, Welty, and Cather. Prerequisite: ENGL 102. As needed. 3 credit hours.

### **ENGL 333 FOUNDATIONS OF AMERICAN CULTURE**

A cultural/historical study of American Renaissance writers such as Hawthorne, Emerson, Stowe, Whitman, Thoreau, Dickinson, Melville, Southworth, Fern, Jacobs, and Douglas. Emphasis on the philosophical underpinnings of American culture. Prerequisite: ENGL 102. As needed. 3 credit hours.

### **ENGL 335 FACES OF SOUTHERN LITERATURE**

Study of varying aspects of Southern Literature with focus on themes, cultural populations, genres, or other regional traits. Prerequisite: ENGL 102. As needed. 3 credit hours.

### **ENGL 339 TOPICS IN AMERICAN LITERATURE**

Study by genre, ethnicity, sexuality, theme, or period of one or more of the diverse aspects of past and present American Literature. Prerequisite: ENGL 102. As needed. 3 credit hours.

### **ENGL 344 STUDIES IN CONTEMPORARY LITERATURE**

A focused and in-depth study of one contemporary author's work. The selected author usually will coincide with the Gardner-Webb University Visiting Writers Series. May be repeated up to three times. Prerequisite: ENGL 102. As needed. 1 credit hour.

### **ENGL 354 MYTHOLOGY**

An introductory course, emphasizing Greek mythology, but including myths of other cultures. Students will be expected

not only to know the myths, but also to examine the role of myth in the lives of humans and human communities, past and present, through their research and class discussion. Prerequisite: ENGL 102. As needed. 3 credit hours.

### **ENGL 356 LITERATURE AND COLONIZATION**

Study of the interaction between literature and colonization. May vary in period and may focus on a particular region, author, or theme. Prerequisite: ENGL 102. As needed. 3 credit hours.

### **ENGL 357 CARIBBEAN LITERATURE**

Study of major writers and theories of Caribbean literature, including fiction, poetry, plays, and nonfiction. May vary in period and topic, but historical questions of colonization, Disapora, race, class, and gender will be discussed. Prerequisite: ENGL 102. As needed. 3 credit hours.

### **ENGL 359 TOPICS IN WORLD LITERATURE**

Exploration of modern literary works from a global perspective. Themes, writers, and regions represented will vary. (Opportunities will be provided for the English Education major to examine practical applications of the course content in the secondary classroom.) Prerequisite: ENGL 102. As needed. 3 credit hours.

### **ENGL 363 STRUCTURE OF THE ENGLISH LANGUAGE**

Study of the structure of the English language and its development. Emphasizes grammar, but includes usage, morphology, and etymology. Prerequisite: ENGL 102. Fall, odd years. 3 credit hours.

### **ENGL 364 LANGUAGE AND LITERACY THROUGH THE TWENTY-FIRST CENTURY**

An introduction to the English language beginning with its development from Proto- Indo- European and movement over the centuries to Modern English. Emphasis on the sociotechnological landscape and the way its changing nature continually influences language and literacy. (Opportunities will be provided for the English Education and other teacher education majors to examine practical applications of the course content in the classroom.) Prerequisite: ENGL 102. Spring, odd years. 3 credit hours.

### **ENGL 373 STUDIES IN FOLKLORE**

An introductory course emphasizing verbal folklore such as folktales, legends and songs in diverse cultures. Focus may be regional, general or literary as interests dictate. Prerequisite: ENGL 102. As needed. 3 credit hours.

### **ENGL 375 STUDIES IN THE BRITISH NOVEL**

The British novel taught by periods, themes or authors as determined by the instructor. Prerequisite: ENGL 102. As needed. 3 credit hours.

**ENGL 377 STUDIES IN THE AMERICAN NOVEL**

An investigation of the American novel by periods, authors, or topics as determined by the instructor. Prerequisite: ENGL 102. As needed. 3 credit hours.

**ENGL 378 TOPICS IN LITERARY THEORY**

A focused study of a particular literary theory, critic, or debate, as determined by the instructor, with application to literary texts. Prerequisite: ENGL 102. As needed. 3 credit hours.

**ENGL 379 TOPICS IN FILM**

Ongoing discussion of cinema based on selected films. Topics will vary depending on focus of selections. (Cross-listed with Communications as COMM 359.) Prerequisite: ENGL 102. As needed. 1 credit hour.

**ENGL 391 WORKSHOP IN ENGLISH I**

Studies in the exploration, research, development and presentation of a prospectus for a major research and analytical essay on a subject appropriate to the major. May not be taken before second semester of junior year. Prerequisites: ENGL 201 for all students and EDUC 250 for English Education majors. (IL\*) Fall and Spring. 2 credit hours.

**ENGL 392 LITERARY TRAVEL**

A visit of at least a week's duration focusing on places of literary significance. Requires readings, a journal, and a paper assigned by the instructor. As needed. 1-3 credit hours (variable).

**ENGL 409 FEATURE WRITING**

Feature article writing for newspapers and magazines. Course emphasizes writing for publication. Workshop format affords students opportunity to pursue special journalistic writing interests such as sports or religious journalism. Prerequisite: ENGL 203 or permission of instructor. Spring, even years. 3 credit hours.

**ENGL 411 SEMINAR IN BRITISH LITERATURE**

Advanced study of a selected subject in British literature with emphasis on individual research, reports, scholarly exchange and analytical discussion. Prerequisite: ENGL 102. As needed. 3 credit hours.

**ENGL 413 SHAKESPEARE**

Study of representative plays and poetry. Prerequisite: ENGL 102. Spring. 3 credit hours.

**ENGL 425 VISUAL RHETORIC**

Focused study of document layout and design as taught in professional and technical writing courses. This course prepares students with practical skills for creating a range of genres emerging in public writing. Grounded in theory that reflects writing studies, students also learn to analyze genres emerging in English studies that are image-centric, such as

graphic novels. Prerequisite: ENGL 102. Even Spring. 3 credit hours.

**ENGL 427 MULTIMODAL COMPOSITION**

Focused study on ways that modes (i. e. , linguistic, visual, aural, spatial, and gestural) work together to create complex compositions. Students learn theories—influenced by the work of social semioticians, rhetoricians, and linguists—that invite them to think critically as composers about their future choices in modal designs as they are influenced by contexts, audience, culture, history, and materiality. In addition, students create their own multimodal compositions that reflect their career interests/concentrations. Prerequisite: ENGL 102. As needed. 3 credit hours. Odd Spring.

**ENGL 429 TOPICS IN NEW MEDIA STUDIES**

Examination of theories and concepts in new media studies as a field within rhetoric and composition. In addition, students will produce new media texts related to rhetorical, functional, and theoretical frameworks for understanding new media. Topics vary to represent different mediums and digital spaces. Prerequisite: ENGL 102. As needed. 3 credit hours.

**ENGL 431 SEMINAR IN AMERICAN LITERATURE**

Advanced study of a selected subject in American literature with emphasis on individual and group research, reports, scholarly exchange and analytical discussion. Prerequisite: ENGL 102. As needed. 3 credit hours.

**ENGL 434 AFRICAN AMERICAN LITERATURE**

Representative African American works from the 18th Century to the present: nonfiction, poetry, lyrics, plays, short fiction, and novels. Prerequisite: ENGL 102. As needed. 3 credit hours.

**ENGL 471 CRITICAL APPROACHES TO LITERATURE**

A study of critical approaches to literary and other texts. Focus on contemporary approaches – such as formalism, deconstruction, reader-response criticism, new historicism, gender theory and others - with practical application of theories to a range of literary texts. Prerequisite: ENGL 102. Fall. 3 credit hours.

**ENGL 475 YOUNG ADULT LITERATURE**

This course is designed to provide opportunities for students to engage in a thorough examination of the field of young adult literature. Opportunities will be provided for the student to examine practical and creative applications of the course content in order to enhance the presentation of literature in the secondary or middle grades classroom. Prerequisite: ENGL 102. Spring, odd years. 3 credit hours.

### **ENGL 481 CLASSROOM METHODS AND MANAGEMENT IN TEACHING ENGLISH**

Instruction in the techniques of teaching English in grades 9-12 in order to establish the types of classroom conditions and student behavior that provide optimal learning environments. Supervised field experience required. Prerequisites: ENGL 102 and EDUC 250. Fall, even years. 4 credit hours.

### **ENGL 483 THE TEACHING OF WRITING**

Theories, research, and practice in the teaching of writing. Prerequisites: ENGL 102 and EDUC 250. Spring, even years. 3 credit hours.

### **ENGL 491 WORKSHOP IN ENGLISH II**

Development of a research and analytical essay/presentation on a subject appropriate to the major. Supervised experience in the research, writing and presentation processes. Required of all majors. Prerequisite: ENGL 391. WI3. (IL\*) Fall and Spring. 2 credit hours. PRE Designated

### **ENGL 493 INTERNSHIP IN WRITING**

Experience involving supervised application of writing skills within an organization outside the classroom. Prerequisites: Writing course(s) above the 200-level, approval of department. Application deadlines: November 1 for Spring; April 1 for Summer and Fall. Fall, Spring, and Summer. 3 credit hours.

### **ENGL 494 WRITING PORTFOLIO**

Students will compile, revise, and edit a body of written work, whether it be creative, professional, or academic. Intended for majors and minors only. To be taken during the student's final semester, or when all writing requirements have been satisfied. Spring. 1 credit hour.

### **ESOL 332, 333, AND 334 ESL METHODS/ PRACTICUM K-6**

Special consideration is given to methods, materials, and techniques of teaching ESL in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Can be taken two more times for credit. Prerequisite: EDUC 250. Spring. 2 credit hours. ESOL 332-WI3.

### **ESOL 335, 336, AND 337 ESL METHODS/ PRACTICUM 6-9**

Special consideration is given to methods, materials, and techniques of teaching ESL in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Can be taken two more times for credit. Prerequisite: EDUC 250. Spring. 2 credit hours.

### **ESOL 338, 339, AND 400 ESL METHODS/ PRACTICUM 9-12**

Special consideration is given to methods, materials, and techniques of teaching ESL in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Can be taken two more times for credit. Prerequisite: EDUC 250. Spring. 2 credit hours.

### **ESOL 400 ESL SEMINAR**

This course is designed to provide final preparation for the ESL Education student before beginning Student Teaching. Major topics covered will be linguistic differences in English and other languages, literacy and diversity, ESL law, ESL assessment devices, and how to be a resource for other disciplines. A basic knowledge of linguistics, reading theory, and diverse populations is required. Prerequisites: ENGL 364, ENGL 363; EDUC 302, EDUC 305; SOCI 400; and ESOL 332, ESOL 335, ESOL 338, or permission of instructor. WI3. (IL\*) As needed. 3 credit hours.

### **EXSI 200 INTRODUCTION TO EXERCISE SCIENCE**

Study of the field of Exercise Science and the many sub-disciplines that are associated with this term. Opportunities are provided to identify characteristics of exercise science professionals, diverse perspectives, and current trends in the field, in addition to developing laboratory and clinical skills. Emphasis is placed on career planning, employment opportunities, and learning fundamental laboratory and clinical procedures and skills. Fall and Spring. 3 credit hours.

### **EXSI 224 NUTRITION FOR WELLNESS AND PERFORMANCE**

Study of fundamental nutritional concepts with a special focus on contemporary issues relevant to developing professionals in Exercise Science professions; applications to the support of general wellness and physical performance throughout the lifespan. (Lab fee.) Prerequisite: EXSI 200 or permission of instructor. Fall and Spring. 3 credit hours.

### **EXSI 246: CARE AND PREVENTION OF ATHLETIC INJURIES**

Study of sport and physical activity related injuries, including basic anatomy of common injuries, evaluation techniques, preventive measures to reduce the incidences of injuries and a knowledge of basic treatment procedures and modalities used after injury occurs. Legal and ethical issues will also be discussed. Prerequisites: BIOL 204 and EXSI 200 or permission of instructor. Fall. 3 credit hours.

### **EXSI 306 EXERCISE PHYSIOLOGY I**

Study of the scientific theories behind the body's acute and chronic physiological responses to exercise and training.



Special emphasis will be given to bioenergetics, exercise metabolism, systems physiology, acid-base and temperature regulation. Includes hands-on practical experience in the testing and evaluation of physiological concepts and skills. WI3. Prerequisites: BIOL 204, CHEM 111, and EXSI 200 or permission of instructor. Fall. 4 credit hours.

### **EXSI 307 EXERCISE PHYSIOLOGY LABORATORY**

Study of the fundamental concepts of Exercise Physiology through hands-on practical experience in the testing and evaluation of physiological concepts and skills discussed in EXSI 347 Sport and Exercise Physiology. (Lab fee.) Co-requisite: EXSI 347 or permission of instructor. Spring. 1 credit hour.

### **EXSI 310 EXERCISE TESTING AND PRESCRIPTION**

Study of the selection, administration, and interpretation of various health-related fitness assessments; provides the theoretical knowledge and practical skills to design personalized exercise programs that elicit specific physiologic responses and adaptations. Critical thinking, communication, evidence-based practice and professionalism will be stressed throughout the assessment process, with an emphasis on prescribing safe and effective individualized exercise prescriptions and to prepare for the Certified Exercise Physiologist (EP-C) certification through the American College of Sports Medicine (ACSM). NOTE: The following may be required components of this course: criminal background check, 12-panel drug screen, immunization records. Prerequisites: BIOL 204, CHEM 111, EXSI 200, and PHED 145 or permission of instructor. Fall. 4 credit hours.

### **EXSI 315 MOTOR BEHAVIOR**

An introductory study of basic concepts applicable to motor skill acquisition, motor control and Motor development across the lifespan for students who aspire to become practitioners in movement-oriented professions. Prerequisites: BIOL 203 and EXSI 200. Spring. 3 credit hours.

### **EXSI 335 KINESIOLOGY**

Study of functional anatomy and biomechanical factors related to human performance. Emphasis will be placed on the analysis of the skeletal, muscular and nervous systems and the biomechanical factors associated with how to achieve efficient motor performance/movement. Prerequisite: BIOL 204 and EXSI 200 or permission of instructor. Fall and Spring. 3 credit hours.

### **EXSI 351 SPECIAL TOPICS IN EXERCISE SCIENCE**

Advanced study in selected current Exercise Science topics chosen on the basis of their impact on the health status of society and on their relevance to students. May be repeated

for a maximum of nine (9) hours with no specific topic being taken more than once. As needed. 1-3 credit hours.

### **EXSI 360 EXERCISE SCIENCE TRAVEL**

A visit of at least a week's duration focusing on places of value and/or need for the exercise scientist to serve, learn, and/or practice relevant knowledge, skills, and abilities. Minimum requirements include readings, a reflective journal, and paper assigned by the instructor of record. Prerequisite: EXSI 200 or permission of instructor. As needed. 1-3 credit hours.

### **EXSI 406 EXERCISE PHYSIOLOGY II**

Advanced study of the physiology of health, fitness, and performance. Special emphasis will be given to chronic disease risk factor analysis, laboratory assessments of fitness and performance, exercise prescription for healthy and special populations, environmental physiology, body composition and weight management, and ergogenic aids. Prerequisite: EXSI 306 or permission of instructor. Spring. 4 credit hours.

### **EXSI 410 EXERCISE PROGRAMMING FOR SPECIAL POPULATIONS**

Study of exercise programming throughout the lifespan and management of problems created by disease, disability, and special health conditions. Includes a review of basic principles of exercise testing and prescription; methods for assessment of functional capacity of individuals with the most common health conditions presented to exercise scientists. Critical thinking, communication, evidence-based practice and professionalism will be stressed throughout. Prerequisite: EXSI 310 or permission of instructor. Spring. 4 credit hours.

### **EXSI 420 STRENGTH AND CONDITIONING THEORY AND PRACTICE**

Study of strength, speed, cardiovascular, and flexibility training through the use of concepts learned in exercise physiology, anatomy, and kinesiology, while also incorporating the psychological principles of peak performance. Emphasis on appropriate exercise program design, safe exercise technique, and ways to assess physical improvement in clients. Designed to prepare future professionals in various sub-disciplines of exercise science to apply scientifically sound principles to strength and conditioning programs and to sit for the Certified Strength and Conditioning Certification (CSCS) through the National Strength and Conditioning Association (NSCA). Prerequisites: EXSI 306 and EXSI 335 or permission of instructor. Fall. 3 credit hours.

### **EXSI 421 PRACTICUM IN EXERCISE SCIENCE**

Provides an educational experience for practical application of knowledge, skills and abilities in scientific principles and concepts to human physical conditioning programs involving or related to Exercise Science career interests. Prerequisite: Junior or senior Exercise Science majors, program approval. As needed. 1-3 credit hours.

### **EXSI 432 RESEARCH METHODS IN EXERCISE SCIENCE**

Study of current issues and research in Exercise Science with the opportunity to synthesize knowledge, skills and abilities in both classroom and practical settings; a written and oral presentation of a research proposal is required. Opportunities to enhance professional and personal development are provided. Prerequisites: EXSI 306 or EXSI 335, Valid Adult CPR/AED certification, or permission of instructor. WI3. (IL\*) Spring. 3 credit hours.

### **EXSI 444 EXERCISE SCIENCE CAPSTONE SEMINAR**

Designed to demonstrate the student's accumulated training in Exercise Science through the completion of an approved National Certification examination. Opportunities to enhance professional and personal development are provided. To be completed the last semester of enrollment (Fall/Spring). Prerequisite or Co-requisite: EXSI 432. Fall, Spring. 2 credit hours.

### **EXSI 451 INTERNSHIP IN EXERCISE SCIENCE**

A supervised internship in a professional work environment which will provide the student with exposure to the job market in Exercise Science-related businesses and agencies. Students are responsible for 300 hours of work and are required to present detailed reports and reflections. Prerequisites: EXSI 432, Senior Standing and Valid Adult CPR/AED certification, or permission of instructor. Summer. 6 credit hours. PRE Designated.

### **EXSI 495/496 INDEPENDENT STUDY IN EXERCISE SCIENCE**

Designed to give students the opportunity to pursue research and/or studies that are not part of the University's traditional course offerings. Students work one-on-one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising instructor. Prerequisite: Program approval. As needed. 1-6 credit hours.

### **EXSI 497 EXERCISE SCIENCE RESEARCH**

This is the first of a two-semester sequence of courses designed to culminate with the presentation and defense of an Exercise Science Thesis. Students work one-on-one or in small groups with an Exercise Science faculty mentor to develop a thesis statement, review of literature and methodology. Prerequisite: Program approval. Fall, Spring, and Summer. 3 credit hours.

### **EXSI 498 EXERCISE SCIENCE THESIS**

Designed to give students the opportunity to complete supervised original research towards the development of an Exercise Science Thesis. Students work one-on-one or in small groups with an Exercise Science faculty mentor to submit

and defend a completed thesis. Prerequisites: EXSI 497, an accepted thesis proposal from EXSI 432, or permission of instructor. Fall, Spring, and Summer. 3 credit hours.

### **FINC 301 PERSONAL FINANCE**

Intended for business majors and non-majors who want to manage their personal finances better. Course covers personal budgeting and accounting, buying on credit, borrowing money, personal income tax returns, saving and wise investment, insurance, home ownership, and estate planning. As needed. 3 credit hours.

### **FINC 312 FINANCIAL MANAGEMENT**

Designed to provide students with a broad base of understanding of the principles and concepts of corporate financial decision making. The course covers the key financial issues of corporate ethics, time value of money, valuation of stocks and bonds, risk and return, cost of capital, capital budgeting, leverage and capital structure, and financial statement analysis. Prerequisites: ACCT 213 and ACCT 214; ECON 203 and ECON 204. Fall and Spring. 3 credit hours.

### **FINC 313 FINANCIAL MANAGEMENT II**

This course is designed to expand the student's depth of knowledge and application of financial management concepts and techniques learned in the principles of corporate finance. This course will provide an in-depth study of ethics in finance, capital budgeting, capital structure, financial statement analysis, working capital management, financial forecasting, mergers and acquisitions, and multinational financial management. Prerequisites: FINC 312 and CISS 300. Spring. 3 credit hours.

### **FINC 320 RISK MANAGEMENT AND INSURANCE**

This course will encompass practical issues as well as basic concepts and principles of risk management and insurance, including personal, business, and social viewpoints in regard to managing life, health, property, and liability risks. Fall, even years. 3 credit hours.

### **FINC 335 FINANCE AND ECONOMICS OF SPORT**

Examines basic financial and economic relationships uniquely related to the business of sport. Special emphasis will be upon the economic impact analysis of sport principles, policies and plans for generating and increasing revenue streams, and controlling costs in the sport industry. An analysis of how economic models are used to measure the impact of sport on various economies. Cross-listed with SPMG 335. As needed. 3 credit hours.

### **FINC 420 INVESTMENTS**

Investment goals, strategies, and policies for individual investors are examined. Prerequisite: FINC 312 or consent of the instructor. Spring, even years. 3 credit hours.

### **FINC 425 INTERMEDIATE CORPORATE FINANCE**

Application-oriented approach to understanding the complexities of obtaining and allocating financial resources. Cases confronting real-world financial issues will be utilized. Prerequisite: FINC 312.

Spring, odd years. 3 credit hours.

### **FINC 430 BANK MANAGEMENT**

An introduction to the dynamics of managing financial institutions within a competitive and quickly changing marketplace. Prerequisite: FINC 312. As needed. 3 credit hours.

### **FINC 460 INTERNATIONAL FINANCE**

Explores the role of financial institutions, markets, and strategies in the international context. Prerequisite: FINC 312. Spring. 3 credit hours.

### **FINC 497 INTERNSHIP IN FINANCE/ ECONOMICS**

The internship is based in a finance/economics setting and provides an opportunity for the student to integrate what has been learned in courses and relate it to the operations of a complex finance/economics organization. Prerequisite: Junior standing or by department approval. 3 credit hours

### **FREN 101 REAL WORLD FRENCH: GET READY!**

This is a beginning course for students who have had little or no study in French. It is designed to help students acquire elementary skills in comprehension, speaking, reading, and writing. It is taught in French with one hour of lab per week. Fall and Spring. 3 credit hours.

### **FREN 102 REAL WORLD FRENCH: GET SET!**

This is the second part of the beginning course for students who have had some study and exposure to French. It is designed to help students improve basic skills in comprehension, speaking, reading, and writing. It is taught in French with one hour of lab per week. Prerequisite: FREN 101 or satisfactory score on placement test. Fall and Spring. 3 credit hours.

### **FREN 201 REAL WORLD FRENCH: LET'S GO!**

This is the first semester of the second year of French language study. Students will increase functional knowledge of the French language. Students are expected to have a basic command of elementary French skills. It is taught in French with one hour of lab per week. Prerequisite: FREN 102 or satisfactory score on placement test. Fall and Spring. 3 credit hours.

### **FREN 202 REAL WORLD FRENCH: TRANSITIONS**

This course serves as a bridge between basic and advanced courses in French. Its goal is to prepare students for upper-level French conversation, culture, and literature classes. It is taught in French with one hour of lab per week. Prerequisite: FREN 201 or permission of department. Fall and Spring. 3 credit hours.

### **FREN 300 ASPECTS OF FRENCH CULTURE AND LANGUAGE**

An introduction to selected aspects of French Culture, including the rudiments of the French language. No prior knowledge of French is required. As needed. 3 credit hours.

### **FREN 301 INTENSIVE FRENCH: TEXTS AND CONTEXTS**

Oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic French vocabulary. Prerequisite: FREN 202 or permission of department. As needed. 3 credit hours.

### **FREN 302 ADVANCED FRENCH EXPRESSION**

Advanced study of the precision of spoken and written French with an introduction to literary and cultural studies. Prerequisite: FREN 202 or permission of department. (IL\*) As needed. 3 credit hours.

### **FREN 305 PRODUCTS, PRACTICES, AND PERSPECTIVES OF FRANCE**

History and civilization of France. Prerequisites: FREN 301 and FREN 302 or permission of the department. As needed. 3 credit hours.

### **FREN 306 PRODUCTS, PRACTICES, AND PERSPECTIVES OF THE FRANCOPHONE WORLD**

History and civilization of the Francophone world. Prerequisites: FREN 301 and FREN 302, or permission of department. As needed. 3 credit hours.

### **FREN 309 CONTEMPORARY FRANCE**

A study of France in the 20th and 21st-centuries and its role in today's world. Prerequisites: FREN 301 and FREN 302, or permission of department. As needed. 3 credit hours.

### **FREN 310 FRENCH FOR CAREERS**

Advanced study of the French language as needed for professional careers. Prerequisites: FREN 301 and FREN 302 or permission of the department. As needed. 3 credit hours.

### **FREN 311, 312 FRENCH STUDY ABROAD**

Intensive language study, real-world living experience, and travel at the École Internationale de Français in Trois-Rivières, Quebec (Canada) or in Strasbourg (France). As needed. 6 credit hours.

### **FREN 315 LIGHTS, CAMERA, ACTION! STUDIES IN FRENCH FILM**

An in-depth study of cinematic productions in French. Prerequisites: FREN 301 and FREN 302 or permission of the department. As needed. 3 credit hours.

### **FREN 320, 321 INTERNATIONAL EXPERIENCE**

Students can be awarded credit of 1-3 hours for experience abroad. Semester credit hours are decided by the Department of World Languages prior to travel. As needed. 1-3 credit hours.

### **FREN 332, 333, AND 334 FRENCH METHODS/ PRACTICUM K-6**

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Can be repeated two more times for credit. Prerequisite: EDUC 250. Spring. 2 credit hours.

### **FREN 335, 336, AND 337 FRENCH METHODS/ PRACTICUM 6-9**

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Can be repeated two more times for credit. Prerequisite: EDUC 250. Spring. 2 credit hours.

### **FREN 338, 339, AND 400 FRENCH METHODS/ PRACTICUM 9-12**

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Can be repeated two more times for credit. Prerequisite: EDUC 250. Spring. 2 credit hours.

### **FREN 403 ADVANCED FRENCH ORAL EXPRESSION**

Advanced oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic French vocabulary. Prerequisites: FREN 301 and FREN 302 or permission of the department. As needed. 3 credit hours.

### **FREN 409 SEMINAR IN FRENCH: SPECIAL TOPICS**

Study by genre, ethnicity, gender, theme or period of one or more of the diverse aspects of past and/or present France and/or Francophone countries. Can be retaken twice for a total of nine hours if different topics are offered. Prerequisites:

FREN 301 and FREN 302, or permission of department. As needed. 3 credit hours.

### **FREN 410 VOICES THAT FORMED OUR WORLD: TEXTS OF FRANCE**

A chronological and/or thematic study of selected texts from France with an emphasis on aesthetics, literary movements, milieu, and pertinent criticism. Prerequisites: FREN 301 and FREN 302 or permission of the department. As needed. 3 credit hours.

### **FREN 420 REDISCOVERING NEW WORLDS**

A chronological and/or thematic study of selected texts from the Francophone world with an emphasis on aesthetics, literary movements, milieu, and pertinent criticism. Prerequisites: FREN 301 and FREN 302 or permission of the department. As needed. 3 credit hours.

### **FREN 430, 440 ADVANCED STUDIES IN FRANCOPHONE PEOPLES AND CULTURES I, II**

Readings and discussions of selected texts with extensive written and oral work in French. Prerequisites: FREN 301 and FREN 302 or permission of the department. As needed. 3 credit hours.

### **FREN 495, 496 INDEPENDENT STUDY I AND II**

Designed to enable a junior or senior student to undertake a specific research or intern project of professional interest and need. Prerequisite: Permission of department required. As needed. 3 credit hours each semester.

### **GEOG 101 INTRODUCTION TO PHYSICAL GEOGRAPHY**

This course examines Earth's four major geosystems, the atmosphere, hydrosphere, lithosphere and biosphere, and their interrelationships that control and affect patterns of climate, water, landforms, soils and biota across a spatial continuum. Fall. 3 credit hours.

### **GEOG 102 WORLD REGIONAL GEOGRAPHY**

This course is an introduction to the major regions and countries of the world with emphasis on the spatial interaction between a region's population, place, location, culture, and economic system and Earth's environment. Spring. 3 credit hours.

### **GEOG 430 SPECIAL TOPICS**

A specialized study of various developments in geography. Topics vary from semester to semester. As needed. 3 credit hours.

### **GEOL 101 PHYSICAL GEOLOGY**

Survey of the distributions, processes of formation, alteration, and transportation of materials composing the earth. The composition and basic identification of common minerals and rocks, the use of geologic and topographic maps,



and environmental issues are considered. Lab included. (Lab fee.) Fall and Spring; Summers variable. 4 credit hours.

### **GEOL 102 HISTORICAL GEOLOGY**

A survey of geologic history of the earth. Emphasis on plate tectonics and the evolution of life throughout geologic times. Lab included. (Lab fee.) Fall and Spring; Summers variable. 4 credit hours.

### **GEOL 105 OCEANOGRAPHY AND METEOROLOGY**

Survey of basic concepts of physical oceanography and meteorology with emphasis on physical and chemical bases of the disciplines. Lab included. (Lab fee.) Fall and Spring; Summers variable. 4 credit hours.

### **GEOL 106 ENVIRONMENTAL GEOLOGY**

Intended for non-science majors to fulfill a physical science requirement. This course will blend basic concepts in geology and earth science with their implications in environmental issues including soil loss, water resource depletion and contamination, mining and petroleum issues, geological hazards, beach erosion, energy resources such as nuclear, fossil fuels and alternative energy, etc. Lab included. (Lab fee.) As needed. 4 credit hours.

### **GEOL 405 TOPICS IN GEOLOGY**

Study of specific areas in geology not covered by other geology courses. Course content will vary and will reflect student and faculty interest. As needed. 3 or 4 credit hours.

### **GERM 101 REAL WORLD GERMAN: GET READY!**

This is a beginning course for students who have had little or no study in German. It is designed to help students acquire elementary skills in comprehension, speaking, reading, and writing. It is taught in German with one hour of lab per week. Fall and Spring. 3 credit hours.

### **GERM 102 REAL WORLD GERMAN: GET SET!**

This is the second part of the beginning course for students who have some study and exposure to German. It is designed to help students improve basic skills in comprehension, speaking, reading, and writing. It is taught in German with one hour of lab per week. Prerequisite: GERM 101 or satisfactory score on placement test. Fall and Spring. 3 credit hours.

### **GERM 201 REAL WORLD GERMAN: LET'S GO!**

This is the first semester of the second year of German study. Students will increase functional knowledge of the German language. Students are expected to have a basic command of elementary German skills. It is taught in German with one hour of lab per week. Prerequisite: GERM 102 or satisfactory score on placement test. Fall and Spring. 3 credit hours.

### **GERM 202 REAL WORLD GERMAN: TRANSITIONS**

This course serves as a bridge between basic and advanced courses in German. Its goal is to prepare students for upper-level German conversation, culture, and literature classes. It is taught in German with one hour of lab per week. Prerequisite: GERM 201 or permission of the department. As needed. 3 credit hours.

### **GERM 300 ASPECTS OF GERMAN CULTURE AND LANGUAGE**

An introduction to selected aspects of German Culture, including the rudiments of the German language. No prior knowledge of German is required. As needed. 3 credit hours.

### **GERM 301 INTENSIVE GERMAN: TEXTS AND CONTEXTS**

Oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic German vocabulary. Prerequisite: GERM 202 or permission of the department. As needed. 3 credit hours.

### **GERM 302 ADVANCED GERMAN EXPRESSION**

Advanced study of the precision of spoken and written German with an introduction to literary and cultural studies. Prerequisite: GERM 202 or permission of the department. As needed. 3 credit hours.

### **GERM 311, 312 GERMAN STUDY ABROAD**

Intensive language study, real-world living experience, and travel at the University of Trier, Germany. As needed. 6 credit hours.

### **GERM 315 LIGHTS, CAMERA, ACTION! STUDIES IN GERMAN FILM**

An in-depth study of cinematic productions in German. Prerequisites: GERM 301 and GERM 302 or permission of the department. As needed. 3 credit hours.

### **GERM 320, 321 INTERNATIONAL EXPERIENCE**

Students can be awarded credit of 1-3 hours for experience abroad. Semester credit hours are decided by the Department of World Languages prior to travel. As needed. 1-3 credit hours.

### **GERM 409 SEMINAR IN GERMAN: SPECIAL TOPICS**

A specialized study of various aspects of German literature, culture, and language. As needed. 1-6 credit hours.

### **GERM 495, 496 INDEPENDENT STUDY I AND II**

Designed to enable a junior or senior student to undertake a specific research or intern project of professional interest and need. Prerequisite: permission of department required. As needed.

3 credit hours each semester.

### **GLST 380 MODEL UNITED NATIONS**

The Model United Nations (MUN) course is designed as a simulation of the United Nations. Students examine the primary functions of the United Nations and its diplomatic role with respect to the political, economic, and cultural concerns within the global community. Through research, discussion, negotiation, and debate, students develop position papers and resolutions to current global issues. Attendance at a Model UN conference offers students a unique opportunity to learn about complex international relations while role-playing United Nations delegates. Students may take this course more than once. Spring. 1 credit hour.

### **GLST 430 SPECIAL TOPICS**

A specialized study of various developments in global studies. Topics will vary from semester to semester. As needed. 3 credit hours.

### **GLST 450, 451 INTERNATIONAL EXPERIENCE**

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed for Global Studies and other departments through an international study experience. The course can be taken more than once for different international experiences. As needed. 3 credit hours.

### **GLST 490 GLOBAL STUDIES SEMINAR**

Guided reading, group discussion, independent research offer the senior student, and if determined by the Global Studies Coordinator to be necessary, the junior student, the opportunity to study more deeply and comprehensively the multidisciplinary character of the field. (IL\*) As needed. 3 credit hours.

### **GLST 495 INDEPENDENT STUDY**

Open to juniors and seniors who request are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. Prerequisite: Approval by the instructor offering the study, student's major department, and concurrence of the Associate Provost. As needed. 3 credit hours.

### **GLST 497, 498 INTERNSHIP IN GLOBAL STUDIES**

Three hours' credit may apply to the student's major. Prerequisite: junior standing and departmental approval. As needed. 3 credit hours. PRE Designated.

### **GREK 101, 102 ELEMENTARY NEW TESTAMENT GREEK I AND II**

A study of designated forms and basic grammatical uses of biblical Koine Greek. Basic vocabulary development of the Greek New Testament will be included. GREK 101-Fall, even; GREK 102-Spring, odd. 3 credit hours.

### **GREK 201, 202 INTERMEDIATE NEW TESTAMENT GREEK I AND II**

A study of the full range of syntactical functions of biblical Koine Greek and of exegetical procedures using the Greek New Testament. Prerequisite: GREK 102. GREK 201-Fall, odd; GREK 202-Spring, even. 3 credit hours.

### **GREK 495,496 GREEK EXEGESIS INDEPENDENT STUDY I AND II**

The supervised exegesis of designated texts of the New Testament designed to further enhance the student's ability to interpret texts from the Greek New Testament using more critical methodological procedures. A research paper reflecting these skills will comprise a major portion of the course grade. Prerequisite: GREK 202. As needed. 3 credit hours.

### **HCMG 200 INTRODUCTION TO HEALTHCARE MANAGEMENT**

This course is an introduction to the healthcare delivery system in the United States with some comparisons to systems in other countries. Health systems at the federal, state, and local level are discussed as well as differences between the private and public sectors. Potential careers in healthcare management are explained. Fall and Spring. 3 credit hours.

### **HCMG 303 ECONOMICS, BUDGETING, AND FINANCE IN HEALTHCARE**

This course applies accounting, finance, and economic principles to the healthcare arena. Participants will understand the impact of economic issues on healthcare, and the impact of healthcare on the economy. Participants will be able to apply accounting and finance principles to healthcare in budgeting, financial statement analysis, and capital management. Prerequisites: ACCT 213, ACCT 214; ECON 203, ECON 204. Spring. 3 credit hours.

### **HCMG 310 DIVERSITY AND CULTURE IN HEALTHCARE MANAGEMENT**

This course explores the issues of diversity and culture in healthcare – in human resources, patient's care, and access to care. The growing diversity of communities makes it imperative that healthcare providers understand the diversity and culture of their community, and the cultural meanings and values of illness and disease treatments to various groups. The course explores health and disease symptoms within a cultural setting and the cultural relativity of illness. Spring, odd years. 3 credit hours.

### **HCMG 315 HEALTHCARE QUALITY SEMINAR**

This course explores quality in healthcare. Quality medical care and quality patient care are examined. This course introduces concepts associated with quality management and improvement in the healthcare environments, and

introduces the concept of systems thinking and dynamic complexity in healthcare organizations. Fall, even years. 3 credit hours.

### **HCMG 400 INTRODUCTION TO INTERNATIONAL HEALTH**

This course introduces healthcare management issues within the context of comparative biological, social, economic, and political systems. This course examines issues from many sectors (population, environmental health, nutrition, etc.) as well as principles of health system structure, financing, and reform. This course includes both national-level and international issues. The analytical frameworks are applicable to consideration of health issues and systems in developing, emerging, and developed economies. This course aims to build both students master of concepts and theories in international health, as well as practical skills through diverse classroom activities. Spring, even years. 3 credit hours.

### **HCMG 410 HEALTHCARE LAW AND ETHICS**

This course provides an overview of the interrelationship of the legal system with the structure and function of the health care system in its various forms and settings. Also addresses ethical dilemmas relating to individual patient/client decisions. Fall. 3 credit hours.

### **HCMG 497 PRACTICUM/INTERNSHIP HEALTHCARE MANAGEMENT**

The internship is based in a health services delivery setting and provides an opportunity for the student to integrate what has been learned in courses and relate it to the operations of a complex health services organization. The course includes at least 15 hours per week of fieldwork, preparation of a personal assessment and development plan, a weekly seminar, readings, a project applicable to the internship organization, and the preparation of professional executive briefings. The student works under the collaborative guidance of a qualified professional preceptor and a faculty advisor. This course must be taken prior to the Senior Seminar Capstone course. Prerequisites: HCMG 200, HCMG 303, HCMG 310, and HCMG 410. As needed. 3 credit hours. PRE Designated.

### **HEBR 101, 102 ELEMENTARY HEBREW I AND II**

A study of the grammar, syntax, and vocabulary of classical Hebrew as reflected in the Old Testament. This study will include the reading of sample texts from the Hebrew Old Testament. HEBR 101-Fall, odd years; HEBR 102-Spring, even years. 3 credit hours.

### **HEBR 201, 202 INTERMEDIATE HEBREW I AND II**

The continuation of the study of grammar, syntax, and vocabulary of the Hebrew language as reflected in the Old Testament. This study will concentrate on the reading of prophetic, poetic, and legal texts from the Hebrew Old

Testament. Prerequisite: HEBR 102. HEBR 201-Fall, even years; HEBR 202-Spring, odd years. 3 credit hours.

### **HIST 101 SURVEY OF WESTERN CIVILIZATION I**

Beginning with earliest times, the course covers the civilizations of Egypt, Mesopotamia, Greece, Rome, Medieval and Early Modern periods. Concludes with 1715. Fall, Spring, and Summer. 3 credit hours.

### **HIST 102 SURVEY OF WESTERN CIVILIZATION II**

Beginning with 1715, this course presents a perspective of the last three centuries of western history. Fall, Spring, and Summer. 3 credit hours each semester.

### **HIST 200 INTRODUCTION TO HISTORICAL STUDY**

This course, required of all History and Social Sciences Majors, is intended to provide students with a foundation for further in-depth historical study. To help students develop such a basis, the course addresses the issue of the scope, skills and methods of historical study and writing, including understanding basic terminology, ethics, research sources and methodologies. Fall. (IL\*) 3 credit hours.

### **HIST 244 SURVEY OF UNITED STATES HISTORY TO 1877**

This course surveys the social, intellectual, economic, geographical and constitutional foundations of the United States. Fall. 3 credit hours.

### **HIST 245 SURVEY OF UNITED STATES HISTORY FROM 1877 TO THE PRESENT**

The course surveys the impact of the U. S. on the world in the 20th Century. It covers the development of the U. S. as it develops into a giant industrial power. Fall, Spring, and Summer. 3 credit hours.

### **HIST 311 MEDIEVAL EUROPE**

This course is an advanced seminar which examines the unique political, religious, and artistic European culture forged by the union of the Classical and Christian traditions in the wake of the fall of Rome, from its inception to the thirteenth century. Fall, odd years. 3 credit hours.

### **HIST 314 MAKING AMERICA: COLONIZATION, REVOLUTION AND THE U. S. CONSTITUTION**

This course surveys the origins of American social and civic life in the seventeenth and eighteenth centuries. Focusing primarily on British and French North America, topics include: the lives of native peoples, transatlantic migrations from Europe and Africa, regional variations across the Atlantic seaboard, origins of the crisis with Britain, the legacy of the American Revolution, the formation of the U. S. Constitution, and the presidential election of 1800. Fall, odd years. 3 credit hours.

### **HIST 318 CIVIL WAR AND RECONSTRUCTION**

The purpose of this course is to study and analyze the causes and events of the American Civil War and its consequences. Fall, odd years. 3 credit hours.

### **HIST 322 EARLY AND MEDIEVAL CHRISTIANITY**

A survey of the most significant institutional, theological and social developments in the history of the Christian church from the first century through the latter Middle Ages. Cross-listed with RELI 322. Fall, even years. 3 credit hours.

### **HIST 323 MODERN CHRISTIANITY**

Beginning with the Reformation, this course is descriptive of church history to the present. Prerequisite: HIST 101. Cross-listed with RELI 323. As needed. 3 credit hours.

### **HIST 324 AMERICAN CHRISTIANITY**

A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. Cross-listed with RELI 324. As needed. 3 credit hours.

### **HIST 325 THE HISTORY OF THE NEW SOUTH**

This course follows the development of the American South from Reconstruction to the present. Race relations, culture, economics, and politics are examined in the context of the history of this distinct region of the United States. Spring, odd years. 3 credit hours.

### **HIST 327 THE RENAISSANCE AND REFORMATION**

An exploration of the major religious, social, intellectual and political changes in Western Europe from the late Middle Ages to the close of the sixteenth century. Particular emphasis is given to the relationship between Italian Humanism and the Protestant Reformation and to the continuity of the movement for Ecclesiastical Reform throughout the period. Spring, odd years. 3 credit hours.

### **HIST 331 NINETEENTH-CENTURY EUROPE**

This course explores the main aspects of the political, social, cultural, economic, intellectual, diplomatic and military events of European history from 1789 to 1914. Specific attention will be given to the French Revolution, conservatism, liberalism, nationalism, industrialization, imperialism and the outbreak of the First World War and the broad impacts of these ideas and events upon European civilization. Spring, odd years. 3 credit hours.

### **HIST 332 TWENTIETH-CENTURY EUROPE**

The course is designed to provide students with an in-depth understanding of the causes, course and impacts of the World Wars, Communism, Fascism/Nazism, the Cold War, the dream of European unity, decolonization and the emergence of an interdependent world and the collapse of

Soviet hegemony in Eastern Europe on the political, social, economic, cultural, intellectual and diplomatic development of Europe. Spring, even years. 3 credit hours.

### **HIST 345 NORTH CAROLINA HISTORY**

A chronological study of the history of North Carolina from its colonial beginnings until the present. The state's problems and potential are carefully examined in the broader context of U. S. history. W13. Spring, even years. 3 credit hours.

### **HIST 380 MODERN GERMANY SINCE 1789**

This course is a detailed examination of the political, social, economic, cultural, intellectual, diplomatic and military development of modern Germany. The German Question, the debate over whether the German people can exist as a unified nation without seeking to dominate their neighbors, remains a constant theme throughout the course. Other key topics include liberalism, nationalism, industrialization, the World Wars, Nazism, the occupation and division of Germany, and unification and the broad impacts of these events and ideas. Fall, even years. 3 credit hours.

### **HIST 383 THE SECOND WORLD WAR**

A detailed study of the origins, course and impacts of history's largest, costliest war. The course takes a global perspective and attempts to show the interrelatedness of the war's component theaters of operation and to fit the war into the broader history of the twentieth century world. Fall, odd years. 3 credit hours.

### **HIST 401 SLAVERY IN THE ATLANTIC**

This course examines the emergence, impact and experience of New World Slavery from 1492- 1877. Course topics include: African and Native American ethnicities, the Atlantic slave trade, plantation slavery in South American and the Caribbean, slave regions, revolts, abolition, and slaves in the United States before and after the Civil War. Fall, even years. 3 credit hours.

### **HIST 402 THE LONG CIVIL RIGHTS MOVEMENT**

This course studies the freedom struggle in America from Reconstruction through the 1990s. Topics include biracial Reconstruction governments, the rise of white terrorism and the Redeemers, Jim Crow, African Americans in World War I, Asian Americans on the West coast, immigration laws in the nineteenth and twentieth century, segregation and desegregation, race and Cold War foreign policy, competing Civil Rights visions, the War on Poverty, Affirmative Action, Latino/a rights in the American southwest, and the emergence of color-blind racism. Spring, odd years. 3 credit hours.

### **HIST 411 DIPLOMATIC HISTORY OF THE UNITED STATES**

The purpose of this course is to examine the foreign relations of the United States from its emergence as a nation in 1783



to its position as a leading power in the present century. The course focuses on relations with Latin America, Europe, the Far East, and Canada. As needed. 3 credit hours.

#### **HIST 414 HISTORY OF ENGLAND TO 1688**

Study of English history from Roman Britain to the Glorious Revolution of 1688. Special emphasis on Anglo-Saxon England, the Norman Conquest, the Tudor Dynasty and the constitutional conflicts of the seventeenth century. Spring, even years. 3 credit hours.

#### **HIST 430 SPECIAL TOPICS: EUROPEAN HISTORY**

A specialized study of various historical developments in European History. Topics will vary from semester to semester. As needed. 3 credit hours.

#### **HIST 431 SPECIAL TOPICS: AMERICAN HISTORY**

A specialized study of various historical developments in American History. Topics will vary from semester to semester. As needed. 3 credit hours.

#### **HIST 450, 451 INTERNATIONAL EXPERIENCE**

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed in the catalog for History, Political Science and Sociology through an international study experience. The course can be taken more than once for different international experiences. As needed. 3 credit hours.

#### **HIST 495, 496 INDEPENDENT STUDY**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. Prerequisites: Approval by the instructor offering the study, student's major department, and concurrence of the Associate Provost. As needed. 3 credit hours each semester.

#### **HIST 497, 498 INTERNSHIP IN HISTORY**

Three hours credit may apply to the student's major. Prerequisites: Junior standing and department approval. As needed. 3 credit hours each semester. PRE Designated.

#### **HLED 221 DIMENSIONS OF PERSONAL HEALTH**

The study of scientifically-based, accurate, and current information relating to the development and maintenance of a lifelong plan for personal health and wellness. Fall and Spring. 3 credit hours.

#### **HLED 226 HEALTH EDUCATION FOR THE SCHOOL HEALTH EDUCATOR**

This course provides an overview of content areas and skills related to comprehensive school health education for students who wish to become teachers. Topics include concepts related to health and health education, health skills, the six CDC priority risk behaviors, and traditional content areas and skills in comprehensive school health education.

Emphasis will be placed on core content knowledge and health skills prospective teachers need to deliver health instruction and be healthy role models for their students. Field Experience Required. Prerequisites: HLED 221 and EDUC 250 or consent of instructor. Spring. 3 credit hours.

#### **HLED 320 COMPREHENSIVE HEALTH EDUCATION**

This course provides students with the knowledge and skills necessary to plan and implement a sequential curriculum of salient health topics for students K-12. The purpose is to prepare students to promote the development of health knowledge, health-related skills and behaviors, and positive health attitudes leading to improved health status and quality of life for school-aged children. Field experience required. Prerequisite: EDUC 250. Fall, even years. 3 credit hours.

#### **HLED 321 TEACHING METHODS FOR HEALTH EDUCATION**

This course prepares students to meet competencies in methodology necessary for teaching K-12 health. The course focuses on the coordinated school health program, the national health education standards, health literacy, pedagogy, and student assessment strategies. Teaching resources for the 21st century teacher are explored. Field experience required. Prerequisites: EDUC 250 and HLED 320 or permission of the department. Spring, odd years. 3 credit hours.

#### **HLED 323 FIRST AID/CPR WITH INSTRUCTOR CERTIFICATION**

A course designed to provide the citizen responder with knowledge and skills necessary to help sustain life and minimize pain and the consequences of injury or sudden illness. The course also prepares students for instructor certification. Includes American Red Cross basic and instructor certification in First Aid/CPR/AED. Additional fee required for certification. Field experience required. Spring. 3 credit hours.

#### **HLED 495, 496 INDEPENDENT STUDY**

Designed to enable a student to undertake a specific research or intern project of professional interest and need. Departmental approval required. 1-6 credit hours each semester.

#### **HONR 320, 321 HONORS TRAVEL-STUDY**

These courses provide the opportunity for students to travel both within the U. S. and abroad in order to experience different cultures, environment, social structures, organizations and cuisine. This course is open to all students with the permission of the Director. As needed. 1 credit hour.

### **HONR 395, 396 HONORS SEMINAR**

Interdisciplinary advanced study that encourages critical thinking as students explore specific topics. Topics vary from semester to semester, but recent topics have included: Human Faces of the Holocaust, Chemistry of Daily Life, Revolution, Japanese Language and Culture, Human Nature, Health and Medical Ethics, and Death in American Culture. Open to Junior Honors students. Students may enroll for Honors seminar twice for credit in two different semesters. Other students may enroll with the permission of the instructor(s) and the Honors Committee. Fall and Spring. 3 credit hours.

### **HONR 400 HONORS RESEARCH**

This is the first of a two-semester sequence of courses designed to culminate with the Honors student presenting and defending a Senior Honors Thesis. Each student will work with a mentor in his or her major area of study to develop a thesis statement, a bibliography, preliminary research, and a prospectus for the thesis. Fall and Spring. 3 credit hours.

### **HONR 401 HONORS THESIS**

Each student will finalize and prepare a Senior Honors Thesis under the guidance of a mentor in his or her major. The Thesis will be presented and defended by the student to all interested members of the academic community. Students are encouraged to present their thesis to the wider academic community at regional or national Honors meetings. Fall and Spring. 3 credit hours.

### **JOUR 201 STUDENT NEWSPAPER STAFF**

Experience and instruction in all phases of the production of the Gardner-Webb University student online publication, GWU-Today. (Lab fee.) Fall and Spring. 1 credit hour.

### **JOUR 202 STUDENT PHOTO STAFF**

Experience and instruction in all phases of photojournalism. Students will work for student publications, University Public Relations, and Sports Information. Prerequisite: Consent of instructor. (Lab fee.) Fall and Spring. 1 credit hour.

### **JOUR 211 STUDENT YEARBOOK STAFF**

Experience and instruction in all phases of the production of the Gardner-Webb University student yearbook. Fall and Spring. 1 credit hour.

### **JOUR 303 NEWSPAPER EDITORIAL STAFF I**

Instruction and hands-on experience in the editing and production of the Gardner Webb University student online publication, GWU-Today. This class is for section editors and will introduce them to the basics of editing the student online publication. Prerequisites: JOUR 201 and JOUR 318 or permission of instructor. May be taken twice as elective credit. (Lab fee.) Fall and Spring. 1 credit hour.

### **JOUR 317 REPORTING**

Introduction to basic journalistic skills with emphasis on methodology in interviewing, computer-assisted research, writing and reporting the news. Concurrent participation in GWU-Today highly recommended. (Lab fee.) Prerequisite: COMM 310. Fall. 3 credit hours.

### **JOUR 318 EDITING**

Advanced journalistic skills with emphasis on the methodology of editing copy for a variety of media. Prerequisite: JOUR 317 or permission of instructor. (Lab fee.) Spring. 3 credit hours.

### **JOUR 355 PHOTOJOURNALISM**

Editorial photography and the challenges of available light conditions are emphasized. Ethics and law central to a photojournalist's activities are also covered. Concurrent participation in GWU-Today is highly recommended. (Additional cost and lab fee.) Prerequisite: COMM 255 or permission of instructor. Fall. 3 credit hours.

### **JOUR 375 LAYOUT AND DESIGN**

Publication practices and design principles common among the electronic and print media, including the Internet, magazines, newspapers, and desktop publishers. Includes the application of computer design and layout systems and software. (Lab fee.) Cross-listed as COMM 375. Prerequisite: COMM 370. Fall. 3 credit hours.

### **JOUR 400 SPECIAL TOPICS IN JOURNALISM**

Specialized study in selected areas of journalism. Course content will vary and will reflect current developments in the industry and respond to student interest and need. (Lab fee.) As needed. 1-3 credit hours (variable).

### **JOUR 403 NEWSPAPER EDITORIAL STAFF II**

Advanced experience in editing and pre-press production of the Gardner-Webb University online publication, GWU-Today. This class is for senior editors and will immerse them in the procedures of online publishing allowing them to plan, edit, design and manage the student online publication. Prerequisites: JOUR 201, JOUR 318, and JOUR 303 and permission of instructor. May be taken twice as elective credit. (Lab fee.) Fall and Spring. 2 credit hours.

### **JOUR 450 DOCUMENTARY PHOTOGRAPHY**

Advanced work in photojournalism. Includes in-depth photo story development and photo editing. This course is designed to assist the student in preparing for their portfolio class and obtaining a position as a photojournalist. (Additional cost and lab fee.) Prerequisite: JOUR 355 or consent of instructor. Spring. 3 credit hours.

### **JOUR 459 PORTFOLIO**

An opportunity for the student to develop the photographic portfolio. Body of work should focus on the student's area of interest, e. g. , portraiture, product photography,

photojournalism, landscape or photographic art. (Additional cost and lab fee.) Prerequisite: JOUR 355 or consent of instructor. Spring. 3 credit hours.

### **JOUR 491 AND 493 INTERNSHIPS IN JOURNALISM**

JOUR 491 is for the first internship experience and JOUR 493 is for the second internship experience. Prerequisites: completion of 21 hours in major/concentration or permission of instructor. Fall, Spring, and Summer. 3 credit hours. PRE Designated.

### **MAED 330 MATH METHODS IN 21ST CENTURY SCHOOLS**

Methods of teaching mathematics in elementary and middle school classrooms are explored. Emphasis will be placed on the planning, teaching, and assessing of mathematics in authentic settings. Teacher candidates will work with small groups in a public school setting. An iPad and a Teachscape Mini Kit are required for this course. Prerequisites: MATH 204, MATH 205, and EDUC 250 with a grade of "C" or better. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Fall. 3 credit hours.

### **MAED 432 METHODS OF TEACHING MATH (9-12)**

A study of the principles and objectives of secondary mathematics, general and specific teaching techniques, organization of content material, and enrichment materials. Supervised field experiences are required. It is recommended that this course be taken during the semester before student teaching. Prerequisite: Admission to Teacher Education Program. As needed. 3 credit hours.

### **MATH 100 BASIC MATHEMATICAL SKILLS**

A study of selected topics from algebra emphasizing the continuity from arithmetic to algebra and examining applications as time permits. This course does not fulfill the Quantitative Dimension of the General Education Requirements. A student will not receive credit for this course after receiving credit for any higher-numbered mathematics course. Fall and Spring. 3 credit hours.

### **MATH 105 FUNDAMENTALS OF STATISTICS AND PROBABILITY**

An introduction to statistical analysis with applications, hypothesis formulation and testing, and introductory principles of probability. The purpose of this course is to prepare the student to converse in the statistical language of business and the social sciences. Additionally, the course is designed to give the quantitative, computational and problem

solving skills necessary for those areas, but applicable to in a wide range of life experiences. Fall and Spring. 3 credit hours.

### **MATH 110 FINITE MATHEMATICS**

A study of topics related to elementary matrix algebra, systems of equations and inequalities, linear programming, and the mathematics of finance. The purpose of this course is to prepare the student to converse in the language of linear mathematics and matrices, and the mathematics of finance fundamental to the studies in business and the social sciences. Additionally, the course is designed to give the quantitative, computational and problem solving skills necessary for those areas, but applicable to in a wide range of life experiences. Fall and Spring. 3 credit hours.

### **MATH 120 MATH FOR THE LIBERAL ARTS**

The purpose of this course is to give an introduction to and an appreciation for the ways quantitative and geometric reasoning inform problems encountered across a wide range of human activities from politics and economics to social networking and games. Additionally, the course is designed to introduce the quantitative, computational and problem solving skills necessary for applying that reasoning. Fall and Spring. 3 credit hours.

### **MATH 150 PRECALCULUS**

A study of algebraic, trigonometric, exponential and logarithmic functions and their applications. The purpose of this course is to introduce the student to the elementary concepts of the mathematical analysis of functions foundational to studies in Calculus and the natural sciences. Additionally, the course is designed to give the quantitative, computational and problem solving skills necessary for those areas, but applicable to a wide range of life experiences. Fall and Spring. 3 credit hours.

### **MATH 151 CALCULUS I**

The graphical and numerical study of the analytic operations of limiting, differentiating and integrating functions and their symbolic application to algebraic, trigonometric, exponential and logarithmic functions. The purpose of this course is to prepare the student to converse in the language of the mathematical analysis of functions fundamental to the studies in higher mathematics and the physical sciences. Additionally, the course is designed to give the quantitative, computational and problem solving skills necessary for those areas, but applicable to a wide range of life experiences. Fall and Spring. 4 credit hours.

### **MATH 152 CALCULUS II**

A study of the applications and techniques of integration; infinite sequence and series of numbers and functions. Prerequisite: MATH 151. Fall and Spring. 4 credit hours.

### **MATH 204 MATHEMATICS FOR ELEMENTARY TEACHERS**

A study of the number systems together with their operations and properties, ratio and proportional relationships, and introductory number theory. The course develops techniques of problem solving, logical reasoning and communication by emphasizing both a conceptual and active approach to mathematical ideas. Prerequisite: the Quantitative Dimension of the General Education Requirements must be completed. Fall. 3 credit hours.

### **MATH 205 MATHEMATICS FOR ELEMENTARY TEACHERS II**

A study of the connections of elementary school mathematics to algebra, the geometry of two and three dimensions, measurement, probability, and statistics. The course develops techniques of problem solving, logical reasoning, and communication by emphasizing both a conceptual and active approach to mathematical ideas. Prerequisite: MATH 204. Spring. 3 credit hours.

### **MATH 219 CALCULUS FOR BUSINESS AND SOCIAL SCIENCES**

A study of differentiation and integration with applications to business and the social sciences. Prerequisite: MATH 150 or permission of the department chair. As needed. 3 credit hours.

### **MATH 230 FOUNDATIONS OF HIGHER MATHEMATICS**

A survey of the concepts of symbolic logic and set theory, together with an introduction to proof techniques. This course is designed to prepare the student for the study of abstract mathematics. Prerequisite: MATH 151. Spring. 3 credit hours.

### **MATH 251 CALCULUS III**

A study of the calculus of functions of several variables and vector-valued functions and analytic geometry of three dimensions. Prerequisite: MATH 152. Fall. 4 credit hours.

### **MATH 303 MODERN COLLEGE GEOMETRY**

A study of elementary geometry from an advanced standpoint, evaluations and criticisms of Euclidean geometry, non-Euclidean and analytic geometry, and some topics in modern geometry. Prerequisites: MATH 152 and MATH 230. Spring, even years. 3 credit hours.

### **MATH 310 NUMBER THEORY**

A study of number theory including Euclid's algorithm, prime numbers, indeterminate problems, and Diophantine equations, congruence, and numerical functions. Prerequisites: MATH 151 and MATH 230. Spring, odd years. 3 credit hours.

### **MATH 318 COMBINATORICS**

The study of combinatorial analysis including the following topics: advanced counting techniques, graph theory, generating functions, and recurrence relations. Prerequisites: Mathematics 152 and 230. Spring, even years. 3 credit hours.

### **MATH 325 STATISTICS AND DATA ANALYSIS**

An in-depth introduction to the elements of statistics and data analysis using statistical computing software. Prerequisite: MATH 151. Spring, odd years. 3 credit hours.

### **MATH 331 LINEAR ALGEBRA**

A study of vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. Prerequisite: MATH 151. Fall. 3 credit hours.

### **MATH 332 LINEAR ALGEBRA II**

A continuation of the study of vector spaces, inner product spaces, eigenvalues and eigenvectors, and linear transformations. Prerequisite: MATH 331. As needed. 3 credit hours.

### **MATH 351 DIFFERENTIAL EQUATIONS**

A study of ordinary differential equations and systems with applications. Prerequisite: MATH 251. Spring, even years. 3 credit hours.

### **MATH 352 ADVANCED CALCULUS**

An in-depth exploration of the advanced computational aspects of calculus along with an introduction to the algebraic and analytic foundations of the subject. Prerequisites: MATH 251 and MATH 331. Spring, odd years. 3 credit hours.

### **MATH 370 NUMERICAL METHODS**

A study of numerical methods including interpolation and extrapolation, roots of equations, solutions of systems of equations, curve fitting and numerical integration. Prerequisites: CISS 201 and MATH 151. As needed. 3 credit hours.

### **MATH 404 MODERN ABSTRACT ALGEBRA**

A study of algebraic structures with a focus on groups. Prerequisites: MATH 230 and MATH 331. Fall, even years. 3 credit hours.

### **MATH 405 MODERN ABSTRACT ALGEBRA II**

A study of algebraic structures including groups, rings, integral domains, and fields. Prerequisite: MATH 404. As needed. 3 credit hours.

### **MATH 412 ELEMENTARY REAL ANALYSIS**

A study of basic ideas and techniques of analysis for real-valued functions of an arbitrary number of real variables. Prerequisites: MATH 230 and MATH 352. As needed. 3 credit hours.



**MATH 421 PROBABILITY THEORY**

A first course in the mathematical theory of statistical application. The first course focuses on probability theory and distributions of random variables. Prerequisite: MATH 251. Fall, odd years. 3 credit hours.

**MATH 422 STATISTICAL INFERENCE**

A second course in the Mathematical theory of statistical application. The second course focuses on the topics of statistical inference: estimation, verification and prediction. Prerequisite: MATH 421. As needed. 3 credit hours.

**MATH 441 FUNCTIONS OF A COMPLEX VARIABLE**

A study of the geometric and analytic properties of harmonic and holomorphic functions of a single complex variable. Prerequisite: MATH 251. Spring, odd years. 3 credit hours.

**MATH 445 RESEARCH IN MATHEMATICS**

The student will independently investigate a topic in mathematics beyond the classroom curriculum. The results of the investigation will be demonstrated through problem solving and writing a research paper. Prerequisites: MATH 230 and MATH 251, and senior status. (IL\*) As needed. 1 credit hour. PRE Designated.

**MATH 480 TOPICS IN MATHEMATICS**

A study of specific areas of mathematics not covered by other upper-level courses. Course content will vary and will reflect student and faculty interest. Prerequisites: MATH 230 and MATH 251. As needed. 3 credit hours.

**MATH 490 WRITING IN THE DISCIPLINE I**

Studies in developing and communicating mathematical ideas through writing. WI3. Prerequisites: MATH 230, MATH 251, and MATH 331. (IL\*) As needed. 2 credit hours.

**MATH 491 WRITING IN THE DISCIPLINE II**

The student will independently investigate the mathematics topic proposed in MATH 490. The results of the investigation will be demonstrated through problem solving, writing a research paper in formal mathematical style, and sharing the research in a formal presentation setting. Prerequisites: MATH 230, MATH 251, MATH 490, and senior status. As needed. WI3. 2 credit hours. PRE Designated.

**MATH 495, 496 INDEPENDENT STUDY**

Prerequisite: Approval of the department chair and academic dean. As needed. 3 credit hours.

**MGMT 316 PRINCIPLES OF MANAGEMENT**

Explores the principles and processes of managing an organization. The functions of planning, organizing, leading and motivating employees are applied to current business situations. Fall and Spring. 3 credit hours.

**MGMT 330 INDUSTRIAL SUPERVISION**

Explores the process and techniques of accomplishing organizational objectives through others. Prerequisite: MGMT 316. As needed. 3 credit hours.

**MGMT 400 HUMAN RESOURCE MANAGEMENT**

Principles and practices used in the recruitment, selection, training and development, evaluation, and compensation of employees within organizations. Prerequisite: MGMT 316. Spring. 3 credit hours.

**MGMT 403 HUMAN BEHAVIOR IN ORGANIZATIONS**

The application of human behavior principles common to many types of organizations, with a focus on those in business and industry. Motivation, leadership, followership, and human problems are analyzed. Cross-listed as PSYC 403. Fall. 3 credit hours.

**MGMT 410 ENTREPRENEURSHIP**

Explores economic and managerial issues the small business manager must address. Entrepreneurship, forms of ownership, creating a business plan, location analysis, acquisition of capital, financial and inventory control, marketing and advertising considerations. Prerequisite: MGMT 316. Fall. 3 credit hours.

**MGMT 416 OPERATIONS MANAGEMENT**

An introduction of methods and processes used by organizations in the service and manufacturing sector to create strategic and competitive advantage. Topics include total quality management and control, work measurement, capacity and aggregate planning, forecasting, operations scheduling and project management. Prerequisites: BADM 305; MGMT 316; or permission of the instructor. Fall and Spring. 3 credit hours.

**MGMT 422 MARKETING MANAGEMENT**

Course addresses marketing research, forecasting, and strategic decision-making. Prerequisites: MGMT 316 and MRKT 300. As needed. 3 credit hours.

**MGMT 431 MANAGERIAL CONTROL PROCESSES**

Examines the use of responsibility centers, budgets, standards, feedback, and control over the production process. Prerequisite: MGMT 316. As needed. 3 credit hours.

**MGMT 435 MANAGERIAL BUSINESS COMMUNICATIONS**

Emphasis on corporate, intercultural, and crisis communication; team presentations; technical writing and editing; presentation software; and public relations. Prerequisite: BADM 325. As needed. 3 credit hours.

### **MGMT 450 LEADERSHIP**

Includes the definition, traits, and segmentation of leadership. Investigates character as a foundation and similar leadership traits. Mistakes that leaders make and new demands on future leaders are analyzed through group evaluations and discussions of currents and historic leaders. Prerequisite: MGMT 316. Spring, even years. 3 credit hours.

### **MGMT 485 TOPICS IN MANAGEMENT**

A specialized study of various managerial developments. Topics will vary from semester to semester. Students will be allowed to take the course more than once. Prerequisite: MGMT 316. As needed. 3 credit hours.

### **MIBS 150 INTRODUCTION TO MUSIC TECHNOLOGY**

Theories, concepts, and terminology of music technology. Study of music notation and sequencing software. Physical/timbral characteristics of acoustic instruments. Technological models that imitate and expand acoustic characteristics. Basics of sound reinforcement systems, storage systems, analog and digital sound systems. Computer applications in sound synthesis, composition and research. Fall. 3 credit hours.

### **MIBS 300 MUSIC INDUSTRY BUSINESS: BUSINESS AND ENTERTAINMENT LAW**

A study of the legal environments of business, with the study of entertainment law for the music industry business major. Topics which will supplement the existing BADM 300 curriculum will examine commercial law in the entertainment industry, legal restraints on entertainment, intellectual property in entertainment assets, contractual relations in the entertainment industry and other regulatory influences on entertainment, including licensing, taxation and for-profit vs. not-for-profit requirements. This covers all aspects of business law and is also specific for students interested in music business or other types of non-profit law. Fall and Spring. 3 credit hours.

### **MIBS 410 MUSIC INDUSTRY SEMINAR**

This course is required for all Music Business Majors but is open to all students upon permission of instructor. Students gain a working knowledge of the music business. (Fee required to attend The League of American Symphony Orchestra Seminar in Arts Management, Fundraising, and Promotion.) Overview of the music business including: Music Advertising, Music Promotion, Concert Promotion and Venue Management, Artist Management and Representation, Musician's Union, Web Design for Arts Organizations, Music Retailing, Music Marketing and Merchandising, online music publishing and aspects of Music Publishing, Job Opportunities in Music Business and Career Strategies, School of Performing and Visual Arts/American Symphony Orchestra League Seminar in Arts Management and Publicity, Kennedy Center Internship Opportunities, Internships in

Music Business, Fundraising for Arts Organizations and non-profit, grant writing for arts organizations. As needed. 3 credit hours.

### **MIBS 490 INTERNSHIP IN MUSIC BUSINESS**

Students will complete a 15-week internship at a company in the music industry that offers a varied, practical, and challenging learning experience. The internship will be supervised by a highly-qualified sponsor from the company and the Director (advisor) of the Music Business Program. A detailed journal, as described in the course syllabus under obligations of the intern, as well as a lecture presentation of their journal following or at the end of their internship is required. The internship experience is an important bridge between academic preparation and career development. At this point the student should have completed most required courses and is expected to have developed a mature knowledge, understanding and attitude regarding their choice of a career in music industry. It is the goal of the Gardner-Webb University Music Business Program to have all seniors undertake an internship at a professional firm involved in some facet of the music industry. Prerequisites: senior standing, permission of instructor. As needed. 12 credit hours.

### **MRKT 300 PRINCIPLES OF MARKETING**

A comprehensive analysis of the marketing system and the marketing process. WI3. Fall and Spring. 3 credit hours.

### **MRKT 302 CONSUMER BEHAVIOR**

Concepts, methods and models used in understanding, explaining, and predicting consumer motivation and behavior. This study includes the factors that influence the decision to purchase a product or service to include both the consumer and industrial sectors. Prerequisite: MRKT 300. Fall, even years. 3 credit hours.

### **MRKT 304 ADVERTISING AND PROMOTION**

Detailed and systematic review of marketing communications and use of mass media to include promotional activities, policy formulation, agency selection, control systems, and a survey of the American advertising system. Prerequisite: MRKT 300. Spring, odd years. 3 credit hours.

### **MRKT 310 SPORT MARKETING AND PROMOTION**

A study of basic marketing science as it applies to all realms of the sport industry. Special emphasis is placed on the principles, policies, and strategies utilized to market the unique product of sport. Attention is focused on the importance of public attitudes, opinions, and demographics as well as the design and construction of a marketing plan the promotional proposals. Cross-listed with SPMG 310. Fall and Spring. 3 credit hours.

**MRKT 402 RETAIL MANAGEMENT**

Analysis of the marketing activities involved in the sale of products and/or services to the ultimate consumer for personal or household consumption with the main emphasis on the management of store retailing. Prerequisite: MRKT 300. Fall, odd years. 3 credit hours.

**MRKT 404 SALES MANAGEMENT**

Direct and personal selling, salesmanship, and sales force management. The study includes sales persuasion skills, theories, and simulation selling techniques. Prerequisite: MRKT 300. As needed. 3 credit hours.

**MRKT 406 MARKETING CHANNEL MANAGEMENT**

Identification, selection and management of marketing channels and their modification to improve efficiency and profits. Prerequisite: MRKT 300. Spring, even years. 3 credit hours.

**MRKT 408 INDUSTRIAL MARKETING**

Application of market structure, product design, pricing strategy, logistics, promotion, and buying behavior models to industrial and governmental markets in the context of political, economic, technological, and ethical environments. Prerequisite: MRKT 300. As needed. 3 credit hours.

**MRKT 410 MARKETING RESEARCH**

Methods for collecting and analyzing data to solve marketing problems. Topics include research design, primary and secondary data collection, sample design, data analysis, and marketing management applications. Qualitative, survey and experimental research techniques are covered. Prerequisites: BADM 304 or equivalent, MRKT 300, or permission of instructor. (IL\*) Fall. 3 credit hours.

**MRKT 420 MARKETING MANAGEMENT**

Capstone course in marketing that addresses marketing research, forecasting, and strategic decision making.. Prerequisites: MRKT 300 and three 400-level marketing courses; MGMT 316. Spring. 3 credit hours.

**MRKT 466 INTERNATIONAL MARKETING**

Explores the cultural, marketing, management, and environmental factors of the multinational organization. Case analysis is utilized with emphasis directed toward problem resolution. Prerequisite: MRKT 300. Fall. 3 credit hours.

**MRKT 485 TOPICS IN MARKETING**

A specialized study of various marketing topics. Topics will vary from semester to semester. Students may take the course more than once. Prerequisite: MRKT 300. As needed. 3 credit hours.

**MRKT 497 INTERNSHIP IN MARKETING**

The internship is based in a marketing setting and provides an opportunity for the student to integrate what has been learned in courses and relate it to the operations of a complex marketing organization. Prerequisite: Junior standing or by department approval. 3 credit hours

**MSCI 111 LEADERSHIP AND PERSONAL DEVELOPMENT**

Introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. Includes instruction in map reading, land navigation, and customs and courtesies of the Army. Participation in three one-hour sessions of physical fitness is strongly encouraged each week. Participation in one weekend of Field Training Exercise is required. There is no military obligation to take this course. Open to all Gardner-Webb students. Co-requisite: MSCI 111L. Fall. 1 credit hour.

**MSCI 111L LEADERSHIP AND PERSONAL DEVELOPMENT LAB**

Application of basic leadership skills through multiple venues including drill and ceremony, land navigation, weapons familiarization, basic rifle marksmanship, medical tasks, individual movement techniques, employing claymore mines, engaging targets with hand grenades, introduction to the orders process, understanding army acronyms, hand and arm signals, and radio protocol procedures. Co-requisite: MSCI 111. Fall. 1 credit hour.

**MSCI 112 INTRODUCTION TO LEADERSHIP**

Overview of leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Includes instruction in basic tactics. Participation in three one-hour sessions of physical fitness is strongly encouraged each week. Participation in one weekend of Field Training Exercise is required. There is no military obligation to take this course. Open to all Gardner-Webb students. Co-requisite: MSCI 112L. Spring. 1 credit hour.

**MSCI 112L INTRODUCTION TO LEADERSHIP LAB**

Application of basic leadership skills through multiple venues including drill and ceremony, land navigation, weapons familiarization, basic rifle marksmanship, medical tasks, individual movement techniques, employing claymore mines, engaging targets with hand grenades, introduction to the orders process, understanding army acronyms, hand

and arm signals, and radio protocol procedures. Co-requisite: MSCI 112. Spring. 1 credit hour.

### **MSCI 146/PHED 146 MILITARY FITNESS**

Military Fitness teaches a fitness program focused on muscular strength, muscular endurance and aerobic endurance. The weekly classes provide students with opportunities for strenuous physical activity, and also serve as examples of exercise routines that students can adopt as personal workout plans. Progress is graded using the Army Physical Fitness Test (APFT). Students must be able to participate in a normal college physical education program. Fall and Spring. 1 credit hour.

### **MSCI 211 INNOVATIVE TEAM LEADERSHIP**

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Includes instruction in troop leading procedures, tactical movement, battle drills, and offensive and defensive operations. Participation in three one-hour sessions of physical fitness is strongly encouraged each week. Participation in one weekend of Field Training Exercise is required. There is no military obligation to take this course. Open to all Gardner-Webb students. Co-requisite: MSCI 211L. Fall. 2 credit hours.

### **MSCI 211L INNOVATIVE TEAM LEADERSHIP LAB**

Application of intermediate leadership skills through multiple venues including leading drill and ceremony, advanced land navigation, building terrain models, advanced rifle marksmanship, advanced medical tasks, movement formations, movement techniques, special teams, writing operations orders, situation reporting, call for fire, and introduction to battle drills. Co-requisite: MSCI 211. Fall. 1 credit hour.

### **MSCI 212 FOUNDATIONS OF TACTICAL LEADERSHIP**

Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Includes instruction in terrain analysis, patrolling, tactical orders, route planning, and navigational methods. Participation in three one-hour sessions of physical fitness is strongly encouraged each week. Participation in one weekend of Field Training Exercise is required. There is no military

obligation to take this course. Open to all Gardner-Webb students. Co-requisite: MSCI 212L. Spring. 2 credit hours.

### **MSCI 212L FOUNDATIONS OF TACTICAL LEADERSHIP LAB**

Application of intermediate leadership skills through multiple venues including leading drill and ceremony, advanced land navigation, building terrain models, advanced rifle marksmanship, advanced medical tasks, movement formations, movement techniques, special teams, writing operations orders, situation reporting, call for fire, and introduction to battle drills. Co-requisite: MSCI 212. Spring. 1 credit hour.

### **MSCI 246 MILITARY FITNESS**

This course continues the military fitness program students began in MSCI/PHED 146. It expands the student experience by giving them leadership roles in the fitness program and teaching them how to apply different Army Field Manual regulations and training documentation to the military fitness program. MSCI/PHED 146 is a prerequisite for this course and this course continues and builds on the physical fitness goals of MSCI/PHED 146. As with MSCI/PHED 146, students taking this course must be capable of participating in a diverse physical exercise program. Fall and Spring. 1 credit hour.

### **MSCI 311 ADAPTIVE TACTICAL LEADERSHIP**

Challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. Includes instruction in squad operations, problem solving, and combat orders. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required. Prerequisites: MSCI 211, MSCI 212 or equivalent. Co-requisite: MSCI 311L. Fall. 3 credit hours.

### **MSCI 311L ADAPTIVE TACTICAL LEADERSHIP LAB**

Leadership Lab. Practical application of the material learned in the co-requisite course. Co-requisite: MSCI 311. Fall. 1 credit hour.

### **MSCI 312 LEADERSHIP IN CHANGING ENVIRONMENTS**

Uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading tactical operations up to platoon level. Cadets review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in garrison operation orders.



Includes instruction in platoon operations, stability and support operations, and garrison orders. Designed to prepare third-year students to perform effectively at the Leadership Development and Assessment Course (LDAC). Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required. Prerequisites: MSCI 211, MSCI 212 or equivalent. Co-requisite: MSCI 312L. Spring. 3 credit hours.

### **MSCI 312L LEADERSHIP IN CHANGING ENVIRONMENTS LAB**

Leadership Lab. Practical application of the material learned in the co-requisite course. Co-requisite: MSCI 312. Spring. 1 credit hour.

### **MSCI 330 AMERICAN MILITARY HISTORY**

American Military History from 1776 to the Contemporary Operating Environment. Study of the threads of continuity throughout America's military career with an emphasis on leadership, technology, doctrinal changes and the formation of today's professional Army. Students are required to participate in a one- to two-day Staff Ride to an historic battlefield to demonstrate the usefulness of historical analysis to today's military leader. Prerequisite: junior standing (sophomores and freshmen by exception). Fall and Spring. 3 credit hours.

### **MSCI 411 DEVELOPING ADAPTIVE LEADERS**

Develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. Includes instruction in risk management, training management, code of conduct, rules of engagement, counseling, and evaluations. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required. Prerequisite: MSCI 312. Co-requisite: MSCI 411L. Fall. 3 credit hours.

### **MSCI 411L DEVELOPING ADAPTIVE LEADERS LAB**

Leadership Lab. Practical application of the material learned in the co-requisite course. Co-requisite: MSCI 411. Fall. 1 credit hour.

### **MSCI 412 LEADERSHIP IN A COMPLEX WORLD**

Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government

organizations, civilians on the battlefield, and host nation support. Includes instruction in Army organization and modularity, the platoon command team, a battle analysis, and a staff ride. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required. Prerequisite: MSCI 411. Co-requisite: MSCI 412L. Spring. 3 credit hours.

### **MSCI 412L LEADERSHIP IN A COMPLEX WORLD LAB**

Leadership Lab. Practical application of the material learned in the co-requisite course. Co-requisite: MSCI 412. Spring. 3 credit hours.

### **MUSC 100 BASIC MUSIC THEORY**

Introduces basic skills of making music: pitch notation, scales, intervals, note values, time signatures, meter, sight-singing, rhythmic drills, and rudimentary keyboard skills. Designed for those with little or no previous experience on a keyboard instrument or in music reading skills. Fall. 3 credit hours.

### **MUSC 105, 106 MUSIC THEORY I AND II**

Introduces the elements of music, primary and secondary triads and seventh chords, four-part writing procedures. Covers various aspects of musical form, melody, rhythm, harmony, figured bass and music analysis. Prerequisite: MUSC 100 or successful completion of Music Theory Placement Exam. MUSC 105 - Fall and Spring; MUSC 106-Spring and Summer. 3 credit hours each semester.

### **MUSC 107, 108 AURAL SKILLS I AND II**

Introduces music reading, sight-singing, and dictation. Aurally covers elements from Music Theory I: aural recognition of intervals, triads, seventh chord; notation of melodies and rhythms; performance of melodies and rhythms; keyboard skills. Requires computer interaction. Prerequisite: MUSC 100 or successful completion of Music Theory Placement Exam; MUSC 107 – Fall and Spring; MUSC 108 – Spring and Summer. 1 credit hour each semester.

### **MUSC 130 VOCAL CHAMBER ENSEMBLE**

A small, elective ensemble for the performance of vocal literature from all style periods. Open to any student with permission of instructor. Fall and Spring. 0-1 credit hour.

### **MUSC 131 WOODWIND CHAMBER ENSEMBLE**

A small, elective ensemble for the performance of woodwind literature. Open to any student with permission of instructor. Fall and Spring. 0-1 credit hour.

### **MUSC 132 BRASS CHAMBER ENSEMBLE**

An elective chamber ensemble for the performance of brass literature. Open to any student with permission of instructor. Fall and Spring. 0-1 credit hour.

### **MUSC 133 STRINGS CHAMBER ENSEMBLE**

An elective chamber ensemble for the performance of strings literature. Open to any student with permission of instructor. Fall and Spring. 0-1 credit hour.

### **MUSC 134 PERCUSSION CHAMBER ENSEMBLE**

An elective chamber ensemble for the performance of percussion literature. Open to any student with permission of instructor. Fall and Spring. 0-1 credit hour.

### **MUSC 135 KEYBOARD CHAMBER ENSEMBLE**

An elective chamber ensemble for the performance of keyboard literature. Open to any student with permission of instructor. Fall and Spring. 0-1 credit hour.

### **MUSC 136 HANDBELL ENSEMBLE**

An elective ensemble for the performance of handbell literature. Open to experienced handbell players or with permission of instructor. Fall and Spring. 0-1 credit hour.

### **MUSC 137 JAZZ ENSEMBLE**

An elective chamber ensemble for the performance of jazz literature. Open to any student with permission of instructor. Fall and Spring. 0-1 credit hour.

### **MUSC 138 GUITAR ENSEMBLE**

A small ensemble dedicated to the performance of literature written for multiple guitars. Open to any student with permission of instructor. Fall and Spring. 0-1 credit hour.

### **MUSC 139 PRAISE ENSEMBLE**

A small ensemble which will afford students experience in organizing, planning, rehearsing, leading, and performing Praise Music within the church worship context. Standard and new arrangements may be utilized; some on- and off-campus performance opportunities may be required. Open to any student with the permission of instructor. Fall and Spring. 0-1 credit hour.

### **MUSC 140 OLD TIME ENSEMBLE**

A small ensemble for the performance of American folk music, focusing on the string band traditions of the North Carolina Piedmont and Southern Appalachia. Open to any student with permission of instructor. Fall and Spring. 0-1 credit hour.

### **MUSC 149 GUITAR CLASS I**

Group instruction for beginning and intermediate students of guitar. Emphasis is placed on learning guitar techniques while learning to read music, play simple melodies and chordal accompanying, including beginning guitar literature, popular, and worship music. Fall and Spring. 1 credit hour.

### **MUSC 150 GUITAR CLASS II**

Group instruction for more advanced students of guitar in a small ensemble setting. Emphasis is placed on learning more advanced guitar techniques for the purpose of performing

guitar literature, including popular and worship music. Fall and Spring. 1 credit hour.

### **MUSC 187 PEP BAND**

Serves the university community in a supportive capacity with responsibilities for fostering school spirit at athletic events. Open to any student with permission of instructor. Spring. 0-1 credit hour.

### **MUSC 188 MARCHING BAND**

Serves the university community in a supportive capacity with responsibilities for fostering school spirit at football games and pep rallies. Open to any student with permission of instructor. Fall. 0-1 credit hour.

### **MUSC 190, 191, 290, 291, 390, 391, 490 CONCERT/RECITAL LAB**

A required set of attended concerts and recitals per semester as stated in the current Music Handbook. Fall and Spring. 0 credit hours each semester.

### **MUSC 205 MUSIC THEORY III**

The integrated study of chromatic harmony. A continuation of areas begun in first-year theory with additional emphasis on analysis: sonata-allegro, rondo, and variation forms, and composition in smaller forms. Includes ear training. Students will learn fundamentals of music technology. Prerequisite: MUSC 106. Fall. 3 credit hours.

### **MUSC 206 MUSIC THEORY IV**

A survey of modern trends and thought from Romanticism to the present, including modulation to all keys and electronic music. Includes ear training, analysis, and composition in each style studied. Prerequisites: ENGL 102 and MUSC 205. (IL\*) Spring. 3 credit hours.

### **MUSC 211 SOPHOMORE QUALIFYING RECITAL**

Presentation of at least 20 minutes of music. Required of performance majors. Fall and spring. 1 credit hour.

### **MUSC 225 MUSIC SURVEY**

A survey of music for the non-music major which includes a study of music elements, the development of music from the Middle Ages to the present day, and the listening and analysis of music literature appropriate to the period studied. Some concert attendance may be required. Fall, Spring, and Summer. 3 credit hours.

### **MUSC 235, 236 MUSIC HISTORY I AND II**

An introduction to non-Western music and a study of the history of Western music, from ancient Greek civilization to the present. Prerequisite: ENGL 102 and MUSC 106. (IL\* and WI3) MUSC 235-Fall; MUSC 236-Spring. 3 credit hours each semester.

**MUSC 245 BRASS AND PERCUSSION CLASS**

Elementary instruction in the techniques of playing instruments in the brass and percussion families. Fall. 1 credit hour.

**MUSC 246 STRINGS AND WOODWINDS CLASS**

Elementary instruction in the techniques of playing instruments in the string and woodwind families. Spring. 1 credit hour.

**MUSC 247 CONDUCTING FUNDAMENTALS**

An introduction to the fundamentals of conducting. Prerequisites: MUSC 105 and MUSC 106 or equivalent. Spring. 1 credit hour.

**MUSC 248 MARCHING BAND TECHNIQUES**

Marching styles, problems of teaching marching, plotting half-time shows, and instruction in contest and parade participation. Fall, even years. 1 credit hour.

**MUSC 250 VOCAL TECHNIQUES CLASS**

The basics of correct vocal technique taught within a group-private lesson setting. Students learn correct vocal technique and have lab experience teaching beginning vocal techniques individually, in small groups, and in larger classes. This course is designed especially for the music education major with instrumental concentration, though others may enroll with permission of the instructor. Spring. 1 credit hour.

**MUSC 257 VOICE DICTION**

A guide to pronouncing the sounds of English, Latin, Italian, German, and French, with emphasis on English, and the written transcription of these languages utilizing General Phonetics and the International Phonetic Alphabet as they relate to the performance of vocal solo and choral music. Fall, even years. 1 credit hour.

**MUSC 259 ADVANCED PIANO SKILLS**

Group instruction in sight-reading, harmonization of melodies, transposition, playing by ear, open score reading, basso continuo realization, and improvisation. Permission of instructor is required. Fall, odd years. 1 credit hour.

**MUSC 305 COUNTERPOINT**

An examination of linear writing and combination of contrapuntal voices in the Baroque period. Composition and analysis are required. Prerequisite: MUSC 205. Fall, even years. 2 credit hours.

**MUSC 306 ORCHESTRATION**

A basic course in writing and arranging for band and orchestral instruments. Includes a study of the characteristics of most woodwind, brass, string, and percussion instruments with an emphasis on problems for beginner and intermediate players; writing for various combinations of instruments in family and heterogeneous groups; score writing; and some insights

into writing for full band and orchestra. Prerequisite: MUSC 205. Spring. 2 credit hours.

**MUSC 307, 308 COMPOSITION I AND II**

Individual instruction in traditional and modern compositional techniques. Students will be required to create original compositions under the guidance of the instructor. When possible, performance of student compositions will be arranged. Prerequisite: MUSC 205. Fall and Spring. 3 credit hours each semester.

**MUSC 312 JUNIOR RECITAL**

Presentation of at least 30 minutes of music. Required of performance majors. Fall and Spring. 2 credit hours.

**MUSC 335 MUSIC LITERATURE**

Survey of music literature in various genres from the Baroque to the present, including listening, analysis, research, and class presentations. Prerequisite: MUSC 235 and 236. WI3. Fall. 3 credit hours.

**MUSC 347 ELEMENTARY MUSIC EDUCATION/ CLASSROOM MANAGEMENT**

Materials and methods for music specialists. Teaching and supervision of music programs for elementary schools, based on developmental knowledge of music concepts through musical activities. Includes component on classroom management, designed to facilitate procedural and behavior management techniques. Fall. 3 credit hours.

**MUSC 348 SECONDARY MUSIC EDUCATION/ CLASSROOM MANAGEMENT**

Materials and methods for the development of music programs for junior and senior high schools, including discipline, curriculum, budgeting, and techniques for general music, instrumental and vocal classes. Includes component on classroom management, designed to facilitate procedural and behavior management techniques. Spring. 3 credit hours.

**MUSC 349 INSTRUMENTAL METHODS AND LITERATURE**

The teaching and supervision of music as it relates to the junior and senior high school instrumental program. Included is preparation for contests and public performances, recruitment of instrumentalists, literature and pedagogical techniques for beginning instrumentalists. Spring. 2 credit hours.

**MUSC 365 INSTRUMENTAL MUSIC IN THE CHURCH**

Designed to provide the church musician with practical knowledge of church instrumental music. Included is the history of church instrumental music, introduction to all orchestral instruments, handbell techniques and conducting handbell ensembles, organizing a church orchestra and contemporary worship ensemble, rehearsal techniques, basics

of playing guitar, and an introduction to sound equipment. Spring, odd years. 3 credit hours.

### **MUSC 366 CHORAL MUSIC IN THE CHURCH**

Designed to provide the church musician with practical knowledge of church choral music. Included is the study and practice of current and traditional philosophies of choirs in churches, methods and materials used with preschool through senior adult choirs. Spring, even years. 3 credit hours.

### **MUSC 370 CONCERT CHOIR**

A mixed touring chorus of select voices determined by auditions held in the Spring of the preceding school year and the beginning of the Fall semester. Open to any student. Fall and Spring. 0-1 credit hour.

### **MUSC 375 CHORALE**

A choral group which prepares programs of sacred and secular music for presentation. Open to any student without audition. Fall and Spring. 0-1 credit hour.

### **MUSC 378 OPERA AND MUSICAL THEATRE**

Participation in operatic and musical productions giving the singer an opportunity to perform roles in works ranging from chamber opera to standard operatic and musical literature. Open to any student with permission of the instructor. Fall and Spring. 0-1 credit hour.

### **MUSC 385 SYMPHONIC BAND**

The main instrumental (wind) ensemble of the university. Emphasis is on the performance of quality wind literature. Open to any student with permission of instructor. Fall and Spring. 0-1 credit hour.

### **MUSC 386 ORCHESTRA**

A semi-professional orchestra open to any student as well as residents of the community by audition. Open to any student with permission of instructor. Fall and Spring. 0-1 credit hour.

### **MUSC 400 SPECIAL TOPICS IN MUSIC**

Specialized study in selected areas of music. Course content will vary and will reflect current developments in music and respond to student interest and need. As needed. 0-1 credit hour.

### **MUSC 405 FORM AND ANALYSIS**

A study of the forms of composition beginning with phrase and period and covering large forms such as rondo, sonata, concerto and fugue. Prerequisite: MUSC 206. Fall, odd years. 2 credit hours.

### **MUSC 412 LIBERAL ARTS RECITAL**

Presentation of at least 30 minutes of music. Option for BA in Music. Fall and Spring. 2 credit hours.

### **MUSC 413 SENIOR RECITAL**

Presentation of at least 55 minutes of music. Required of performance majors. Fall and Spring. 3 credit hours.

### **MUSC 425 VOCAL LITERATURE**

A survey of art song literature from the late Renaissance to the present. Prerequisite: completion of at least two credit hours of applied voice at the 200-level. As needed. 3 credit hours.

### **MUSC 426 PIANO LITERATURE**

A survey of solo and ensemble clavier/piano literature from the Renaissance to the present. Prerequisite: completion of at least two credit hours of applied piano at the 200-level. As needed. 3 credit hours.

### **MUSC 427 ORGAN LITERATURE**

A survey of organ literature from the Renaissance to the present. Prerequisite: completion of at least two credit hours of applied organ at the 200-level. As needed. 3 credit hours.

### **MUSC 428 INSTRUMENTAL LITERATURE**

A survey of important solo and ensemble literature as well as method and etude books in the student's area of instrumental concentration. Prerequisite: completion of at least two credit hours of applied music on the student's instrument of concentration. As needed. 3 credit hours.

### **MUSC 446 CHORAL CONDUCTING**

Conducting and choral rehearsal techniques appropriate to school and church choral groups, emphasizing student conducting experience. Prerequisite: MUSC 247. Fall. 1 credit hour.

### **MUSC 447 INSTRUMENTAL CONDUCTING**

A study of instrumental conducting as it relates to the conducting of modern bands and orchestras, including history, technique (baton and instrumental), foreign terminology, score study and analysis. Prerequisite: MUSC 247. Spring. 1 credit hour.

### **MUSC 449 MUSICAL UNDERSTANDING IN 21ST CENTURY SCHOOLS**

Build upon knowledge gained in MUSC 347, MUSC 348, and EDUC 350. Includes internship placement, with focus on assessment of individual student needs, and planning and delivering appropriate instruction. Study and implementation of research-based instructional strategies that facilitate development of 21st century skills, critical thinking, problem solving, and meaningful integration of technology. Music education specific methods and classroom management techniques will be discussed. Special focus on assessment in the music classroom, organization of student learning teams, professional development, and the North Carolina Teacher Candidate Standards. Taken semester before student teaching



semester and located in a partnership school. Prerequisites: MUSC 347 and MUSC 348. Fall and Spring. 3 credit hours.

### **MUSC 450 INSTRUMENTAL PEDAGOGY**

The study of methods and materials appropriate for private and group instruction for the teaching of instrumental music from the beginner through adult learner including the history and development of instruments. As needed. 2 credit hours.

### **MUSC 453, 454 PERFORMANCE SEMINAR**

Includes performance requirements, literature research and discussion, and writing of program notes. Fall. 1 credit hour.

### **MUSC 455 PIANO PEDAGOGY**

Methods and materials appropriate for private and group instruction of children or adults from beginners to intermediate level. Supervision of class participants in required teaching of private piano lessons. Prerequisite: minimum six hours applied piano study. Fall, even years. 2 credit hours.

### **MUSC 457 VOCAL PEDAGOGY**

A study of methods and materials for the teaching of private and class voice. Supervision of class participants in required teaching of private voice lessons. Prerequisite: minimum six hours applied vocal study. Spring, odd years. 2 credit hours.

### **MUSC 459 ORGAN PEDAGOGY**

A comprehensive survey of organ literature, the history of organ construction and development, and a study of the basic principles of private organ instruction. Prerequisite: minimum six hours applied organ study. As needed. 2 credit hours.

### **MUSC 464 WORSHIP IN THE CHURCH**

Study of the history of worship, different philosophies of worship, and relating the philosophies with current church music issues. Includes worship planning and leading congregational worship. Fall, odd years. 2 credit hours.

### **MUSC 465 CONGREGATIONAL SONG**

A study of church history and congregational worship music from A. D. 700 through the contemporary period. Prerequisite: MUSC 106. Fall, even years. 3 credit hours.

### **MUSC 466 CHURCH MUSIC ADMINISTRATION**

Practical study of organization and administration of a church music ministry emphasizing the minister of music's role as minister, church staff member, educator, promoter, and administrator. Fall, odd years. 3 credit hours.

### **MUSC 467 CHURCH MUSIC SEMINAR AND FIELD WORK**

Philosophy, observation and participation in the administration of a church music program. Prerequisite: MUSC 466. Spring, even years. 3 credit hours.

### **MUSC 491, 492 COMPOSITION III AND IV**

Senior Composition project. Prerequisites: MUSC 307 and MUSC 308. Fall and Spring. 3 credit hours each semester.

### **MUSC 493, 494 TREATISE I AND II**

Required for BA in Music, Treatise Option. Fall and Spring. 3 credit hours each semester.

### **MUSC 495, 496 INDEPENDENT STUDY**

Supervised study program in a field of special interest. As needed. 1-3 credit hours each semester.

### **MUSC 497 COMPOSITION PRESENTATION**

The student will explain and defend the senior composition project in a formal setting open to the academic community and the public. Public speaking component. As needed. 1 credit hour.

### **MUSE 200 INTRODUCTION TO MUSEUM STUDIES**

This course introduces students to the nature and culture of Museums. Students explore museums' missions and roles in society through case studies and exhibitions in a variety of museums including art, ethnographic, history, natural history, and science museums. Students explore contemporary museums in terms of their history and diversity, as well as current issues facing museums. The course focuses on the principal areas of museum work: collections, interpretation, museums and communities, capacity building, and leadership. Fall, odd years. 3 credit hours.

### **MUSE 310 COLLECTIONS MANAGEMENT**

This course introduces the collections accessioning, care, and presentation processes facing museum staff every day. Topics will be addressed in readings, discussions, lectures, and hands-on experience. A large component of this course is hands-on collection care tasks that will be completed during scheduled class time. Spring, even years. 3 credit hours.

### **MUSE 320 MUSEUM EDUCATION AND OUTREACH**

This course introduces educational topics relevant to museum professionals such as: pedagogical theory, object-based learning, and multi-generational learning environments which foster the development of effective and motivating educational programs in museums. It also explores the challenges and best practices for engaging community partners such as schools, civic organizations, donors, funding agencies, and the general public. Fall, even years. 3 credit hours.

### **MUSE 330 EXHIBIT DESIGN**

This course explores the planning and design phases of exhibition development in museums, aquariums, and zoos, with an emphasis on interpretative design. Class time will include: lectures, discussion, media presentations, and

group work. This course provides motivated students with fundamental preparation for further training as museum professionals. Spring, odd years. 3 credit hours.

### **MUSE 401 MUSEUM PRACTICUM**

A collaborative experiential learning class in which students coordinate the planning, creation, marketing, and display of an original exhibit. As needed. 1 credit hour (repeatable up to three hours).

### **MUSE 497 MUSEUM INTERNSHIP 1**

Up to two credit hours of internship in a museum setting. Prerequisites: Approval of the Museum Studies Program Coordinator. As needed. 3 credit hours. PRE Designated.

### **MUSE 498 MUSEUM INTERNSHIP 2**

Up to four credit hours of internship in a museum setting. Prerequisites: Junior standing and approval of the Museum Studies Program Coordinator. As needed. 3 credit hours. PRE Designated.

### **NURS 105 PHARMACOLOGY CONCEPTS**

This introductory course utilizes basic mathematics as a foundation for medication dosage calculations. Basic and advanced medication calculations, including intravenous and weight-based dosage calculations will be discussed. Drug classifications, indications, physiological actions, contraindications, desired and adverse effects, routes, and nursing considerations will be included. Emphasis is placed on the nurse's responsibility in drug administration and assessment of the client's response to drug therapy. Prerequisites: None. Co-requisites: BIOL 203; NURS 106, 107, 108, 109, 110; PSYC 201. Fall. Class hours: 2; Clinical hours: 0; Semester hours: 2.

Advanced Placement LPN Option: Pre-requisites: BIOL 203, 204; NURS 106, 107, 108; PSYC 201. Co-requisites: NURS 109, 110, 115, 116, 117, 118; PSYC 206.

### **NURS 106 FUNDAMENTAL CONCEPTS OF NURSING**

This course provides a foundation for the practice of nursing and introduces basic nursing concepts related to client-centered care. Emphasis is on establishing nursing knowledge, caring, competence, and communication for the professional nurse, while integrating concepts from the sciences and liberal arts. A major concentration of the course includes application of the nursing process to provide care for clients within a cultural, legal, and ethical framework. Prerequisites: None. Co-requisites: BIOL 203; NURS 105, 107, 108, 109, 110; PSYC 201. Fall. Class hours: 4; Clinical hours: 0; Semester hours: 4.

### **NURS 107 FUNDAMENTAL CONCEPTS EXPERIENTIAL LAB**

This course focuses on evidence-based practice beginning level clinical nursing skills used in providing client-centered care for clients. Clinical nursing skills are performed in a laboratory setting utilizing didactic instruction and simulation. Fundamental nursing concepts, such as cultural competence, quality improvement, and use of technology are incorporated into performance of clinical nursing skills. Prerequisites: None. Co-requisites: BIOL 203; NURS 105, 106, 108, 109, 110; PSYC 201. Fall. Class hours: 3; Clinical hours: 0; Semester hours: 1.

### **NURS 108 APPLICATION OF FUNDAMENTAL CONCEPTS**

This course provides the student with the opportunity to apply fundamental concepts and evidence-based clinical nursing skills in the health care setting. Fundamental concepts applied during the clinical experience include safety, nutrition, pharmacology, evidence-based practice, informatics, client centered care, and interdisciplinary teamwork. Prerequisites: None. Co-requisites: BIOL 203; NURS 105, 106, 107, 109, 110; PSYC 201. Fall. Class hours: 0; Clinical hours: 45; Semester hours: 1.

### **NURS 109 BASIC CONCEPTS OF HEALTH ASSESSMENT**

This course focuses on the skills needed to perform a physical and psychosocial assessment of a client. Emphasis is on the collection of subjective and objective client data utilizing therapeutic communication techniques and documentation. The use of culturally competent care and evidence-based practice are integrated throughout the course. Prerequisites: None. Co-requisites: BIOL 203; NURS 105, 106, 107, 108, 110; PSYC 201. Fall. Class hours: 2; Clinical hours: 0; Semester hours: 2.

### **NURS 110 HEALTH ASSESSMENT EXPERIENTIAL LAB**

This course provides the student with the opportunity to apply health assessment skills in a laboratory setting. Students practice and demonstrate communication and health assessment skills that are necessary for the development of an individualized plan of care. Prerequisites: None. Co-requisites: BIOL 203; NURS 105, 106, 107, 108, 109; PSYC 201. Fall. Class hours: 3; Clinical hours: 0; Semester hours: 1.

### **NURS 115 BASIC CONCEPTS EXPERIENTIAL LAB**

This course provides the opportunity to apply theory-based practice in a simulation laboratory setting. Scenarios are utilized to encourage critical thinking skills, interpretation of laboratory data, pharmacology, pathophysiology, use of informatics and demonstration of clinical skills. Students are guided in planning, selecting and implementing therapeutic nursing interventions to meet the physical and psychosocial

needs of clients. Prerequisites: BIOL 203; NURS 105, 106, 107, 108, 109, 110; PSYC 201. Co-requisites: BIOL 204; NURS 116, 117, 118; PSYC 206. Spring. Class hours: 3; Clinical hours: 0; Semester hours: 1.

Advanced Placement LPN Option: Pre-requisites: BIOL 203, 204; NURS 106, 107, 108; PSYC 201. Co-requisites: NURS 105, 109, 110, 116, 117, 118; PSYC 206.

### **NURS 116 APPLICATION OF BASIC CONCEPTS**

The course offers the student a clinical focus to care for clients experiencing physical and mental illness. Emphasis is placed on the role of the professional nurse as a member of the interdisciplinary team, the use of evidence-based practice, and application of the nursing process. Prerequisites: BIOL 203; NURS 105, 106, 107, 108, 109, 110; PSYC 201. Co-requisites: BIOL 204; NURS 115, 117, 118; PSYC 206. Spring. Class hours: 0; Clinical hours: 90; Semester hours: 2.

Advanced Placement LPN Option: Pre-requisites: BIOL 203, 204; NURS 106, 107, 108; PSYC 201. Co-requisites: NURS 105, 109, 110, 115, 117, 118; PSYC 206.

### **NURS 117 BASIC CONCEPTS IN CLINICAL NURSING**

This course provides a study of essential concepts in nursing with a focus on health care needs of adults with issues related to homeostasis, comfort, mobility, inflammation, elimination, oxygenation, circulation, and cellular regulation. Students will focus on client needs utilizing concepts of caring, human needs theory, evidence-based practice, and communication. Prerequisites: BIOL 203; NURS 105, 106, 107, 108, 109, 110; PSYC 201. Co-requisites: BIOL 204; NURS 115, 116, 118; PSYC 206. Spring. Class hours: 4; Clinical hours: 0; Semester hours: 4.

Advanced Placement LPN Option: Pre-requisites: BIOL 203, 204; NURS 106, 107, 108; PSYC 201. Co-requisites: NURS 105, 109, 110, 115, 116, 118; PSYC 206.

### **NURS 118 CONCEPTS IN PSYCHIATRIC NURSING**

This course prepares the student to apply the nursing process and psychiatric nursing concepts to promote mental health of clients, and to provide care for clients who are experiencing mental health disorders. Concepts relating to mental health and the response to mental illness are components of this course. Students will focus on client needs utilizing concepts of caring, human needs theory, evidence-based practice, and communication. Prerequisites: NURS 105, 106, 107, 108, 109, 110; BIOL 203; PSYC 201. Co-requisites: NURS 115, 116, 117; BIOL 204; PSYC 206. Spring. Class hours: 3; Clinical hours: 0; Semester hours: 3. Advanced Placement LPN Option: Pre-requisites: BIOL 203, 204; NURS 106, 107, 108; PSYC 201. Co-requisites: NURS 105, 109, 110, 115, 116, 117; PSYC 206.

### **NURS 206 (FOR COHORTS ENROLLED IN FIRST NURSING COURSE BEGINNING FALL 2018)**

This course introduces nursing concepts related to pregnancy, care of the newborn, and care of children through adolescence. Concepts related to human growth and development, health promotion and maintenance, cultural influences on the family, and women's health issues are integrated throughout this course. Pre-requisites: BIOL 203, 204; NURS 105, 106, 107, 108, 109, 110, 115, 116, 117, 118; PSYC 201, 206. Co-requisites: BIOL 105; NURS 207, 208. Fall. Class hours: 6; Clinical hours: 0; Semester hours: 6.

### **NURS 206 NURSING CONCEPTS FOR CHILDBEARING FAMILIES (FOR COHORTS ENROLLED IN FIRST NURSING COURSE PRIOR TO FALL 2018)**

This course introduces nursing concepts related to pregnancy, care of the newborn, and care of children through adolescence. Concepts related to human growth and development, health promotion and maintenance, cultural influences on the family, and women's health issues are integrated throughout this course. Pre-requisites: BIOL 203, 204; NURS 106, 107, 108, 109, 110, 114, 115, 116; PSYC 201, 206. Co-requisites: BIOL 105; NURS 207, 208. Fall. Class hours: 7; Clinical hours: 0; Semester hours: 7.

### **NURS 207 CHILDBEARING FAMILIES EXPERIENTIAL LAB**

This course provides the student with the opportunity to apply theory-based practice in a simulation laboratory setting, addressing nursing care of the childbearing family and children. Clinical skills are demonstrated through simulations and observations. Applied course concepts include human growth and development, nutrition, pharmacology, health promotion and maintenance, and alterations in health. Pre-requisites: BIOL 203, 204; NURS 105, 106, 107, 108, 109, 110, 115, 116, 117, 118; PSYC 201, 206. Co-requisites: BIOL 105; NURS 206, 208. Fall. Class hours: 3; Clinical hours: 0; Semester hours: 1.

### **NURS 208 APPLICATION OF NURSING FOR CHILDBEARING FAMILIES**

This course offers a clinical focus on nursing care of the childbearing family. Clinical skills are applied to the care of children and childbearing families in a variety of community and acute care settings. Course concepts include human growth and development, nutrition and pharmacology, health promotion and maintenance, evidence-based practice, patient centered care, and alterations in health from conception to childbearing. Pre-requisites: BIOL 203, 204; NURS 105, 106, 107, 108, 109, 110, 115, 116, 117, 118; PSYC 201, 206. Co-requisites: BIOL 105; NURS 206, 207. Fall. Class hours: 0; Clinical hours: 90; Semester hours: 2.

## **NURS 209 ADVANCED CONCEPTS IN CLINICAL NURSING**

This course offers a focus on synthesis of concepts, research, and evidence-based practice for an adult population with complex multisystem health care needs. Course activities prepare the student to critically appraise and apply previous nursing knowledge. Emphasis is on the role of the professional nurse in health promotion and maintenance, illness management, and rehabilitation of an adult population in a variety of acute care settings. Pre-requisites: BIOL 105, 203, 204; NURS 105, 106, 107, 108, 109, 110, 115, 116, 117, 118, 206, 207, 208; PSYC 201, 206. Co-requisites: NURS 210, 211, 290; and all other courses required for graduation. Spring. Class hours: 6; Clinical hours: 0; Semester hours: 6.

## **NURS 210 ADVANCED CONCEPTS EXPERIENTIAL LAB**

This course provides the student with the opportunity to apply theory-based practice in a simulation laboratory setting, addressing complex and multi-system health needs of adults. Clinical skills are demonstrated through simulations and observations. Applied course concepts include management of care, nutrition, pharmacology, health promotion and maintenance, and alterations in health. Specific techniques utilized during the simulation include demonstration of clinical skills, problem-solving, prioritization, delegation, and communication with an interdisciplinary team. Pre-requisites: BIOL 105, 203, 204; NURS 105, 106, 107, 108, 109, 110, 115, 116, 117, 118, 206, 207, 208; PSYC 201, 206. Co-requisites: NURS 209, 211, 290; and all other courses required for graduation. Spring. Class hours: 3; Clinical hours: 0; Semester hours: 1.

## **NURS 211 APPLICATION OF ADVANCED CONCEPTS**

This course provides the opportunity for the transition from student to professional nursing role through a focused client care experience (FCCE) in a selected clinical setting that allows synthesis of knowledge, skills, and attitudes. The goal of the course is to provide intensive hands-on experience in a concentrated clinical setting with a one-on-one practicing clinical role model. This FCCE will facilitate the assumption of the role of graduate nurse in meeting the clinical leadership and management responsibilities that will be required upon successful completion of the registered nurse licensing exam. The course meets the Professional Readiness Experience graduation requirement. Pre-requisites: BIOL 105, 203, 204; NURS 105, 106, 107, 108, 109, 110, 115, 116, 117, 118, 206, 207, 208; PSYC 201, 206. Co-requisites: NURS 209, 210, 290; and all other courses required for graduation. Spring. Class hours: 35; Clinical hours: 100; Semester hours: 3. PRE Designated.

## **NURS 239 NURSING ASSESSMENT**

This course focuses on the skills needed to perform a physical and psychosocial assessment of a client. Emphasis is on the collection of subjective and objective client data utilizing therapeutic communication techniques and documentation. The use of culturally competent care and evidence-based practice are integrated throughout the course. Prerequisites: BIOL 203. Co-requisites: NURS 240, 339. Fall. Class hours: 2; Clinical hours: 0; Semester hours: 2.

## **NURS 240 NURSING ASSESSMENT LAB**

This course provides the student with the opportunity to apply health assessment skills in a laboratory setting. Students practice and demonstrate communication and health assessment skills that are necessary for the development of an individualized plan of care. Prerequisites: BIOL 203. Co-requisites: NURS 239, 339. Fall. Class hours: 3; Clinical hours: 0; Semester hours: 1.

## **NURS 261 INTRODUCTION TO NURSING**

This course provides a foundation for the practice of nursing and introduces basic nursing concepts related to client-centered care. Emphasis is on establishing nursing knowledge, caring, competence, and communication for the professional nurse, while integrating concepts from the sciences and liberal arts. A major concentration of the course includes application of the nursing process to provide care for clients within a cultural, legal, and ethical framework. Pre-requisites: BIOL 203; NURS 239, 240, 339. Co-requisites: NURS 262, 263, 340. Spring. Class hours: 4; Clinical hours: 0; Semester hours: 4.

## **NURS 262 INTRODUCTION TO NURSING LAB**

This course focuses on evidence-based practice beginning level clinical nursing skills used in providing client-centered care for clients. Clinical nursing skills are performed in a laboratory setting utilizing didactic instruction and simulation. Fundamental nursing concepts, such as cultural competence, quality improvement, and use of technology are incorporated into performance of clinical nursing skills. Pre-requisites: BIOL 203; NURS 239, 240, 339. Co-requisites: NURS 261, 263, 340. Spring. Class hours: 3; Clinical hours: 0; Semester hours: 1.

## **NURS 263 INTRODUCTION TO NURSING PRACTICUM**

This course provides the student with the opportunity to apply fundamental concepts and evidence-based clinical nursing skills in the health care setting. Fundamental concepts applied during the clinical experience include safety, nutrition, pharmacology, evidence-based practice, informatics, client centered care, and interdisciplinary teamwork. Pre-requisites: BIOL 203; NURS 239, 240, 339. Co-requisites: NURS 261, 262, 340. Spring. Class hours: 0; Clinical hours: 45; Semester hours: 1.



### **NURS 290 TRANSITION TO PRACTICE**

This hybrid course concentrates on transition to practice issues, which include critical thinking, delegation, management of care, and prioritization for the graduate nurse. Discussion of trends in healthcare and issues affecting client care are a major emphasis. A focus on informatics and evidence-based practice is also included. (IL\*) Pre-requisites: BIOL 105, 203, 204; NURS 105, 106, 107, 108, 109, 110, 115, 116, 117, 118, 206, 207, 208; PSYC 201, 206. Co-requisites: NURS 209, 210, 211; and all other courses required for graduation. Spring. Class hours: 3; Clinical hours: 0; Semester hours: 3.

### **NURS 295 SPECIAL TOPICS IN NURSING**

This elective course will focus on various subjects related to pre-licensure nursing. Possible topics include 1) informatics in healthcare, 2) delegation and leadership 3) clinical competence. Students will participate in discussions and readings to promote critical thinking. This course may be one to three credits depending on the content and course requirements. Pre-requisites: None. As needed. Class hours: 1-3; Clinical hours: 0; Semester hours: 1-3.

### **NURS 300 CONCEPTS IN PROFESSIONAL NURSING (FOR COHORTS ENROLLED IN FIRST NURSING COURSE BEGINNING FALL 2018)**

This course introduces concepts related to transitioning to the role of the professional nurse. Areas covered include evolution of nursing, professional socialization, and components of professional nursing practice. Pre-requisites: BIOL 105, 203, 204; NURS 239, 240, 261, 262, 263, 307, 339, 340, 342, 343, 344, 345, 361, 362, 363, 461, 462, 463, 470; PSYC 201, 206. Co-requisites: NURS 441, 442, 443, 444, 460; and all other courses required for graduation. Spring. Class hours: 2; Clinical hours: 0; Semester hours: 2.

### **NURS 300 CONCEPTS IN PROFESSIONAL NURSING (FOR COHORTS ENROLLED IN NURSING PRIOR TO FALL 2018)**

This course introduces concepts related to transitioning to the role of the professional nurse. Areas covered include evolution of nursing, professional socialization, and components of professional nursing practice. Pre-requisites: BIOL 105, 203, 204; NURS 239, 240, 261, 262, 263, 307, 340, 341, 342, 343; PSYC 201, 206. Co-requisites: NURS 361, 362, 363. Spring. Class hours: 3; Clinical hours: 0; Semester hours: 3.

### **NURS 307 COMMUNICATION SKILLS IN NURSING**

This introductory course is designed to prepare the student to demonstrate effective written and oral/visual communication skills. Competency in basic skills of using technology as a method of communication is included. Emphasis is placed on the importance of effective communication and documentation, and the role of technology in healthcare. WI3. (\*IL) Pre-requisites: BIOL 105, 203, 204; NURS 239,

240, 261, 262, 263, 339, 340; Co-requisites: NURS 342, 343, 344, 345. Fall. Class hours: 3; Clinical hours: 0; Semester hours: 3.

### **NURS 339 PHARMACOLOGY IN NURSING PRACTICE (FOR COHORTS ENROLLED IN FIRST NURSING COURSE BEGINNING FALL 2018)**

This introductory course utilizes basic mathematics as a foundation for medication dosage calculations. Basic and advanced medication calculations, including intravenous and weight-based dosage calculations will be discussed. Drug classifications, indications, physiological actions, contraindications, desired and adverse effects, routes, and nursing considerations will be included. Emphasis is placed on the nurse's responsibility in drug administration and assessment of the client's response to drug therapy. Prerequisites: BIOL 203. Co-requisites: NURS 239, 240. Fall. Class hours: 2; Clinical hours: 0; Semester hours: 2.

### **NURS 339 PHARMACOLOGY IN NURSING PRACTICE (FOR COHORTS ENROLLED IN NURSING PRIOR TO FALL 2018)**

This foundational course provides an introduction to drug therapy, drug classification, methods of administration, physiological actions, purpose, and mechanism of action, desired and adverse effects of the drug. Emphasis is placed on the nurses' responsibility in drug administration and assessment of the client's response to drug therapy. Prerequisites: BIOL 105, 203, 204; NURS 239, 240, 261, 262, 263, 300, 307, 340, 341, 342, 343, 361, 362, 363, 461, 462, 463, 470; PSYC 201, 206. Co-requisites: NURS 441, 442, 443, 444, 460; and all other courses required for graduation. Spring. Class hours: 2; Clinical hours: 0; Semester hours: 2.

### **NURS 340 NUTRITION IN NURSING PRACTICE**

This course will provide a study of nutritional value in health promotion and disease management. Emphasis will be placed on the human need and utilization of nutrients to maintain optimal health status. Nutritional considerations associated with cultural diversity, socioeconomic status, and healthy lifestyles will be examined. Prerequisites: BIOL 203; NURS 239, 240, 339. Co-requisites: NURS 261, 262, 263. Spring. Class hours: 2; Clinical hours: 0; Semester hours: 2.

### **NURS 341 ADULT HEALTH I (FOR COHORTS ENROLLED IN NURSING PRIOR TO FALL 2018)**

This course provides a study of essential concepts in nursing with a focus on health care needs of adults with issues related to homeostasis, comfort, mobility, inflammation, elimination, oxygenation, circulation, and cellular regulation. Concepts relating to mental health and the response to mental illness will also be discussed. Students will focus on client needs utilizing concepts of caring, human needs theory, evidence-based practice, and communication. Pre-requisites: BIOL 105, 203, 204; NURS 239, 240, 261, 262, 263, 340;

PSYC 201; Co-requisites: NURS 307, 342, 343; PSYC 206. Fall. Class hours: 6; Clinical hours: 0; Semester hours: 6.

### **NURS 342 ADULT HEALTH I LAB**

This course provides the opportunity to apply theory-based practice in a simulation laboratory setting. Scenarios are utilized to encourage critical thinking skills, interpretation of laboratory data, pharmacology, pathophysiology, use of informatics and demonstration of clinical skills. Students are guided in planning, selecting and implementing therapeutic nursing interventions to meet the physical and psychosocial needs of clients. Pre-requisites: BIOL 105, 203, 204; NURS 239, 240, 261, 262, 263, 339, 340; PSYC 201; Co-requisites: NURS 307, 343, 344, 345; PSYC 206. Fall. Class hours: 3; Clinical hours: 0; Semester hours: 1.

### **NURS 343 ADULT HEALTH I PRACTICUM**

The course offers the student a clinical focus to care for clients experiencing physical and mental illness. Emphasis is placed on the role of the professional nurse as a member of the interdisciplinary team, the use of evidence-based practice, and application of the nursing process. Pre-requisites: BIOL 105, 203, 204; NURS 239, 240, 261, 262, 263, 339, 340 PSYC 201; Co-requisites: NURS 307, 342, 344, 345; PSYC 206. Fall. Class hours: 0; Clinical hours: 90; Semester hours: 2.

### **NURS 344 ADULT HEALTH I (FOR COHORTS ENROLLED IN NURSING BEGINNING FALL 2018)**

This course provides a study of essential concepts in nursing with a focus on health care needs of adults with issues related to homeostasis, comfort, mobility, inflammation, elimination, oxygenation, circulation, and cellular regulation. Students will focus on client needs utilizing concepts of caring, human needs theory, evidence-based practice, and communication. Pre-requisites: BIOL 105, 203, 204; NURS 239, 240, 261, 262, 263, 339, 340; PSYC 201; Co-requisites: NURS 307, 342, 343, 345; PSYC 206. Fall. Class hours: 0; Clinical hours: 90; Semester hours: 2. Fall. Class hours: 4; Clinical hours: 0; Semester hours: 4.

### **NURS 345 MENTAL HEALTH NURSING (FOR COHORTS ENROLLED IN NURSING BEGINNING FALL 2018)**

This course prepares the student to apply the nursing process and psychiatric nursing concepts to promote mental health of clients, and to provide care for clients who are experiencing mental health disorders. Concepts relating to mental health and the response to mental illness are components of this course. Students will focus on client needs utilizing concepts of caring, human needs theory, evidence-based practice, and communication. Pre-requisites: BIOL 105, 203, 204; PSYC 201; NURS 239, 240, 261, 262, 263, 339, 340; Co-requisites: NURS 307, 342, 343, 344; PSYC 206. Fall. Class hours: 3; Clinical hours: 0; Semester hours: 3.

### **NURS 361 MATERNAL/CHILD NURSING**

This course introduces nursing concepts related to pregnancy, care of the newborn, and care of children through adolescence. Concepts related to human growth and development, health promotion and maintenance, cultural influences on the family, and women's health issues are integrated throughout this course. Pre-requisites: BIOL 105, 203, 204; PSYC 201, 206; NURS 239, 240, 261, 262, 263, 307, 339, 340, 342, 343, 344, 345; Co-requisites: NURS 362, 363, 470. Spring. Class hours: 6; Clinical hours: 0; Semester hours: 6.

### **NURS 362 MATERNAL/CHILD NURSING LAB**

This course provides the student with the opportunity to apply theory-based practice in a simulation laboratory setting, addressing nursing care of the childbearing family and children. Clinical skills are demonstrated through simulations and observations. Applied course concepts include human growth and development, nutrition, pharmacology, health promotion and maintenance, and alterations in health. Pre-requisites: BIOL 105, 203, 204; PSYC 201, 206; NURS 239, 240, 261, 262, 263, 307, 339, 340, 342, 343, 344, 345; Co-requisites: NURS 361, 363, 470. Spring. Class hours: 3; Clinical hours: 0; Semester hours: 1.

### **NURS 363 MATERNAL/CHILD NURSING PRACTICUM**

This course offers a clinical focus on nursing care of the childbearing family. Clinical skills are applied to the care of children and childbearing families in a variety of community and acute care settings. Course concepts include human growth and development, nutrition and pharmacology, health promotion and maintenance, evidence-based practice, patient centered care, and alterations in health from conception to childbearing. Pre-requisites: BIOL 105, 203, 204; PSYC 201, 206; NURS 239, 240, 261, 262, 263, 307, 339, 340, 342, 343, 344, 345; Co-requisites: NURS 361, 362, 470. Spring. Class hours: 0; Clinical hours: 90; Semester hours: 2.

### **NURS 441 NURSING CARE OF THE OLDER ADULT**

This course introduces the dimensions of caring for the older adult with evidence-based application of knowledge. Normal and pathological changes of aging, commonly encountered diseases of aging, and the broad psychosocial, cultural, and public health knowledge required to provide expert nursing care to the older adult are included. The course emphasizes providing critical information needed to engage in the nursing process of assessment, diagnosis, planning, and evaluating outcomes of care. Pre-requisites: BIOL 105, 203, 204; PSYC 201, 206; NURS 239, 240, 261, 262, 263, 307, 339, 340, 342, 343, 344, 345; Co-requisites: NURS 300, 442, 443, 444, 460. Spring. Class hours: 3; Clinical hours: 0; Semester hours: 3.

#### **NURS 442 NURSING TRENDS AND ISSUES**

This hybrid course concentrates on transition to practice issues, which include critical thinking, delegation, management of care, and prioritization for the graduate nurse. Discussion of trends in healthcare and issues affecting client care are a major emphasis. A focus on informatics and evidence-based practice is also included. Pre-requisites: BIOL 105, 203, 204; NURS 239, 240, 261, 262, 263, 307, 339, 340, 342, 343, 344, 345, 361, 362, 363, 461, 462, 463, 470; PSYC 201, 206. Co-requisites: NURS 300, 441, 443, 444, 460; and all other courses required for graduation. Spring. Class hours: 3; Clinical hours: 0; Semester hours: 3.

#### **NURS 443 ESSENTIALS OF PUBLIC HEALTH AND COMMUNITY NURSING**

This course provides students with an introduction to public health and community nursing concepts. Emphasis is focused on illness prevention, health promotion, and health maintenance and restoration for individuals and families across the lifespan. Pre-requisites: BIOL 105, 203, 204; NURS 239, 240, 261, 262, 263, 307, 339, 340, 342, 343, 344, 345, 361, 362, 363, 461, 462, 463, 470; PSYC 201, 206. Co-requisites: NURS 300, 441, 442, 444, 460; and all other courses required for graduation. Spring. Class hours: 3; Clinical hours: 0; Semester hours: 3.

#### **NURS 444 PUBLIC HEALTH AND COMMUNITY NURSING PRACTICUM**

This course provides students with the opportunity to apply public health and community nursing concepts to individuals, families and communities through faculty and preceptor guided clinical experiences. Application of evidence-based nursing practice is used to apply theory to nursing practice in public health and community settings. Pre-requisites: BIOL 105, 203, 204; NURS 239, 240, 261, 262, 263, 307, 339, 340, 342, 343, 344, 345, 361, 362, 363, 461, 462, 463, 470; PSYC 201, 206. Co-requisites: NURS 300, 441, 442, 443, 460; and all other courses required for graduation. Spring. Class hours: 0; Clinical hours: 45; Semester hours: 1.

#### **NURS 460 ESSENTIALS OF NURSING MANAGEMENT AND LEADERSHIP**

This course introduces the student to a synthesis of leadership/ management theories within health care agencies and organizations. Emphasis is placed on the leading/ managing behaviors of the professional nurse as an individual and a group member in a variety of settings. This is a Writing Intensive course that meets the Tier Three second course (WI3) requirement according to Gardner-Webb University's Writing Intensive Quality Enhancement Plan (QEP). Pre-requisites: BIOL 105, 203, 204; NURS 239, 240, 261, 262, 263, 307, 339, 340, 342, 343, 344, 345, 361, 362, 363, 461, 462, 463, 470; PSYC 201, 206. Co-requisites: NURS 300, 441,

442, 443, 444; and all other courses required for graduation. Spring. Class hours: 3; Clinical hours: 0; Semester hours: 3.

#### **NURS 461 ADULT HEALTH II**

This course offers a focus on synthesis of concepts, research, and evidence-based practice for an adult population with complex multisystem health care needs. Course activities prepare the student to critically appraise and apply previous nursing knowledge. Emphasis is on the role of the professional nurse in health promotion and maintenance, illness management, and rehabilitation of an adult population in a variety of acute care settings. Pre-requisites: BIOL 105, 203, 204; PSYC 201, 206; NURS 239, 240, 261, 262, 263, 307, 339, 340, 342, 343, 344, 345, 361, 362, 363, 470; Co-requisites: NURS 462, 463. Fall. Class hours: 6; Clinical hours: 0; Semester hours: 6.

#### **NURS 462 ADULT HEALTH II LAB**

This course provides the student with the opportunity to apply theory-based practice in a simulation laboratory setting, addressing complex and multi-system health needs of adults. Clinical skills are demonstrated through simulations and observations. Applied course concepts include management of care, nutrition, pharmacology, health promotion and maintenance, and alterations in health. Specific techniques utilized during the simulation include demonstration of clinical skills, problem-solving, prioritization, delegation, and communication with an interdisciplinary team. Pre-requisites: BIOL 105, 203, 204; PSYC 201, 206; NURS 239, 240, 261, 262, 263, 307, 339, 340, 342, 343, 344, 345, 361, 362, 363, 470; Co-requisites: NURS 461, 463. Fall. Class hours: 3; Clinical hours: 0; Semester hours: 1.

#### **NURS 463 ADULT HEALTH II PRACTICUM**

This course provides the opportunity for the transition from student to professional nursing role through a focused client care experience (FCCE) in a selected clinical setting that allows synthesis of knowledge, skills, and attitudes. The goal of the course is to provide intensive hands-on experience in a concentrated clinical setting with a one-on-one practicing clinical role model. This FCCE will facilitate the assumption of the role of graduate nurse in meeting the clinical leadership and management responsibilities that will be required upon successful completion of the registered nurse licensing exam. The course meets the Professional Readiness Experience graduation requirement. Pre-requisites: BIOL 105, 203, 204; PSYC 201, 206; NURS 239, 240, 261, 262, 263, 307, 339, 340, 342, 343, 344, 345, 361, 362, 363, 470; Co-requisites: NURS 461, 462. Fall. Class hours: 35; Clinical hours: 100; Semester hours: 3.

#### **NURS 470 RESEARCH FOR EVIDENCE-BASED PRACTICE**

This course introduces the student to nursing research and the role of nursing research in professional nursing practice.

Emphasis is placed on the nursing research process, critiquing research, interpreting research findings, and incorporating research into evidence-based practice. Pre-requisites: BIOL 105, 203, 204; PSYC 201, 206; NURS 239, 240, 261, 262, 263, 307, 339, 340, 342, 343, 344, 345; Co-requisites: NURS 361, 362, 363. Spring. Class hours: 3; Clinical hours: 0; Semester hours: 3.

NOTE: For Physical Education courses (PHED 140-165) additional fees, equipment purchases, and/or activity-specific clothing requirements may apply.

#### **PHED 140 LOW IMPACT AEROBICS**

1 credit hour.

#### **PHED 141 HIGH IMPACT AEROBICS**

1 credit hour.

#### **PHED 142 AEROBIC WALKING**

1 credit hour.

#### **PHED 143 JOGGING**

1 credit hour.

#### **PHED 144 AEROBIC WATER SKILLS**

1 credit hour.

#### **PHED 145 WEIGHT TRAINING**

1 credit hour.

#### **PHED 146 MILITARY FITNESS**

1 credit hour.

#### **PHED 150 TENNIS/BADMINTON**

1 credit hour.

#### **PHED 151 RACQUETBALL**

1 credit hour.

#### **PHED 152 RECREATIONAL DANCE**

1 credit hour.

#### **PHED 153 GOLF**

1 credit hour.

#### **PHED 154 GOLF AND BOWLING**

1 credit hour.

#### **PHED 155 SCUBA DIVING**

Additional fee. 1 credit hour.

#### **PHED 156 TEAM SPORTS**

1 credit hour.

#### **PHED 157 SWIMMING**

1 credit hour.

#### **PHED 158 MARTIAL ARTS**

1 credit hour.

#### **PHED 159 SNOW SKIING**

Field experience required. 1 credit hour.

#### **PHED 160 RAPPELLING/CLIMBING**

Field experience required. 1 credit hour.

#### **PHED 161 HIKING/ORIENTEERING**

Field experience required. 1 credit hour.

#### **PHED 162 CAMPING SKILLS**

Field experience required. 1 credit hour.

#### **PHED 163 CANOEING/WHITE WATER RAFTING**

Field experience required. 1 credit hour.

#### **PHED 164 BACKPACKING SKILLS**

Field experience required. 1 credit hour.

#### **PHED 165 ALPINE TOWER CHALLENGES**

1 credit hour.

#### **PHED 211 INTRODUCTION TO HEALTH, SPORT, AND PHYSICAL EDUCATION**

An overview of physical and health education, with emphasis placed on history, philosophy, 21st century issues, and career opportunities. Both domestic and global perspectives will be examined. WI3. Fall. 3 credit hours.

#### **PHED 213 LIFEGUARDING AND LIFEGUARDING INSTRUCTOR**

Emphasis on developing competencies in American Red Cross Lifeguarding skills, including CPR and first aid, and preparation for authorization as an ARC Lifeguarding Instructor. Students may receive certification in ARC Lifeguarding, CPR for the Professional Rescuer, including AED training, fundamentals of Instructor Training, and Lifeguard Instructor. Recommended for the student who is/was a certified lifeguard. The student is required to pass a proficiency test the first week of class to remain in the course. (Will substitute for Physical Dimensions of Wellness requirement.) As needed. 3 credit hours.

#### **PHED 214 SWIMMING AND WATER SAFETY INSTRUCTOR**

Emphasis on development of swimming skills directed toward becoming an American Red Cross Water Safety Instructor. Students may receive certifications in ARC swimming, Fundamentals of Instructor Training, and preparation for authorization as an ARC Water Safety Instructor. The student is required to pass a proficiency test the first week of class to remain in the course. (Will substitute for Physical Dimensions of Wellness requirement.) As needed. 3 credit hours.

#### **PHED 235 MOTOR LEARNING**

A study of basic concepts applicable to motor skill acquisition, motor control and motor development. Areas of study include variables effecting the learner (e. g. , perception, attention,



memory) and the learning environment (e. g. , knowledge of results, practice, transfer of learning). Spring, even years. 3 credit hours.

### **PHED 300 HEALTHFUL LIVING FOR ELEMENTARY EDUCATORS**

The integrated study of health, safety, and physical education in the elementary curriculum. The focus is on knowledge and application of healthful living concepts through the development of healthy lifestyle attitudes and behaviors which address the individual needs of students. A field experience is required. Prerequisite: EDUC 250. Spring. 3 credit hours.

### **PHED 301 ELEMENTARY SCHOOL PHYSICAL EDUCATION**

Methods, materials and techniques for instruction in recognizing, identifying, and applying a planned, sequential program in elementary physical education. A field experience is required. Prerequisite: EDUC 250. Fall, odd years. 3 credit hours.

### **PHED 309 OFFICIATING**

Theories and techniques, both general and sport-specific, designed to orient the student to the field of sports officiating. A field experience is required. As needed. 2 credit hours.

### **PHED 310 OUTDOOR EDUCATION**

Designed to provide the student with practical knowledge as it relates to camping, hiking, backpacking and related basic wilderness survival skills. Fees may apply. A field experience is required. Spring, odd years. 3 credit hours.

### **PHED 311 HEALTHFUL LIVING FOR THE ELEMENTARY EDUCATOR SEMINAR**

The integrated study of health, safety, and physical education in the elementary curriculum. The focus is on knowledge and application of healthful living concepts through the development of healthy lifestyle attitudes and behaviors which address the individual needs of students. Prerequisite: "C" or better in EDUC/EDU 250. 1 credit hour.

### **PHED 331 CREATIVE MOVEMENT**

Methods, materials and techniques for teaching movement and dance on the K-12 level. Emphasis is on creativity through movement exploration and dance. Fall, even years. 3 credit hours.

### **PHED 336 THEORY AND TECHNIQUES OF COACHING**

An examination of issues relating to the coaching profession, including recruiting, motivation, ethics, public relations, and administrative responsibilities. Fall, odd years. 3 credit hours.

### **PHED 341 THEORY AND TECHNIQUES OF TEAM SPORTS**

Methods, theories and techniques for teaching team sports. Fall. 3 credit hours.

### **PHED 342 THEORY AND TECHNIQUES OF INDIVIDUAL AND DUAL SPORTS**

Methods, theories and techniques for teaching individual and dual sports. Spring. 3 credit hours.

### **PHED 400 COMMUNITY RECREATION PROGRAMS**

A survey of the recreation field with respect to philosophies, practices, work settings, trends, knowledge bases and skills and employment opportunities. Fall, odd years. 3 credit hours.

### **PHED 401 PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY**

This course examines various psychological parameters which influence sport behavior and performance. As needed. 3 credit hours.

### **PHED 402 PHYSICAL EDUCATION FOR DIVERSE POPULATIONS**

A study of the instruction of physical education and healthy activity for diverse populations. These populations include the handicapped, the young, the elderly, the disadvantaged, and other groups. Field experience required. Prerequisite: EDUC 250. Spring, even years. 3 credit hours. (IL\*)

### **PHED 407 SCIENTIFIC PRINCIPLES FOR PHYSICAL EDUCATION AND SPORT PEDAGOGY**

A study of the responses and adaptations of the cardiorespiratory, muscular, neural, and energy systems to aerobic and anaerobic exercise, the principles of nutrition and ergogenic aids focusing on strategies for teaching these principles in non-clinical physical education and sport pedagogy settings. Prerequisite: BIOL 101. Fall. 3 credit hours.

### **PHED 408 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION AND ATHLETICS**

The study and application of various administrative issues involved in the fields of athletics and physical education. Fall, even years. 3 credit hours.

### **PHED 409 TESTS AND MEASUREMENTS**

The study of various tests and measurements used for assessment in health and physical education programs, with special attention given to elementary statistical procedures, test administration and principles of grading. Spring, even years. 3 credit hours.

### **PHED 430 SPECIAL TOPICS IN HEALTH AND PHYSICAL EDUCATION**

Specialized study in selected areas of the health and/or physical education disciplines. Course content will vary and may, at times, include travel and/or field experiences. Content will reflect current practices in the field and student interest and need. As needed. 1-3 credit hours.

### **PHED 432 SEMINAR FOR PHYSICAL EDUCATORS AND HEALTH EDUCATORS**

Methods, materials, theory, practice, and program development in teaching physical and health education on the K-12 level. (Must be taken the semester immediately prior to student teaching.) (IL\*) Fall and Spring. 3 credit hours.

### **PHED 495, 496 INDEPENDENT STUDY**

Designed to enable a student to undertake a specific research or intern project of professional interest and need. Departmental approval required. As needed. 1-6 credit hours each semester.

### **PHIL 200 INTRODUCTION TO PHILOSOPHY**

An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. Fall. 3 credit hours.

### **PHIL 201 AN INTRODUCTION TO LOGIC**

An introduction to classical and contemporary logic, emphasizing argumentation and reasoning. Attention to language and its relation to philosophical problems. Examination of the formal laws of valid thought and fallacies found in ordinary discourse. Spring. 3 credit hours.

### **PHIL 337 PHILOSOPHY OF RELIGION**

An introduction to selected issues raised through a philosophical investigation of religion including, but not confined to, the nature of religious language, the existence of God, the problem of evil, fideism, revelation, and the challenge of the religions of the world. Prerequisite: PHIL 200 or permission of the instructor. Fall, odd years. 3 credit hours.

### **PHIL 338 EPISTEMOLOGY**

Survey in the traditional problems in epistemology, including the nature of human knowledge, the relations between knowledge and true belief, and the nature of rationality and justification. Also includes a section on the rationality of religious belief. Prerequisite: PHIL 200 or permission of the instructor. As needed. 3 credit hours.

### **PHIL 380 SELECTED TOPICS IN PHILOSOPHY**

Prerequisite: PHIL 200 or permission of the instructor. As needed. 3 credit hours.

### **PHYS 103 PHYSICS IN EVERYDAY LIFE**

This course deals with many concepts of the classical and modern physics by examining technologies and phenomena

found in everyday life. The technologies examined are chosen by the students and topics include basic mechanics and wave motion, atomic and nuclear physics, in addition to Einstein's theory of relativity. Lab included. (Lab fee.). Prerequisite: background in college algebra. Spring; Summers variable. 4 credit hours.

### **PHYS 104 ASTRONOMY**

A survey of fundamental concepts in modern and historical astronomy and astrophysics. Topics include the origin and nature of patterns and motions in the sky; the makeup and dynamics of our solar system, the sun as a star, and the stellar properties and evolution in general; astronomical instruments and techniques; and galaxies and cosmology. Lab included. (Lab fee.) Prerequisite: background in college algebra strongly recommended. (The course will include some night-time observing.) Fall. 4 credit hours.

### **PHYS 111 GENERAL PHYSICS I**

The first of a two-semester general physics sequence intended for pre-professional school students and/or non-science majors. This course and PHYS 112 are designed to be taken in order. Topics include classical mechanics and kinematics, Newton's Laws and forces of gravity, energy, thermodynamics, and Einstein's theory of special relativity. Lab included. (Lab fee.) Prerequisite: MATH 150 or higher. Fall; As needed. 4 credit hours.

### **PHYS 112 GENERAL PHYSICS II**

This course is the second semester of a two-semester general physics sequence intended to be taken after PHYS 111. Topics include electricity and magnetism, rotational kinematics, oscillatory motion and optics. Lab included. (Lab fee.) Prerequisites: PHYS 111 or permission of instructor; MATH 150 or higher. Spring; As needed. 4 credit hours.

### **PHYS 203 GENERAL PHYSICS FOR SCIENTISTS AND ENGINEERS I**

This course is the first of a two-semester general physics sequence intended for all science, mathematics, and computer science majors. This course and PHYS 204 are designed to be taken in order. Topics include classical mechanics and kinematics, Newton's Laws and forces, gravity, energy, Einstein's theory of special relativity, and an introduction to electrostatics. Lab included. (Lab fee.) Prerequisite: MATH 151 or higher. Fall. 4 credit hours.

### **PHYS 204 GENERAL PHYSICS FOR SCIENTISTS AND ENGINEERS II**

This course is the second of a two-semester general physics sequence intended to be taken after PHYS 203. Topics include electricity and magnetism, rotational kinematics, oscillatory motion, thermodynamics, and optics. Lab included. (Lab fee.) Prerequisites: PHYS 203 or permission of instructor; MATH 151 or higher. Spring. 4 credit hours.

### **PHYS 394, 495 INDEPENDENT STUDY**

This course may be designed to meet the needs and interests of exceptionally qualified students wishing to investigate an advanced physics topic. Juniors will enroll in 395 while seniors will enroll in 495. Topic and credits will be arranged in consultation with an instructor prior to term in which the work is performed. As needed. 1-3 credit hours.

### **POLS 201 INTRODUCTION TO POLITICAL SCIENCE**

A basic course in political science dealing with the fundamentals of persons politically organized. (IL\*) Fall, odd years. 3 credit hours. WI3.

### **POLS 202 AMERICAN GOVERNMENT**

A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governments and the Federal system. Fall, Spring, and Summer. 3 credit hours.

### **POLS 304 STATE AND LOCAL GOVERNMENT IN THE UNITED STATES**

A study of the problems of governmental relationships and administrative management in state, country, and municipal government. Spring, even years. 3 credit hours.

### **POLS 311 COMPARATIVE POLITICS**

This course is a comparison of the development and structure of political systems in different regions of the world, including Western and Eastern Europe, sub-Saharan Africa, the Middle East, and Latin America. Spring, odd years. 3 credit hours.

### **POLS 314 THE COURTS**

A study of judicial processes in the United States including pertinent court decisions and a general review of the administration of justice in our society. Spring, odd years. 3 credit hours.

### **POLS 316 PUBLIC OPINION**

A study of political behavior, both at the mass and individual levels. Provides an introduction to political psychology, media, and polling, including theories and methodologies of opinion formation/gathering. As needed. 3 credit hours.

### **POLS 320 CONSTITUTIONAL LAW I: STRUCTURE AND INSTITUTION**

A study of principles and leading cases with emphasis on judicial and executive elaboration and the development of civil liberties in the United States. Prerequisite: None. Spring, even years. 3 credit hours.

### **POLS 321 INTERNATIONAL RELATIONS**

An analysis of political behavior between and among nation-states, this course includes case studies of conflict and cooperation, an examination of international political

economy, and the study of theoretical explanations of the international political system. Spring, even years. 3 credit hours.

### **POLS 322 FOREIGN POLICY OF THE UNITED STATES**

This American foreign policy course focuses on the "politics of foreign policy," its continuities and changes, as it has been crafted across time, emphasizing the multiple agents engaged by the foreign policy-making process. Spring, odd years. 3 credit hours.

### **POLS 323 AMERICAN POLITICAL PARTIES**

A study of the history, structure and function of parties in the American system of government. Fall, odd years. 3 credit hours.

### **POLS 324 CONSTITUTIONAL LAW II: BILL OF RIGHTS AND 14TH AMENDMENT**

A study of basic freedoms such as speech, press and religion as well as emphasis on the significance of equal protection of the law. Emphasis will be given to both court cases and the development of concepts such as freedom of expression. Prerequisite: None. Spring, odd years. 3 credit hours.

### **POLS 325 SOUTHERN POLITICS**

An analysis of the nature and style of Southern politics with emphasis on the development of two-party politics and the rise of Black political participation. As needed. 3 credit hours.

### **POLS 333 THE PRESIDENT AND CONGRESS**

A study of the executive and legislative branches of government in the U. S. with an emphasis on their political development and interaction. Fall, even years. 3 credit hours.

### **POLS 351 POLITICS OF DEVELOPING AREAS**

A study of the dynamic of political change including democratization of developing nations. Fall, even years. 3 credit hours.

### **POLS 352 AFRICAN POLITICS**

A focused investigation of the comparative politics and international affairs of Sub-Saharan Africa. As needed. 3 credit hours.

### **POLS 353 MIDDLE EAST POLITICS**

A focused investigation of the comparative politics and international affairs of the Middle East and North Africa. As needed. 3 credit hours.

### **POLS 354 EUROPEAN POLITICS**

A focused investigation of the comparative politics and international affairs of Europe, including the politics of European integration. As needed. 3 credit hours.

### **POLS 355 ASIAN POLITICS**

A focused investigation of the comparative politics and international affairs of Asia with particular emphasis on East Asia and South Asia. As needed. 3 credit hours.

### **POLS 356 LATIN AMERICAN POLITICS**

A focused investigation of the comparative politics and international affairs of Latin America. As needed. 3 credit hours.

### **POLS 380 MODEL UNITED NATIONS**

The Model United Nations (MUN) course is designed as a simulation of the United Nations. Students examine the primary functions of the United Nations and its diplomatic role with respect to the political, economic, and cultural concerns within the global community. Through research, discussion, negotiation, and debate, students develop position papers and resolutions to current global issues. Attendance at a Model UN conference offers students a unique opportunity to learn about complex international relations while role-playing United Nations delegates. Students may take this course more than once. Spring. 1 credit hour.

### **POLS 401 COMPARATIVE POLITICAL ECONOMY**

An analysis of the connections between wealth and power and how people have tried to create both. The course examines from a theoretical perspective how societies undergo economic change and how various types of economics function. The ideas of noted economists will be studied. Fall, odd years. 3 credit hours.

### **POLS 430 SPECIAL TOPICS**

A specialized study of various political developments. Topics will vary from semester to semester. As needed. 3 credit hours.

### **POLS 450, 451 INTERNATIONAL EXPERIENCE**

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed in the catalog for History, Political Science and Sociology through an international study experience. The course can be taken more than once for different international experiences. As needed. 3 credit hours.

### **POLS 490 POLITICAL SCIENCE SEMINAR**

Guided reading, group discussion, and the opportunity for independent research provide the advanced student an opportunity to study more deeply and comprehensively a significant and current challenge within the political science discipline. Seminar topics are at the discretion of the instructor and will focus on American domestic, international or intermestic relations. As needed. 3 credit hours.

### **POLS 495 INDEPENDENT STUDY**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated

research course that includes a written project/paper. Prerequisites: approval by the instructor offering the study, student's major department, and concurrence of the Associate Provost. As needed. 3 credit hours.

### **POLS 497, 498 INTERNSHIP IN POLITICAL SCIENCE**

Three hours credit may apply to the student's major. Prerequisites: junior standing and departmental approval. As needed. 3 credit hours each semester. PRE Designated.

### **PSYC 201 GENERAL PSYCHOLOGY**

A survey of psychology as the scientific study of behavior and mental processes. The areas include learning, motivation, personality, measurement, the development process, social adjustment and the biological bases of behavior. This course is prerequisite to all other courses in Psychology, except PSYC 206, 301, 302, 303, 310, 320, 374, 403, and 425. Fall and Spring. 3 credit hours.

### **PSYC 206 DEVELOPMENTAL PSYCHOLOGY**

The psychological evolution of the individual through the lifespan and effect of the biosocial context on this evolution. Co-requisite: PSYC 201. Fall and Spring. 3 credit hours.

### **PSYC 228 SCIENTIFIC WRITING AND PROFESSIONAL DEVELOPMENT**

There will be two major emphases weaved throughout this course. One emphasis of the course will be on the specific goal of academic and career development within the field of psychology. This portion of the course will enable psychology majors to understand themselves, their major, their future careers, and the complex interactions that exist among these three crucial domains. The second emphasis will be on the importance of the scientific nature of psychology and will introduce students to critical thinking, reading, and writing in the discipline of psychology. Students will learn to critically evaluate research literature, and demonstrate this skill in written and oral presentations. Fall, Spring, and Summer. 3 credit hours. WI3. PRE Designated.

### **PSYC 301 CHILD PSYCHOLOGY**

A study of the general principles and theories of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, cultural, and social development. Fall and Spring. 3 credit hours.

### **PSYC 302 ADOLESCENT PSYCHOLOGY**

The study of intellectual, emotional, physical and social maturation from puberty to early adulthood with emphasis on sociocultural and economic influences as well as adjustment difficulties and communication with the adolescent. Fall and Spring. 3 credit hours.



**PSYC 303 EDUCATIONAL PSYCHOLOGY**

An analysis of the basic principles of learning theory as well as physical, social, and moral development as they are applied to classroom learning with emphasis upon the application of theory to practical educational situations. Basics of standardized measurement, behavior management as applied to the classroom, and the influence of sociocultural forces in society on education are discussed. Educational exceptionalities and laws related to them are also examined. Fall and Spring. 3 credit hours.

**PSYC 307 BIOLOGICAL PSYCHOLOGY**

An examination of the biological correlates of behavior with emphasis on the structure and function of the nervous system, bases of perception, arousal, motivation, memory and learning. Prerequisite: PSYC 201. As needed. 3 credit hours.

**PSYC 310 SOCIAL PSYCHOLOGY**

A study of the interactions of persons in American society including such topics as group dynamics and pressure, crowd behavior, social movements and change, conformity and leadership. Prerequisite: PSYC 201. (See SOCI 310.) Fall. 3 credit hours.

**PSYC 320 EXERCISE AND SPORT PSYCHOLOGY**

Study of the psychological skills and methods in sport and exercise, and how sport psychologists, coaches, therapists, athletes, and exercisers use these skills and methods to positively effect sport and exercise participation, performance, motivation, and enjoyment. Spring. 3 credit hours.

**PSYC 374 PSYCHOLOGY OF RELIGION**

A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life. (See RELI 374.) Spring. 3 credit hours.

**PSYC 396 INTRODUCTION TO STATISTICS**

An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference and hypothesis testing. Prerequisite: PSYC 201 or SOCI 201. (See SOCI 396.) Fall. 3 credit hours.

**PSYC 397 RESEARCH METHODS**

An introductory examination of procedures involved in selecting and stating problems, constructing research designs, collecting and evaluating data and stating conclusions. Prerequisites: PSYC 201 and 396. (IL\*) Spring. 3 credit hours. WI3.

**PSYC 401 PSYCHOPATHOLOGY**

Survey and analysis of the major mental disorders, interpretations and theories of therapy, including the relationship of abnormal behavior to social norms. Prerequisite: PSYC 201. Fall. 3 credit hours.

**PSYC 402 INTRODUCTION TO COUNSELING**

The study of the basic theories of counseling integrated into a problem-management model. Prerequisites: PSYC 201 and PSYC 401. Spring. 3 credit hours.

**PSYC 403 HUMAN BEHAVIOR IN ORGANIZATIONS**

The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement and human relations. See MGMT 403. Fall. 3 credit hours.

**PSYC 406 PSYCHOLOGY OF PERSONALITY**

A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. Prerequisite: PSYC 201. Fall. 3 credit hours.

**PSYC 412 PSYCHOLOGY OF AGING**

An introduction to the psychological, social and biological aspects of aging. Prerequisite: PSYC 201. As needed. 3 credit hours.

**PSYC 425 CRISIS INTERVENTION COUNSELING**

Emphases are on death and dying, divorce, suicide, chemical dependency, rape and violence in the family. Supervised field experience is required. Prerequisite: PSYC 201. As needed. 3 credit hours.

**PSYC 440 FAMILY COMMUNICATION**

A study of family communication systems. Emphases are on the role of self-concept, perceptions and emotions, listening skills, nonverbal communication, conflict resolution and building intimacy in family systems. Prerequisite: PSYC 201. As needed. 3 credit hours.

**PSYC 441 PSYCHOLOGY OF LEARNING**

A study of the major concepts of learning, experimental methods of studying learning phenomena and learning theory. Prerequisite: nine hours of psychology including PSYC 201. Fall. 3 credit hours.

**PSYC 444 PSYCHOLOGICAL MEASUREMENT AND APPRAISAL**

An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests and special aptitudes. Prerequisite: PSYC 396. Spring. 3 credit hours.

**PSYC 450 POSITIVE PSYCHOLOGY**

This course introduces students to the relatively new and rapidly developing field of positive psychology. Positive psychology focuses on the role of positive emotions, human virtues, and positive institutions in promoting well-being and living a good life. The course includes the study and discussion of theories and research and the application of

research findings. Students will have the opportunity to apply course material to their own lives in meaningful ways. Prerequisite: PSYC 201. Spring. 3 credit hours.

### **PSYC 491, 492, 493 SEMINAR IN PSYCHOLOGY**

Typical seminars are the Psychology of Women. Others are offered upon sufficient demand. Prerequisites: junior standing including PSYC 201. Fall and Spring. 1-3 credit hours each semester.

### **PSYC 495, 496 INDEPENDENT STUDY**

An in-depth research study for seniors majoring in psychology working under the guidance of the department faculty. The paper/project shall become a part of the holdings of Dover Library at the conclusion of the course. Prerequisites: Approval of the instructor, Dean, and Associate Provost. Prerequisite: junior standing including PSYC 201. As needed. 3 credit hours.

### **PSYC 497, 498 INTERNSHIP IN PSYCHOLOGY I AND II**

Internships provide an opportunity for psychology majors to intern in a professional setting in order to integrate academic knowledge with experience in the world of work, or to conduct applied research under the supervision of faculty and apply different methodologies to research questions. Prerequisites: PSYC 201 and PSYC 396; Junior or senior standing; Permission of instructor. Fall and Spring. 1-3 credit hours each semester. PRE Designated.

### **PSYC 499 PSYCHOLOGY CAPSTONE COURSE**

The historical exploration of psychology as a field of scientific inquiry. The emphasis is on the development of schools of thought, prominent figures, and key theories. Prerequisites: senior standing including PSYC 201, PHIL 200 or PHIL 201. As needed. 3 credit hours.

### **RELI 201 INTRODUCTION TO RELIGIOUS AND THEOLOGICAL STUDIES**

An introduction to key facets of Religious and Theological Studies, including writing and research development in the field, curricular choices, and professional possibilities and issues related to the field. WI3. Spring. 2 credit hours.

### **RELI 243 GROWTH AND REVIVAL IN THE CHRISTIAN CHURCH**

A survey of the major global movements of church growth from the New Testament period to the present day. Spring 2020, Fall 2022. 3 credit hours.

### **RELI 245 RELIGION AND CULTURE IN A GLOBAL PERSPECTIVE**

The course will explore the relationship between selected cultures of the world and the religious ideas and concepts which inform them. It will examine the impact of religion on

culture, as well as the role which culture has played in shaping religious traditions. Fall and Spring. 3 credit hours.

### **RELI 271 SPIRITUAL FORMATION**

An exploration of personal and spiritual development through self-reflection, self-awareness and theological reflection. Attention will be given to biblical foundations, spiritual disciplines, and Christian classics. Spring. 3 credit hours.

### **RELI 300 INTRODUCTION TO THE OLD TESTAMENT**

An introduction and survey of the Old Testament focusing upon the history, literature, and faith of the people of Israel and its contemporary relevance. Fall and Spring. 3 credit hours.

### **RELI 301 INTRODUCTION TO THE NEW TESTAMENT**

An introduction and survey of the New Testament focusing upon the history, literature and faith that gave rise to Christianity and its contemporary relevance. Fall and Spring. 3 credit hours.

### **RELI 302 THE SACRED WRITINGS**

A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel. Prerequisite: RELI 300. Spring odd years. 3 credit hours.

### **RELI 303 OLD TESTAMENT PROPHETS**

A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. Prerequisite: RELI 300. Spring, even years. 3 credit hours.

### **RELI 306 OLD TESTAMENT THEOLOGY**

An exploration of Old Testament theological themes. Prerequisite: RELI 300. Fall, odd years. 3 credit hours.

### **RELI 307 STUDIES IN THE PENTATEUCH**

A critical evaluation of the nature, background, structure, and message of the Pentateuch. Prerequisite: RELI 300. As needed. 3 credit hours.

### **RELI 310 SELECTED TOPICS IN BIBLICAL STUDIES**

A specialized study of an advanced topic in biblical studies. Prerequisites: RELI 300, RELI 301. Fall. 3 credit hours.

### **RELI 311 SYNOPTIC GOSPELS**

A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. Prerequisite: RELI 301. Spring, odd years. 3 credit hours.

**RELI 312 LIFE AND LETTERS OF PAUL**

A study of Paul's life and thought as presented in his Epistles. Prerequisite: RELI 301. Spring, even years. 3 credit hours.

**RELI 314 NEW TESTAMENT THEOLOGY**

A study of certain key concepts of the New Testament which made a contribution to the faith of the Early Church. Prerequisite: RELI 301. Fall, even years. 3 credit hours.

**RELI 316 THE WRITINGS OF JOHN**

A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation. Prerequisite: RELI 301. As needed. 3 credit hours.

**RELI 317 THE GENERAL EPISTLES AND HEBREWS**

A study of the background, theology, and exegesis of James, I and II Peter, Jude, and Hebrews. Prerequisite: RELI 301. As needed. 3 credit hours.

**RELI 321 INTRODUCTION TO CHRISTIAN HISTORY**

A study of the history of the Christian church from the first century to the present day. Spring. 3 credit hours.

**RELI 322 EARLY AND MEDIEVAL CHRISTIANITY**

A survey of the most significant institutional, theological and social developments in the history of the Christian church from the first century through the latter Middle Ages (cross listed with HIST 322). Fall, even years. 3 credit hours.

**RELI 323 MODERN CHRISTIANITY**

Beginning with the Reformation, this course is descriptive of church history to the present (cross listed with HIST 323). Fall, even years. 3 credit hours.

**RELI 324 AMERICAN CHRISTIANITY**

A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations (cross listed with HIST 324). As needed. 3 credit hours.

**RELI 325 BAPTIST HERITAGE**

A study of the Baptists' story as well as those convictions and movements which have shaped their life. As needed. 3 credit hours.

**RELI 326 INTRODUCTION TO MISSIOLOGY**

A wide-ranging exploration of the Christian mission, including the background and current status of missions, the strategies and methods of cross-cultural missions and evangelism, and key issues in missions discussion. Fall 2020, Spring 2023. 3 credit hours.

**RELI 327 THE RENAISSANCE AND REFORMATION**

An exploration of the major religious, social, intellectual and political changes in Western Europe from the late Middle Ages to the close of the sixteenth century. Particular emphasis is given to the relationship between Italian Humanism and the Protestant Reformation and to the continuity of the movement for Ecclesiastical Reform throughout the period (cross listed with HIST 327). Spring, odd years. 3 credit hours.

**RELI 328 GLOBAL CHRISTIANITY**

A study of the various expressions of Christianity in the 21st century. Fall 2019, Spring 2022. 3 credit hours.

**RELI 329 CROSS-CULTURAL MISSIOLOGY**

This course will introduce the student to key practical cultural anthropological concepts. This knowledge will be used to understand how our culture impacts our religious expressions and how religion impacts culture. Students will demonstrate an ability to communicate in a meaningful manner across cultural boundaries. Spring 2019, Fall 2021. 3 credit hours.

**RELI 333 CHRISTIAN THEOLOGY**

An introduction to the history, methods, and principal topics of Christian theology. Spring. 3 credit hours.

**RELI 341 CHRISTIAN ETHICS**

A systematic study of the nature of morality; a defense of "Christian" ethics; and exploration of principles of Biblical ethics. Specific contemporary ethical issues provide the backdrop for discussions. Fall; Spring, even years. 3 credit hours.

**RELI 342 CHRISTIAN PERSPECTIVES TOWARD VIOLENCE**

The course will explore current and historical attitudes of Christians toward violence, including biblical and theological bases for a specifically Christian response to violence. As needed. 3 credit hours.

**RELI 346 WORLD RELIGIONS**

An introduction to Judaism, Islam, Hinduism, Buddhism, and the religions of China and Japan. As needed. 3 credit hours.

**RELI 347 RELIGIONS OF INDIA**

This course will introduce the students to the historical, theological, and practical developments of religions that emerged in India. The course will focus on important events, movements, and figures that helped shape contemporary Hinduism and Buddhism. Jainism and Sikhism will be addressed in the course. Students will be challenged to explore Christian approaches to these religions. Fall, even years. 3 credit hours.

### **RELI 348 RELIGIONS OF CHINA AND JAPAN**

This course will introduce the students to the historical, theological, and practical developments of religions that emerged in China and Japan. The course will focus on important events, movements, and figures that helped shape contemporary religious traditions in China and Japan. Chinese Traditional Religion, Taoism, Confucianism, Shinto and Buddhism will all be addressed in this course. Students will be challenged to explore Christian approaches to these religions. Spring, odd years. 3 credit hours.

### **RELI 349 INTRODUCTION TO JUDAISM**

This course will introduce the historical, theological, and practical developments in Judaism. The course will focus on important events, movements, and figures that helped shape contemporary Judaism. Students will be challenged to explore Christian approaches to Judaism. Spring, even years. 3 credit hours.

### **RELI 350 INTRODUCTION TO ISLAM**

This course will introduce the students to the historical, theological, and practical developments in Islam. The course will focus on important events, movements, and figures that helped shape contemporary Islam. Students will be challenged to explore Christian approaches to Islam. Fall, odd years. 3 credit hours.

### **RELI 351 BIBLICAL BACKGROUNDS**

A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. Prerequisites: RELI 300 and RELI 301. As needed. 3 credit hours.

### **RELI 352 BIBLICAL INTERPRETATION**

The purpose of this course is to engage students in a study of the theory and practice of biblical interpretation throughout Christian history and in contemporary Christianity. Students will consider traditional approaches to the study of scripture, challenges to those approaches and alternative proposals offered since the Enlightenment, and contemporary ways of interpreting scripture. Students will also study issues relating to the inspiration and authority of scripture and to the contemporary use of scripture in theology, ethics, and broader Christian living. A central aspect of the course will be students' own engagement with the Bible in actual exegetical practice. Prerequisite: RELI 300 and RELI 301. As needed. 3 credit hours.

### **RELI 354 ORAL COMMUNICATION IN A CHRISTIAN CONTEXT**

Guided readings and practice in the preparation and delivery of effective sermons. Prerequisite: six hours of religious studies courses. Fall. 3 credit hours.

### **RELI 358 PRACTICUM**

An introduction to the many facets of applying religious studies in practical settings. The course combines reading, discussion, lectures, and reflection, as well as guided experience in a setting approved by the instructor. Prerequisite: application to and approval of the instructor. Spring. 3 credit hours. PRE Designated.

### **RELI 370 HISTORY AND PHILOSOPHY OF RELIGIOUS EDUCATION**

An inquiry into the biblical, theological, philosophical, and historical foundations for the practice of Christian education. Spring, even years. 3 credit hours.

### **RELI 373 CHURCH LEADERSHIP**

An inquiry into the practice of leadership in Christian churches. The course will examine the philosophy of Christian leadership, models of leadership in communities of faith, the relationship of personal leadership styles and congregational climates, change and conflict management, and common church leadership tasks and traps. Fall, odd years. 3 credit hours.

### **RELI 374 PRESCHOOL AND CHILDREN DISCIPLESHIP**

A study of principles and strategies of effective Christian discipleship processes with preschoolers and children, including the study of historical, current, and emerging models. As a part of the course, students will observe preschoolers and children and will practically apply principles for the course in real discipleship settings. Spring, odd years. 3 credit hours.

### **RELI 375 YOUTH DISCIPLESHIP**

This course is a basic introduction to youth ministry, including the study of current trends in the field, characteristics of youth, methods for reaching and teaching youth. Included will be opportunities for practical ministry experiences, observing others in youth ministry, and studying resources, programs, and activities for effective youth ministry. Fall, odd years. 3 credit hours.

### **RELI 376 ADVANCED YOUTH DISCIPLESHIP**

This course advances and further develops youth discipleship studies offered in RELI 375, integrating both academic and practical forms of discipleship. The course investigates tools necessary to disciple youth and includes opportunities for engaging students in their cultural settings, evaluating different denominational approaches to youth discipleship, publishing in a professional journal, and analyzing and studying resources in discipling youth. Prerequisite: RELI 375. Spring, even years. 3 credit hours.



**RELI 377 ADULT DISCIPLESHIP**

A study of principles and strategies of effective Christian discipleship with adults, including the study of the historical, current, and emerging models. As a part of the course, students will observe and participate in practical application of the course content. Fall, even years. 3 credit hours.

**RELI 378 CONTEMPORARY RELIGIOUS MOVEMENTS**

This course will introduce students to the emergent religious movements that have made their mark on the United States and Europe since 1800. The historical foundations and religious beliefs of selected groups will be addressed. The course will also discuss the impact that such movements have had in the United States and Europe. Fall 2018, Spring 2021. 3 credit hours.

**RELI 380 SELECTED TOPICS IN RELIGIOUS STUDIES**

As needed. 1-3 credit hours.

**RELI 387 ISSUES IN SCIENCE AND RELIGION**

An interdisciplinary examination of issues which arise at the interface between science and religion. A discussion of the nature of science and religion, ways of relating the two, and historical background will be followed by an exploration of specific topics of contemporary interest (cross listed with BIOL 387). Fall, even years. 3 credit hours.

**RELI 397 INTERNSHIP**

A minimum of ten weeks spent in full-time (30+ hours/week) supervised service in a setting approved by the instructor. The course combines reading, reflections, and guided experience. Prerequisite: application to and approval of the instructor. Summer. 3 credit hours. PRE Designated.

**RELI 490 SENIOR SEMINAR**

Through directed readings, discussions, and research, the course provides an integrative exploration of concepts or issues from various disciplines within the Department. This course should be taken in one of the student's final two semesters. Prerequisites: RELI 300, RELI 301 and three of the following: RELI 271, RELI 333, RELI 321 and PHIL 200 or equivalents. WI3. (IL\*) Spring. 3 credit hours.

**RELI 495 INDEPENDENT STUDY**

A course consisting of guided readings, independent research, conferences with the supervising instructor, and the production of a final paper reflecting the student's synthesis of readings, research and conferences. The final paper shall become part of the holdings of the Dover Library. As needed. 3 credit hours.

**SCED 330 SCIENCE METHODS IN 21ST CENTURY SCHOOLS**

Methods of teaching science (K-8) are explored, including the planning, teaching, and evaluating of science in elementary and middle school classrooms. Using the inquiry approach, students will relate content knowledge and understanding of the scientific processes as they relate to real-world application. An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDUC 250 with grade of "C" or better. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Fall. 3 credit hours.

**SGLG 101 ELEMENTARY ASL I**

A beginning course designed for students who have little or no study in ASL. The course is designed to help students acquire basic expressive and receptive conversational skills. Taught in ASL, one hour of lab required per week. The student will be required to attend five hours of Deaf Events approved by the instructor. Fall and Spring. 3 credit hours.

**SGLG 102 ELEMENTARY ASL II**

The continuation of a beginning course designed for students who have some study and some exposure to ASL. The course is designed to continue students' acquisition of basic expressive and receptive conversational skills. Taught in ASL, one hour of lab required per week. The student will be required to attend 10 hours of Deaf Events approved by the instructor. Prerequisite: SGLG 101 or satisfactory score on placement test. Fall and Spring. 3 credit hours.

**SGLG 201 INTERMEDIATE ASL I**

An intermediate course designed to further expressive and receptive conversational ability of students who have a basic command of skills taught in Elementary SGLG 101 and 102. Taught in ASL; one hour of lab required per week. The student will be required to attend 15 hours of Deaf Events approved by the instructor. Prerequisite: SGLG 102 or satisfactory score on placement test. Fall and Spring. 3 credit hours.

**SGLG 202 INTERMEDIATE ASL II**

The continuation of an intermediate course designed with an increased emphasis on expressive skills, linguistic knowledge and integration of cultural behaviors in conversation. Taught in ASL; one hour of lab required per week. The student will be required to attend 15-20 hours of Deaf Events approved by the instructor. Prerequisite: SGLG 201 with a grade of "C" (2.00) or better or satisfactory score on the placement test. Spring. 3 credit hours.

### **SGLG 211 INTENSIVE ASL I**

The course focus is on expressive and receptive work in ASL with an emphasis on expressive signing. Prerequisites: SGLG 101 and 102 or satisfactory score on the placement test. As needed. 6 credit hours.

### **SGLG 212 INTENSIVE ASL II**

The course focus is on expressive and receptive work in ASL with an emphasis on expressive signing. Prerequisites: SGLG 201 and 202 or satisfactory score on the placement test. As needed. 6 credit hours.

### **SGLG 300 INTRODUCTION TO THE DEAF COMMUNITY**

A survey course focusing on aspects of the Deaf Community including views of the community, use of language, organizations of and for Deaf people, causes of deafness, laws and services pertaining to the Deaf Community, hard-of-hearing individuals and deaf-blind individuals. No prior knowledge of ASL required. Fall. 3 credit hours.

### **SGLG 301 ADVANCED ASL I**

The course focus is on complex grammatical structures including, but not limited to, sentence structure, classifiers, locatives, and pluralization. This course is taught in ASL. The student will be required to attend 15-20 of Deaf Events approved by the instructor. Prerequisite: SGLG 202 with a grade of "C" (2.00) or better or satisfactory score on the placement test. Fall. 3 credit hours.

### **SGLG 302 ADVANCED ASL II**

The continuation of an advanced course designed with an increased emphasis on complex grammatical structures. This course is taught in ASL. The student will be required to attend 15-20 hours of Deaf Events approved by the instructor. Prerequisite: SGLG 301 with a grade of "C" (2.00) or better or satisfactory score on the placement test. Spring. 3 credit hours.

### **SGLG 305 DEAF CULTURE**

This course is an in-depth study of culture and the Deaf community. Topics include but are not limited to language use, traditions, norms and values. The student will be required to attend 15-20 hours of Deaf Events approved by the instructor. This course is taught in ASL. Prerequisite: SGLG 201 with a grade of "C" (2.00) or better or permission of the department. Spring. 3 credit hours.

### **SGLG 320, 321 INTERNATIONAL EXPERIENCE**

1 to 3 credit hours.

### **SGLG 401 THE SOCIOLINGUISTICS OF SIGN LANGUAGE**

This course is a study of the effect of society on the way sign language is used. It focuses on sign language variation between sub groups, cultural norms, register, turn-taking,

high-context vs low-context cultures, multilingualism, bilingualism, language attitudes, and discourse analysis. The student will be required to attend 15-20 of Deaf Events approved by the instructor. This course is taught in ASL. Prerequisites: SGLG 301 with a grade of "C" (2.00) or better or permission of the department and WLLC 102. Spring. 3 credit hours.

### **SGLG 402 ASL LITERATURE AND FOLKLORE**

This course focuses on the study of literature about Deaf people and by Deaf authors and poets. Areas of study will include poetry, plays and folklore. Prerequisites: SGLG 301 with a grade of "C" (2.00) or better or permission of the department, WLLC 103 and WLLC 101. Fall. 3 credit hours.

### **SGLG 407 LINGUISTICS OF ASL**

The primary goal of this course is to further develop students' advanced knowledge of the linguistic structure of American Sign Language. Course content includes in-depth analysis of complex linguistic structures, historical development of ASL and cultural aspects of the use of ASL. The course is designed for advanced ASL students. Prerequisites: SGLG 301 with a grade of "C" (2.00) or better or permission of the department, and WLLC 101. (IL\*) Spring. 3 credit hours.

### **SGLG 408 INTRODUCTION TO TEACHING ASL**

Students will be given an overview of how second languages have been traditionally taught, what the current methods and theories are and their application to the teaching of American Sign Language. Students will learn about development of syllabi and lesson plans, selection of curriculum resources, class activities, evaluation techniques and professionalism including ASLTA certification for teaching ASL. Students will be provided opportunities to practice basic teaching techniques, select appropriate materials, design curriculum and evaluation techniques, including how to teach fingerspelling and numerical signs, vocabulary, grammatical features and Deaf culture in lessons. Prerequisite: SGLG 202 with a grade of "C" (2.00) or better or permission of the department. Fall. 3 credit hours.

### **SGLG 409 SPECIAL TOPIC**

The focus of this course is on specialized terminology to enhance the vocabulary of upper-level ASL majors or interpreting minors. Topics may include, but are not limited to, medical, educational, legal, scientific, computer, rehabilitation, mathematical, and religious terminology. A select number of topics will be covered during the progression of the course. As needed. 3 credit hours.

### **SGLG 410 PRACTICUM IN TEACHING ASL**

This course is designed to provide students the opportunity to work with learners in elementary, middle and high school and to gain understanding in teaching ASL in these three levels. The students will spend one hour per week meeting

with their instructor for discussion and reports on classroom experiences and assigned readings. The student will spend two hours per week engaged in observations and supervised experience with each of the three age groups. Prerequisite: SGLG 408. As needed. 3 credit hours.

### **SGLG 494 INDEPENDENT STUDY**

This course is designed to enable a junior or senior student to undertake a specific research project of professional interest and need. Prerequisite: SGLG 202 with a grade of "C" or better and permission of the department. As needed. 1-3 credit hours.

### **SGLG 495 INTERNSHIP**

This internship is designed to enable the student to receive extensive immersion in ASL or Interpreting with members of the Deaf Community through supervised work placement. Students will receive internship credit after the satisfactory completion of 100 hours of work placement. Prerequisites: SGLG 301 and an Intermediate Plus on the SLPI, and in the case of an Internship in Interpreting, SLIN 303, and permission of the department. As needed. 3 credit hours.

### **SGLG 496 INTERNSHIP**

This internship is designed to enable the student to receive extensive immersion in ASL or Interpreting with members of the Deaf Community through supervised work placement. Students will receive internship credit after the satisfactory completion of 100 hours of work placement. Prerequisites: SGLG 301 and an Intermediate Plus on the SLPI, and in the case of an Internship in Interpreting, SLIN 303, and permission of the department. As needed. 3 credit hours.

### **SLIN 220 ENGLISH PROCESSING FOR INTERPRETERS**

Course focus is on the development of English processing skills necessary for interpreting. Such skills include English comprehension, memory, acuity and discrimination, immediate repetition, delayed repetition, word-level pattern inference, phrase level pattern inference and others. Prerequisite: SGLG 102 or permission of the department. All prerequisites must have been completed with a grade of "C" (2.00) or better. Fall. 3 credit hours.

### **SLIN 303 FUNDAMENTALS AND THEORIES OF INTERPRETING**

Course focus is on interpreting as a profession. Topics include the history of sign language interpreting, models of interpreting, the process of interpreting, the Code of Professional Conduct and the business of interpreting. Application of models and theories will be practiced in class. Prerequisite: SGLG 201 and permission of the department. All prerequisites must have been completed with a grade of "C" (2.00) or better. If the student is an ASL major but not

an Interpreting minor this one course may be taken for major credit. Spring. 3 credit hours.

### **SLIN 320 INTERPRETING: VOICE TO SIGN**

Course focus is on the practice of interpreting from English to ASL. It will begin with translation exercises at the sentence-level and build to interpreting simultaneously with larger texts. Prerequisites: SGLG 202, SLIN 303 or permission of the department. All prerequisites must have been completed with a grade of "C" (2.00) or better. Fall. 3 credit hours.

### **SLIN 321 INTERPRETING: SIGN TO VOICE**

Course focus is on the practice of interpreting from ASL to English. It will begin with translation exercises at the sentence-level and build to interpreting simultaneously with larger texts. Prerequisites: SGLG 202, SLIN 303 and 320 or permission of the department. All prerequisites must be completed with a grade of "C" (2.00) or better. Spring. 3 credit hours.

### **SLIN 403 INTERPRETING FOR SPECIAL POPULATIONS**

Topics include interpreting for Deaf people with vision impairments, minimal language skills (mls), developmental disabilities, physical difficulties, emotional trauma, the terminally ill and age-related issues. Prerequisites: SLIN 303, SLIN 320 and SLIN 321. Fall. 1 to 3 credit hours.

### **SLIN 404 SIGNS IN APPLICATION**

Course focus is on techniques and vocabulary associated with interpreting in a variety of settings. Topics include medical, mental health, legal, religious, social services, rehabilitation and others. Prerequisites: SGLG 302, SLIN 303, SLIN 320, SLIN 321. All prerequisites must have been completed with a grade of "C" (2.00) or better. Fall. 3 credit hours.

### **SLIN 405 PRINCIPLES OF EDUCATIONAL INTERPRETING**

This course is an introduction to the unique situation of educational interpreting. Topics include elementary and secondary school interpreting, ethical applications, legal issues and tutoring/note-taking strategies. Students will learn the basics of transliterating and have the opportunity to practice transliterating and interpreting in an educational setting. Prerequisites: SGLG 302, SLIN 303, SLIN 320, SLIN 321, and SLIN 404. All prerequisites must have been completed with a grade of "C" (2.00) or better. Spring. 3 credit hours.

### **SOCI 201 INTRODUCTION TO SOCIOLOGY**

An introduction to sociology, providing essentials for an understanding of the forces making for group life and for specialized study of sociological problems. Fall, Spring, and Summer. 3 credit hours.

### **SOCI 202 SOCIAL PROBLEMS**

An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis upon causes, treatment, and prevention. As needed. 3 credit hours.

### **SOCI 203 MARRIAGE AND FAMILY**

A study of the practical problems of courtship and marriage, with emphasis on interpersonal relationships between husband and wife, and parents and children. While more attention is given to the American family, the family is studied in other parts of the world including Asia, Africa, Latin America, the Middle East and Europe. Fall, Spring, and Summer. 3 credit hours.

### **SOCI 310 SOCIAL PSYCHOLOGY**

A study of the interaction between the individual and the group, and the influence of each on the other. As needed. 3 credit hours.

### **SOCI 311 SOCIAL RESEARCH METHODOLOGY**

The scientific method is applied to social phenomena: formulating and testing hypotheses, techniques for collecting data, measuring social variables, interpreting research findings. The scientific method as applied to social sciences will be explored in the latter part of the course through student participation in the design and analysis of a survey. Students taking this course must have completed SOCI 201 and 396. (IL\*) Spring. 3 credit hours.

### **SOCI 313 SOCIOLOGY OF DEVIANT BEHAVIOR**

An introduction to the sociological study and critical analysis of theories of deviant behavior. Descriptive and explanatory approaches to kinds and amounts of deviance in contemporary American society; social change, anomie and social disorganization theories; the process of stigmatization; formal and informal societal responses to deviance and the deviant. As needed. 3 credit hours.

### **SOCI 320 MURDER IN AMERICA**

This course offers an examination of murder in America. We will examine different types of homicides, the offenders and the victims. We will consider the reality of homicide rates in America, compared to other countries. We will also consider the media impact shows that emphasize murder, news reporting and other issues related to this topic. As needed. 3 credit hours.

### **SOCI 330 SOCIOLOGICAL THEORY**

A study of the major systems of thought concerning society. Emphasis is given to the philosophical and historical context of sociological theory from its classical roots to contemporary application. Students taking this course must have completed SOCI 201. As needed. 3 credit hours. WI3.

### **SOCI 340 SOCIAL CHANGE**

An examination of social systems within the framework of functional and conflict theory with particular emphasis upon the planning of social change. As needed. 3 credit hours.

### **SOCI 356 SOCIOLOGY OF RELIGION**

Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social-psychology of religious behavior. As needed. 3 credit hours.

### **SOCI 396 INTRODUCTION TO STATISTICS (SEE PSYCHOLOGY 396.)**

3 credit hours.

### **SOCI 400 MINORITY GROUPS**

A study of present-day racial and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. In addition to studying minority relations in the United States, attention will be given to minority relations in South Africa, the Far East, Eastern Europe, Latin America and other parts of the world. As needed. 3 credit hours.

### **SOCI 410 SOCIOLOGY OF GENDER**

Sociological theories, concepts, and perspectives will be used to analyze the social meaning of gender in American society. Attention will be given to gender differences and similarities, social role expectations, and an historical survey of the changing roles of men and women in our society. As needed. 3 credit hours.

### **SOCI 411 CRIMINOLOGY**

An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control. As needed. 3 credit hours.

### **SOCI 415 JUVENILE DELINQUENCY**

This course is designed to give the student a broad understanding of the topic of juvenile delinquency in the contemporary society. This course integrates discussion of the theory and history of juvenile delinquency with the system's response to it and includes the administration of justice in the Juvenile Justice System. As needed. 3 credit hours.

### **SOCI 421 THE COMMUNITY**

A study of the structure and function of rural and urban communities, their institutions and problems. Differences between American communities and communities in other cultures will be examined. As needed. 3 credit hours.



**SOCI 430 SPECIAL TOPICS: SOCIOLOGY**

A specialized study of various sociological developments. Topics will vary from semester to semester. As needed. 3 credit hours.

**SOCI 450, 451 INTERNATIONAL EXPERIENCE**

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed in the catalog for History, Political Science and Sociology through an international study experience. The course can be taken more than once for different international experiences. As needed. 3 credit hours.

**SOCI 490 SOCIOLOGY SEMINAR**

Independent research, guided readings and other learning experiences offers the senior student the opportunity to study more deeply the total scope of the field of sociology. As needed. 3 credit hours.

**SOCI 497, 498 INTERNSHIP**

Three hours credit may apply to the student's major. Prerequisites: junior standing and departmental approval. As needed. 3 credit hours each semester. PRE Designated.

**SPAN 101 REAL WORLD SPANISH: GET READY!**

This is a beginning course for students who have had little or no study in Spanish grammar. The course is designed to help students acquire basic skills in comprehension, speaking, reading, and writing. Taught in Spanish; one hour of lab required per week. Fall and Spring. 3 credit hours.

**SPAN 102 REAL WORLD SPANISH: GET SET!**

This is the second part of the beginning course for students who have had some study and exposure to Spanish grammar. The course is designed to help students improve basic skills in comprehension, speaking, reading, and writing. Taught in Spanish; one hour of lab required per week. Prerequisite: SPAN 101 or satisfactory score on placement test. Fall and Spring. 3 credit hours.

**SPAN 201 REAL WORLD SPANISH: LET'S GO!**

This is the first semester of the second year of Spanish grammar. Students are expected to have a basic command of elementary Spanish skills. Taught in Spanish. One hour of lab per week. Prerequisite: SPAN 102 or satisfactory score on placement test. Fall and Spring. 3 credit hours.

**SPAN 202 REAL WORLD SPANISH: TRANSITIONS**

This course serves as a bridge between basic and advanced courses in Spanish. Its goal is to prepare students for upper-level Spanish conversation, culture, and literature classes. It is taught in Spanish with one hour of lab per week. Prerequisite: SPAN 201. Fall and Spring. 3 credit hours.

**SPAN 300 ASPECTS OF HISPANIC CULTURE AND LANGUAGE**

An introduction to selected aspects of Hispanic culture, including the rudiments of the Spanish language. No prior knowledge of Spanish is required. Fall, Spring, and Summer. 3 credit hours.

**SPAN 301 INTENSIVE SPANISH: TEXTS AND CONTEXTS**

Oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic Spanish vocabulary. Prerequisite: SPAN 202. Fall. 3 credit hours.

**SPAN 302 ADVANCED SPANISH EXPRESSION**

Advanced study of the precision of spoken and written Spanish with an introduction to literary and cultural studies. Prerequisites: SPAN 202 and SPAN 301 recommended. (IL\*) Spring. 3 credit hours.

**SPAN 305 PRODUCTS, PRACTICES, AND PERSPECTIVES OF THE SPANISH-SPEAKING WORLD**

History and civilization of the Spanish-speaking world. Prerequisites: SPAN 301 and SPAN 302 or permission of the department. As needed. 3 credit hours.

**SPAN 310 SPANISH FOR CAREERS**

Advanced study of the Spanish language as needed for professional careers. Prerequisites: SPAN 301 and SPAN 302 or permission of the department. As needed. 3 credit hours.

**SPAN 311, 312 SPANISH STUDY ABROAD**

Intensive language study, home-stay living experience, and travel at the Instituto de Lengua y Cultura Costarricense in Alajuela, Costa Rica (Central America) or Leon (Spain). Summer. 6 credit hours.

**SPAN 315 LIGHTS, CAMERA, ACTION! STUDIES IN HISPANIC FILM**

An in-depth study of cinematic productions in Spanish. Prerequisites: SPAN 301 and SPAN 302 or permission of the department. 3 credit hours.

**SPAN 320, 321 INTERNATIONAL EXPERIENCE**

Students can be awarded credit of 1-3 hours for experience abroad. Semester credit hours are decided by the Department of World Languages prior to travel. As needed. 1-3 credit hours.

**SPAN 332, 333, AND 334 SPANISH METHODS/ PRACTICUM K-6**

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings.

Can be taken two more times for credit. Prerequisite: EDUC 250. Spring. 2 credit hours.

### **SPAN 335, 336, AND 337 SPANISH METHODS/ PRACTICUM 6-9**

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Can be taken two more times for credit. Prerequisite: EDUC 250. Spring. 2 credit hours.

### **SPAN 338, 339, AND 400 SPANISH METHODS/ PRACTICUM 9-12**

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Can be taken two more times for credit. Prerequisite: EDUC 250. Spring. 2 credit hours.

### **SPAN 403 ADVANCED SPANISH ORAL EXPRESSION**

Advanced oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic Spanish vocabulary. Prerequisites: SPAN 301 and SPAN 302 or permission of the department. As needed. 3 credit hours.

### **SPAN 409 SEMINAR IN SPANISH: SPECIAL TOPICS**

Study by genre, ethnicity, gender, theme or period of one or more of the diverse aspects of past and/or present Spain and/or Spanish American countries. Prerequisites: SPAN 301 and SPAN 302, or permission of department. As needed. 3 credit hours.

### **SPAN 410 VOICES THAT FORMED OUR WORLD: TEXTS OF SPAIN**

A chronological and/or thematic study of selected texts from Spain with an emphasis on aesthetics, literary movements, milieu, and pertinent criticism. Prerequisites: SPAN 301 and SPAN 302 or permission of the department. As needed. 3 credit hours.

### **SPAN 420 REDISCOVERING NEW WORLDS**

A chronological and/or thematic study of selected texts from Spanish American with an emphasis on aesthetics, literary movements, milieu, and pertinent criticism. Prerequisites: SPAN 301 and SPAN 302 or permission of the department. As needed. 3 credit hours.

### **SPAN 430, 440 ADVANCED STUDIES IN HISPANIC PEOPLES AND CULTURES I, II**

Readings and discussions of selected texts with extensive written and oral work in Spanish. Prerequisite: SPAN 301 and SPAN 302 or permission of the department. As needed. 3 credit hours each semester.

### **SPAN 495, 496 INDEPENDENT STUDY I AND II**

Designed to enable a senior or junior Spanish major to undertake a specific research or intern project of professional interest and need. As needed. 3 credit hours each semester.

### **SPED 450 PRACTICAL EXPERIENCE IN SPORT INSTRUCTION**

This course requires the student to refine and to demonstrate competence in sport instruction. Emphasis is placed on instructional expertise, ethical conduct, and professional behavior. This Course includes 50 hours of practicum in a select sport-instruction setting, as well as regular class meetings, the development of a portfolio, and formal presentation. Based on placement, background check and other fees may apply. Prerequisite: All coursework in the Sport Education program completed or in progress during semester of enrollment. This course meets the Professional Readiness Experience graduation requirement. Spring. 3 credit hours. PRE Designated.

### **SPMG 218 PRINCIPLES OF SPORT MANAGEMENT**

An overview of the field of sport management with emphasis placed on history, philosophy, ethics, program evaluation, current trends, and career opportunities. For majors and minors only. Fall and Spring. 3 credit hours.

### **SPMG 250 SOCIAL ISSUES IN SPORTS**

An introduction to the concept of sport in society. This course examines issues and patterns of social behavior as they relate to play, games, and sport. Fall and Spring. 3 credit hours.

### **SPMG 285 COMMUNICATION IN SPORT**

An examination of the interrelationship and symbiotic relationship between sports and media in today's society. The course will utilize various broadcasts, print, and electronic media to examine how they are vital to the success of the sport organization and how they shape and reinforce cultural values. WI3. Fall and Spring. 3 credit hours.

### **SPMG 305 SPORT FACILITY DESIGN AND EVENT MANAGEMENT**

Students will study the design and construction of sport facilities. In addition, students will study how to create, manage, and market sport events. Spring. 3 credit hours.

### **SPMG 307 THE UNIVERSAL LANGUAGE OF SPORT/SPORT AS A UNIFYING FORCE IN EUROPE**

Sports represent a major factor in American and European cultures. In this course, students will learn about all aspects of European sport: the most popular sports, the most important clubs, the most inspiring athletes, the most influential rivalries, and the importance of the national and continental leagues. Students will also study the historical events that have created the environment in which modern sports are played in Europe. A major factor that distinguishes European sport from U. S. sport is the aspect of internationalization and how modern sport has helped to unify a continent that has been difficult to unify historically. Students will analyze the role and the effectiveness sports play in the European unification process. (cross listed with WLLC 307) 3 credit hours.

### **SPMG 310 SPORT MARKETING AND PROMOTION**

A study of basic marketing science as it applies to all realms of the sport industry. Special emphasis is placed on the principles, policies, and strategies utilized to market the unique product of sport. Attention is focused on the importance of public attitudes, opinions, and demographics as well as the design and construction of a marketing plan and promotional proposals. Spring. 3 credit hours.

### **SPMG 335 FINANCE AND ECONOMICS OF SPORT**

Examines basic financial and economic relationships uniquely related to the business of sport. Special emphasis will be upon the economic impact analysis of sport principles, policies and plans for generating and increasing revenue streams, and controlling costs in the sport industry. An analysis of how economic models are used to measure the impact of sport on various economies. Fall. 3 credit hours.

### **SPMG 345 LEGAL ISSUES IN SPORT**

Students will study the topics of contract law, tort law, administrative/statutory law, antitrust law, and collective bargaining as they apply to sport organizations. Students will be provided with applicable knowledge of issues and strategies to manage the legal aspects of their professional lives as sport administrators. Fall. 3 credit hours.

### **SPMG 360 INTEGRATED EXPERIENCE IN SPORT MANAGEMENT**

This course offers experiences to prepare students for obtaining internships and jobs in a sport management setting. These experiences consist of an on campus internship (70 hours), résumé building for the sport management field, career shadowing with a sport leader, current assessment practices for the sport management field and analysis in the

current trends in sport management. Prerequisites: SPMG 218 and SPMG 305. Fall and Spring. 3 credit hours.

### **SPMG 410 SPORT GOVERNANCE**

The basics of managerial activities necessary for governance and policy development in sport organizations at the professional, collegiate, high school, and amateur level are covered, as well as the structure and function of the various organizations. Prerequisite: SPMG 218 or permission of instructor. Spring. 3 credit hours.

### **SPMG 415 ETHICS AND LEADERSHIP IN SPORT**

Analysis and application of ethical and leadership theories as applied to situations in sport management settings. Prerequisite: SPMG 218 or permission of instructor. WI3 (IL\*) Spring. 3 credit hours.

### **SPMG 497 INTERNSHIP IN SPORT MANAGEMENT**

This course provides the student an opportunity to experience a specific professional interest. In addition, students are required to have a minimum grade of "C" (2.00). Prerequisites: SPMG 360 and a minimum of 27 credit hours in major, or permission of instructor. Fall, Spring, and Summer. 9 or 12 credit hours. PRE Designated.

### **SSCI 205 GLOBAL UNDERSTANDING**

This course is an introduction to the major economic, social, political, diplomatic, and environmental trends in the World since 1945. Geography is emphasized in this course. Fall, Spring, and Summer. 3 credit hours.

### **SSCI 210 RESEARCH DESIGN**

This course will introduce students to the fundamentals of research design and analysis in the fields of political science and global studies. The course will cover a range of topics, from the formulation of research topics and research questions, to the development of theory and empirically testable hypotheses, the design of data collection activities, and basic qualitative and quantitative data analysis techniques. Prerequisite: MATH 105. 3 credit hours.

### **SSED 307 SOCIAL STUDIES METHODS IN 21ST CENTURY SCHOOLS**

A study of the content, resources and strategies in social studies education (K-8). This course includes examination of methods for planning, teaching, and evaluating history, geography, civics, and other social studies. An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDUC 250 with grade of "C" or better. Spring. 3 credit hours.

### **SSED 310 TEACHING GEOGRAPHY**

This course will develop the skills and the knowledge of world regions necessary for understanding and teaching geographic themes and concepts to young adolescents. The course assumes that teacher candidates bring to the class limited

experience in the formal study of geography. Prerequisite: EDUC 250 with grade of "C" or better. Fall. 3 credit hours.

### **SSED 432 INSTRUCTIONAL METHODS FOR SECONDARY SOCIAL STUDIES**

This course prepares pre-service teachers to teach secondary (9-12) social studies subjects for history, economics, government, geography, and other social studies subjects. Emphasis is placed on the planning, practice, and reflection of instructional methods, and strategies and best practices as well as assessment types and techniques. Requirements: iPad Prerequisites: Admission to Teacher Education; EDUC 250 with grade of "B" or better. Spring. 3 credit hours.

### **THEA 150 ACTING I**

Integrated approach to acting, linking understanding with experiential knowledge of the fundamentals of acting. Speech, movement, expression, etc., are explored with significant emphasis on improvisation. Fall and Spring. 3 credit hours.

### **THEA 202 VOICE AND DICTION**

An introduction to the International Phonetic Alphabet and dialects for the stage. As needed. 3 credit hours.

### **THEA 203 APPLIED THEATRE**

Participation in university theatre productions. Fall, Spring, and Summer. 1 credit hour.

### **THEA 205 SUMMER THEATRE WORKSHOP**

A practical workshop designed to immerse each student in all aspects of theatre production. The workshop concludes with at least one fully-mounted production. Open to college and high school students. Dates announced each spring. As needed. 3 credit hours.

### **THEA 222 STAGECRAFT**

This course examines the production process through participating in set building, set load-in, running of productions, and post-mortem analysis. The course focuses on the various aspects of play production, including standard practices, terms, methodology, materials, scenic painting, and safety methods. This is a participation course. (Lab fee.) Spring. 3 credit hours.

### **THEA 235 THEATRE SURVEY**

Encourages an appreciation and basic understanding of the world of live theatre. The course focuses on the artistry and mechanics of producing the modern stage play. The knowledge, skills and talents necessary to succeed in the theatre arts are studied. Attendance at live theatre performances may be required. Fall, Spring, and Summer. 3 credit hours.

### **THEA 250 ACTING II**

A continuation of Acting I with emphasis placed on realistic style. Prerequisite: THEA 150 or permission of the instructor. Spring. 3 credit hours.

### **THEA 300 INTRODUCTION TO SCENE DESIGN**

This course introduces the fundamental elements of design for the stage, including spot, line, shape, and color while relating these to scenic design. As needed. 3 credit hours.

### **THEA 310 INTRODUCTION TO STAGE MAKE-UP**

An introduction to facial structure, color theory, basic make-up techniques, character makeup, fantasy make-up, and application techniques. Intensive practical application. (Lab fee.) As needed. 3 credit hours.

### **THEA 320 INTRODUCTION TO LIGHTING AND SOUND DESIGN**

This course introduces the student to the design process and the various tools with which a lighting and sound designer expresses these art forms. The course includes script analysis, basic drafting, the production of light plots, and an introduction to the intermediate technologies associated with successfully running lights and sound during a production. As needed. 3 credit hours.

### **THEA 332 STAGE COMBAT**

A laboratory course emphasizing the physical performance skills of stage combat, to include sword work, quarterstaff, and unarmed combat. Nationally recognized standards for safety are emphasized. (Lab fee.) Prerequisite: THEA 150. As needed. 3 credit hours.

### **THEA 333 INTRODUCTION TO COSTUME DESIGN**

This course will explore the elements and principles of the design and construction of costuming for the stage. It will include script analysis, design research, renderings, and basic sewing techniques used when sewing costumes. As needed. 3 credit hours.

### **THEA 350 ACTING III**

A continuation of the skills and techniques introduced in Acting I and II. This course also includes extensive focus on script analysis, character development and scene work. Prerequisite: THEA 250. As needed. 3 credit hours.

### **THEA 351 ACTING IV**

A laboratory course exploring styles of acting for traditional and nontraditional dramatic literature, including classical and neoclassical forms as well as Shakespeare. Prerequisite: THEA 350. As needed. 3 credit hours.

### **THEA 360 SCRIPT ANALYSIS**

A course designed to introduce the student to analyzing dramatic scripts for the purpose of production, including



acting, directing, design, or technical theatre. Spring, odd years. 3 credit hours.

### **THEA 381 THEATRE HISTORY AND LITERATURE I**

This course surveys the history of Western theatre and dramatic literature from the beginnings of civilization through the Middle Ages and early Renaissance, as well as the origins of Eastern theatre, including China, Japan and India. The primary objective of this course is to provide the student with a broad-based knowledge of the traditions, personalities, literature, architectural features, and theatrical technology found in the history of these regions and to show how these elements interact with the political, social, economic, and religious forces of their respective periods. Prerequisite: junior standing or permission from instructor. (IL\*) Fall, odd years. 3 credit hours.

### **THEA 382 THEATRE HISTORY AND LITERATURE II**

A survey of the history of the theatre and dramatic literature in Europe and America beginning with Renaissance Italy, England, France and Spain, and continuing through the middle of the nineteenth century. The objective of the course is to provide the student with a broad-based knowledge of the traditions, personalities, literature, architectural features, and theatrical technology found in the history of Western theatre and to show how these elements interact with the political, social, economic, and religious forces of their respective periods. Prerequisite: junior standing or permission from instructor. Spring, even years. 3 credit hours.

### **THEA 383 THEATRE HISTORY AND LITERATURE III**

A study of the development of theatre history and dramatic literature from the late 19th century to the present, including Ibsen, Strindberg, Chekhov and Shaw, and such contemporary playwrights such as Suzan Lori-Parks and August Wilson. Major movements and trends of the last century will be explored, including realism, the avant-garde, and social drama. There will be a strong focus on world drama, such as that of Europe, Africa, Ireland, and the East. The emphasis will be on reading and evaluating plays and playwrights within their cultural and historical contexts. Prerequisite: junior standing or permission from instructor. Fall, even years. 3 credit hours.

### **THEA 390 THEATRE MANAGEMENT**

Organizational structures and management principles for educational, professional, community and church-related theatre programs with an emphasis on not-for-profit organizations. Prerequisite: upper-level standing or permission of instructor. As needed. 3 credit hours.

### **THEA 400 SPECIAL TOPICS IN THEATRE**

Specialized study in selected areas of theatre arts. Course content will vary and will reflect current developments in the

theatre and respond to student interest and need. As needed. 1-3 credit hours (variable).

### **THEA 421 PLAYWRITING**

The purpose of this course is to introduce the student/writer to the details of writing for the stage and to provide a workable knowledge of the building blocks for constructing a play. Activities will include the reading of several "classic" one-act plays; the reading of various parts of a text on playwriting; character sketches and exercises in the writing of dialogue; developing a scenario; and a final project, the completion of a one-act play. As needed. 3 credit hours.

### **THEA 434 DIRECTING I**

Basic principles of directing a theatrical production including script analysis, blocking, auditioning, rehearsing and working with actors. Requires experience in at least one theatrical production. Prerequisites: THEA 235 and THEA 250 and junior standing or instructor approval. As needed. 3 credit hours.

### **THEA 435 DIRECTING II**

Students will receive hands-on training in directing their own productions. In addition to directing several scenes in class, students will cast and direct their own one-act play at the end of the semester. Prerequisite: THEA 434. As needed. 3 credit hours.

### **THEA 442 ACTING FOR THE CAMERA**

An advanced course in acting designed to acquaint the student with changes in technique that are necessary for performance before the film or television camera with an emphasis on small scene performance. Students are afforded extensive scene work in front of the camera. Prerequisite: THEA 250. As needed. 3 credit hours.

### **THEA 493 INTERNSHIP IN THEATER ARTS**

As needed. 3 credit hours.

### **UNIV 101 FIRST-YEAR EXPERIENCE**

First-Year Experience is a comprehensive course designed to help first-year Bachelor of Music students develop an effective balance of academic achievement and personal growth which will contribute to their college success. Topics include an introduction to goal setting, study skills, time management, exam preparation, and critical thinking. First-year Bachelor of Music students must be enrolled in this course their first semester at the university. Students who fail the course must repeat it. Fall. 1 credit hour.

### **UNIV 111 DIMENSIONS OF UNIVERSITY LIFE**

Dimensions of University Life is a comprehensive course designed to help first-year students develop an effective balance of academic achievement and personal growth which will contribute to their college success. UNIV 111 includes in-depth study on topics such as academic success

skills, academic planning, and critical thinking. Students are introduced to multidisciplinary thinking through the first-year common read and service learning activities. This course is intended for all first-year students EXCEPT Bachelor of Music majors. First-year students must be enrolled in this course their first semester at the university. Students who fail the course must repeat it the following semester. Fall, Spring, and Summer. 3 credit hours.

### **WLLC 101 THE SCIENCE OF LANGUAGE: AN INTRODUCTION TO LINGUISTICS**

Communication is a science and an art. Language is inherently systematic and can be described scientifically with all its rules and regulations. Quite ironically, its usage is by nature organic, often bending and breaking rules to allow for effective, creative, and influential communication. This course will examine the structure of language (its elements: morphology, phonology, phonetics, syntax, semantics), the usage of language (its uniqueness as a human phenomenon), and the diversity of language (its variation among humankind). Fall. 3 credit hours.

### **WLLC 102 ONE WORLD, MANY VOICES: AN INTRODUCTION TO INTERCULTURAL COMMUNICATIVE COMPETENCY**

As societies become increasingly borderless, the ability to navigate the new boundaries in our ever-shrinking world is essential. This course is designed to raise awareness to the interrelatedness of culture and communication and in doing so, develop sensitivities, moreover empathy for those whose values, beliefs, and convictions differ from our own. Learning other-centeredness in communication helps to bridge the differences that exist among cultures and yield more effective and productive collaboration. Goals for this course include expanding one's set of verbal and nonverbal skills, developing cultural proficiency in unfamiliar settings, deepening one's knowledge of other cultures and contexts (social, linguistic, historical) and how those impact the efficacy of communication. Spring. 3 credit hours.

### **WLLC 103 THE ART OF 'READING': INTRODUCTION TO LITERARY AND FILM STUDIES**

How do we interact with a text or film? How does a work of art work? How do my critical skills and my personal/cultural background affect my perception of the work of art? The course will provide a strong foundation for the study of literature and film by introducing fundamental concepts and methods that allow a personal and self-conscious engagement with films and literary works. Spring. 3 credit hours.

*Two WLLC 300-level courses will be offered per year.*

### **WLLC 301 GIRLS GONE MAD: THE PORTRAYAL OF FEMALE "MADNESS" IN WORLD CINEMA**

This course examines the role, treatment, and development of the "mad" female subject as portrayed in contemporary international films chosen from various countries and continents in order to examine different languages and cultures. In particular, we will study and analyze the manifestations of female madness displayed by the female protagonists presented in various world films. 3 credit hours.

### **WLLC 302 HE SAID, SHE SAID: GENDER AND COMMUNICATION**

Men and women use language very differently. These distinctions can be traced to social norms acquired early in childhood that shape individuals well into adulthood. This class explores issues surrounding gender and communication including conversational styles, social position, and cross-cultural (including but not limited to ASL, Hispanic, Francophone, Germanic) challenges stemming from male-female interactions. 3 credit hours.

### **WLLC 303 WOMEN'S VOICES**

This course covers the discussion of influential and interesting texts representing feminine voice and identity. Students will read and discuss texts concerning self-identity and gender roles from at least two different World Languages. The course format will be one of seminar/discussion, where the group will discuss gender studies in general and how gender presents itself as a significant element in literary texts. Each student will select a text in their target language to research more in-depth in a written paper and class presentation. World Languages majors will also present in their target language to representatives from their division. 3 credit hours.

### **WLLC 304 TASTING THE WORLD ONE PLATEFUL AT A TIME: A STUDY OF FOOD, LANGUAGE, AND CULTURE**

Food is at the heart of our existence. It not only sustains us physiologically, but moreover, it is an expression of our humanity. Not only what we place on our table, but the rituals of how we prepare it, how we share it and with whom are a reflection our attitudes, values, and beliefs. This course explores the nexus of food, language, and culture around the world and the cross-linguistic differences and similarities among them and the rich communication which results when we gather to sup with one another. 3 credit hours. WI3.

### **WLLC 305 DANCE 'ROUND THE WORLD: A STUDY OF DANCE AND CULTURAL DIVERSITY**

Dances are often seen as entertainment or an expression of art. This course seeks to delve deeper into the medium of dance to explore it as a form of communication and as a reflection of cultural diversity. Dance is a powerful tool which creates community and fosters harmony and commonality across racial, social, and economic boundaries. Through its

study, we can observe varying belief systems and leadership infrastructures and the common spirit of humanity which unites us in spite of cultural, linguistic, and historical differences among societies. 3 credit hours.

### **WLLC 306 VOICES OF EXILE**

This course covers post-colonial texts, cultures, and diaspora. Students will read and discuss texts concerning self-identity and culture as represented through exile from the author's native culture. The course format will be one of seminar/discussion, where the group will discuss different points of existentialism, diaspora, and creation of a unique third space in the selected texts. Each student will select a text in their target language to research more in-depth in a written paper and class presentation. World Languages majors will also present in their target language to representatives from their division. Texts from at least two different World Languages will be studied. 3 credit hours.

### **WLLC 307 THE UNIVERSAL LANGUAGE OF SPORT/SPORT AS A UNIFYING FORCE IN EUROPE**

Sports represent a major factor in American and European cultures. In this course, students will learn about all aspects of European sport: the most popular sports, the most important clubs, the most inspiring athletes, the most influential rivalries, and the importance of the national and continental leagues. Students will also study the historical events that have created the environment in which modern sports are played in Europe. A major factor that distinguishes European sport from U. S. sport is the aspect of internationalization and how modern sport has helped to unify a continent that has been difficult to unify historically. Students will analyze the role and the effectiveness sports play in the European unification process. 3 credit hours.

### **WLLC 480 SENIOR SEMINAR (CAPSTONE COURSE)**

A senior seminar focusing on the exploration, research, development, and presentation of a major research and analytical essay on a subject appropriate to the major. [Essay presented at conference in the following spring semester]. Fall. 3 credit hours. (IL\*) WI3.

### **WMGT 301 PRINCIPLES OF FINANCIAL PLANNING**

This course is intended to examine various aspects of personal financial planning. Includes the financial planning process, financial statements, cash flow and debt management, financing strategies, economic concepts and time value of money, education planning, client management and communication, as well as professional conduct and regulation. Spring. 3 credit hours.

### **WMGT 302 WEALTH MANAGEMENT MARKETS AND STRATEGIES**

This course analyzes the various topics related to wealth management markets and strategies: role of financial markets, wealth management markets, monetary policy, financial institutions, financial crisis, financial services regulations, consumer protection, alternative investments, as well as risk management and wealth management strategies. Prerequisite: ECON/ECO 204. Spring. 3 credit hours.

### **WMGT 320 RISK MANAGEMENT AND INSURANCE PLANNING**

This course encompasses practical issues as well as basic concepts and principles of risk management and insurance, including personal, business, and social viewpoints in regard to managing life, health, disability, property, and liability risks as well as annuities, long-term care, insurance policy and group insurance. Fall. 3 credit hours.

### **WMGT 325 ESTATE PLANNING**

This course provides an overview of estate planning and the strategies and techniques for an effective plan, including property titling, property transfer, estate documents, gift and estate tax, estate liquidity, trusts, marital deduction, business transfer, as well as postmortem estate planning and estate planning for non-traditional relationships. Prerequisite: ACCT/ACC 214. Fall. 3 credit hours.

### **WMGT 330 RETIREMENT PLANNING**

This course introduces the study and application of techniques for retirement planning, including the Social Security and Medicare, Medicaid, defined benefit plans and other pension plans, defined contribution plans, tax-advantage plans and nonqualified plans, as well as regulatory considerations, distribution strategies, and business succession planning. Spring. 3 credit hours.

### **WMGT 420 INVESTMENT PLANNING**

This course examines the goals, strategies, and policies for individual investors, covering the topics including investment vehicles, risk, quantitative concepts, investment returns, asset allocation and portfolio diversification, securities valuation, portfolio management, strategies, as well as alternative investments. Prerequisite: FINC/BAD 312 or consent of the instructor. Spring. 3 credit hours.

### **WMGT 425 TAX PLANNING**

This course examines income tax provisions and compliance emphasizing the multidisciplinary aspects of taxation, covering the topics including tax law, tax fundamentals, taxation of business, trusts and estates, alternative minimum tax, passive activity and at-risk rules, taxation for property transactions, as well as tax deduction and management. Prerequisite: ACCT/ACC 214. Fall. 3 credit hours.

## **WMGT 450 CAPSTONE CASE IN FINANCIAL PLANNING**

This capstone course is designed to allow students to examine a variety of cases in financial planning and create comprehensive financial plans by applying knowledge obtained in major areas of financial planning, including fundamentals of financial planning, education planning, risk management and insurance, investment planning, tax planning, retirement planning, and estate planning. Students will enhance the knowledge, skills and abilities to attain CFP® certification by analyzing hypothetical clients' situations. Prerequisite: WMGT 301, WMGT320, WMGT 325, and WMGT 330. Spring. 3 credit hours.

## **WMGT 497 INTERNSHIP IN WEALTH MANAGEMENT**

The internship is based in a wealth management setting and provides an opportunity for the student to integrate what has been learned in courses and relate it to the operations of a complex wealth management organization. Prerequisite: Junior standing or by department approval. 3 credit hours

# **DEGREE COMPLETION PROGRAM COURSE DESCRIPTIONS**

## **ACC 213 ACCOUNTING PRINCIPLES I**

An introduction to financial accounting. Accounting transactions, the accounting cycle, financial statement preparation. Special issues for short- and long-term assets, liabilities, partnerships, and corporations. Fall, Spring and Summer. 3 credit hours.

## **ACC 214 ACCOUNTING PRINCIPLES II**

Continued coverage of financial accounting. Partnerships, corporations, debt and equity financing. Cash flow and financial statement analysis. Introduction to management accounting: job-order and process costing, budgeting and variance analysis. Prerequisite: ACC 213 or permission of the instructor. Fall, Spring and Summer. 3 credit hours.

## **ACC 313 INTERMEDIATE ACCOUNTING I**

Detailed study of financial and managerial accounting concepts. Financial statement preparation. Time value of money. Cost allocation and valuation of current and long-term assets. Financial reporting and analysis. Prerequisite: two courses in accounting principles. Fall, Spring and Summer. 3 credit hours.

## **ACC 314 INTERMEDIATE ACCOUNTING II**

Continued study of financial and managerial accounting concepts. Current and long-term debt issues, contributed and

earned equity. Financial reporting and analysis. Prerequisite: ACC 313. Fall, Spring and Summer. 3 credit hours.

## **ACC 315 COST ACCOUNTING**

Cost accounting measurement and classification. Job order and process costing. Budget development using variable and fixed costs. Capital budgeting and project evaluation. Prerequisite: two courses in accounting principles. Fall, Spring and Summer. 3 credit hours.

## **ACC 400 ACCOUNTING INFORMATION SYSTEMS**

In addition to an in-depth investigation of the automation and technology associated with the accounting function. Students will develop a proficiency with a recognized accounting software package. Prerequisites: ACC 214 and CIS 300. Fall, Spring and Summer. 3 credit hours.

## **ACC 425 FEDERAL INCOME TAX I**

Examines introductory federal income tax provisions and compliance from an individual income tax perspective, emphasizing the business implications of individual tax law. Prerequisite: ACC 214. Fall, Spring and Summer. 3 credit hours.

## **ACC 426 FEDERAL INCOME TAX II**

Examines introductory federal income tax provisions and compliance from a corporate perspective emphasizing the multidisciplinary aspects of taxation with a focus on the model tax curriculum of the AICPA. Prerequisites: ACC 214 and ACC 425.

Spring. 3 credit hours.

## **ACC 430 FORENSIC ACCOUNTING**

This course will provide an overview for the understanding of forensic techniques and fraud examination methodology. The course will include the study of schemes used by executives, managers, employees and other stakeholders to commit fraud against their organizations. It will cover prevention, detection and investigative strategies for businesses, non-profit entities and governmental functions. Prerequisites: ACC 213 and ACC 214 or permission of the instructor. Fall, Spring and Summer. 3 credit hours.

## **ACC 435 ADVANCED ACCOUNTING**

Accounting for partnerships, insurance, corporate consolidations, and government. Prerequisite: ACC 314. Fall, Spring and Summer. 3 credit hours.

## **ACC 450 AUDITING**

Principles, techniques, procedures, and legal responsibility of auditors. Prerequisite: ACC 314. Fall, Spring, and Summer. 3 credit hours.



**ART 307 ART SURVEY**

Introduction to major artists and styles in the history of art, emphasis on appreciating art in its context and understanding the elements and principles of design. Fall, Spring, and Summer. 3 credit hours.

**BAD 115 INTRODUCTION TO BUSINESS**

An introduction to accounting, marketing, finance, economics, and management. Designed to provide non-majors and new business majors with a preview of the subject matter and job prospects in the business field. Fall. 3 credit hours.

**BAD 300 LEGAL ENVIRONMENT OF BUSINESS**

The course is designed to cover both the public and private regulation of business. Some of the topics covered are tort law, contract law, agency, partnerships, and corporations. Fall, Spring, and Summer. 3 credit hours.

**BAD 301 PERSONAL FINANCE**

Intended for business majors and non-majors who want to manage their personal finances better. Course covers personal budgeting and accounting, buying on credit, borrowing money, personal income tax returns, saving and wise investment, insurance, home ownership, and estate planning. Fall. 3 credit hours.

**BAD 302 MONEY AND BANKING**

Analysis of Federal Reserve System and monetary policy, the role of money in determination of national income, role and development of commercial banks, and the basic elements of international finance. Prerequisites: ECO 203 and ECO 204. Spring. 3 credit hours.

**BAD 304 APPLIED BUSINESS STATISTICS**

The course considers the use of statistics in business for better planning, control and decision making with the focus on using computer statistical software, interpretation and presentation of results. Descriptive and inferential statistics, probability concepts, hypothesis testing, analysis of variance and regression analysis are covered. Prerequisites: MTH 316 or equivalent, CIS 300 or equivalent, or permission of the instructor. Fall, Spring, and Summer. 3 credit hours.

**BAD 305 QUANTITATIVE METHODS FOR BUSINESS**

Explores the use of quantitative methods for decision analysis. Topics include linear programming, sensitivity analysis, integer and goal programming, queuing models and simulation. Prerequisites: College coursework in algebra or MTH 300 with a 2.0 or better, BAD 304, CIS 300. Fall, Spring, and Summer. 3 credit hours.

**BAD 311 LABOR AND THE ECONOMY**

Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages. Prerequisite: ECO 203 and ECO 204. As needed. 3 credit hours.

**BAD 312 FINANCIAL MANAGEMENT**

Designed to provide students with a broad base of understanding of the principles and concepts of corporate financial decision making. The course covers the key financial issues of corporate ethics, time, value of money, valuation of stocks and bonds, risk and return, cost of capital, capital budgeting, leverage and capital structure, and financial statement analysis. Prerequisites: ACC 213, ACC 214, ECO 203, and ECO 204. Fall, Spring, and Summer. 3 credit hours.

**BAD 318 PRINCIPLES OF MARKETING**

A comprehensive analysis of the marketing system and the marketing process. Fall, Spring, and Summer. 3 credit hours.

**BAD 319 ADVERTISING AND PROMOTION**

Detailed and systematic review of marketing communications and use of mass media to include promotional activities, policy formulation, agency selection, control systems, and a survey of the American advertising system. Prerequisite: BAD 318. As needed. 3 credit hours.

**BAD 325 BUSINESS COMMUNICATIONS APPLICATIONS**

A practical approach to business communications. Emphasis will be placed on theory, formal and informal written communications, presentations, and the job search process. Fall, Spring, and Summer. 3 credit hours.

**BAD 340 INTEGRATION OF FAITH AND BUSINESS**

This elective course will explore the interplay between faith and business. Various models of integration at the personal and corporate level will be explored. Students will be challenged to develop their own philosophy of how faith makes a difference in their approach to business. In addition to traditional business ethics topics, this course will explore personal morality, the unique implications of the Christian faith to various business disciplines, and business as service. Prerequisite: junior- or senior-level status.

Fall, Spring, and Summer. 3 credit hours.

**BAD 360 INTERNATIONAL BUSINESS**

An introduction to the unique issues associated with doing business in a global context. Specific challenges of doing business internationally and related managerial strategies are examined. Fall, Spring, and Summer. 3 credit hours.

**BAD 396 INTERNATIONAL TRAVEL**

The course provides the student an opportunity to expand his/her business and cultural horizons by visiting different

international cities and countries. Lecture and travel. As needed. 3 credit hours.

### **BAD 401 INTERNATIONAL ECONOMICS**

An examination of the theory of international trade and international finance with coverage of such topics as comparative advantage and the reasons for international trade in products and factors of production, foreign exchange, foreign investment, balance of payments. Prerequisites: ECO 203 and ECO 204. As needed. 3 credit hours.

### **BAD 402 MANAGERIAL ECONOMICS**

Economics applied to managerial decision making. Analysis of costs, production, decision making under uncertainty. Prerequisites: ECO 203 and ECO 204. As needed. 3 credit hours.

### **BAD 460 INTERNATIONAL FINANCE**

Explores the role of financial institutions, markets, and strategies in the international context. Prerequisite: BAD 312. As needed. 3 credit hours.

### **BAD 480 BUSINESS STRATEGY**

A capstone course that emphasizes the integration of all prior learning in business administration, related coursework, and any workplace experiences to synthesize and apply concepts from the

functional business areas to develop an understanding of organizations from the perspective of top management. The student will analyze complex business problems independently and with a team to formulate realistic strategic solutions. Prerequisites: ACC 214, BAD 304, BAD 305, CIS 300, ECO 204, BAD 312, BAD 318, senior standing. Fall, Spring, and Summer. 3 credit hours.

### **BAD 495 STRATEGIC BUSINESS APPLICATION**

A course designed to assist in effectively integrating academic preparation and practical career experiences. This course is offered every term and should be taken during final semester. Fall, Spring, and Summer. 3 credit hours.

### **BIO 335 PATHOPHYSIOLOGY**

Study of alterations in normal body structure and function associated with various disease processes. As needed. 3 credit hours.

### **BKE 260 ASSESSMENT AND OBSERVATION**

This course will explore a variety of observation and assessment tools to examine the physical, social, and emotional development that supports the learning of young children. Scheduling, room arrangement, indoor and outdoor learning environments, as well as adult interactions will be observed and assessed. The importance of creating healthy and safe environments that support the learning of all children as well as ethical considerations for observation and assessment will be explored. Upon completion, students

should demonstrate an understanding of the importance of documentation and how it supports young children. Students should be able to explain their role and responsibilities as a professional in observation, assessment, and documentation practices. As needed. 3 credit hours.

### **BKE 270 THE EXCEPTIONAL CHILD**

This course is an introduction to various exceptionalities among young children; including children with behavioral, learning, and physical atypical patterns of development. This course examines inclusive/diverse settings, evidence-based educational/family plans, differentiated instruction practices, adaptive materials, and assistive technology. Assessment tools used to determine exceptionalities will be analyzed as well as observation and assessment techniques. Common physical, social-emotional, and cognitive disorders will be researched and modifications necessary to support children with these disorders will be examined. Emphasis is placed on the characteristics of exceptionalities and delays and the importance of early intervention/special education, collaboration with families, specialists, and community partners. Upon completion, students should be able to recognize exceptionalities, describe the referral process, identify community resources, and develop appropriate strategies/modifications to support children by utilizing best practices as defined by laws, policies, and the Foundations for Early Learning and Development and demonstrate an understanding of following ethical practices in protecting confidentiality and the integrity of families and children who receive support as determined by an IEP and/or IFSP. As needed. 4 credit hours.

### **BKE 280 GUIDING AND SUPPORTING YOUNG LEARNERS**

This course focuses on the needs of children in relation to group settings, curriculum decisions, and the design of early learning environments. Current issues and trends of early childhood education, developmentally appropriate practice, curriculum models, the role of the caregiver (family and/or teacher), the process of guiding and teaching, and the facilitation of development and learning of young children who are culturally, linguistically, social-emotional, and ability diverse are explored. Upon completion, students should be able to explain how young children are taught, cared for, and supported in early learning environments. The impact of atypical social emotional development and its effects will be analyzed as will the importance of adult-child relationships and interactions. Students should be able to demonstrate a knowledge of current best practices, rules and regulations, curriculum, and the importance of creating developmentally appropriate and culturally appropriate, supportive environments. As needed. 4 credit hours.

### **BKE 290 CHILD DEVELOPMENT**

This course covers child development for children birth through age 8. Developmental milestones for cognitive, social-emotional, and physical development will be included. The importance of Developmental Appropriate Practice, play in the early learning environment, and the whole child concept will be examined. Developmental theories and research-based pedagogy will be included. Upon completion, students should be able to identify evidence-based strategies and theories that enhance the development of all children; including various diversities and abilities. Students should also be able to explain how environmental and biological factors impact development and how development follows sequential patterns; recognizing atypical developmental patterns. As needed. 3 credit hours.

### **BKE 300 SPECIAL TOPICS: TECHNOLOGY IN THE BK ENVIRONMENT**

This course focuses on enhancing the learning environment through the use of technology in the BK classroom. It enables candidates to the use technology in the creation of a child-centered, safe, and developmentally stimulating learning environment. The course introduces the candidate to resource-based teaching through the use of educational technology and its appropriate uses in the classroom. It focuses on developing research skills by designing, planning, and producing basic educational materials using technological hardware and software. The process of selecting and utilizing technological resources for birth through kindergarten classrooms are emphasized. The candidate will also learn about assistive technology for the atypical child. As needed. 3 credit hours.

### **BKE 360 CHILD, FAMILY, AND COMMUNITY: BUILDING SUPPORTIVE RELATIONSHIPS**

This course covers the importance of developing positive, reciprocal partnerships among families, children, schools, and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Emphasis on the role of formal and informal support systems, and effective family professional collaborative partnerships that are family driven will be examined. Upon completion, students should be able to identify appropriate relationship building strategies between families, children, schools, and communities and demonstrate a variety of communication skills necessary for building positive home, school, and community partnerships to support every child. As needed. 3 credit hours.

### **BKE 370 INFANTS AND TODDLERS**

This course examines integrated approaches to supporting infants and toddlers ages birth to 36 months who are culturally, linguistically, and ability diverse with an emphasis on practice in applied settings including all environments that support children's learning. Upon completion, the student will be able to create learning opportunities for children birth through 36 months with an emphasis on positive learning experiences, nurturing interactions, providing safe, warm and nurturing interactions. Students will complete a clinical assignment in an approved infant – toddler program where there will be opportunities to examine relationships that support and facilitate learning for the child and family. As needed. 3 credit hours.

### **BKE 380 EARLY CHILDHOOD CURRICULUM**

This course examines approaches to learning within the context of emotional/social, health and physical, language and communication, and cognitive domains with an emphasis on practice in applied settings. This course provides opportunities to select, modify, present, and extend curriculum for young children who are culturally, linguistically, and ability diverse in a developmental framework. Upon completion, the student should be able to create meaningful, engaging, and developmentally appropriate learning experiences for young children. Students should be able to create learning experiences that follow state curricular guidelines and incorporate the NC Foundations of Early Learning. Students should also practice assessment procedures which provide meaningful feedback regarding student progress. As needed. 3 credit hours.

### **BKE 390 KINDERGARTEN CURRICULUM**

This course examines approaches to learning within the context of the kindergarten classroom and kindergarten curriculum. This course provides opportunities to select, modify, present, and extend curriculum for young children who are culturally, linguistically, and ability diverse in a developmental framework. Upon completion, the student should be able to create meaningful, engaging, and developmentally appropriate learning experiences for young children. Students should be able to create learning experiences that follow state curricular guidelines and incorporate the NC Standard Course of Study (Common Core). Students should also practice assessment procedures which provide meaningful feedback regarding student progress. As needed. 3 credit hours.

### **BKE 410 LANGUAGE AND LITERACY FOR THE YOUNG CHILD**

This course provides evidence-based strategies for enhancing language and literacy experiences for children ages birth – eight years and how these experiences enhance a child's cognitive, language, social, emotional, and physical

development. Topics include the history and selection of developmentally appropriate children's literature and the use of books, technology, and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select, plan, implement, and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically, and ability diverse. In addition, the student should be able to evaluate children's literature and its use in the early learning environment; identifying award-winning children's literature and the integration of children's literature in all areas of curriculum. As needed. 4 credit hours.

#### **BKE 420 MATH, SCIENCE, SOCIAL STUDIES, AND THE ARTS FOR YOUNG CHILDREN**

This course examines the development of science, social studies, art, and mathematical thinking in young children who are culturally, linguistically, and ability-diverse. Research, current educational practice, and instructional materials and strategies are analyzed. Emphasis is on the design and assessment of integrated math, science, social studies, and art learning activities. Upon completion, students should be able to design and implement developmentally appropriate, integrated learning experiences in an early childhood learning environment for ages 3-8. Students should be able to incorporate technology. This course includes a clinical field-based experience. As needed. 4 credit hours.

#### **BKE 430 INTERNSHIP: BK PRACTICES, PROCEDURES, AND POLICIES**

This course includes intensive work with children and families in home and community settings planned by student and advisor with focus on integration of theory and practice; including policies, procedures, and practices for young children. This course will include practice in a community/home preschool/daycare setting and practice in a school-sponsored preschool and kindergarten program. Upon completion, the student should complete a comprehensive portfolio which demonstrates an understanding of early childhood education theory and practice. As needed. 3 credit hours.

#### **BKE 440 PROFESSIONAL ADMINISTRATIVE SEMINAR**

This course is an intensive examination of policies, procedures, and responsibilities for administration of early childhood education programs. It includes an intensive clinical experience that provides the student opportunities to facilitate learning, design environments, create program handbooks, policies and procedures manuals, and engage in practices for meaningful and positive adult leadership as well as experiences collaborating with colleagues, families, and children. Upon completion, the student should be able to demonstrate effective strategies necessary to lead and

manage a quality early learning environment in a home center, community preschool, and/or daycare including private and/or faith based programs. In addition, the students will demonstrate effective interpersonal and leadership skills that promote quality, align to the NAEYC code of ethical conduct, and meet state program requirements. This course requires one semester-long experience in early learning environments, other than those in a school setting. This is the non-licensure seminar/leadership course for students who are not pursuing BK licensure. As needed. 12 credit hours. PRE Designated.

#### **CIS 201 PROGRAMMING LANGUAGE**

Programming skills for business applications, including basic programming logic, typical programming structures, object-oriented and structured methodologies. Fall, Spring, and Summer. 3 credit hours.

#### **CIS 300 MANAGEMENT INFORMATION SYSTEMS**

A general introduction to management information systems theories and concepts, including the organizational role of information systems, prevalent information and communication technologies, and information systems development processes, with an emphasis on tools such as Excel. Fall, Spring, and Summer. 3 credit hours.

#### **CIS 371 SYSTEMS ANALYSIS AND DESIGN**

Emphasis is placed on the design and development systems, including the software and databases that are needed to support the business needs of organizations. Prerequisite: CIS 300. Spring. 3 credit hours.

#### **CIS 375 INTRODUCTION TO COMPUTER AND NETWORK SECURITY**

The study of computing security vulnerabilities and techniques and tools for developing secure applications and practicing safe computing. Prerequisite: CIS 201. As needed. 3 credit hours.

#### **CIS 379 INTRODUCTION TO COMPUTER CONCEPTS**

A general introduction to computers and operating systems, with emphasis on Microsoft Office applications for word processing, spreadsheets, presentations and Internet. As needed. 1 credit hour.

#### **CIS 423 SURVEY OF PROGRAMMING LANGUAGES**

Introduction to the history and design of programming languages. The applicability of special languages to special uses such as Fortran, Pascal, Ada, Oberon, Object Pascal, C++, Smalltalk. Examination of the modern concepts of object-orientation and functional programming. Prerequisites: CIS 201, CIS 300. Fall. 3 credit hours.



### **CIS 432 INFORMATION SYSTEMS PROJECT MANAGEMENT**

This course examines the characteristics of information technology projects, especially involving the development of software-intensive systems, and introduces the student to a variety of project management techniques. Prerequisite: CIS 300. Spring. 3 credit hours.

### **CIS 433 DATABASE MANAGEMENT**

Beginning and intermediate topics in data modeling for relational database management systems. Major emphasis is placed on understanding the various database management functions and providing database support for organizations. Fall. 3 credit hours.

### **CIS 460 DATA COMMUNICATIONS AND NETWORKING**

Introduction to concepts of computer network operating systems, telephony, routing, packets, and distributed processing. Prerequisite: CIS 300. Fall. 3 credit hours.

### **CIS 470 STRATEGIC INFORMATION MANAGEMENT**

Prepares the student to develop an understanding and appreciation for the impact of information systems on the economy and business performance, emerging public technology infrastructure and its role in the modern organization, electronic business applications, and technology-driven business models and strategies. (Capstone Course) Prerequisites: CIS Major, CIS 300, and senior status. Spring. 3 credit hours.

### **CIS 471 SOFTWARE ENGINEERING**

The study of structured programming, systems analysis, and systems design techniques. Topics include top-down design, software design metrics, project management, program correctness, and the use of computer-aided software engineering (CASE) and configuration management tools. Problems of software engineering and design for graphical user interfaces are discussed. Prerequisites: CIS 423 and CIS 433 or permission of instructor. Fall. 3 credit hours.

### **CIS 485 TOPICS IN MANAGEMENT INFORMATION SYSTEMS**

A specialized study of various computer science developments. Topics will vary from semester to semester. Students will be allowed to take the course more than once. As needed. 3 credit hours.

### **CIS 498 INTERNSHIP IN COMPUTER INFORMATION SYSTEMS**

By special arrangement with the approval of the department chair. As needed. 3 credit hours.

### **CJC 320 ETHICS IN CRIMINAL JUSTICE**

This course provides students with an introduction to diversity and morality and scope of ethics, particularly as its many problems and diverse perspectives intersect with those ongoing controversies found in the everyday world of crime, law and justice. Ethics involves the study of many different themes and issues, including concepts such as good, duty, obligation, virtue, freedom, rationality, and choice, as well as the ways in which each of these notions informs the dilemmas we face, the choices we make, and the actions we undertake. The themes that this ethics course explores underlie many circumstances we routinely confront as individuals, groups, organizations, communities, and cultures. The immediate aim of this course is to encourage critical reflection on these concepts and concerns, recognizing their significance to and contemplating their value for people in various social contexts. Spring. 3 credit hours.

### **CJC 360 CRIMINAL INVESTIGATION**

This course provides the student with a working knowledge of criminal investigation principles, techniques, law, and procedure. The investigation process is studied from basic theoretical concepts to the application of the basic elements for prosecution of criminal cases. Included is a study of crime scene investigation, interrogation, burglary, assault, sex crimes, death cases, homicide and murder, organized crime and terrorism. Spring. 3 credit hours.

### **CJC 400 SPECIAL TOPICS IN PUBLIC SAFETY**

This course will include special topics that provide insight into the system and processes to include areas of law enforcement, the judiciary, corrections, penology, public safety, homeland security, terrorism, intelligence and other timely 21st century public safety areas. Fall. 3 credit hours.

### **CJC 410 PHILOSOPHY OF CRIMINAL JUSTICE**

The major focus is alternatives for dealing with law violations and relating underlying ideas, such as responsibility and insanity. Central to this investigation will be a concern for the justification of punishment, legitimacy of alternatives to punishment, justification for considering illegal acts as products of disease, and the reconcilability of a system of punishment with a deterministic view of human behavior. Fall, Spring, and Summer. 3 credit hours.

### **CJC 420 ADMINISTRATIVE DECISION MAKING FOR PUBLIC SAFETY**

A course in public safety decision making with considerable emphasis on management styles and their effect on the operation of the police force and related public safety agencies. Fall, Spring, and Summer. 3 credit hours.

### **CJC 430 CRIMINAL JUSTICE THEORY AND RESEARCH**

A discussion and practical application in operations research as it applies to police department, prosecution management, court scheduling, corrections recidivism, probation and parole. The common theme is the use of quantitative analysis to understand phenomena, to solve problems, and to provide policy guidance. Fall, Spring, and Summer. 3 credit hours.

### **CJC 440 TRENDS IN CRIMINAL JUSTICE**

An examination of the latest methods and approaches in the criminal justice system. Emphasis is on police, courts, and corrections. Fall, Spring, and Summer. 3 credit hours.

### **CJC 450 INTERNATIONAL ISSUES IN PUBLIC SAFETY**

An overview and insight into nature and complexity of current international criminal justice issues. The course will focus on globalization, comparative aspects of the rule of law, the critical need for international communication and cooperation, and evolving transnational crime. Specific topic areas to be addressed include: research on the Internet, policing in other countries, terrorism, cyber-crime, money laundering, and trafficking in drugs, people, and arms. Fall, Spring, and Summer. 3 credit hours.

### **CJC 460 CYBERCRIME**

An overview of the legal and social implications of technological crimes. Emphasis will be placed on understanding and managing cybercrimes including theoretical implications, prevention, law enforcement investigation and prosecution of cybercrimes. Fall, Spring, and Summer. 3 credit hours.

### **CJC 470 HOMELAND SECURITY, TERRORISM AND INTELLIGENCE**

This course provides information about three important subjects: Homeland Security - Terrorism Intelligence. These interconnected topics often dominate today's news events and are critically important to our communities and nation. This course will provide a scholarly approach to the study of terrorism, but also incorporates the real-world experience of federal agents, public servants, police officers, fire administrators, and soldiers tasked with preventing the next terrorist attacks in our country. This approach will provide students with a unified and cutting-edge understanding of terrorism, intelligence, and homeland security and their interrelationship as an emerging international threat. Spring. 3 credit hours.

### **CJC 495, 496 INDEPENDENT STUDY**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. Prerequisites: approval by the instructor offering the study,

student's major department, and concurrence of the Dean/Chair. As needed. 3 credit hours.

### **CJC 497, 498 PUBLIC SAFETY INTERNSHIP**

Designed for students enrolled full-time in the criminal justice program to enhance academic experience by providing an opportunity to acquire a working knowledge of the practical aspects of the criminal justice system. Fall, Spring, and Summer. 3 credit hours.

### **COM 379 INTERNET SEMINAR**

Advanced work with the Internet in selected areas of research, interpersonal communications, data storage and retrieval and multimedia applications. Fall, Spring, and Summer. 1 credit hour.

### **ECE 270 CRITICAL COMPONENTS OF SPECIAL EDUCATION**

This course is designed to provide a foundational understanding of the components of special education while providing opportunities to explore and research various critical issues and trends that impact the field. Students will analyze the laws and policies regarding the education of students with disabilities. Principles regarding Free Appropriate Public Education (FAPE) and the Least Restrictive Environment (LRE) will be examined and evaluated. An understanding of various categories of disability with a focus on high-incidence disabilities will be developed. Students will determine the appropriateness of special education eligibility by examining the referral to placement process. Prerequisites: EDU 250 with a "C" or better; EDU 350 with a "C" or better. As needed. 3 credit hours.

### **ECE 370 SPECIALLY DESIGNED INSTRUCTION FOR EXCEPTIONAL LEARNERS**

This course is designed to investigate and explore a variety of assessment and evaluation procedures used to determine the needs of the exceptional learner. A focus of this course will be understanding the definition of specially designed instruction as the primary justification to providing special education services to a student with a disability. Emphasis will be placed on curriculum based assessments, progress monitoring, observation techniques, and the use of formative and summative evaluations to design appropriate learning experiences that meet the individual needs of the exceptional learner. Evaluation types for the monitoring of progress towards IEP goals as required by federal and state regulations, as well as the requirements for reporting progress will be analyzed. Types of modifications and accommodations will be evaluated and analyzed in order to determine which compliment curriculum, assessment, and are necessary to allow students access to the general education curriculum and environment. The learner will become familiar with federal and state regulations, as well as the policies governing testing participations, accommodations and modifications

which mandate requirements for assigning, implementing, and monitoring accommodations and modifications as outlined in an Individualized Education Plan (IEP) or 504 Plan. Prerequisites: EDU 250 with a “C” or better; EDU 350 with a “C” or better; ECE 270 with a “C” or better. As needed. 4 credit hours.

### **ECE 380 COMMUNICATION AND COLLABORATION WITH STAKEHOLDERS**

This course is designed to provide communication strategies that should be used when working with the family, caregivers, related service providers, and outside support agencies of students with special needs. Professionals who support the student and the family will be identified. Techniques for involving professionals and other support persons who work with the exceptional needs student and the family will be explored. Community agencies and support systems for the student as well as family will be analyzed. The importance of conferencing with the family and professionals will be examined. The role of the educator in connecting families with appropriate school-based and community-based resources will be developed. The role of the surrogate parent in the IEP process will be analyzed. Prerequisites: EDU 250 with a “C” or better; EDU 350 with a “C” or better; ECE 270 with a “C” or better. As needed. 3 credit hours.

### **ECE 425 PROVIDING INSTRUCTION - CONTINUUM OF ALTERNATIVE EXCEPTIONAL CHILDREN PLACEMENTS**

This course is designed to provide instruction and experiences in the program content, teaching methods, and strategies for the exceptional learner with emphasis on methods and materials for meeting the needs of the special needs student. Various types of educational settings for the special needs child and methods for teaching in each will be demonstrated. Field experiences will include working in inclusive learning environments in the elementary, middle school, and/or high school; providing instruction, modifications, accommodations, and experiences with designing IEPs with regards to NC state curriculum standards. Specially Designed Instruction (SDI) will be analyzed by examining commonly used programs and assessments within different alternative placements. Must be taken the semester before student teaching. Prerequisites: EDU 250 with a “C” or better; EDU 350 with a “C” or better; ECE 270 with a “C” or better. As needed. 4 credit hours.

### **ECO 203 PRINCIPLES OF ECONOMICS I (ECONOMICS AND THE FREE MARKET SYSTEM)**

Explores the economic implications, history and philosophy of the free enterprise system with special attention to national income theory; money, banking and the Federal Reserve system; Keynesian and Classical theories and the

mechanics of the business cycle. Fall, Spring, and Summer. 3 credit hours.

### **ECO 204 PRINCIPLES OF ECONOMICS II**

Study of microeconomic concepts, price theory, behavior of the firm, market structure, and income distribution. Prerequisite: ECO 203. Fall, Spring, and Summer. 3 credit hours.

### **EDU 250 TEACHING IN THE 21ST CENTURY SCHOOLS**

A course designed to be the candidates’ first course orienting them to education as a profession, to Gardner-Webb University’s School of Education, and to the North Carolina Professional Teaching Standards (NCPTS) and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Experiences include a clinical experience with classroom observations, exploration of a diverse range of topics, and guided research in their intended teaching area particularly in relation to the North Carolina Standard Course of Study. Because this course sets up all future expectations in the School of Education, it is the prerequisite for all other education courses and no transfer credit will be accepted for this course. (All teacher candidates, regardless of the area of licensure, will be charged a Clinical Assessment Fee in EDU 250 Teaching in 21st Century Schools and EDU 450 Student Teaching. This non-refundable fee will cover the candidate’s subscriptions to TaskStream and Teachscape, as well as the required background checks. In addition, Elementary and Middle Grades candidates are required to have an iPad or tablet with video capabilities and a Teachscape Mini Kit (sold in the University Campus Shop) for every EDU course with the exception of EDU 250 Teaching in the 21st century.) It is highly suggested to take MATH 204 concurrently with this course. Candidates are suggested to take this course during their second semester of freshman year. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Fall and Spring. 4 credit hours.

### **EDU 251 INTRODUCTION TO EFFECTIVE TEACHING AND LEARNING**

Teachers today are expected to not only plan research-based lessons and engage students in instruction using research-based methods, but also to assess instruction while it is happening, and after the instruction has taken place, to inform future instruction. This assessment to instruction cycle is required to ensure students are continually learning and growing. This cycle is complex. The cycle includes discipline-specific research, technical writing, data collection, data analysis, and informed planning. A specific vocabulary,

both pedagogical and academic, is also required to be successful with this cycle. The purpose of this course is to provide an introduction to the requirements of effective student learning, including the vocabulary, research skills, technical writing, data collection and analysis, and informed planning. The School of Education recommends all licensure candidates take this course. Prerequisite: “C” or better in EDUC/EDU 250. 1 credit hour.

### **EDU 252 APPLYING PRINCIPLES OF EFFECTIVE TEACHING AND LEARNING**

Teachers today are expected to not only plan research-based lessons and engage students in instruction using research-based methods, but also to assess instruction while it is happening, and after the instruction has taken place, to inform future instruction. This assessment to instruction cycle is required to ensure students are continually learning and growing. This cycle is complex. The cycle includes discipline-specific research, technical writing, data collection, data analysis, and informed planning. A specific vocabulary, both pedagogical and academic, is also required to be successful with this cycle. The purpose of this course is to reinforce the requirements of effective student learning, including the vocabulary, research skills, technical writing, data collection and analysis, and informed planning. The School of Education recommends all licensure candidates take this course. Prerequisite: “C” or better in EDUC/EDU 251. 1 credit hour.

### **EDU 302 LITERACY FOUNDATIONS**

This course is designed with emphasis on the literacy process as a fundamental aspect of the 21st century school curriculum. The focus is on theory, literacy development and the methods of teaching various literacy skills. Current research and practices will be examined and evaluated. Each student will be required to observe the teaching of literacy in the public school classroom. An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDU 250 with grade of “C” or better. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Fall and Spring. 3 credit hours.

### **EDU 306 LITERACY AND LANGUAGE ARTS FOR K-8**

This course is designed to assist elementary and middle candidates with an awareness of the importance of literacy and language arts in the 21st century classroom. Candidates will be immersed in literacy and reading instruction as they develop oral and communication skills. Literacy and children’s literature will be interwoven to ensure that all students

achieve their full literacy potential. The overarching goal will be to examine the relationship between language arts and children’s literature as the two processes are integrated while promoting a lifelong interest in books. Emphasis will be placed on many genre of literature that will support the curriculum and meet established standards. An iPad and a Teachscape Mini Kit are required for this course. Prerequisites: EDU 250 with grade of “C” or better and EDU 302 with a grade of “C” or better. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Fall and Spring. 4 credit hours.

### **EDU 310 FINE ARTS INTEGRATION SEMINAR**

This seminar is designed to assist candidates in understanding an approach to teaching in which students construct and demonstrate knowledge of various content areas through art, music, and drama. Methods for integrating the fine arts with the elementary curriculum will be developed, modeled, studied, and practiced. Candidates will connect the arts to basic reading skills, literacy, writing, mathematics, cognitive skills, motivation, and social behavior. Prerequisite: “C” or better in EDUC/EDU 250. 1 credit hour.

### **EDU 311 FINE ARTS INTEGRATION IN 21ST CENTURY SCHOOLS**

This course is designed to assist candidates in understanding an approach to teaching in which students construct and demonstrate knowledge of various content areas through art, music, and drama. Candidates will engage in a creative process which connects the various arts forms to other subject areas and meets objectives in all areas involved. Methods for integrating the fine arts with the elementary curriculum will be developed, modeled, studied, and practiced. Candidates will connect the arts to basic reading skills, literacy, writing, mathematics, cognitive skills, motivation, and social behavior through a series of lesson plans. An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDU 250 with grade of “C” or better. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Fall and Spring. 3 credit hours.

### **EDU 312 PRACTICUM IN LITERACY (K-9)**

A course designed to provide experiences for the pre-service teacher in the teaching of literacy and diagnosing difficulties with literacy skills on the K-6 level. Emphasis is placed on the causes of learning disabilities that affect literacy development and achievement, diagnostic instruments, standard and



informal assessment procedures, report writing, and materials and methods of literacy instruction. Candidates will work with individual students and small groups in the public school classroom. (A materials fee will be charged for this class.) An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDU 302, EDU 250, and 302306 with grade of “C” or better. Elementary candidates only. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Fall and Spring. 3 credit hours.

### **EDU 350 DIVERSE POPULATIONS IN 21ST CENTURY SCHOOLS**

A course designed to assist developing teacher candidates with the articulation and recognition of positive learning environments for the wide variety of diverse students present in 21st century schools. This diversity includes cultural, socioeconomic, environmental, social, physical, academic, behavioral, and linguistic individual differences among students. Given these individual differences, candidates’ articulations would include high expectations for individuals, understanding of various resources for meeting individual needs (including the use of support specialists), and understanding strategies for enhancing communication between and among home and school environments. Prerequisite: EDU 250 with grade of “C” or better.

Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Fall and Spring. 4 credit hours.

### **EDU 375 CLASSROOM LEADERSHIP SEMINAR FOR ELEMENTARY AND MIDDLE GRADES**

This class is designed to assist Elementary and Middle Grades candidates in understanding approaches to classroom management, techniques, and procedures for establishing a supportive and positive classroom climate. Candidates will engage in multidisciplinary methods to research, evaluate, and create classroom management practices and plans to promote a positive and safe climate for all learners. Candidates will demonstrate knowledge of typical and atypical patterns of behavior; causes and effects, and how these patterns impact instruction and learning. In addition, teacher candidates will evaluate the importance of the family and other support systems when managing student behaviors and determine how the family can support the classroom environment. Prerequisite: “C” or better in EDUC/EDU 250. 2 credit hours.

### **EDU 410 INTRODUCTION TO CURRICULUM INTEGRATION AND ASSESSMENT**

This course will focus on understanding the various models of curriculum integration and their implementation through interdisciplinary instructional planning. Topics will include understanding the relationship between content and various disciplines and the use of multiple indicators, including formative and summative assessment, to evaluate student progress and growth as they strive to eliminate achievement gaps. An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDU 250 with grade of “C” or better. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Fall and Spring. 3 credit hours.

### **EDU 435 FACILITATING LEARNING IN 21ST CENTURY SCHOOLS**

Elementary Education candidates will build on knowledge of individual student development gained in EDU 350 (Diverse Populations in 21st Century Schools), candidates will apply that knowledge as they assess particular individual student needs, and will collaboratively plan appropriate instruction to meet those needs. Within this course, instruction and classroom management will be interwoven into every aspect of teaching and learning. Instructional plans will include monitoring of student performance, utilization of a variety of planning models, methods, and materials, exposure to various aspects of management that will be encountered during instruction, an integration of technology and instruction that leads to application of critical thinking and problem solving skills. This course will also address preparation for the school year, communicating with parents/guardians, creating rules and procedures, motivating students to learn, and responding to inappropriate behavior. Course requirements: Taken the semester before the student teaching semester and located in a partnership school. An iPad and a Teachscape Mini Kit are required for this course. Co-requisite: EDU 350. Prerequisite: EDU 250 with grade of “C” or better. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate. Fall and Spring. 4 credit hours.

### **EDU 450 STUDENT TEACHING**

A 16-week period of full-time supervised teaching at the appropriate level. The Student Teaching Handbook will provide the guidelines for this course. Prerequisites: EDUC 250 with grade of “C” or better, Admission to Teacher Education for at least one year prior to student teaching,

and all other coursework completed. Application deadlines are announced by the School of Education. Candidates will be charged an edTPA Assessment Fee. Attendance at student teaching seminars required. This course meets the Professional Readiness Experience graduation requirement. Fall and Spring. 12 credit hours. PRE Designated.

### **ENG 101 COMPOSITION I**

Introduction to expository writing by process method. Grammar and mechanics as needed. Selected readings. Fall, Spring, and Summer. 3 credit hours.

### **ENG 102 COMPOSITION II**

Continuation of process writing with emphasis on argumentation, critiquing, essay examinations, and research skills. Analysis of literary and non-literary texts. Prerequisite: ENG 101. Fall, Spring, and Summer. 3 credit hours.

### **ENG 311 BRITISH LITERATURE SURVEY I**

Representative writers of British Literature from the beginning of British Literature to the eighteenth century. Prerequisite: ENG 102 or ENG 300. As needed. 3 credit hours.

### **ENG 312 BRITISH LITERATURE SURVEY II**

Representative writers of British Literature from the eighteenth century to the present. Prerequisite: ENG 102 or ENG 300. As needed. 3 credit hours.

### **ENG 331 AMERICAN LITERATURE SURVEY I**

Representative writers from the American Colonial period to Whitman, mid-nineteenth century. Prerequisite: ENG 102 or ENG 300. As needed. 3 credit hours.

### **ENG 332 AMERICAN LITERATURE SURVEY II**

Representative writers of the United States from Walt Whitman to the present. Prerequisite: ENG 102 or ENG 300. Fall, Spring, and Summer. 3 credit hours.

### **ENG 351 WORLD LITERATURE I**

Literature from ancient times through 16th century in western and non-western cultures, excluding British and American. Prerequisite: ENG 102 or ENG 300. As needed. 3 credit hours.

### **ENG 352 WORLD LITERATURE II**

Literature from the 16th century through present in western and non-western cultures, excluding British and American. Prerequisite: ENG 102 or ENG 300. As needed. 3 credit hours.

### **ENT 350 ENTERPRISE CREATION**

The course examines the resources, demands, competitive forces, and strategies required for successful entrepreneurial activities. It covers major aspects of business creation, from idea generation to the birth of an operational business. Fall. 3 credit hours.

### **ENT 360 ENTERPRISE GROWTH**

This course covers the development of plans and materials to expand an entrepreneurial venture, including how to gain and maintain a competitive edge in a crowded market. Fall. 3 credit hours.

### **ENT 430 ENTERPRISE FUNDING**

The course explores financing models for new ventures, funding sources for new ventures, and optimal funding strategies for entrepreneurs. Prerequisite: BAD 312. Spring. 3 credit hours.

### **ENT 440 ENTERPRISE MARKETING**

This course examines the skills and tools entrepreneurs need for marketing in new business. It covers how to target market segments, position products, estimate demand, set prices, gain access to channels, and manage growth. Prerequisite: BAD 318. Fall. 3 credit hours.

### **ENT 460 ENTERPRISE STRATEGY**

This course examines strategic thinking and planning for entrepreneurs. It covers tools and strategies to confront change, to plan for and make transitions, and to envision new possibilities and opportunities. Prerequisites: ENT 410 or MGT 410. Spring. 3 credit hours.

### **FRE 300 ASPECTS OF FRENCH CULTURE AND LANGUAGE**

An introduction to selected aspects of French Culture, including the rudiments of the French language. No prior knowledge of French is required. As needed. 3 credit hours.

### **FSA 310 FIRE SERVICE ADMINISTRATION**

The course demonstrates the importance of the following skills necessary to manage and lead a fire or emergency services agency through the challenges and changes of the 21st century: persuasion and influence, accountable budgeting, anticipation of challenges and the need for change, and using specific management tools for analyzing and solving problems. A central part of the course focuses on how the leadership of a fire and emergency services department develops internal and external cooperation to create a coordinated approach to achieving the department's mission. Fall, even years. 3 credit hours.

### **FSA 345 FIRE SERVICE ETHICS**

Ethics in the fire service administration can be challenging and complex. No other government services are granted the same degree of public trust, and as leaders students will be called upon to show ethical leadership. This course increases student proficiency in making ethical decisions in fire service administration. Fall, even years. 3 credit hours.

### **FSA 350 FIRE PREVENTION ORGANIZATION AND MANAGEMENT**

This course examines the factors that shape fire risk and the tools for fire prevention, including risk reduction education, codes and standards, inspection and plans review, fire investigation, research, master planning, various types of influences, and strategies. Fall, even years. 3 credit hours.

### **FSA 375 FIRE SERVICE LEADERSHIP**

This course is designed to develop a foundation of leadership for the modern officer. The students will examine their own leadership style and will be introduced to various theories on leadership. Various leadership issues will be discussed during this course. Spring, odd years. 3 credit hours.

### **FSA 400 POLITICAL AND LEGAL FOUNDATION IN FIRE SERVICE ADMINISTRATION**

This course examines the legal aspects of the fire service and the political and social impacts of legal issues. This course includes a review of the American legal system and in-depth coverage of legal and political issues involving employment and personnel matters, administrative and operational matters, planning and code enforcement, and legislative and political processes with regard to the fire service. Spring, odd years. 3 credit hours.

### **FSA 415 MANAGERIAL ISSUES IN HAZARDOUS MATERIALS**

This course presents current issues in management of a department-wide hazardous materials program. It includes issues that are pertinent to officers and managers in public safety departments, including regulations and requirements for hazardous materials (hazmat) preparedness, response, storage, transportation, handling and use, and the emergency response to terrorism threat/incident. Subjects covered include State, local and Federal emergency response planning, personnel and training, and operational considerations such as determining strategic goals and tactical objectives. Spring, odd years. 3 credit hours.

### **FSA 420 ADMINISTRATIVE DECISION MAKING FOR PUBLIC SAFETY**

A course in public safety decision making with considerable emphasis on management styles and their effect on the operation of the police force and related criminal justice agencies. Fall, even years. 3 credit hours.

### **FSA 425 APPLICATIONS OF FIRE RESEARCH**

This course focuses on the rationale for conducting fire research, various fire protection research activities, and research applications, including fire test standards and codes structural fire safety, automatic detection and suppression, life safety, and fire fighter health and safety. This course examines tools and techniques of rational decision making in fire departments, including databases, statistics, probability,

decision analysis, utility modeling, resource allocation, cost/benefit analysis, and linear programming. This course involves selecting a fire-related topic, developing research objectives, a proposal, and a plan using a quantitative or qualitative research design for the completion of a final research paper. Fall, odd years. 3 credit hours.

### **FSA 440 FIRE ARSON AND EXPLOSIVES INVESTIGATION**

An in-depth study in the analysis of fire, arson, and explosion scenes. Emphasis will be placed on the principles and techniques of scene preservation and analysis, management of investigative functions, documentation of the scene, and determination of the cause and origin of fire. Fall, odd years. 3 credit hours.

### **FSA 455 MANAGING SAFETY AND SURVIVAL PROGRAMS FOR THE FIRE SERVICE**

This course is designed to formulate and put into practice health and safety procedures that address firefighter injuries and fatalities. The course will also focus on the need for a culture change, especially regarding how decisions made at the managerial and operational levels can exert influence to ensure that "everyone goes home." Spring, even years 3 credit hours.

### **FSA 470 HOMELAND SECURITY, TERRORISM & INTELLIGENCE**

This course provides information about three important subjects: Homeland Security - Terrorism - Intelligence. These interconnected topics often dominate today's news events and are critically important to our communities and nation. This course will provide a scholarly approach to the study of terrorism, but also incorporates the real-world experience of federal agents, police officers, and soldiers tasked with preventing the next terrorist attacks in our country. This approach will provide students with a unified and cutting-edge understanding of terrorism, intelligence, and homeland security and their interrelationship as an emerging international threat. Spring, odd years. 3 credit hours.

### **FSA 450 INTERNATIONAL ISSUES IN PUBLIC SAFETY**

An overview and insight into nature and complexity of current international public safety issues. The course will focus on globalization, comparative aspects of the rule of law, the critical need for international communication and cooperation, and evolving transnational crime. Specific topic areas to be addressed include: research on the internet, policing in other countries, terrorism, computer or cybercrime, money laundering, and trafficking in drugs, people, and arms. Fall, even years. 3 credit hours.

**FSA 497/498 PUBLIC SAFETY INTERNSHIP**

Designed for students enrolled full-time in the fire services administration program, to enhance academic experience by providing an opportunity to acquire a working knowledge of the practical aspects of the fire administration system. Every semester. 3 credit hours.

**GER 300 ASPECTS OF GERMAN CULTURE AND LANGUAGE**

An introduction to selected aspects of German Culture, including the rudiments of the German language. No prior knowledge of German is required. As needed. 3 credit hours.

**GRK 101, 102 ELEMENTARY NEW TESTAMENT GREEK I AND II**

A study of designated forms and basic grammatical uses of biblical Koine Greek. Basic vocabulary development of the Greek New Testament will be included. As needed. 3 credit hours.

**HEA 401 DRUG AND ALCOHOL EDUCATION**

An introduction to the sociological, cultural, psychological and physical implications associated with the use and abuse of substances. Fall, Spring, and Summer. 3 credit hours.

**HEA 402 SEXUALITY/SEX EDUCATION**

An introduction to the study of basic elements and issues of human sexuality. Central to this course is personal knowledge and the ability to communicate effectively with children, family and others in the context of teaching and personal relevancy. Fall, Spring, and Summer. 3 credit hours.

**HIS 301 ISSUES IN WESTERN CIVILIZATION, PRE-HISTORY TO 1715**

Beginning with the earliest times, the course covers the civilization of Egypt, Mesopotamia, Greece, Rome, Medieval and Early modern periods. Concludes with 1715. As needed. 3 credit hours.

**HIS 302 ISSUES IN WESTERN CIVILIZATION, SINCE 1715**

Beginning with 1715, this course presents a perspective of the last three centuries of western history. As needed. 3 credit hours.

**HIS 319 THE UNITED STATES IN THE TWENTIETH CENTURY**

A study formulated to emphasize events, movements, and trends in modern America and to examine the functioning of constitutional principles. Fall, Spring, and Summer. 3 credit hours.

**HMG 200 INTRODUCTION TO HEALTHCARE MANAGEMENT**

This course is an introduction to the healthcare delivery system in the United States with some comparisons to

systems in other countries. Health systems at the federal, state, and local level are discussed as well as differences between the private and public sectors. Potential careers in healthcare management are explained. No prerequisites. Fall, Spring, and Summer. 3 credit hours.

**HMG 303 ECONOMICS, BUDGETING, AND FINANCE IN HEALTHCARE**

This course applies accounting, finance, and economic principles to the healthcare arena. Participants will understand the impact of economic issues on healthcare, and the impact of healthcare on the economy. Participants will be able to apply accounting and finance principles to healthcare in budgeting, financial statement analysis, and capital management. Prerequisites: ACC 213, ACC 214; ECO 203, ECO 204. Spring. 3 credit hours.

**HMG 310 DIVERSITY AND CULTURE IN HEALTHCARE MANAGEMENT**

This course explores the issues of diversity and culture in healthcare – in human resources, patient's care, and access to care. The growing diversity of communities makes it imperative that healthcare providers understand the diversity and culture of their community, and the cultural meanings and values of illness and disease treatments to various groups. The course explores health and disease symptoms within a cultural setting and the cultural relativity of illness. Prerequisite: HMG 200. Fall. 3 credit hours.

**HMG 315 HEALTHCARE QUALITY SEMINAR**

This course explores quality in healthcare. Quality medical care and quality patient care are examined. This course introduces concepts associated with quality management and improvement in the healthcare environments, and introduces the concept of systems thinking and dynamic complexity in healthcare organizations. Prerequisite: HMG 200. Spring. 3 credit hours.

**HMG 400 INTRODUCTION TO INTERNATIONAL HEALTH**

This course introduces healthcare management issues within the context of comparative biological, social, economic, and political systems. This course examines issues from many sectors (population, environmental health, nutrition, etc.) as well as principles of health system structure, financing, and reform. This course includes both national-level and international issues. The analytical frameworks are applicable to consideration of health issues and systems in developing, emerging, and developed economies. This course aims to build both students master of concepts and theories in international health, as well as practical skills through diverse classroom activities. Prerequisite: HMG 200. Spring. 3 credit hours.



### **HMG 410 HEALTHCARE LAW AND ETHICS**

This course provides an overview of the interrelationship of the legal system with the structure and function of the health care system in its various forms and settings. Also addresses ethical dilemmas relating to individual patient/client decisions. Prerequisite: HMG 200. Fall. 3 credit hours.

### **HPE 338 HEALTH MAINTENANCE, PROMOTION AND WELLNESS**

An examination of the concepts, attitudes, and skills that contribute to personal health and physical fitness. Physical activity involved. Fall, Spring, and Summer. 3 credit hours.

### **HUS 201 GENERAL PSYCHOLOGY**

A survey of psychology as the scientific study of behavior and mental processes. The areas include learning, motivation, personality, measurement of the developmental process, social adjustment, and the biological basis of behavior. Fall, Spring, and Summer. 3 credit hours.

### **HUS 300 ETHICAL ISSUES IN HELPING PROFESSIONS**

A detailed examination of selected current ethical issues in the human services field. This is a foundation course for all Human Services majors. Fall, Spring, Summer. 3 credit hours.

### **HUS 302 GROUP DYNAMICS**

An introduction to group structure and process and analysis of their effects on individuals. Fall. 3 credit hours.

### **HUS 304 PROFESSIONAL READINESS IN HUMAN SERVICES**

An introduction to the human services profession, service delivery, and systems theory as well as professional development in the career field of human services. Areas of learning include the helping process, professional skill acquisition and articulation, and self-reflection. Fall, Spring, and Summer. 3 credit hours.

### **HUS 309 INTRODUCTION TO RESEARCH METHODS IN HUMAN SERVICES**

This introduction to research methods course is designed to help students understand and use a scientific approach to build knowledge for practice. Students will gain a conceptual and operational understanding of the different theoretical models and methodological procedures addressed. Ethical standards of scientific inquiry will also be emphasized. Students will work through the steps of developing a research proposal: conceptualizing research problems, reviewing literature, evaluating research design, sampling, selecting measurement tools, data collection, and interpreting data analyses. Specific attention will be given towards the impact of racial, ethical and gender issues at each stage of the research process. Fall. 3 credit hours.

### **HUS 311 DIVERSITY AND MULTICULTURAL FOUNDATIONS IN HUMAN SERVICES**

This course lays the foundation of multicultural understanding, exploring the areas of gender, race, ethnicity, social class, and other areas of inequality that human services professionals may encounter. Students will be challenged to develop a deeper understanding of self, biases, and personal values that may be a challenge in their work with diverse individuals as well as resources for overcoming challenges. At its core, the course aims to encourage students to think about human beings as cultural beings and to strive to understand them in their cultural context, including the systems of oppression that promote marginalization in an attempt to serve all clients and advocate for equality of services. 3 credit hours.

### **HUS 320 INTRODUCTION TO CLINICAL PRACTICE**

An introduction to the practice, procedures, and techniques involved in a mental health setting. Students will view and critique skills vignettes. Fall. 3 credit hours.

### **HUS 374 PSYCHOLOGY OF RELIGION**

A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life. Summer. 3 credit hours.

### **HUS 402 INTRODUCTION TO COUNSELING**

The study of basic theories and functions of counseling. Laboratory emphasis will be upon development of a personal counseling philosophy and its application. Summer. 3 credit hours.

### **HUS 411 APPLIED PSYCHOPATHOLOGY**

This course provides a survey and analysis of the major psychological disorders, as well as theoretical, clinical, and experimental perspectives on the study of psychopathology. This course also examines the influence of multicultural factors on the understanding of psychological disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. In addition, students should be able to apply treatment planning options for pathological disorders in case vignettes. Prerequisite: HUS 201 General Psychology with a grade of "C" or better. Spring. 3 credit hours.

### **HUS 412 PSYCHOLOGY OF AGING**

An introduction to the psychological, social and biological aspects of aging. Fall. 3 credit hours.

## **HUS 426 INTRODUCTION TO CRISIS AND TRAUMA SERVICES**

This course will provide a survey of the types of crisis and crisis theory, the effects of crisis on individuals, family, and community. Further, the course covers the historical and theoretical perspectives on trauma. When discussing intervention methods and considerations, an ecological, system-based approach that is strengths-based will serve as the foundation. Students will create a resource handbook for use in their future work. Spring. 3 credit hours.

## **HUS 450 POSITIVE PSYCHOLOGY**

This course introduces students to the relatively new and rapidly developing field of positive psychology. Positive psychology focuses on the role of positive emotions, human virtues, and positive institutions in promoting well-being and living a good life. The course includes the study and discussion of theories and research and the application of research findings. Students will have the opportunity to apply course material to their own lives in meaningful ways. Summer. 3 credit hours.

## **HUS 495 HUMAN SERVICES INTERNSHIP IN NON-CLINICAL SETTINGS**

The Human Services Internship is designed for students enrolled full-time in the Human Services program who wish to gain human services specific professional experience. Criminal background checks and/or drug checks may be required. 3 credit hours.

## **HUS 497, 498 INTERNSHIP**

The internship is designed for students enrolled full-time in the Human Services program who do not have professional experience. Criminal background checks and/or drug checks may be required. Prerequisite: Completion of 90 hours and completion of HUS 320. Any exceptions must be approved by the Program Coordinator. Fall, Spring, and Summer. 3 credit hours.

## **HUS 499 SENIOR HUMAN SERVICES CAPSTONE EXPERIENCE**

As a capstone experience, this course is meant to integrate concepts, methods, and theories learned throughout the human services major into a meaningful culminating experience. This course will be facilitated in Blackboard. Our textbook readings will facilitate readiness for effective leadership in the human services field. In order to assess the current state of human services professions, current readings will be drawn from major journals over the past several years. Students will develop a working portfolio throughout course assignments. Fall, Spring, and Summer. 3 credit hours.

## **LIB 301 INFORMATION LITERACY**

This course is designed to develop students' information literacy. Students will learn to locate and evaluate resources;

becoming effective and ethical information stewards. Students are required to take this course in their first or second semester. Fall, Spring, and Summer. 1 credit hour

## **MED 330 MATH METHODS IN 21ST CENTURY SCHOOLS**

Methods of teaching mathematics in elementary and middle school classrooms are explored. Emphasis will be placed on the planning, teaching, and assessing of mathematics in authentic settings. Teacher candidates will work with small groups in a public school setting. An iPad and a Teachscape Mini Kit are required for this course. Prerequisites: MTH 204 and EDU 250 with a grade of "C" or better. Fall and Spring. 3 credit hours.

## **MGT 316 PRINCIPLES OF MANAGEMENT**

Explores the principles and processes of managing an organization. The functions of planning, organizing, leading, and motivating employees are applied to current business situations. Fall, Spring, and Summer. 3 credit hours.

## **MGT 330 INDUSTRIAL SUPERVISION**

Explores the process and techniques of accomplishing organizational objectives through others. Topics include effective use of praise and rewards, effective discipline, leadership, use of feedback, behavior modification, and human relations. Prerequisite: MGT 316. Spring. 3 credit hours.

## **MGT 400 HUMAN RESOURCE MANAGEMENT**

Principles and practices regarding the recruitment, selection, development, evaluation, compensation, and proper recognition of employees within organizations. Prerequisite: All business majors must complete MGT 316. Fall, Spring, and Summer. 3 credit hours.

## **MGT 403 HUMAN BEHAVIOR IN ORGANIZATIONS**

The application of human behavior principles common to many types of organizations, specifically business and industry. Motivation, leadership, followership, and human problems are analyzed. Prerequisite: All business majors must complete MGT 316. Fall, Spring, and Summer. 3 credit hours.

## **MGT 410 ENTREPRENEURSHIP**

A practical course designed to familiarize the student with the application of economic and managerial techniques of the small business. These techniques include entrepreneurship, location analysis, forms of ownership, financing alternatives, accounting practice, marketing and advertising techniques, and inventory control. Prerequisite: MGT 316. Fall, Spring, and Summer. 3 credit hours.

## **MGT 416 OPERATIONS MANAGEMENT**

Explores the management concerns of cost, quality, and quantity in the production systems of manufacturing

companies, material requirements, planning, break-even charts, plant location, present worth analysis, safety, job enrichment, and sequential sampling. Prerequisites: BAD 305, MGT 316. Fall, Spring, and Summer. 3 credit hours.

### **MGT 422 MARKETING MANAGEMENT**

Topics covered include marketing research, public relations, and marketing channels. Prerequisites: BAD 318 and MGT 316. As needed. 3 credit hours.

### **MGT 450 LEADERSHIP**

Includes the definition, traits, and segmentations of leadership. Investigates character as a foundation and similar leadership traits. Mistakes that leaders make, and new demands on future leaders are analyzed through group evaluations and discussions of current and historic leaders. Prerequisite: All business majors must complete MGT 316. Fall, Spring, and Summer. 3 credit hours.

### **MGT 466 INTERNATIONAL MARKETING**

Explores the cultural, marketing, management, and environmental factors of the multinational organization. Case analysis is utilized with emphasis toward problem resolution. Prerequisite: BAD 318. As needed. 3 credit hours.

### **MKT 302 CONSUMER BEHAVIOR**

Concepts, methods and models used in understanding, explaining, and predicting consumer motivation and behavior. This study includes the factors that influence the decision to purchase a product or service to include both the consumer and industrial sectors. Prerequisite: BAD 318. Fall, even years. 3 credit hours.

### **MKT 304 ADVERTISING AND PROMOTION**

Detailed and systematic review of marketing communications and use of mass media to include promotional activities, policy formulation, agency selection, control systems, and a survey of the American advertising system. Prerequisite: BAD 318. Spring, odd years. 3 credit hours.

### **MKT 310 SPORT MARKETING AND PROMOTION**

A study of basic marketing science as it applies to all realms of the sport industry. Special emphasis is placed on the principles, policies, and strategies utilized to market the unique product of sport. Attention is focused on the importance of public attitudes, opinions, and demographics as well as the design and construction of a marketing plan the promotional proposals. Cross-listed with SPG 310. Fall and Spring. 3 credit hours.

### **MKT 404 SALES MANAGEMENT**

Direct and personal selling, salesmanship, and sales force management. The study includes sales persuasion skills, theories, and simulation selling techniques. Prerequisite: BAD 318. As needed. 3 credit hours.

### **MKT 410 MARKETING RESEARCH**

Methods for collecting and analyzing data to solve marketing problems. Topics include research design, primary and secondary data collection, sample design, data analysis, and marketing management applications. Qualitative, survey and experimental research techniques are covered. Prerequisites: BADM 304 or equivalent, BAD 318, or permission of instructor. (IL\*) Fall. 3 credit hours.

### **MKT 420 MARKETING MANAGEMENT**

Capstone course in marketing that addresses marketing research, forecasting, and strategic decision making. Prerequisites: MKT 300 and three 400-level marketing courses; BAD 316. Spring. 3 credit hours.

### **MKT 466 INTERNATIONAL MARKETING**

Explores the cultural, marketing, management, and environmental factors of the multinational organization. Case analysis is utilized with emphasis directed toward problem resolution. Prerequisite: BAD 318. Fall. 3 credit hours.

### **MKT 485 TOPICS IN MARKETING**

A specialized study of various marketing topics. Topics will vary from semester to semester. Students may take the course more than once. Prerequisite: BAD 318. As needed. 3 credit hours.

### **MTH 204 MATHEMATICS FOR ELEMENTARY TEACHERS**

A study of the number systems together with their operations and properties, ratio and proportional relationships, and introductory number theory. The course develops techniques of problem solving, logical reasoning and communication by emphasizing both a conceptual and active approach to mathematical ideas. Prerequisite: the Quantitative Dimension of the General Education Requirements must be completed. Fall. 3 credit hours.

### **MTH 205 MATHEMATICS FOR ELEMENTARY TEACHERS II**

A study of the connections of elementary school mathematics to algebra, the geometry of two and three dimensions, measurement, probability, and statistics. The course develops techniques of problem solving, logical reasoning, and communication by emphasizing both a conceptual and active approach to mathematical ideas. Prerequisite: MTH 204. Spring. 3 credit hours.

### **MTH 300 SURVEY OF MATH SKILLS**

This course provides instruction in arithmetic and algebra skills which may be needed as prerequisites for the successful completion of introductory probability and statistics courses. This course is designed for students needing remedial math prior to taking a college-level mathematics course or

quantitative methods. A student will not receive credit for this course after receiving credit for any higher-numbered mathematics course or quantitative methods. Fall, Spring, and Summer. 3 credit hours.

### **MTH 316 FUNDAMENTALS OF STATISTICS AND PROBABILITY**

Basic statistical analysis. Introductory principles of probability with applications. A working knowledge of advanced high school algebra or intermediate community college algebra is expected. Fall, Spring, and Summer. 3 credit hours.

### **MTH 320 MATH FOR THE LIBERAL ARTS**

The purpose of this course is to give an introduction to and an appreciation for the ways quantitative and geometric reasoning inform problems encountered across a wide range of human activities – from politics and economics to social networking and games. Additionally, the course is designed to introduce the quantitative, computational and problem solving skills necessary for applying that reasoning. As needed. 3 credit hours.

### **MUS 320 SURVEY OF MUSIC**

A survey of music for the non-music major which includes a study of music elements, the development of music from the middle ages to the present day, and the listening and analysis of music literature appropriate to the period studied. Some concert listening/attendance may be required. Fall, Spring, and Summer. 3 credit hours.

### **NUR 239 NURSING ASSESSMENT**

This course focuses on the skills needed to perform a physical and psychosocial assessment of a client. Emphasis is on the collection of subjective and objective client data utilizing therapeutic communication techniques and documentation. The use of culturally competent care and evidence-based practice are integrated throughout the course. Pre-requisites: None. Co-requisites: NUR 240, 261, 262, 263, 339, 340. Summer. Class hours: 2; Clinical hours: 0; Semester hours: 2.

### **NUR 240 NURSING ASSESSMENT LAB**

This course provides the student with the opportunity to apply health assessment skills in a laboratory setting. Students practice and demonstrate communication and health assessment skills that are necessary for the development of an individualized plan of care. Pre-requisites: None. Co-requisites: NUR 239, 261, 262, 263, 339, 340. Summer. Class hours: 3; Clinical hours: 0; Semester hours: 1.

### **NUR 261 INTRODUCTION TO NURSING**

This course provides a foundation for the practice of nursing and introduces basic nursing concepts related to client-centered care. Emphasis is on establishing nursing knowledge, caring, competence, and communication for the professional nurse, while integrating concepts from the

sciences and liberal arts. A major concentration of the course includes application of the nursing process to provide care for clients within a cultural, legal, and ethical framework. Pre-requisites: None. Co-requisites: NUR 239, 240, 262, 263, 339, 340. Summer. Class hours: 4; Clinical hours: 0; Semester hours: 4.

### **NUR 262 INTRODUCTION TO NURSING LAB**

This course focuses on evidence-based practice beginning level clinical nursing skills used in providing client-centered care for clients. Clinical nursing skills are performed in a laboratory setting utilizing didactic instruction and simulation. Fundamental nursing concepts, such as cultural competence, quality improvement, and use of technology are incorporated into performance of clinical nursing skills. Pre-requisites: None. Co-requisites: NUR 239, 240, 261, 263, 339, 340. Summer. Class hours: 3; Clinical hours: 0; Semester hours: 1.

### **NUR 263 INTRODUCTION TO NURSING PRACTICUM**

This course provides the student with the opportunity to apply fundamental concepts and evidence-based clinical nursing skills in the health care setting. Fundamental concepts applied during the clinical experience include safety, nutrition, pharmacology, evidence-based practice, informatics, client centered care, and interdisciplinary teamwork. Pre-requisites: None. Co-requisites: NUR 239, 240, 261, 262, 339, 340. Summer. Class hours: 0; Clinical hours: 45; Semester hours: 1.

### **NUR 300 CONCEPTS IN PROFESSIONAL NURSING (ABSN COHORT ENROLLED IN NURSING SUMMER 2019)**

This course introduces concepts related to transitioning to the role of the professional nurse. Areas covered include evolution of nursing, professional socialization, and components of professional nursing practice. Pre-requisites: NUR 239, 240, 261, 262, 263, 339, 340. Co-requisites: NUR 307, 342, 343, 344, 345, 441. Fall. Class hours: 2; Clinical hours: 0; Semester hours: 2.

### **NUR 300 CONCEPTS IN PROFESSIONAL NURSING (ABSN COHORT ENROLLED IN NURSING SUMMER 2018)**

This course introduces concepts related to transitioning to the role of the professional nurse. Areas covered include evolution of nursing, professional socialization, and components of professional nursing practice. Pre-requisites: NUR 239, 240, 261, 262, 263, 340. Co-requisites: NUR 307, 342, 343, 344, 345, 441. Fall. Class hours: 3; Clinical hours: 0; Semester hours: 3.



### **NUR 300 (RN-BSN) CONCEPTS IN PROFESSIONAL NURSING**

This course introduces concepts related to transitioning to the role of the professional nurse. Areas covered include evolution of nursing, professional socialization, theoretical base for practice, and components of professional nursing practice. Pre-requisite or Co-requisite: NUR 307. Spring. Class hours: 3; Clinical hours: 0; Semester hours: 3.

### **NUR 301 RESEARCH IN NURSING**

This course introduces the student to nursing research and the role of nursing research in professional nursing practice. Emphasis is placed on the nursing research process, critiquing research, interpreting research findings, and incorporating research into evidence-based practice. Pre-requisite or Co-requisite: NUR 307. Spring. Class hours: 3; Clinical hours: 0; Semester hours: 3.

### **NUR 303 TRENDS IN HEALTHCARE**

In this course, students will analyze the effects of current social, political, and economic trends on health care delivery systems, nursing, and the consumer. Pre-requisite or Co-requisite: NUR 307. Fall. Class hours: 3; Clinical hours: 0; Semester hours: 3.

### **NUR 307 COMMUNICATION SKILLS IN NURSING (ABSN COHORT ENROLLED IN NURSING SUMMER 2019)**

This introductory course is designed to prepare the student to demonstrate effective written and oral/visual communication skills. Competency in basic skills of using technology as a method of communication is included. Emphasis is placed on the importance of effective communication and documentation, and the role of technology in healthcare. Pre-requisites: NUR 239, 240, 261, 262, 263, 339, 340. Co-requisites: NUR 300, 342, 343, 344, 345, 441. Fall. Class hours: 3; Clinical hours: 0; Semester hours: 3.

### **NUR 307 COMMUNICATION SKILLS IN NURSING (ABSN COHORT ENROLLED IN NURSING SUMMER 2018)**

This introductory course is designed to prepare the student to demonstrate effective written and oral/visual communication skills. Competency in basic skills of using technology as a method of communication is included. Emphasis is placed on the importance of effective communication and documentation, and the role of technology in healthcare. Pre-requisites: None. Co-requisites: NUR 239, 240, 261, 262, 263, 340. Summer. Class hours: 3; Clinical hours: 0; Semester hours: 3.

### **NUR 307 (RN TO BSN) COMMUNICATION SKILLS IN NURSING**

This introductory course is designed to prepare the student to demonstrate effective written and oral/visual communication

skills. Competency in basic skills of using technology as a method of communication is included. Emphasis is placed on the importance of effective communication and documentation, and the role of technology in healthcare. This course must be taken during the first semester of enrollment in the RN to BSN Nursing Program. This course satisfies the DCP General Education requirements for oral/visual communication and for computer literacy. Fall and Spring. Class hours: 3; Clinical hours: 0; Semester hours: 3.

### **NUR 312 ADVANCED HEALTH ASSESSMENT**

In this course, the nurse will expound upon previous health assessment knowledge and skills. Students complete a health assessment on healthy individuals across the adult life span utilizing the nursing process, adult growth and development theories, and the role of the Registered Nurse. The student demonstrates advanced skills utilizing a culturally competent, client centered approach. Pre-requisite or Co-requisite: NUR 307. Fall and Spring. Class hours: 2; Clinical hours: 0; Semester hours: 2.

### **NUR 339 PHARMACOLOGY IN NURSING PRACTICE (ABSN COHORT ENROLLED IN NURSING SUMMER 2019)**

This introductory course utilizes basic mathematics as a foundation for medication dosage calculations. Basic and advanced medication calculations, including intravenous and weight-based dosage calculations will be discussed. Drug classifications, indications, physiological actions, contraindications, desired and adverse effects, routes, and nursing considerations will be included. Emphasis is placed on the nurse's responsibility in drug administration and assessment of the client's response to drug therapy. Pre-requisites: None. Co-requisites: NUR 239, 240, 261, 262, 263, 340. Summer. Class hours: 2; Clinical hours: 0; Semester hours: 2.

### **NUR 339 PHARMACOLOGY IN NURSING PRACTICE (ABSN COHORT ENROLLED IN NURSING SUMMER 2018)**

This foundational course provides an introduction to drug therapy, drug classification, methods of administration, physiological actions, purpose, and mechanism of action, desired and adverse effects of the drug. Emphasis is placed on the nurses' responsibility in drug administration and patient assessment of response to drug therapy. Pre-requisites: NUR 239, 240, 261, 262, 263, 300, 307, 340, 341, 342, 343, 361, 362, 363, 441, 443, 444, 460, 470. Co-requisites: NUR 442, 461, 462, 463. Summer. Class hours: 2; Clinical hours: 0; Semester hours: 2.

### **NUR 340 NUTRITION IN NURSING PRACTICE**

This course will provide a study of nutritional value in health promotion and disease management. Emphasis will be placed on the human need and utilization of nutrients to

maintain optimal health status. Nutritional considerations associated with cultural diversity, socioeconomic status, and healthy lifestyles will be examined. Pre-requisites: None. Co-requisites: NUR 239, 240, 261, 262, 263, 339. Summer. Class hours: 2; Clinical hours: 0; Semester hours: 2.

### **NUR 341 ADULT HEALTH I (ABSN COHORT ENROLLED IN NURSING SUMMER 2018)**

This course provides a study of essential concepts in nursing with a focus on health care needs of adults with issues related to homeostasis, comfort, mobility, inflammation, elimination, oxygenation, circulation, and cellular regulation. Concepts relating to mental health and the response to mental illness will also be discussed. Students will focus on client needs utilizing concepts of caring, human needs theory, evidence-based practice, and communication.

Pre-requisites: NUR 239, 240, 261, 262, 263, 339, 340. Co-requisites: NUR 300, 307, 342, 343, 441. Fall. Class hours: 6; Clinical hours: 0; Semester hours: 6.

### **NUR 342 ADULT HEALTH I LAB**

This course provides the student with the opportunity to apply theory-based practice in a simulation laboratory. Scenarios are utilized to encourage the student's critical thinking skills, interpretation of laboratory data, pharmacology, pathophysiology, use of informatics, and demonstration of clinical skills. Students are guided in planning, selecting, and implementing therapeutic nursing interventions to meet the physical and psychosocial needs of clients. Pre-requisites: NUR 239, 240, 261, 262, 263, 339, 340. Co-requisites: NUR 300, 307, 342, 343, 345, 441. Fall. Class hours: 3; Clinical hours: 0; Semester hours: 1.

### **NUR 343 ADULT HEALTH I PRACTICUM**

The course offers the student a clinical focus to care for clients experiencing physical and mental illness. Emphasis is placed on the role of the professional nurse as a member of the interdisciplinary team, the use of evidence-based practice, and application of the nursing process. Pre-requisites: NUR 239, 240, 261, 262, 263, 339, 340. Co-requisites: NUR 300, 307, 342, 344, 345, 441. Fall. Class hours: 0; Clinical hours: 90; Semester hours: 2.

### **NUR 344 ADULT HEALTH I (ABSN COHORT ENROLLED IN NURSING SUMMER 2019)**

This course provides a study of essential concepts in nursing with a focus on health care needs of adults with issues related to homeostasis, comfort, mobility, inflammation, elimination, oxygenation, circulation and cellular regulation. Students will focus on client needs utilizing concepts of caring, human needs theory, evidence-based practice, and communication. Pre-requisites: NUR 239, 240, 261, 262, 263, 339, 340. Co-requisites: NUR 300, 307, 342, 343, 345, 441. Fall. Class hours: 4; Clinical hours: 0; Semester hours: 4.

### **NUR 345 MENTAL HEALTH NURSING (ABSN COHORT ENROLLED IN NURSING SUMMER 2019)**

This course prepares the student to apply the nursing process and psychiatric nursing concepts to promote mental health of clients, and to provide care for clients who are experiencing mental health disorders. Concepts relating to mental health and the response to mental illness are components of this course. Students will focus on client needs utilizing concepts of caring, human needs theory, evidence-based practice, and communication. Pre-requisites: NUR 239, 240, 261, 262, 263, 339, 340. Co-requisites: NUR 300, 307, 342, 343, 344, 441. Fall. Class hours: 3; Clinical hours: 0; Semester hours: 3.

### **NUR 361 MATERNAL/CHILD NURSING**

This course introduces nursing concepts related to pregnancy, care of the newborn, and care of children through adolescence. Concepts related to human growth and development, health promotion and maintenance, cultural influences on the family, and women's health issues are integrated throughout this course. Pre-requisites: NUR 239, 240, 261, 262, 263, 300, 307, 339, 340, 342, 343, 344, 345, 441. Co-requisites: NUR 362, 363, 443, 444, 470. Spring. Class hours: 6; Clinical hours: 0; Semester hours: 6.

### **NUR 362 MATERNAL/CHILD NURSING LAB**

This course provides the student with the opportunity to apply theory-based practice in a simulation laboratory setting, addressing nursing care of the childbearing family and children. Clinical skills are demonstrated through simulations and observations. Applied course concepts include human growth and development, nutrition and pharmacology, health promotion and maintenance, and alterations in health. Pre-requisites: NUR 239, 240, 261, 262, 263, 300, 307, 339, 340, 342, 343, 344, 345, 441. Co-requisites: NUR 361, 363, 443, 444, 470. Spring. Class hours: 3; Clinical hours: 0; Semester hours: 1.

### **NUR 363 MATERNAL/CHILD NURSING PRACTICUM**

This course offers a clinical focus on nursing care of the childbearing family. Clinical skills are applied to the care of children and childbearing families in a variety of community and acute care settings. Course concepts include human growth and development, nutrition and pharmacology, health promotion and maintenance, evidence-based practice, patient centered care, and alterations in health from conception to childbearing. Pre-requisites: NUR 239, 240, 261, 262, 263, 300, 307, 339, 340, 342, 343, 344, 345, 441. Co-requisites: NUR 361, 362, 443, 444, 470. Spring. Class hours: 0; Clinical hours: 90; Semester hours: 2.

## **NUR 402 NURSING CARE OF THE OLDER ADULT**

This course introduces the dimensions of caring for the older adult with evidence-based application of knowledge. Normal and pathological changes of aging, commonly encountered diseases of aging, and the broad psychosocial, cultural, and public health knowledge required to provide expert nursing care to the older adult are included. The course emphasizes providing critical information needed to engage in the nursing process of assessment, diagnosis, planning, and evaluating outcomes of care. Pre-requisite or Co-requisite: NUR 307. Fall. Class hours: 3; Clinical hours: 0; Semester hours: 3.

## **NUR 403 LEADERSHIP/MANAGEMENT IN NURSING**

This course introduces the student to a synthesis of leadership/ management theories within health care agencies and organizations. Emphasis is placed on the leading/ managing behaviors of the professional nurse in clinical and management roles. Pre-requisite or Co-requisite: NUR 307. Spring. Class hours: 4; Clinical hours: 0; Semester hours: 4.

## **NUR 409 SENIOR SEMINAR**

In this capstone course, emphasis is placed on analyzing advance degree nursing roles and contemporary issues related to the practice of professional nursing. This course must be taken during the last semester of enrollment in the RN-BSN Nursing Program. Pre-requisites or Co-requisites: NUR 300 or 500, 301, 303 or 501, 307, 312, 402, 403, 412, and 415. Spring, Summer, and Fall. Class hours: 3; Clinical hours: 0; Semester hours: 3.

## **NUR 412 COMMUNITY AND PUBLIC HEALTH NURSING**

This course provides students with an introduction to public health and community nursing concepts. Emphasis is on illness prevention, health promotion, epidemiology, community health assessment, and health maintenance and restoration for individuals and families across the lifespan. Pre-requisite or Co-requisite: NUR 307. Fall and Spring. Class hours: 4; Clinical hours: 0; Semester hours: 4.

## **NUR 415 COMMUNITY AND PUBLIC HEALTH NURSING PRACTICUM**

This course provides students with the opportunity to apply evidence-based nursing practice caring for communities and families in public health and community settings. Pre-requisite or Co-requisite: NUR 307, 412. Fall and Spring. Class hours: 0; Clinical hours: 90; Semester hours: 2.

## **NUR 441 NURSING CARE OF THE OLDER ADULT**

This course introduces the dimensions of caring for the older adult with evidence-based application of knowledge. Normal and pathological changes of aging, commonly encountered

diseases of aging, and the broad psychosocial, cultural, and public health knowledge required to provide expert nursing care to the older adult are included. The course emphasizes providing critical information needed to engage in the nursing process of assessment, diagnosis, planning, and evaluating outcomes of care. Pre-requisites: NUR 239, 240, 261, 262, 263, 339, 340. Co-requisites: NUR 300, 307, 342, 343, 344, 345. Fall. Class hours: 3; Clinical hours: 0; Semester hours: 3.

## **NUR 442 NURSING TRENDS AND ISSUES**

This hybrid course concentrates on transition to practice issues, which include critical thinking, delegation, management of care, and prioritization for the graduate nurse. Discussion of trends in healthcare and issues affecting client care are a major emphasis. A focus on informatics and evidence-based practice is also included. Pre-requisites: NUR 239, 240, 261, 262, 263, 300, 307, 339, 340, 342, 343, 344, 345, 361, 362, 363, 441, 443, 444, 470. Co-requisites: NUR 460, 461, 462, 463. Summer. Class hours: 3; Clinical hours: 0; Semester hours: 3.

## **NUR 443 ESSENTIALS OF PUBLIC HEALTH AND COMMUNITY NURSING**

This course provides students with an introduction to public health and community nursing concepts. Emphasis is focused on illness prevention, health promotion, and health maintenance and restoration for individuals and families across the lifespan. Pre-requisites: NUR 239, 240, 261, 262, 263, 300, 307, 339, 340, 342, 343, 344, 345, 441. Co-requisites: NUR 361, 362, 363, 444, 470. Spring. Class hours: 3; Clinical hours: 0; Semester hours: 3.

## **NUR 444 ESSENTIALS OF PUBLIC HEALTH AND COMMUNITY NURSING PRACTICUM**

This course provides students with the opportunity to apply public health and community nursing concepts to individuals, families and communities through faculty and preceptor guided clinical experiences. Application of evidence-based nursing practice is used to apply theory to nursing practice in public health and community settings. Pre-requisites: NUR 239, 240, 261, 262, 263, 300, 307, 339, 340, 342, 343, 344, 345, 441. Co-requisites: NUR 361, 362, 363, 443, 470. Spring. Class hours: 0; Clinical hours: 45; Semester hours: 1.

## **NUR 460 ESSENTIALS OF NURSING MANAGEMENT/LEADERSHIP**

This course introduces the student to a synthesis of leadership/ management theories within health care agencies and organizations. Emphasis is placed on the leading/ managing behaviors of the professional nurse as an individual and a group member in a variety of settings. Pre-requisites: NUR 239, 240, 261, 262, 263, 300, 307, 339, 340, 342, 343, 344, 345, 361, 362, 363, 441, 443, 444, 470. Co-requisites: NUR 442, 461, 462, 463. Summer. Class hours: 3; Clinical hours: 0; Semester hours: 3.

## **NUR 461 ADULT HEALTH II**

This course offers a focus on synthesis of concepts, research, and evidence-based practice for an adult population with complex multisystem health care needs. Course activities prepare the student to critically appraise and apply previous nursing knowledge. Emphasis is on the role of the professional nurse in health promotion and maintenance, illness management, and rehabilitation of an adult population in a variety of acute care settings. Pre-requisites: NUR 239, 240, 261, 262, 263, 300, 307, 339, 340, 342, 343, 344, 345, 361, 362, 363, 441, 443, 444, 470. Co-requisites: NUR 442, 460, 462, 463. Summer. Class hours: 6; Clinical hours: 0; Semester hours: 6.

## **NUR 462 ADULT HEALTH II LAB**

This course provides the student with the opportunity to apply theory-based practice in a simulation laboratory setting, addressing complex and multi-system health needs of adults. Clinical skills are demonstrated through simulations and observations. Applied course concepts include management of care, nutrition, pharmacology, health promotion and maintenance, and alterations in health. Specific techniques utilized during the simulation include demonstration of clinical skills, problem-solving, prioritization, delegation, and communication with an interdisciplinary team. Pre-requisites: NUR 239, 240, 261, 262, 263, 300, 307, 339, 340, 342, 343, 344, 345, 361, 362, 363, 441, 443, 444, 470. Co-requisites: NUR 442, 460, 461, 463. Summer. Class hours: 3; Clinical hours: 0; Semester hours: 1.

## **NUR 463 ADULT HEALTH II PRACTICUM**

This course provides the opportunity for the transition from student to professional nursing role through a focused client care experience (FCCE) in a selected clinical setting that allows synthesis of knowledge, skills, and attitudes. The goal of the course is to provide intensive hands-on experience in a concentrated clinical setting with a one-on-one practicing clinical role model. This FCCE will facilitate the assumption of the role of graduate nurse in meeting the clinical leadership and management responsibilities that will be required upon successful completion of the registered nurse licensing exam. The course meets the Professional Readiness Experience graduation requirement. Pre-requisites: NUR 239, 240, 261, 262, 263, 300, 307, 339, 340, 342, 343, 344, 345, 361, 362, 363, 441, 443, 444, 470. Co-requisites: NUR 442, 460, 461, 462. Summer. Class hours: 35; Clinical hours: 100; Semester hours: 3.

## **NUR 470 RESEARCH FOR EVIDENCE-BASED PRACTICE**

This course introduces the student to nursing research and the role of nursing research in professional nursing practice. Emphasis is placed on the nursing research process, critiquing research, interpreting research findings, and incorporating

research into evidence-based practice. Pre-requisites: NUR 239, 240, 261, 262, 263, 300, 307, 339, 340, 342, 343, 344, 345, 441. Co-requisites: NUR 361, 362, 363, 443, 444. Spring. Class hours: 3; Clinical hours: 0; Semester hours: 3.

## **PED 300 HEALTHFUL LIVING FOR ELEMENTARY EDUCATORS**

The integrated study of health, safety, and physical education in the elementary curriculum. The focus is on knowledge and application of healthful living concepts through the development of healthy lifestyle attitudes and behaviors which address the individual needs of students. A field experience is required. Prerequisite: EDU 250. Summer. 3 credit hours.

## **PED 311 HEALTHFUL LIVING FOR THE ELEMENTARY EDUCATOR SEMINAR**

The integrated study of health, safety, and physical education in the elementary curriculum. The focus is on knowledge and application of healthful living concepts through the development of healthy lifestyle attitudes and behaviors which address the individual needs of students. Prerequisite: "C" or better in EDUC/EDU 250. 1 credit hour.

## **PHI 300 INTRODUCTION TO PHILOSOPHY**

An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. Fall. 3 credit hours.

## **PHI 301 INTRODUCTION TO LOGIC**

An introduction to classical and contemporary logic, emphasizing argumentation and reasoning. Attention to language and its relation to philosophical problems. Examination of the formal laws of valid thought and fallacies found in ordinary discourse. As needed. 3 credit hours.

## **PHI 337 PHILOSOPHY OF RELIGION**

An introduction to selected issues raised through a philosophical investigation of religion including, but not confined to, the nature of religious language, the existence of God, the problem of evil, fideism, revelation, and the challenge of the religions of the world. Prerequisite: PHI 300 or permission of instructor. As needed. 3 credit hours.

## **PHI 380 SELECTED TOPICS IN PHILOSOPHY**

Prerequisite: PHI 300 or permission of instructor. As needed. 3 credit hours.

## **PSC 302 AMERICAN GOVERNMENT**

A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governments and the Federal system. Fall, Spring, and Summer. 3 credit hours.



### **PSC 314 JUDICIAL PROCESS**

A study of judicial processes in the United States including pertinent court decisions and a general review of the administration of justice in our society. Prerequisite: None. As needed. 3 credit hours.

### **PSC 315 CIVIL LIBERTIES**

A study of basic freedoms such as speech, press and religion as well as emphasis on the significance of equal protection of the law. Emphasis will be given to both court cases and the development of concepts such as freedom of expression. Prerequisite: None. As needed. 3 credit hours.

### **PSC 495 INDEPENDENT STUDY**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. Prerequisite: approval by the instructor offering the study, student's major department, and concurrence of the Dean. As needed. 3 credit hours.

### **PSY 303 EDUCATIONAL PSYCHOLOGY**

An analysis of the basic principles of learning theory as well as physical, social, and moral development as they are applied to classroom learning with emphasis upon the application of theory to practical educational situations. Basics of standardized measurement, behavior management as applied to the classroom, and the influence of sociocultural forces in society on education are discussed. Educational exceptionalities and laws related to them are also examined. Summer. 3 credit hours.

### **REL 201 INTRODUCTION TO RELIGIOUS AND THEOLOGICAL STUDIES**

An introduction to key facets of Religious and Theological Studies, including writing and research development in the field, curricular choices, and professional possibilities and issues related to the field. Spring. 2 credit hours.

### **REL 300 OLD TESTAMENT SURVEY**

An introduction and survey of the Old Testament focusing upon the history, literature and faith of the people of Israel. Fall, Spring, and Summer. 3 credit hours.

### **REL 301 NEW TESTAMENT SURVEY**

An introduction and survey of the New Testament focusing upon the history, literature and faith that gave rise to Christianity. Fall, Spring, and Summer. 3 credit hours.

### **REL 302 THE SACRED WRITINGS**

A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel. Prerequisite: REL 300. As needed. 3 credit hours.

### **REL 303 OLD TESTAMENT PROPHETS**

A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. Prerequisite: REL 300. Spring, even years. 3 credit hours.

### **REL 306 OLD TESTAMENT THEOLOGY**

An exploration of Old Testament theological themes. Prerequisite: REL 300. Spring, odd years. 3 credit hours.

### **REL 307 STUDIES IN THE PENTATEUCH**

A critical evaluation of the nature, background, structure, and message of the Pentateuch. Prerequisite: REL 300. As needed. 3 credit hours.

### **REL 311 SYNOPTIC GOSPELS**

A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. Prerequisite: REL 301. Spring, even years. 3 credit hours.

### **REL 312 LIFE AND LETTERS OF PAUL**

A study of Paul's life and thought as presented in his Epistles. Prerequisite: REL 301. As needed. 3 credit hours.

### **REL 314 NEW TESTAMENT THEOLOGY**

A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. Prerequisite: REL 301. As needed. 3 credit hours.

### **REL 316 THE WRITINGS OF JOHN**

A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation. Prerequisite: REL 301. As needed. 3 credit hours.

### **REL 317 THE GENERAL EPISTLES AND HEBREWS**

A study of the background, theology, and exegesis of James, I and II Peter, Jude and Hebrews. Prerequisite: REL 301. As needed. 3 credit hours.

### **REL 321 INTRODUCTION TO CHRISTIAN HISTORY**

A study of the history of the Christian church from the first century to the present day. Summer. 3 credit hours.

### **REL 322 EARLY AND MEDIEVAL CHRISTIANITY**

A survey of the most significant institutional, theological, and social developments in the history of the Christian church from the first century through the latter Middle Ages. As needed. 3 credit hours.

### **REL 323 MODERN CHRISTIANITY**

Beginning with the Reformation, this course is descriptive of church history to the present. As needed. 3 credit hours.

### **REL 324 AMERICAN CHRISTIANITY**

A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. As needed. 3 credit hours.

### **REL 325 BAPTIST HERITAGE**

A study of the Baptists' story as well as those convictions and movements which have shaped their life. As needed. 3 credit hours.

### **REL 326 INTRODUCTION TO MISSIOLOGY**

A wide-ranging exploration of the Christian mission, including the background and current status of missions, the strategies and methods of cross-cultural missions and evangelism, and key issues in missions discussion. Summer, odd years. 3 credit hours.

### **REL 328 GLOBAL CHRISTIANITY**

A study of the various expressions of Christianity in the 21st century. As needed. 3 credit hours.

### **REL 333 CHRISTIAN THEOLOGY**

An introduction to the history, methods, and principal topics of Christian theology. Prerequisite: REL 300 and REL 301. Summer. 3 credit hours.

### **REL 341 CHRISTIAN ETHICS**

A systematic study of the nature of morality; a defense of "Christian" ethics; and exploration of principles of Biblical ethics. Specific contemporary ethical issues provide the backdrop for discussions. As needed. 3 credit hours.

### **REL 342 CHRISTIAN PERSPECTIVES TOWARD VIOLENCE**

This course will explore current and historical attitudes of Christians toward violence, including biblical and theological bases for a specifically Christian response to violence. As needed. 3 credit hours.

### **REL 343 GROWTH AND REVIVAL IN THE CHRISTIAN CHURCH**

A survey of the major global movements of church growth from the New Testament period to the present day. Fall, even years. 3 credit hours.

### **REL 345 RELIGION AND CULTURE IN A GLOBAL PERSPECTIVE**

The course will explore the relationship between selected cultures of the world and the religious ideas and concepts which inform them. It will examine the impact of religion on culture, as well as the role which culture has played in shaping religious traditions. As needed. 3 credit hours.

### **REL 346 WORLD RELIGIONS**

An introduction to Judaism, Islam, Hinduism, Buddhism, and the religions of China and Japan. As needed. 3 credit hours.

### **REL 347 RELIGIONS OF INDIA**

This course will introduce the students to the historical, theological, and practical developments of religions that emerged in India. The course will focus on important events, movements, and figures that helped shape contemporary Hinduism and Buddhism. Jainism and Sikhism will be addressed in the course. Students will be challenged to explore Christian approaches to these religions. As needed. 3 credit hours.

### **REL 348 RELIGIONS OF CHINA AND JAPAN**

This course will introduce the students to the historical, theological, and practical developments of religions that emerged in China and Japan. The course will focus on important events, movements, and figures that helped shape contemporary religious traditions in China and Japan. Chinese Traditional Religion, Taoism, Confucianism, Shinto and Buddhism will all be addressed in this course. Students will be challenged to explore Christian approaches to these religions. As needed. 3 credit hours.

### **REL 349 INTRODUCTION TO JUDAISM**

This course will introduce the historical, theological, and practical developments in Judaism. The course will focus on important events, movements, and figures that helped shape contemporary Judaism. Students will also be challenged to explore Christian approaches to Judaism. As needed. 3 credit hours.

### **REL 350 INTRODUCTION TO ISLAM**

This course will introduce the students to the historical, theological, and practical developments in Islam. The course will focus on important events, movements, and figures that helped shape contemporary Islam. Students will also be challenged to explore Christian approaches to Islam. As needed. 3 credit hours.

### **REL 351 BIBLICAL BACKGROUNDS**

A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. Prerequisites: REL 300 and REL 301. Summer, even years. 3 credit hours.

### **REL 352 BIBLICAL INTERPRETATION**

The purpose of this course is to engage students in a study of the theory and practice of biblical interpretation throughout Christian history and in contemporary Christianity. Students will consider traditional approaches to the study of scripture, challenges to those approaches and alternative proposals offered since the Enlightenment, and contemporary ways

of interpreting scripture. Students will also study issues relating to the inspiration and authority of scripture and to the contemporary use of scripture in theology, ethics, and broader Christian living. A central aspect of the course will be student's own engagement with the Bible in actual exegetical practice. Prerequisites: REL 300 and REL 301. Spring, odd years. 3 credit hours.

### **REL 354 ORAL COMMUNICATION IN A CHRISTIAN CONTEXT**

Guided readings and practice in the preparation and delivery of effective sermons. As needed. 3 credit hours.

### **REL 358 PRACTICUM**

An introduction to the many facets of ministry. The course combines reading, discussion, lectures and reflection with guided experience in a church or other ministry setting. Prerequisite: approval of the instructor. Spring. 3 credit hours.

### **REL 370 HISTORY AND PHILOSOPHY OF RELIGIOUS EDUCATION**

An inquiry into the biblical, theological, philosophical, and historical foundations for the practice of Christian education. As needed. 3 credit hours.

### **REL 371 SPIRITUAL FORMATION**

An exploration of personal and spiritual development through self-reflection, self-awareness, and theological reflection. Attention will be given to biblical foundations, spiritual disciplines, and Christian classics. Spring. 3 credit hours.

### **REL 373 CHURCH LEADERSHIP**

An inquiry into the practice of leadership in Christian churches. The course will examine the philosophy of Christian leadership, models of leadership in communities of faith, the relationship of personal leadership styles and congregational climates, change and conflict management, and common church leadership tasks and traps. Fall, odd years. 3 credit hours.

### **REL 374 PRESCHOOL AND CHILDREN DISCIPLESHIP**

A study of principles and strategies of effective Christian discipleship processes with preschoolers and children, including the study of historical, current, and emerging models. As a part of the course, students will observe preschoolers and children and will practically apply principles for the course in real discipleship settings. As needed. 3 credit hours.

### **REL 375 YOUTH DISCIPLESHIP**

This course is a basic introduction to youth ministry, including the study of current trends in the field, characteristics of youth, methods for reaching and teaching youth. Included

will be opportunities for practical ministry experiences, observing others in youth ministry, and studying resources, programs, and activities for effective youth ministry. As needed. 3 credit hours.

### **REL 376 ADVANCED YOUTH DISCIPLESHIP**

This course advances and further develops youth discipleship studies offered in REL 375 Youth Discipleship, integrating both academic and practical forms of discipleship. The course investigates tools necessary to disciple youth and includes opportunities for engaging students in their cultural settings, evaluating different denominational approaches to youth discipleship, publishing in a professional journal, and analyzing and studying resources in discipling youth. As needed. Prerequisite: REL 375. 3 credit hours.

### **REL 377 ADULT DISCIPLESHIP**

A study of principles and strategies of effective Christian discipleship with adults, including the study of the historical, current, and emerging models. As a part of the course, students will observe and participate in practical application of the course content. Fall, even years. 3 credit hours.

### **REL 378 CONTEMPORARY RELIGIOUS MOVEMENTS**

This course will introduce students to the emergent religious movements that have made their mark on the United States and Europe since 1800. The historical foundations and religious beliefs of selected groups will be addressed. The course will also discuss the impact that such movements have had in the United States and Europe. Summer, odd years. 3 credit hours.

### **REL 380 SELECTED TOPICS IN RELIGIOUS STUDIES**

As needed. 3 credit hours.

### **REL 387 ISSUES IN SCIENCE AND RELIGION**

An interdisciplinary examination of issues which arise at the interface between science and religion. A discussion of the nature of science and religion, ways of relating the two, and historical background will be followed by an exploration of specific topics of contemporary interest. As needed. 3 credit hours.

### **REL 397 INTERNSHIP**

A minimum of ten weeks spent in a full-time supervised ministry setting. Prerequisite: approval of the instructor. Summer. 3 credit hours.

### **REL 490 SENIOR SEMINAR**

Through directed readings, discussions, and research, the course provides an integrative exploration of concepts or issues from various disciplines within the Department. This course should be taken in one of the student's final two semesters. Prerequisites: REL 300 and REL 301. Fall. 3 credit hours.

### **SCI 302 PHYSICAL SCIENCE**

Introduction of structure and behavior of matter. Survey of geology, meteorology, and astronomy, with emphasis on underlying physical and/or chemical principles, and practical applications of these principles. Fall, Spring, and Summer. 3 credit hours.

### **SCI 303 HUMAN BIOLOGY**

An introduction to the biology of the human organism with emphasis on contemporary issues in human biology as well as traditional structure and function of major body systems. Fall, Spring, and Summer. 3 credit hours.

### **SCI 322 ENVIRONMENT**

Survey of principles of ecology with emphasis on human impact on the environment. Literature of ecological movement in the U. S. since 1960. Weekend field trips may be required. Fall, Spring, and Summer. 3 credit hours.

### **SED 330 SCIENCE METHODS IN 21ST CENTURY SCHOOLS**

Methods of teaching science (K-8) are explored, including the planning, teaching, and evaluating of science in elementary and middle school classrooms. Using the inquiry approach, students will relate content knowledge and understanding of the scientific processes as they relate to real-world application. An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDU 250 with grade of "C" or better. Fall and Spring. 3 credit hours.

### **SOC 310 SOCIAL PSYCHOLOGY**

A study of the interaction between the individual and the group, and the influence of each on the other. Varies by location. 3 credit hours.

### **SOC 313 SOCIOLOGY OF DEVIANT BEHAVIOR**

An introduction to the sociological study and critical analysis of theories of deviant behavior. Descriptive and explanatory approaches to kinds and amounts of deviance in contemporary American society; social change, anomie and social disorganization theories; the process of stigmatization; formal and informal societal responses to deviance and the deviant. Varies by location. 3 credit hours.

### **SOC 400 MINORITY GROUPS**

A study of present-day racial and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. In addition to studying minority relations in the United States, attention will be given to minority relations in South Africa, the Far East, Eastern Europe, Latin America and other parts of the world. Varies by location. 3 credit hours.

### **SOC 402 SOCIAL PROBLEMS**

An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis

upon causes, treatment, and prevention. As needed. 3 credit hours.

### **SOC 411 CRIMINOLOGY**

An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control. As needed. 3 credit hours.

### **SOC 415 JUVENILE DELINQUENCY**

This course is designed to give the student a broad understanding of the topic of juvenile delinquency in the contemporary society. This course integrates discussion of the theory and history of juvenile delinquency with the system's response to it and includes the administration of justice in the Juvenile Justice System. Varies by location. 3 credit hours.

### **SOC 430 SPECIAL TOPICS: SOCIOLOGY**

A specialized study of various sociological developments. Topics will vary from semester to semester. As needed. 3 credit hours.

### **SPN 300 ASPECTS OF HISPANIC CULTURE AND LANGUAGE**

An introduction to selected aspects of Hispanic culture, including the rudiments of the Spanish language. No prior knowledge of Spanish is required. Fall, Spring, and Summer. 3 credit hours.

### **SSC 305 GLOBAL UNDERSTANDING**

An introduction to the major economic, social, political, diplomatic, and environmental trends in the world since 1945. Geography is emphasized in the course. Fall, Spring, and Summer. 3 credit hours.

### **SSC 395 CAMPUS NEW YORK**

New York visit enables students to learn, through direct contact with the NYSE, United Nations, Federal Reserve, the Broadway theaters, museums, the Statue of Liberty and Ellis Island. The week-long visit also provides opportunities for investigating career possibilities. Paper and travel. Offered spring semester, during Spring Break. 1 credit hour.

### **SST 307 SOCIAL STUDIES METHODS IN 21ST CENTURY SCHOOLS**

A study of the content, resources and strategies in social studies education (K-8). This course includes examination of methods for planning, teaching, and evaluating history, geography, civics, and other social studies. An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDU 250 with grade of "C" or better. Fall and Spring. 3 credit hours.



### **WMG 301 PRINCIPLES OF FINANCIAL PLANNING**

This course is intended to examine various aspects of personal financial planning. Includes the financial planning process, financial statements, cash flow and debt management, financing strategies, economic concepts and time value of money, education planning, client management and communication, as well as professional conduct and regulation. Spring. 3 credit hours.

### **WMG 302 WEALTH MANAGEMENT MARKETS AND STRATEGIES**

This course analyzes the various topics related to wealth management markets and strategies: role of financial markets, wealth management markets, monetary policy, financial institutions, financial crisis, financial services regulations, consumer protection, alternative investments, as well as risk management and wealth management strategies. Prerequisite: ECON/ECO 204. Spring. 3 credit hours.

### **WMG 320 RISK MANAGEMENT AND INSURANCE PLANNING**

This course encompasses practical issues as well as basic concepts and principles of risk management and insurance, including personal, business, and social viewpoints in regard to managing life, health, disability, property, and liability risks as well as annuities, long-term care, insurance policy and group insurance. Fall. 3 credit hours.

### **WMG 325 ESTATE PLANNING**

This course provides an overview of estate planning and the strategies and techniques for an effective plan, including property titling, property transfer, estate documents, gift and estate tax, estate liquidity, trusts, marital deduction, business transfer, as well as postmortem estate planning and estate planning for non-traditional relationships. Prerequisite: ACCT/ACC 214. Fall. 3 credit hours.

### **WMG 330 RETIREMENT PLANNING**

This course introduces the study and application of techniques for retirement planning, including the Social Security and Medicare, Medicaid, defined benefit plans and other pension plans, defined contribution plans, tax-advantage plans and nonqualified plans, as well as regulatory considerations, distribution strategies, and business succession planning. Spring. 3 credit hours.

### **WMG 420 INVESTMENT PLANNING**

This course examines the goals, strategies, and policies for individual investors, covering the topics including investment vehicles, risk, quantitative concepts, investment returns, asset allocation and portfolio diversification, securities valuation, portfolio management, strategies, as well as alternative investments. Prerequisite: FINC/BAD 312 or consent of the instructor. Spring. 3 credit hours.

### **WMG 425 TAX PLANNING**

This course examines income tax provisions and compliance emphasizing the multidisciplinary aspects of taxation, covering the topics including tax law, tax fundamentals, taxation of business, trusts and estates, alternative minimum tax, passive activity and at-risk rules, taxation for property transactions, as well as tax deduction and management. Prerequisite: ACCT/ACC 214. Fall. 3 credit hours.

### **WMG 450 CAPSTONE CASE IN FINANCIAL PLANNING**

This capstone course is designed to allow students to examine a variety of cases in financial planning and create comprehensive financial plans by applying knowledge obtained in major areas of financial planning, including fundamentals of financial planning, education planning, risk management and insurance, investment planning, tax planning, retirement planning, and estate planning. Students will enhance the knowledge, skills and abilities to attain CFP® certification by analyzing hypothetical clients' situations. Prerequisite: WMGT 301, WMGT 320, WMGT 325, and WMGT 330. Spring. 3 credit hours.

## **GAYLE BOLT PRICE SCHOOL OF GRADUATE STUDIES COURSE DESCRIPTIONS**

### **ACCT 600 MANAGERIAL ACCOUNTING**

A study of the techniques used to present management with information for decision making and financial reporting. Topics include methods of cost estimation, cost-volume-profit analysis, planning and control, and capital expenditure decisions. Prerequisites: All Foundation courses or MBA/IMBA prerequisites. Fall, Spring, and Summer. 3 credit hours.

### **ACCT 601 FEDERAL INCOME TAX**

Integration of advanced theory, planning and research of federal income tax provisions from both business and personal perspective emphasizing the multidisciplinary aspects of taxation with a focus on the model tax curriculum of the AICPA. Prerequisites: All MAcc program prerequisites. Fall, Spring, and Summer. 3 credit hours.

### **ACCT 602 ADVANCED FEDERAL INCOME TAX**

Integration of advanced theory, planning and research of federal income tax provisions from a business entity's perspective emphasizing advanced entity and jurisdictional issues, tax accounting timing issues, taxation for exempt entities and business succession planning for certain entities. Prerequisites: All MAcc program prerequisites and either

ACCT 601 or permission of the instructor. Spring, even years. 3 credit hours.

### **ACCT 603 PARTNERSHIP AND S-CORPORATION TAXATION**

An examination of tax implications of forming and operating conduit type businesses, with emphasis on planning for tax minimization. Topics such as concept of income (legislative and judicial) and impact on investment decisions, choice of business entity and capital structure (corporations vs. conduits; debt vs. equity), and compensation and retirement program planning (ESOPs, IRAs, Pensions, 401Ks, Stock options) will be examined. Prerequisites: All MAcc program prerequisites and either ACCT 601 or permission of the instructor. Summer, odd years. 3 credit hours.

### **ACCT 604 ESTATE, GIFTS, AND TRUST PLANNING**

A study of the gift tax and income taxation of estates and trusts, including federal transfer tax laws with emphasis on family tax planning. Prerequisites: All MAcc program prerequisites and either ACCT 601 or permission of the instructor. Spring, odd years. 3 credit hours.

### **ACCT 606 TAX RESEARCH/PLANNING**

Research-oriented course designed to emphasize the need for tax planning. Topics to be covered include practical applications of tax research methods, writing skills needed for tax research, in-depth review of legislative, judicial and regulatory sources of precedential tax law, and hands-on training experience with commercial tax services (RIA Online Tax Service; CCH Online Tax Services and Kleinrock Tax Services) with a focus on the model tax research curriculum required for the CPA certification. Prerequisites: All MAcc program prerequisites and either ACCT 601 or permission of the instructor. Summer, even years. 3 credit hours.

### **ACCT 607 STATE AND LOCAL TAXATION**

Examines the structure and function of state and local entity income taxation as opposed to federal entity income taxation. The impact of specific multi-state taxation, as well as North Carolina tax law on personal and business entity transactions are emphasized. Content is particularly useful for those who enter public practice or industry due to coverage of both single-state and multi-state operational compliance and planning issues. Prerequisites: All MAcc program prerequisites and either ACCT 601 or permission of the instructor. Summer, odd years. 3 credit hours.

### **ACCT 610 ADVANCED ACCOUNTING INFORMATION SYSTEMS**

The integration of advanced applications in Accounting Information Systems including the understanding of appropriate computer technology in accounting, systems design and evaluation, systems controls, and systems

implementation. Prerequisites: All MAcc program prerequisites. Fall and Spring, even years; Summer, odd years. 3 credit hours.

### **ACCT 611 ADVANCED AUDITING (MACC CAPSTONE COURSE)**

An integrative course designed to enable the student to employ knowledge of the various functional areas of accounting as policy decisions are considered from the viewpoint of the auditor. An in-depth examination of the standards and principles of internal and external auditing, regulatory agency promulgations, and application of the standards and principles to preparation of auditing. ASB pronouncements and application of GAAS to an audit (public, internal, and governmental) engagement will also be examined. Case methods of instruction lend realism to exercises in decision making. A student receiving a final grade of less than a "B" must repeat the course. Prerequisites: Minimum of 21 hours of required MAcc program courses that include ACCT 601, 610, and 612, twelve hours of emphasis or permission of the Director of Graduate Business Programs. Fall, Spring, and Summer. 3 credit hours.

### **ACCT 612 ACCOUNTING THEORY AND PRACTICE**

The study of advanced accounting topics and theory, financial accounting standards and principles, regulatory agency promulgations, preparation of financial accounting reports and application to special accounting topics and problems. Prerequisites: All MAcc program prerequisites. Fall, Spring, and Summer. 3 credit hours.

### **ACCT 619 CASES IN TAXATION**

Cases precipitate a consideration of the effects of federal taxation on business policy and decision making. Draws from other business disciplines as fact patterns are analyzed and recommendations are made based on tax legislation and legal interpretation by the courts. Prerequisites: All MAcc program prerequisites and either ACCT 601 or permission of the instructor. Summer, even years. 3 credit hours.

### **ACCT 620 CASES IN FINANCIAL/MANAGERIAL ACCOUNTING**

Integration of the conceptual and computational aspects of income determination, financial statement analysis and preparation. Readings, problem solving and cases will be the core of this course. Prerequisites: All MAcc program prerequisites or permission of the Director of Graduate Business Programs. Fall, even years. 3 credit hours.

### **ACCT 621 GOVERNMENT AND NOT-FOR-PROFIT ACCOUNTING**

Budgeting, fund accounting, internal auditing concepts, financial reporting and techniques for planning and control with special emphasis to government and not-for-profit

sectors of the economy. Prerequisites: All MAcc program prerequisites. Fall, Spring, and Summer. 3 credit hours.

### **ACCT 622 SEMINAR IN INTERNATIONAL ACCOUNTING (INTL 622)**

An examination of various international accounting topics, including foreign currency translation, analysis of foreign financial statements, financial reporting and disclosure, transfer pricing and international taxation, harmonization of accounting standards, and comparative accounting systems. Summer. 3 credit hours.

### **ACCT 625 TOPICS IN ACCOUNTING**

Intended to provide a forum for the consideration of contemporary issues facing the business and accounting community. Allows students to concentrate on issues such as leadership in the accounting profession, white collar crime, the taxation of estates, or the tax effects of taxation on business organization. May be repeated for credit when content varies. Prerequisites: All MAcc program prerequisites. Summer, even years. 3 credit hours.

### **ACCT 630 FRAUD EXAMINATION**

Discussion of proactive and reactive fraud examination, including the board of directors audit committee and liability-related issues. Investigative decision making for preventing, detecting, investigating, and reporting of fraud. The study of risks and controls relative to the deterrence, prevention, and detection of beneficial and detrimental fraud. Prerequisites: All MAcc program prerequisites. Spring, even years; Summer, odd years. 3 credit hours.

### **ACCT 632 INTERNAL AUDITING**

Discussion of the function of internal auditing in the corporate environment. Intended to provide students with the fundamental knowledge and a sense of the skills necessary to succeed as an internal audit professional. Includes exposure to the International Professional Practices Framework (IPPF) is discussed. Fraud risk is related to internal controls, business processes, and evidence-gathering techniques. Prerequisites: All MAcc program prerequisites. Fall, odd years. 3 credit hours.

### **ACCT 634 FORENSIC ACCOUNTING AND THE LEGAL ENVIRONMENT**

Course content is focused on legislative developments and federal law related to criminal and civil prosecutions, and the legal considerations relative to evidence, witnesses, and circumstances, which have an impact on legal recourse related to fraudulent activity. Includes discussions related to the history of fraud in business, how it might be prevented, and legal remedies for loss or damages associated with fraud. Prerequisites: All MAcc program prerequisites. Fall, even years. 3 credit hours.

### **ACCT 636 FORENSIC ACCOUNTING, TAX INVESTIGATION, AND FRAUD**

Focus on illegal activity related to tax. Discussions about various types of tax avoidance, evasion, and ethical dilemmas. Intentional misrepresentations, and schemes used for fraudulent activity are related to risks associated with fraud. The course focuses on tax law and the manipulation of tax regulations to commit fraud. Cases are used to analyze the opportunities and incentives for fraud. Prerequisites: All MAcc program prerequisites. Summer, even years. 3 credit hours.

### **ACCT 638 ETHICS OF ACCOUNTING JUDGEMENT AND DECISION MAKING**

An empirical review of research relating ethical judgment and decision making to quality, personal involvement, abilities, intrinsic motivation, cognitive processes, task variables, and environmental variables. Explores systematic ways of making improvements for personnel and work environments. Prerequisites: All MAcc program prerequisites. Spring, odd years. 3 credit hours.

### **ACCT 644 ACCOUNTING LEGAL ISSUES AND ETHICS**

Subject matter prepares the student for areas of law addressed on the CPA exam including contracts, uniform commercial code, secured transactions, fraud, commercial paper, and accountant's legal liability. Explores the relationship between taxation and law. Spring, even years. 3 credit hours.

### **ACCT 808 FOUNDATIONS FOR ETHICAL REASONING IN ACCOUNTING**

Utilizing foundational material from common disciplines in the study of business, this seminar addresses the impact of the fields of study on institutions, social settings, and cultures outside the individual organization. Potential issues to consider may include disciplinary impact of social problems, ethical responsibilities of a multi-national firm in "foreign" countries, and implications of the "corporate structure" model to cultural and societal issues. Spring. 4 credit hours.

### **ACCT 810 SEMINAR IN ACCOUNTING**

This course focuses on in-depth analyses of academic research in a sub-discipline or particular path of interest to the student within their particular academic major. The student is expected to research the theory and practice within a specific area of the academic discipline. The requirements of this course may assist the student in the creation of a research question and/or a literature review for their doctoral dissertation. Fall. 4 credit hours.

### **ACCT 812 BEST PRACTICES IN TEACHING AND CONSULTING IN ACCOUNTING**

This course provides different strategies for addressing the information needs of the student or organization retaining

the services of a business consultant. Student learning preferences are reviewed as well as teaching approaches and technologies which enhance the learning experience. An investigation of consulting services and associated project management includes the use of appropriate techniques and related software. Content includes concept discussion and related case studies. Summer. 4 credit hours.

### **ACCT 824 SEMINAR IN ACCOUNTING FOR DECISION MAKING**

An intensive review of financial and managerial accounting strategy concepts with emphasis on the managerial viewpoint. Uses various quantitative techniques to analyze financial and managerial information for planning, controlling, and decision-making purposes. Fall. 4 credit hours.

### **ACCT 901 DOCTORAL DISSERTATION I IN ACCOUNTING**

To be taken after passing the qualifying comprehensive exams, this course (and the subsequent Doctoral Dissertation courses II and III) allows students to work progressively on completing each Doctoral Dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a Doctoral Dissertation topic, a proposal, an approved IRB application by the GWU Institutional Review Board (if applicable), the collection and analysis of data, the preparation and approval of the final research manuscript, and the successful completion of the Doctoral Dissertation presentation. Throughout the three (or more) courses, students often work independently but are required to be in communication with the Mentor of their Doctoral Dissertation at least once a month. These courses are graded utilizing Pass (P) and Fail (F) as the grading criteria. Fall. 4 credit hours.

### **ACCT 902 DOCTORAL DISSERTATION II IN ACCOUNTING**

This course is a continuation of the Doctoral Dissertation I course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. Spring. 4 credit hours.

### **ACCT 903 DOCTORAL DISSERTATION III IN ACCOUNTING**

This course is a continuation of the Doctoral Dissertation II course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. Summer. 4 credit hours.

### **ACCT 904 DOCTORAL DISSERTATION EXTENSION IN ACCOUNTING**

This course is provided for those students requiring additional time to complete the Dissertation. Once students have completed the required Doctoral Dissertation courses

I, II, and III, students are required to register for four credit hours of Doctoral Dissertation Extension until completion/presentation of the dissertation. Fall, Spring, and Summer. 4 credit hours.

### **BADM 501 FOUNDATIONS OF ACCOUNTING AND FINANCE**

An introduction to financial accounting, accounting transactions, the accounting cycle, financial statement preparation, partnerships, corporations, debt and equity financing, cash flow, working capital and financial statement analysis, profit planning, asset valuation, time value of money, and capital budgeting. Introduction to management accounting, including job order and process costing, budgeting, and variance analysis. This foundation is equivalent to the Principles of Accounting I, Principles of Accounting II, and Financial Management undergraduate prerequisites. Fall, Spring, and Summer. 3 credit hours.

### **BADM 502 FOUNDATIONS OF MARKETING AND ECONOMICS**

Explores the economics implications, history and philosophy of the free enterprise system with special attention to national income theory; money, banking and the Federal Reserve system; Keynesian and Classical theories, and the mechanics of the business cycle. Also includes study of microeconomic concepts and marketing economics, such as price theory, behavior of the firm, market structure, marketing processes, marketing systems, and income distribution. This foundation is equivalent to the Microeconomics, Macroeconomics, and Principles of Marketing undergraduate prerequisites. Fall, Spring, and Summer. 3 credit hours.

### **BADM 503 FOUNDATIONS OF MANAGEMENT SCIENCE AND STATISTICAL METHODS**

An introduction to linear programming and sensitivity analysis, decision theory, inventory control methods, queuing theory, and statistical methods. In addition, it provides an understanding of some of the tools that enable a manager to analyze information, including data analysis, probability distributions, statistical inference and hypothesis testing, and multivariate regression analysis. This foundation is equivalent to the Business Statistics and Management Science undergraduate prerequisites. Prerequisite: MATH 105. Fall, Spring, and Summer. 3 credit hours.

### **BADM 605 HEALTH CARE ADMINISTRATION**

An introduction to the principles of administration within health care organizations and the basic concepts of organizational theories relevant to effective administration of health care institutions. Spring, odd years. 3 credit hours.

### **BADM 606 HEALTH CARE ORGANIZATION**

An overview of the organizations, structure, and financing of the health care delivery system in the United States. Issues in



health care resourcing, institutions, and system organization will be examined. Summer, even years. 3 credit hours.

### **BADM 607 ORGANIZATION POWER AND POLITICS**

Examines sources and uses of power in relationships that occur between individuals in small groups and in large complex organizations. Skills and knowledge relating to the acquisition and constructive use of power to manage effectively are emphasized. Organizational change is viewed as a manifestation of the exercise of power. Methods of change behavior in organizations are explored in lectures, discussions, and case studies. As needed. 3 credit hours.

### **BADM 608 LEADERSHIP: THEORY AND PRACTICE**

Critical examination of various leadership theories (trait, situational, organizational, power, vision) and research evidence based on those theories. Students also develop an assessment of their own leadership skills and develop those skills in class exercises. Fall, even years. 3 credit hours.

### **BADM 609 ORGANIZATIONAL STAFFING**

Examination of alternative organization staffing strategies-recruitment and hiring, training and development, promotion and transfer- and potential advantages of each in a variety of settings. Analysis of specific techniques for effective application of different strategies for human resource staffing - selection, performance appraisal, human resource planning, training, and career counseling. Summer, odd years. 3 credit hours.

### **BADM 610 MANAGERIAL ECONOMICS**

The application and use of economic models in analyzing and solving selected problems of the firm such as product pricing, product mix, demand forecasting and market analysis. Fall, Spring, and Summer. 3 credit hours.

### **BADM 611 HEALTH CARE ECONOMICS**

An introduction to economic concepts as they apply to the unique specifics of the health care industry. The course will focus on the interrelationships of social policy, political processes, health insurance fundamentals, and health care delivery system with emphasis on economic principles and perspectives. Summer, odd years. 3 credit hours.

### **BADM 612 MOTIVATION AND REWARD SYSTEMS**

Analysis of approaches to the motivation of individual and work team performances through systems of reward. Examination of approaches to setting wage structures, design of incentives, and the administration of reward system. Economics and psychological theories are applied in these analyses. Spring, odd years. 3 credit hours.

### **BADM 613 LABOR RELATIONS AND WORK FORCE GOVERNANCE**

Examination of issues in governance of the work force - employment contracts, work rules, wage systems, grievance settlement - and alternative systems of governance, such as collective bargaining, work councils, worker participation and collegial systems. Analysis of likely consequences for work force cooperation and productivity. Summer, odd years. 3 credit hours.

### **BADM 614 LABOR IN THE ECONOMY AND SOCIETY**

Examines the evolution and current status of labor and human resources in American industry. The changing structure of the labor force and its deployment among occupations and industries are examined, as well as the evolution of the American labor movement and collective bargaining. Public policy concerning employment and collective bargaining is considered. Current topics such as employment discrimination, the future of the labor movement, alternatives to collective bargaining, and the impact of automation upon the labor force are also considered. Fall, odd years. 3 credit hours.

### **BADM 615 HUMAN JUDGMENT AND DECISION MAKING**

Social, psychological, economic, and political aspects of individual and group decision making. Decision making under uncertainty; emphasis on descriptive rather than normative theories. Prospect theory, decision regret, decision heuristics, causal attribution, perception, multi-criteria decision making. Lectures and seminar. Spring, even years. 3 credit hours.

### **BADM 616 NEGOTIATION**

Covers the characteristics of negotiation, the interactions which can benefit from negotiation, and the interdependence and relationships among people which lead to the need for negotiation. The course also covers the dynamics and techniques of conflict management and resolution. As needed. 3 credit hours.

### **BADM 620 MANAGERIAL FINANCE**

A study of financial management concepts and techniques and their application to financial decision-making through case analysis. Topics include asset valuation, capital budgeting, dividend policy, capital structure analysis, and financing decisions. Fall, Spring, and Summer. 3 credit hours.

### **BADM 621 INVESTMENT AND PORTFOLIO MANAGEMENT**

An examination of the investment in both the personal and corporate setting. Emphasis is placed on the analysis of risk and return trade-offs of various investment alternatives, portfolio selection and management, and tax considerations. Spring. 3 credit hours.

## **BADM 622 FINANCIAL INSTITUTION MANAGEMENT**

Introduces graduate students to the dynamics of managing financial institutions within a competitive and quickly changing marketplace. Topics will include regulation, asset-liability management, off-balance sheet management, liquidity, risk management, product pricing, and the lending process. Lectures and assigned problems will be supplemented by the standard Bank Game, an interactive computer-simulation program which allows students to learn experientially by managing a virtual bank. As needed. 3 credit hours.

## **BADM 625 MARKETING MANAGEMENT**

An analysis of the marketing management decision process, with particular emphasis on market opportunity analysis, strategy development, planning, and the integration of marketing with overall corporate strategy. Fall, Spring, and Summer. 3 credit hours.

## **BADM 626 HEALTH CARE MARKETING**

An introduction to the foundations, principles, and basic applications of health care marketing. Topics will include the development of marketing strategies and programs as well as general health care planning. Marketing research, product development, and physician marketing will be covered. Fall, even years. 3 credit hours.

## **BADM 628 MANAGERIAL EPIDEMIOLOGY**

Designed to improve decision making in the planning and management of health services by increasing understanding of the health of populations and communities and their impact on the cost and quality of healthcare as well as by increasing understanding of evidence-based management. Students will gain knowledge about developing preventive programs and addressing overall ongoing health concerns using epidemiological data and then applying the principles of management. Prerequisites: A course in basic healthcare management and a course in statistics. Fall, odd years. 3 credit hours.

## **BADM 630 ORGANIZATIONAL BEHAVIOR**

An intensive investigation of human behavior on the individual, group and organizational levels. Perspectives from psychology, sociology, and business administration are all considered. Topics include personality and perception, decision-making, motivation, leadership, group dynamics, power and politics, and organizational design and development. Fall, Spring, and Summer. 3 credit hours.

## **BADM 631 APPLIED QUANTITATIVE METHODS**

An intensive survey and application of mathematical techniques in solving business problems. Topics include decision theory, inventory control methods, linear programming, queuing theory, network models, simulation,

and optimization. Computer applications will be used in many topics. As needed. 3 credit hours.

## **BADM 632 HUMAN RESOURCE MANAGEMENT**

An examination of the theories involved in selecting, placing, evaluating, and compensating the employees of an organization. Topics include human resource planning, employment law, job analysis and design, recruiting, compensation and benefits, and employee health and safety. Fall, odd years. 3 credit hours.

## **BADM 633 ENTREPRENEURIAL MANAGEMENT**

An examination of how entrepreneurial managers discover and take advantage of innovative opportunities. Topics emphasized are the entrepreneurial process, starting new ventures, and developing entrepreneurship in large corporations. Fall, Spring, and Summer. 3 credit hours.

## **BADM 634 MANAGEMENT INFORMATION SYSTEMS**

Focuses on application of information technologies (IT) to increase strategic advantage and organizational effectiveness. Topics include current information technologies, systems development process, evaluation of cost and benefits of IT, and general concepts of information systems. Spring, odd years. 3 credit hours.

## **BADM 635 PRODUCTION RESEARCH AND OPERATIONS MANAGEMENT**

An analysis of management functions related to production, planning, design, construction control, and operational control. Special topics will include forecasting, project management via CPM/PERT, plant location and layout, production scheduling, quality control, inventory management, decision theory, inventory control methods, linear programming, queuing theory, network models, simulation, and optimization. Fall, Spring, and Summer. 3 credit hours.

## **BADM 636 MANAGERIAL COMMUNICATIONS**

The nature and problems of individual, interpersonal, and organizational communication in business. Various techniques such as concise writing, presentations, graphics and public speaking will be developed and practiced for effective organizational and individual performance. Summer, even years. 3 credit hours.

## **BADM 637 TECHNICAL TRENDS IN MANAGEMENT INFORMATION SYSTEMS**

Examines recent trends and innovations in management information systems. Topics will include latest information technologies to be determined at the time of offering. The emphasis is on understanding these technical topics and their managerial and organizational implications. Fall, odd years. 3 credit hours.

**BADM 639 E-COMMERCE AND INTERNET LAW**

Focuses on the legal and ethical environment related to doing business over the Internet. Recent developments, court decisions, federal and state statutes, administrative rulings, and the legal literature regarding Internet law will be covered. Summer, even years. 3 credit hours.

**BADM 640 BUSINESS LAW AND ETHICS**

The application of law to managerial decisions. Topics include business torts and crimes, corporate social responsibilities to the consuming public, employees and competitors, real and personal property transactions, product liability, antitrust law, and the governmental regulations of business. Fall, Spring, and Summer. 3 credit hours.

**BADM 641 HEALTH CARE LAW AND ETHICS**

An examination of the major legal issues encountered in the health care field by administrators and practitioners. Topics to be covered include principles of liability, medical ethics, and legislative and regulatory factors in health care delivery. Spring and Summer. 3 credit hours.

**BADM 642 EMPLOYMENT LAW**

An in-depth study of the legislative, executive, and judicial laws that govern the employment practices of today. Major laws included in this course are the FLEA, CRA-Title VII, ADA, FMLA, NLRA, OSHA. Issues of discrimination, harassment, health and safety, labor relations, and due process will be addressed. Summer, even years. 3 credit hours.

**BADM 645 SEMINAR IN INTERNATIONAL ECONOMICS**

Study of the foundations of trade theory as well as modern international economics issues. Starting from the basic theories of the cause of international trade and an understanding of foreign exchange, this course moves on to consider the role of international trade and finance. Spring. 3 credit hours.

**BADM 647 ADVANCED DATABASE AND SYSTEM DEVELOPMENT**

In-depth coverage of database management and system design, including theories, techniques, tools, and methodologies for the entire process of database/information system design and development. Topics include relational database model, normalization, system analysis, design, and implementation. Spring, even years. 3 credit hours.

**BADM 648 SEMINAR IN ECONOMIC DEVELOPMENT**

Examines the causes and prerequisites of economic development. A survey of economic theory of development. Topics could include approaches to development theory, planning models, research and infrastructure, urban and rural labor markets, population, trade, and political context. This

course requires use of mathematics, statistics and historical knowledge. Fall, odd years. 3 credit hours.

**BADM 654 PROMOTION STRATEGIES**

Successful and award-winning promotional campaigns take much more than flashes of inspired creativity. In this course you will learn the importance of problem solving, researching and gathering information, targeting diverse markets, assessing the competition, planning strategy, and writing platforms for all types of media. You will discover that creating great promotions is a manageable process that can be broken down into achievable steps. Using team projects, promotion games, real-world cases and new technology, the course will prepare you to ethically plan and execute effective integrated promotional campaigns in today's complex and diverse markets. Spring. 3 credit hours.

**BADM 658 PRICING STRATEGIES**

Provides a practical systemic process for creating, communicating and capturing value, price setting, discounting, tracking competitive pricing information, determining customer purchase patterns, and negotiation in which pricing serves as a strategic lever to drive profitable growth. Students will be introduced to pricing strategies, best practices and the latest technology. Fall. 3 credit hours.

**BADM 660 ADVANCED DATA COMMUNICATIONS, NETWORKING, AND BUSINESS PROGRAMMING**

Comprehensive coverage of data communications, networking, and programming for business. Explores key issues in the field, including principles, design approaches and applications in business, object-oriented concepts, programming logic, and program analysis. Fall, even years. 3 credit hours.

**BADM 662 ENTREPRENEURIAL MARKETING**

Examines the skills and tools entrepreneurs need for bootstrap or guerilla marketing in their early-stage companies. Covers how to target market segments, position products, estimate demand, set prices, gain access to channels, and manage issues of rapid growth. As needed. 3 credit hours.

**BADM 663 SOCIAL ENTREPRENEURSHIP**

Social entrepreneurship is a process that applies innovative solutions to the world's most pressing social problems. Students will discover ways to create and sustain social value; understand how to design processes to support innovation, adaptation, and learning; and build leadership for creating change with a clear focus on the needs of those being served. As needed. 3 credit hours.

**BADM 664 GLOBAL ENTREPRENEURSHIP**

Starting and managing a new business is a risky, albeit potentially rewarding, undertaking. The complexity

and challenges (as well as the potential payoffs) facing entrepreneurs and business managers vary across different countries and are even greater when their business ventures are international in scope. This course addresses the issues specific to international venturing including search and identification of opportunities in foreign markets, logistics of international business expansion, cross-cultural business communication, international sourcing, international deal-making and networking. As needed. 3 credit hours.

### **BADM 665 ENTREPRENEURIAL LEADERSHIP AND INNOVATION**

Students will study leadership theories, skills and practices necessary for effectiveness in varied entrepreneurial settings, including private businesses, corporations, not-for-profit organizations, and social movements. As needed. 3 credit hours.

### **BADM 667 INNOVATION STRATEGY**

Explores how firms tap into external sources of innovation, focusing on user communities, universities, and entrepreneurial ventures. Demonstrates how open, collaborative, community-based models of innovation create successful business options. As needed. 3 credit hours.

### **BADM 668 TOPICS IN ENTREPRENEURSHIP**

In-depth study of selected topics in entrepreneurship. Topics could include, among others, Technology Ventures, Urban Entrepreneurship and Economic Development, Valuation of New Business Ventures, Product Innovation, Managing Strategic Transformations, Managing Growing Ventures, Angel Investing, Biomedical Entrepreneurship, Software Entrepreneurship, and Corporate Entrepreneurship. As needed. 3 credit hours.

### **BADM 690 STRATEGIC MANAGEMENT (MBA CAPSTONE COURSE)**

An integrative course designed to enable the student to employ knowledge of the various functional areas of business administration as policy decisions are considered from the viewpoint of executive management. Case methods of instruction lend realism to exercises in decision-making. A student receiving a final grade of less than "B" must repeat the course. Prerequisites: minimum of 24 hours of required MBA courses that include ACCT 600, BADM 610, 620, 625, 630, 633, and 635, or permission of the Director of Graduate Business Programs. Fall, Spring, and Summer. 3 credit hours.

### **BADM 691 BUSINESS INTERNSHIP**

Provides the opportunity to gain valuable insight into actual business operations to be better able to correlate academic experience with professional experience. Implementation is accomplished by facilitating professional responsibilities with business or non-profit organizations, under careful

supervision by a faculty advisor. NOTE: This class will not count toward the 36-hour MBA or IMBA or the 30-hour MAcc program requirements. This class will need to be taken as an additional elective over and above degree program requirements. Prerequisites: minimum of 12 hours of required MBA/IMBA/MAcc core courses or permission of the Director of Graduate Business Programs. As needed. 3 credit hours.

### **BADM 692 ECONOMICS OF MONEY, BANKING, AND FINANCIAL MARKETS**

Examines the critical role of money, financial markets and financial institutions from an economics perspective. The course is composed of three general sections. First, it considers how individual consumers and investors make decisions based on what they expect will give them the highest level of satisfaction (maximizing returns). Second, the course examines the nature and behavior of financial institutions (banks, credit unions, etc.) to see how they try to maximize profits while considering potential costs and government regulations. Finally, the course analyzes various theories of monetary economic policy and their implications for financial markets and the economy. Summer, even years. 3 credit hours.

### **BADM 695 TOPICS IN MARKETING**

In-depth study of selected topics in marketing. Topics could include, among others, marketing theory, advanced marketing research, consumer behavior, brand management, Internet marketing, consumer satisfaction/dissatisfaction and loyalty, and service marketing. May be repeated for credit when content varies. As needed. 3 credit hours.

### **BADM 696 TOPICS IN ECONOMICS**

Examines current events in economic and world affairs using selected economic issues, research techniques, materials and policies. Specific topics are determined at the time of offering. Examples of potential topics include: custom unions and free-trade areas, capital mobility and other globalization issues, monetary integration, and stabilization policies. May be repeated for credit when content varies. Fall, even years. 3 credit hours.

### **BADM 697 TOPICS IN FINANCE**

In-depth coverage of selected topics in finance. Specific topics are determined at the time of offering. Examples of potential topics include theory of financial intermediation and bank uniqueness, bank regulation, contracting in public versus private markets, credit rationing, universal banking, credit channel of monetary policy, capital structure, bankruptcy and reorganization, payment policy, capital acquisition, corporate control. May be repeated for credit when content varies. Spring, even years. 3 credit hours.



## **BADM 698 TOPICS IN MANAGEMENT INFORMATION SYSTEMS**

Investigates special topics and current issues in management information systems. Specific topics are determined at the time of offering. Examples of potential topics include management of IT functions, advanced IT project management, management and evaluation of information systems, and MIS research. May be repeated for credit when content varies. Summer, odd years. 3 credit hours.

## **BADM 800 DOCTORATE OF BUSINESS ADMINISTRATION ORIENTATION**

Course consists of a one-half to full day orientation to GWU and to the essential skills needed to pursue a doctoral degree in Business. Doctoral level skills such as academic integrity, time management, effective use of the GWU Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations. Fall. 0 credit hours.

## **BADM 802 ADVANCED APPLIED BUSINESS STATISTICS**

Statistical techniques and methods are used to analyze, interpret, and present data, including, but not limited to, descriptive statistics, hypothesis testing, probability distributions, sampling, analysis of variance, correlation and linear regression. Spring. 4 credit hours.

## **BADM 804 ADVANCED RESEARCH METHODS**

Presents a basic grounding in research methods available to business scholars. Students will examine, discuss, and use these methods in class assignments. Uses a structured environment to assist with the preparation of the student's doctoral dissertation proposal. Examines contemporary approaches to qualitative analysis in business. Students will learn about and practice using such qualitative research techniques as open-ended interviewing, focus groups and the case study approach. Other topics include the use of qualitative research software, the philosophic foundations of knowledge and the effective display of data. Summer. 4 credit hours.

## **BADM 806 CURRENT TOPICS AND RESEARCH SEMINAR (MODELING)**

This course is a continuation of Business Statistics incorporating concepts of correlation analysis, time series analysis, various regression techniques, and multivariate analysis. In addition, the concept of seasonality and how it needs to be addressed in forecasting is stressed. The integration of the techniques into a "live" situation will help cement this knowledge and allow students to learn how these techniques are involved in the business world. Decision trees

and other quantitative techniques will be discussed. As with Business Statistics, multi-method techniques will be utilized in order to broaden the relevance and increase the rigor involved in the course. Fall. 4 credit hours.

## **CEDU 601 COUNSELING THEORIES AND TECHNIQUES I**

An introduction to the counseling process through the lens of humanistic, existential, gestalt, and cognitive-behavioral approaches. Analysis of the philosophical, practical, and culturally-responsive aspects of each counseling theory are explored along with the specific skills and techniques employed. Special emphasis is placed on counselor self-awareness including an examination of personal characteristics, orientations, and skill development as they influence the helping process. Students are expected to demonstrate skills required to establish a therapeutic relationship, will begin to formulate a personal model of counseling, and will begin to examine the personal and professional identity of the counselor and how this affects the development of the therapeutic relationship. Fall. 3 credit hours.

## **CEDU 602 COUNSELING THEORIES AND TECHNIQUES II**

A study of the counseling process through the lens of cognitive, behavioral, systemic, historical, and post-modern approaches. Analysis of the philosophical, practical, and culturally-responsive aspects of each counseling theory are explored along with the specific skills and techniques employed. Continued emphasis is placed on counselor self-awareness including an examination of personal characteristics, orientations, and skill development as they influence the helping process. Students are expected to demonstrate skills required to establish a therapeutic relationship, set appropriate counseling goals, design and implement intervention strategies, evaluate client outcome, successfully terminate the counselor-client relationship, and maintain appropriate professional boundaries and will continue to refine a personal model of counseling. Prerequisite: CEDU 601. Spring. 3 credit hours.

## **CEDU 605 ADVANCED HUMAN GROWTH AND DEVELOPMENT**

This course provides students with an understanding of the basic tenets and theories of human development. Typical counseling issues at different developmental stages as well as age-appropriate counseling strategies are addressed. Additional emphasis is given to individual developmental differences related to cultural differences, cognitive development, intelligence, and gender. Spring. 3 credit hours.

## **CEDU 616 METHODS OF ASSESSMENT AND EVALUATION**

This course provides an understanding of individual and group approaches to assessment and evaluation including

an examination of related historical, fundamental, statistical, and ethical/legal concepts. Strategies for test selection, administration, and interpretation, along with methods of case conceptualization and diagnostic principles, will be examined. Summer. 3 credit hours.

### **CEDU 618 COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAMS**

This course focuses on the history, philosophy, and current trends in school counseling. Integrating the role, function, and professional identity of the school counselor into the total school community, and coordinating counseling program components to facilitate the academic, career, and personal/social development of all students. Program design, implementation, evaluation, and improvement of counseling services are emphasized. Prerequisites: CEDU 601, CEDU 602, CEDU 625, and/or permission of instructor. Spring. 3 credit hours.

### **CEDU 620 METHODS OF RESEARCH AND PROGRAM EVALUATION**

This course provides an understanding of research methods, statistical analysis, needs assessment, and program evaluation. Students will examine the challenge of conducting research in the counseling profession, opportunities to use research to effect change in counseling processes and programs, the use of technology, and ethical and legal considerations. Summer. 3 credit hours.

### **CEDU 621 CRISIS INTERVENTION COUNSELING**

Didactic and experiential training in crisis intervention counseling with attention to major types of crises. Developmental, cultural/ethnic, and gender issues explored. Prerequisites: CEDU 601, CEDU 602, and/or permission of instructor. Fall. 3 credit hours.

### **CEDU 625 GROUP COUNSELING**

This course is designed to develop understanding of theories, stages, techniques, leadership and member roles in the group process. The course will utilize a combination of didactic, experiential and laboratory approaches to achieve these objectives. Prerequisite: CEDU 601, CEDU 602, and/or permission of instructor. Fall. 3 credit hours.

### **CEDU 635 ADVANCED PSYCHOPATHOLOGY**

Advanced study of the major diagnostic groups included in the current Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association. Students will demonstrate ability to formulate diagnoses for sample case studies. Prerequisite: Undergraduate course in Abnormal Psychology/ Psychopathology. Spring. 3 credit hours.

### **CEDU 640 THE COUNSELOR AS PROFESSIONAL, PRACTITIONER, AND CONSULTANT**

This course focuses on theories, models, and processes of consultation. Emphasis is placed on identifying community, environmental, and institutional opportunities that enhance or impede client/system success. Strategies for effective teamwork and multidisciplinary relationships with human service providers will be emphasized. Special attention is given to the development of the professional as leader in and advocate for the profession. Prerequisite: CEDU 601, CEDU 602, and/or permission of instructor. Summer. 3 credit hours.

### **CEDU 645 CAREER DEVELOPMENT: THEORY AND PRACTICE**

This course provides an understanding of career development theories and related life factors (e. g. , work, family roles and responsibilities, gender, and diversity); strategies aimed at planning, organizing, implementing, and evaluating a career development program for school and mental health settings; and decision-making models that facilitate career planning for individuals. Emphasis is placed on philosophy, theory and current research in career development, the use of labor market information resources, and the use of assessment instruments and technology-based strategies to enhance career planning. Fall. 3 credit hours.

### **CEDU 646 COUPLES AND FAMILY COUNSELING (ELECTIVE)**

This course will address the counseling needs of individuals in intimate relationships. Systems theory and family life cycle model theories will be the basis for reviewing the literature on assessment and clinical intervention with families. Special emphasis will be placed on concepts related to family structure, communication-style patterns, problem-solving methods, and the fulfillment of family functions. Prerequisite: permission of advisor. As needed. 3 credit hours.

### **CEDU 647 CHILD AND ADOLESCENT COUNSELING (ELECTIVE)**

This advanced graduate course will include an examination of current and professional and research issues related to individual, group, and family therapy and prevention interventions with children and adolescents experiencing emotional and/or behavioral difficulties. Professional issues addressed will include ethical concerns, cultural sensitivity, psycho-pharmacology, empirically-validated treatments, and assessment of treatment. Prerequisite: permission of advisor. As needed. 3 credit hours.

### **CEDU 650 LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING**

This course includes a study of selected basic legal principles as well as current legal and ethical issues confronting counselors.

Students will become familiar with selected state and national laws/regulations (such as IDEA, ADA, HIPAA) and various professional codes of ethics (ACA, AMHCA, ASCA) through lecture and discussion. Summer. 3 credit hours.

### **CEDU 655 PSYCHODIAGNOSTICS AND TREATMENT PLANNING**

Practical course designed to train the student to competently diagnose all types of psychopathology using the most current version of the DSM and to develop appropriate treatment plans based on the needs of the client, the skills of the counselor, and the resources of the mental health setting. Prerequisites: CEDU 601, CEDU 602, CEDU 635. Spring. 3 credit hours.

### **CEDU 660 SUBSTANCE ABUSE COUNSELING (ELECTIVE)**

A course designed to prepare the counselor to demonstrate a clinical understanding of the assessment, treatment, and management of substance use disorders and addiction, as well as to understand and apply a “multiple pathways” model of treatment that integrates biological, sociological, and psychological aspects of care. Prerequisite: permission of advisor. Fall. 3 credit hours.

### **CEDU 665 MULTICULTURAL COUNSELING**

This course offers an overview of theory and practice of counseling culturally-diverse clients. Client populations include, among others, African Americans, Asian Americans, Native Americans, and Hispanic Americans. Topics include cultural assumptions, cultural values, counselor credibility, and prejudices and racism in the context of counseling. Fall. 3 credit hours.

### **CEDU 667 SEMINAR ON CONTEMPORARY ISSUES IN COUNSELING (ELECTIVE)**

This course offers students the opportunity to learn new information, enhance clinical skills, read current literature, and gain experience on varying contemporary topics. As needed. 1-3 credit hours.

### **CEDU 670 PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING**

Practicum experiences providing for the development of counseling skills under the supervision of program faculty, totaling a minimum of 100 clock hours, with 40 of these hours in direct contact with actual clients seeking individual or group counseling services. Prerequisites: core courses with a minimum of completion of 36 hours of coursework. Fall, Spring, and Summer. 3 credit hours.

### **CEDU 675 PRACTICUM IN SCHOOL COUNSELING**

Practicum offers students the opportunity to directly apply the knowledge and skills gained in the program courses

with emphasis on the development of counseling skills. This is done under the direct supervision of approved site and university supervisors. Both supervisors must have a minimum of two years’ experience and hold a current license in school counseling. At an approved school counseling program setting, students complete a minimum of 100 hours in professional school counseling services, with 40 of these hours in direct service. Prerequisites: CEDU 601, CEDU 602, CEDU 618, CEDU 625, CEDU 650, CEDU 621, CEDU 605, an undergraduate course in classroom management, and permission of instructor. Fall and Spring. 3 credit hours.

### **CEDU 690, 691 INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING**

A planned, supervised 300/300-clock-hour counseling experience for a total of 600 clock hours in an agency setting, in which the student will perform all activities expected of a professional mental health counselor. The intern will be supervised by both a site supervisor and a university supervisor. Prerequisite: successful completion of the practicum and approval of advisor. Fall, Spring, and Summer. 3 credit hours each semester.

### **CEDU 692 INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING**

An elective 300-clock-hour counseling experience in which the student will perform all activities expected of a professional mental health counselor. The intern will be supervised by both a site supervisor and a university supervisor. As needed. 3 credit hours.

### **CEDU 695, 696 INTERNSHIP IN SCHOOL COUNSELING**

Internship offers students the opportunity to directly apply the knowledge and skills gained in the program courses with emphasis on counseling program management skills and professional identity development. This is done under the direct supervision of approved site and university supervisors. Both supervisors must have a minimum of two years’ experience and hold a current license in school counseling. At an approved school counseling program setting, students complete a minimum of 300 hours in professional school counseling services, with 120 of these hours in direct service (for each course). Prerequisite: successful completion of the practicum and approval of instructor. Fall and Spring. 3 credit hours each semester.

### **CEDU 670C, 675C CONTINUING PRACTICUM CEDU 690C, 691C, 695C, 696C CONTINUING INTERNSHIP**

Students who do not complete practicum or internship hours within the semester will receive an “IN” and be enrolled for a three-hour credit “continuing” class. They will receive a “P” in both courses when the hours are completed. “Continuing”

credits may not be used toward degree requirements. As needed. 3 credit hours.

### **CEDU 699 PROFESSIONAL DEVELOPMENT OF THE MENTAL HEALTH COUNSELOR**

A competency-based course designed to facilitate passage from graduate student to working professional. Students will integrate all theoretical and applied experiences mastered during their academic training, develop a portfolio of their work suitable for submitting to prospective employers, and explore those professional disciplines likely to equip them to become counselors who continue to develop their professional expertise while actively working to develop the maturity to be effective professionals throughout their careers. Students will use classroom time to study, prepare, and present required projects, including, but not limited to, preparation for the NC Licensing Exam; presentation at a professional conference; negotiation of supervision contracts; mastery of current legal and ethical guidelines in NC; preparation of professional disclosure statement; understanding of HIPPA requirements; comparison of public and private counseling agencies. Students should expect to spend significant time outside of class in professional, business, legal, and educational settings. Prerequisite: completion of core courses with a minimum of 45 hours coursework. Fall. 3 credit hours.

### **DEOL 730 ORGANIZATIONAL BEHAVIOR AND THEORY**

This module focuses on cultural leadership and its influence on organizational effectiveness, which occurs in the context of modern society by initiating change and reacting to change. Participants will research theory focusing on the foundations for decision making and analysis of complex historical, cultural, sociological, philosophical, and theoretical perspectives in the leadership process. Fall and Spring. 6 credit hours.

### **DEOL 732 LEADERSHIP THEORY AND PRACTICE**

This module explores characteristics of learning organizations and their organizational cultures. Students will learn that learning organizations are very different from other enterprises. They are forward-looking, nurturing, flexible, and safe. Creating a learning organization takes great effort on the part of the leader and all other constituents. It also takes special kind of commitment, much energy and an abundance of resources. Systems thinking, continuous learning, empowerment and teamwork are among the major elements that make learning organizations successful. Organizational culture and the role it plays in the effectiveness and the success of the organization will also be examined. Creating a learning culture takes transformational leadership, tolerance, understanding and support of everyone in the organization. Additionally, the course emphasizes the need for leaders to understand that organizations are always

changing. The principles and practices of re-engineering/re-inventing institutions will be studied. Participants will learn that the ability to manage change effectively is critical to the success of any leader. Specific strategies for managing change will include decision making, organizational design, individual and organizational behavior, group dynamics, interpersonal communication, conflict management and negotiation, empowerment and coaching, use of power and influence, managing diversity, performance appraisal, career development, and work stress. Fall, Spring, and Summer. 6 credit hours.

### **DEOL 734 ETHICS, IDEOLOGY, AND PERSONAL LEADERSHIP**

Leaders are regularly called upon to make ethical judgments. This part of the module will focus on the role and responsibilities of a leader as an ethical role model, decision-maker, and teacher. Students will review and analyze current legal and ethical issues for professional learning communities. Through the use of case studies and a problem-based approach to learning, students will have an opportunity to analyze and develop their decision-making skills within the context of an ethical and moral framework. The course addresses the factors influencing organizational citizenship behavior. Organizational Citizenship Behavior (OCB) is a construct of multiple dimensions. Organ (1988) defined five factor dimensions of OCB. The factors are civic virtue, conscientiousness, altruism, courtesy and sportsmanship. OCB is the measure of frequency of extra-role or discretionary behavior. The course also explores the relationship between a leader and a follower. Leader-member exchange (LMX) theory describes the two-way relationship between a leader and a follower, or subordinate. LMX presupposes that each relationship between a leader and subordinate is different. LMX operates as a construct with multiple dimensions including contribution, loyalty, affect, and professional respect. The course addresses the bases for conflict, the approaches to resolve conflict and the principles of dealing with difficult people. Types of conflict, personal and professional motivations, and the principles of a win-win resolution are topics to be explored. It will address the set of values and beliefs about the way the social, economic, and political systems should be organized and operated and recommendations about how those values and beliefs should be put into effect. Major ideologies will be studied for the purpose of understanding how to deal with ideological conflicts and to successfully manage those relationships. Fall, Spring, and Summer. 6 credit hours.

### **DEOL 736 STRATEGIC LEADERSHIP AND MANAGEMENT OF GLOBAL CHANGE**

This module examines strategic planning models, forecasting methods, trend analysis, systems thinking, and futurism. Participants will learn how to manage growth, change, and



organizational innovation. The use of strategic planning tools such as scenarios, systems thinking, and change strategies will be presented through case studies and projects that utilize the principles of problem-based learning. Students will have the opportunity to design a mock strategic plan and develop scenarios to apply principles learned in this course. It examines theories that provide the conceptual framework for organizational development from the leader's perspective. Strategies and qualities necessary for becoming an effective leader will be examined. The process of creating an organizational vision and implementing visionary leadership will be one of the major course topics. Students will reflect on the particular challenges and responsibilities encountered in shaping and creating successful leaders of the 21st century. Application of theory to practice will be stressed (scholar-practitioner model). Fall, Spring, and Summer. 6 credit hours.

### **DEOL 738 ACTION RESEARCH, PROGRAM EVALUATION, DATA ANALYSIS AND INTERPRETATION, AND QUALITATIVE METHODS**

The purpose of this module is to train doctoral students in the use of the scientific approach in social science research and ensure informed decision making grounded in empirical research. After receiving training on the utilization of library database applications and various research methodologies, students will develop (a) the elements of a research examination, based on a problem in the workplace or field of interest; (b) a related literature review; (c) a purpose statement; and (d) research questions. The course will also examine key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practice across all substantive areas (e. g. , social services, education, and business). The comprehensive range of activities involved in designing, implementing, and assessing the utility of social and educational programs will be a primary focus of the course. The purpose of the Qualitative Research section of this course is to introduce doctoral students to the principles of research methods. The content includes in-depth and formal interviewing techniques, principles of field observation, content analysis, literature reviews, historical analysis, focus groups, questionnaire design, and philosophical inquiry into qualitative research perspectives. Major emphasis in the course is placed upon learning how to integrate qualitative methods as appropriate. Fall, Spring, and Summer. 6 credit hours.

### **DEOL 740 E-LEARNING**

This module will identify state-of-the-art technology as it relates to instruction/pedagogy. It will explore how the various technologies can be employed and how it will facilitate instructional learning. The focus will be on utilizing contemporary applications with respect to instructional

delivery. It will explore the tenets of collaboration and applying the practice of collaboration to online learning. It will explore the connection to communities in common such as a Professional Learning Communities. Practical implications will be the conceptual and practical questions in the design, implementation, and ongoing management of partnerships. Additionally, it will address the principles of leadership relative to managing in an electronic environment. The course will explore best practices, quality assurance measures and assessment. The marketing principles and practices of online education and electronic learning will be addressed. It will explore the value of social media as it relates to e-learning. It is tied into the concept of collaboration and technology applications. Types of social media, associated benefits and the opportunities they present will be examined. Fall, Spring, and Summer. 6 credit hours.

### **DEOL 750 POLICY DEVELOPMENT AND BUSINESS LAW**

This module will examine the process of developing policy, revising policy and assessing policy. It will explore the policy process and review contemporary policy issues. It will provide best practices as it relates to evaluating policy from several perspectives including ethical, social, economic, and political. It will address the legal aspects associated with organizational leadership. This will include but not be limited to the following topics: historical perspective of business law, court system, key statutes and case studies, and remedies. Fall, Spring, and Summer. 6 credit hours.

### **DEOL 752 INNOVATION AND TRANSFORMATION**

This module will examine the history of modern-day innovation, the impetus for change and the process to ignite and channel creativity. It will address the principles of an effective transformation plan and the process of implementation and assessment. Students will research and analyze case studies of organizations/institutions that best illustrate the use of innovation in planning and execution of their mission. A model for developing and implementing a transformative change will be introduced. Fall, Spring, and Summer. 6 credit hours.

### **DEOL 754 CONTEMPORARY TOPICS**

This module focuses on cultural leadership and its influence on organizational effectiveness, which occurs in the context of modern society by initiating change and reacting to change. Participants will pursue theory and research focusing on the foundations for decision making and analysis of complex historical, cultural, sociological, philosophical, and theoretical perspectives in the leadership process. It will examine the value-added theory along with an associated model for purposes of understanding and a tool for implementation. The focus of this section is on creating both self-efficacy and

team or organization effectiveness. Topics to be addressed will be learning culture, dispositions, professional experiences, structure, shared decisions, high-performance teaming, and assessment skills. Fall, Spring, and Summer. 6 credit hours.

### **CONSULTANCY PROJECT/PRACTICUM (DEOL 731, 733, 735, 737, 739, 741, 751, 753, 755)**

Candidates are required to complete a consultancy project for which they will receive nine credit hours. During each semester the candidate works on their project and receives one credit hour toward the nine hours required for the program. The consultancy project is a practicum that integrates coursework throughout the program with on-site fieldwork in an organization, challenging students to apply knowledge acquired from each of their courses. Candidates are assigned an intern supervisor/coach (faculty member) in their first semester and will secure a site supervisor/coach from their organization. (Internship/Portfolio Review Fee.) 1 credit hour each semester (companion to the six-hour coursework).

### **ECON 832 ADVANCED ECONOMIC STRATEGIES FOR DECISION MAKING**

Economic interdependence among nations has increased sharply in the past decade. This course provides students with the theoretical and institutional knowledge needed to understand the impact of culture, global politics, economic systems, and institutions on the nations. The course examines the interaction between public policies and private-sector decision making and investment. Patterns of global trade, investment, and financial flows are analyzed and used in a decision making process. International institutions that play a key role in the economic integration process are studied. Summer. 4 credit hours.

### **EDCI 700 THEORY DEVELOPMENT MODULE**

This module supports candidates in utilizing theoretical frameworks for application in deepening understanding of current and future trends in curriculum and instruction. The module facilitates broadening of candidates' perspectives to systemic change focusing on identifying opportunities for organizational improvement and improving family and community engagement. Fall. 6 credit hours.

### **EDCI 702 ISSUES AND MODELS IN CURRICULUM MODULE**

This module supports candidates in their understanding of adult learning theory and Professional Learning Communities in relation to continuous improvement. The module facilitates growth in impacting teacher professional learning, student learning, and outreach within diverse communities. Spring. 6 credit hours.

### **EDCI 704 RESEARCH DESIGN AND METHODS MODULE**

This module supports candidates in their understanding of various research methodologies, principles of research design and dissemination, data collection, and data interpretation to improve teaching and learning. The module focuses on the principles of data-informed decision making, working through the process of continuous improvement in relation to teaching and learning. Summer. 12 credit hours.

### **EDCI 706 REFORM AND CHANGE THEORY MODULE**

This module supports candidates in re-imagining curricular and instructional leadership by examining the historical context of school reform in the United States and applied principles of organizational change. The module emphasizes effective leadership practice, successful educational reform models, and the individual and institutional implications of creating and sustaining organizational change. Fall. 6 credit hours.

### **EDCI 708 ASSESSMENT AND EVALUATION MODULE**

This module supports candidates in designing and using formative and summative assessments within and across organizations. The module expects candidates to serve in a collaborative leadership role with colleagues to analyze organizational data and interpret results to inform goals and improve student learning. Spring. 6 credit hours.

### **EDCI 710 INSTRUCTIONAL LEADERSHIP MODULE**

This module supports candidates in understanding and promoting collaborations with internal and external stakeholders to improve opportunities for student learning and in design and publication of professional learning. The module expects candidates to deepen understanding of development and implementation of educational policy while advocating for student learning and the profession at the local, state, and national level. Summer. 12 credit hours.

### **EDCI 701, 703, 705 DISSERTATION COACHING/CLINICAL EXPERIENCE SEMINAR**

During the first semester of coursework, each candidate will be assigned a dissertation coach/clinical experience supervisor. During each seminar, the candidate will communicate with and be supported by their coach in progressing in understanding of the dissertation process and on development of their dissertation research. In addition, the candidate will plan and implement, with the support of a district-level site supervisor and their clinical experience supervisor, activities aligned with the Teacher Leader Model Standards. (Internship/Portfolio Review Fee.) Fall, Spring, and Summer. 1 credit hour each.

### **EDCI 707, 709, 711 DISSERTATION CHAIRING/ CLINICAL EXPERIENCE SEMINAR**

After the third semester of coursework, each candidate will be assigned a dissertation chair/clinical experience supervisor. In many cases, candidates will remain assigned to their dissertation coach who will transition into filling the role of chair. Work in these seminar hours will focus on developing a dissertation proposal and on continuing to complete clinical experience activities. (Internship/Portfolio Review Fee.) Fall, Spring, and Summer. 1 credit hour each.

### **EDCI 712 DISSERTATION MODULE I**

The candidate continues work with the chair and the dissertation committee to complete the dissertation project. Fall, Spring, and Summer. 6 credit hours.

### **EDCI 713 DISSERTATION MODULE II**

The candidate continues work with the chair and the dissertation committee to complete the dissertation project. Fall, Spring, and Summer. 3 credit hours.

### **EDCI 714 DISSERTATION (CONTINUING)**

In order to continue to receive university assistance and consultation throughout the dissertation process, the candidate will register for this course each semester until the dissertation is successfully defended or until the candidate withdraws from the program. The dissertation chair will determine the number of hours for which the candidate must register. Fall, Spring, and Summer. 1-3 credit hours.

### **EDLS 700 THEORY DEVELOPMENT MODULE**

This module examines the historical context of curriculum development and organizational structure. In addition to the historical emphasis, the course facilitates investigation of current and future theories associated with organizational change and curriculum reform from a systematic approach. An integrated approach is used in the study of common theories and philosophies. Fall and Spring (varies by location). 6 credit hours.

### **EDLS 702 OPERATIONAL AND MANAGERIAL MODULE**

This module examines finances and facilities from the perspective of educational leaders who must determine the needs and functions of the fiscal operations. An integrated approach is used to establish the necessary leadership skills to create a cooperative working environment. The module also emphasizes a business management appreciation of the complexity and magnitude of education as an important resource in the public sector. A thorough examination includes an understanding of how the American economy provides funding for public education, how funds are administered, and trends toward the efficient utilization of resources. Fall and Spring (varies by location). 6 credit hours.

### **EDLS 704 RESEARCH MODULE**

Schools function as professional learning communities, thus entering into decision-making processes that are inquiry- and collaboration-based. This module develops the skills for individual and organizational inquiry. Fall and Spring (varies by location). 12 credit hours.

### **EDLS 706 REFORM AND CHANGE MODULE**

This module examines the historical background of school reform and the impact upon change in the educational environment. In addition, emphasis will be placed on effectiveness, reform models, and the leadership implications of managing change efforts. Fall and Spring (varies by location). 6 credit hours.

### **EDLS 708 ORGANIZATIONAL BEHAVIOR MODULE**

This module surveys historical and contemporary works in ethics and legal issues as they relate to the educational setting. The course explores managerial and governance roles of the school leader who creates a positive environment for an educational organization. Fall and Spring (varies by location). 6 credit hours.

### **EDLS 710 INSTRUCTIONAL MODULE**

The purpose of this module is to develop creative leadership and skills for supervising educational programs and personnel. This course analyzes the nature, focus, and attributes of leadership. Furthermore, it explores theory and practices of leadership and various leadership inventories. The course focuses on the techniques, skills, and practices of the professional supervisor. Fall and Spring (varies by location). 12 credit hours.

### **EDLS 701, 703, 705, 707, 711 MODULE SEMINAR/INTERNSHIP**

Each module incorporates a one-hour seminar designed for students as a means of enhancing the module experience and expanding the level of engagement. The facilitation of an electronic portfolio will be addressed in the internship format. (Internship/Portfolio Review Fee.) Fall and Spring (varies by location). 1 credit hour each.

### **EDLS 712 DISSERTATION MODULE I**

Fall and Spring (varies by location). 6 credit hours.

### **EDLS 713 DISSERTATION MODULE II**

These modules allow the student to examine, through quantitative and qualitative methods, a topic of interest with the approval and guidance of a dissertation committee. Fall and Spring (varies by location). 3 credit hours.

### **EDLS 714 DISSERTATION (CONTINUING)**

In order to continue to receive university assistance and consultation throughout the dissertation process, the candidate will register for this course each semester until the

dissertation is successfully defended or until the candidate withdraws from the program. The dissertation advisor will determine the number of hours for which the candidate must register. Fall and Spring (varies by location). 1-3 credit hours.

#### **EDLS 720 ADVANCED RESEARCH AND INSTRUCTIONAL RESEARCH**

This core course is for doctoral students to demonstrate an understanding of the use of the scientific approach in educational and human service practices to ensure informed decision making grounded in empirical research. Research design methods and program evaluation will constitute the major focal points. A theory- to-practice model will be utilized with the emphasis on applied research. A diversity of research designs and methodologies as well as program evaluation models will be examined. The course focuses on the knowledge, skills and practices of the professional instructional supervisor who must provide an appropriate education for students who represent diverse races, cultures, abilities, and interests. Fall and Spring (varies by location). 12 credit hours.

#### **EDUC 671 (NO CONCENTRATION) PHILOSOPHY, HISTORY, AND METHODOLOGY OF CURRICULUM AND INSTRUCTION FOR TEACHER LEADERS**

This course is a study of the history, philosophy, and future endeavors of curriculum and instruction. An application and examination of the tenets of developmentally-responsive curriculum and instruction, motivation and management, teachers as leaders, teaming and exemplary curriculum and instruction implementation across a K-12 grade span will be included. Fall and Spring. 6 credit hours.

#### **EDUC 672 (ELEMENTARY EDUCATION CONCENTRATION) PHILOSOPHY, HISTORY, AND METHODOLOGY OF ELEMENTARY EDUCATION FOR TEACHER LEADERS**

This course is a study of the history, philosophy, and future endeavors of curriculum and instruction at the elementary school level. An application and examination of the tenets of developmentally responsive elementary education, motivation and management, teachers as leaders, teaming and exemplary elementary methodology across the curriculum will be included. Fall and Spring. 6 credit hours.

#### **EDUC 673 (MIDDLE GRADES EDUCATION CONCENTRATION) PHILOSOPHY, HISTORY, AND METHODOLOGY OF MIDDLE GRADES EDUCATION FOR TEACHER LEADERS**

This course is a study of the history, philosophy, and future endeavors of curriculum and instruction at the middle grades level. An application and examination of the tenets of developmentally-responsive middle grades education, motivation and management, teachers as leaders, teaming

and exemplary middle grades methodology across the curriculum will be included. Fall and Spring. 6 credit hours.

#### **EDUC 674 (CHRISTIAN SCHOOL EDUCATION CONCENTRATION) PHILOSOPHY, HISTORY, AND METHODOLOGY OF CHRISTIAN SCHOOL EDUCATION FOR TEACHER LEADERS**

This course is a study of education history, philosophy, and future endeavors of the Christian school. An application and examination of the tenets of developmentally-responsive Christian school education, motivation and management, teachers as leaders, teaming and exemplary Christian school education methodology across the curriculum will be included. Fall and Spring. 6 credit hours.

#### **EDUC 675 (URBAN EDUCATION CONCENTRATION) PHILOSOPHY, HISTORY, AND METHODOLOGY OF URBAN EDUCATION FOR TEACHER LEADERS**

This course is a study of the history, philosophy, and future endeavors of urban education. An application and examination of the tenets of developmentally-responsive urban education, motivation and management, teachers as leaders, teaming and exemplary urban education methodology across the curriculum will be included. Fall and Spring. 6 credit hours.

#### **EDUC 676 (RURAL EDUCATION CONCENTRATION) PHILOSOPHY, HISTORY, AND METHODOLOGY OF RURAL EDUCATION FOR TEACHER LEADERS**

This course is a study of the history, philosophy, and future endeavors of rural education. An application and examination of the tenets of developmentally-responsive rural education, motivation and management, teachers as leaders, teaming and exemplary rural education methodology across the curriculum will be included. Fall and Spring. 6 credit hours.

#### **EDUC 677 (ACADEMICALLY/INTELLECTUALLY GIFTED CONCENTRATION) PHILOSOPHY, HISTORY, AND METHODOLOGY OF ACADEMICALLY/INTELLECTUALLY GIFTED EDUCATION FOR TEACHER LEADERS**

This course is a study of the history, philosophy, and future endeavors of academically and intellectually gifted. An application and examination of the tenets of developmentally-responsive gifted education, motivation and management, teachers as leaders, teaming and exemplary gifted education methodology across the curriculum will be included. Fall and Spring. 6 credit hours.

#### **EDUC 681 (ALL C & I MASTER'S CANDIDATES) LEADING DIFFERENTIATION STRATEGIES FOR DIVERSE POPULATIONS**

This course will be taken in the second semester of the cohort. Candidates will examine a variety of strategies of instruction



with a focus on curriculum/content area integration within the classroom. A study of the characteristics and educational needs of individuals with special needs, including academically and intellectually gifted students, will be included. Emphasis is on the issues and trends in both gifted, and special education, the current categorical descriptions of exceptionalities, including academically and intellectually gifted, and appropriate classroom interventions. Research-based strategies for teaching both identified and at-risk students in the regular classroom are explored throughout the course. Prerequisite: EDUC 671; 672; 673; 674; 675; 676; 677; or EDUC 678. Spring and Summer. 6 credit hours.

### **EDUC 682 (ALL C & I MASTER'S CANDIDATES) MEASUREMENT, ASSESSMENT, AND ACTION RESEARCH FOR TEACHER LEADERS**

This course will be taken in the third semester of the cohort. Candidates will survey a wide range of standardized testing instruments, including ability tests, interest inventories, and personality tests. Individual research projects will link assessment with classroom practices. Candidates will study quantitative and qualitative research methodologies and techniques applicable to practicing educators and curriculum and instruction specialists. An exploration of action research will be included. Prerequisite: EDUC 681. Summer and Fall. 6 credit hours.

### **EDUC 683 (ALL C & I MASTER'S CANDIDATES) CURRENT ISSUES AND SPECIAL TOPICS FOR TEACHER LEADERS**

This course will be taken in the fourth semester of the cohort. Candidates will study significant issues, trends, theories, and/or practical problems in education. Included will be an emphasis on developmentally-appropriate educational practices grounded in the Standards for Graduate Teacher Candidates, INTASC, NBPTS, and the North Carolina State Board of Education programmatic guidelines and standards. Prerequisite: EDUC 682. Fall and Spring. 6 credit hours.

### **EDUC 684 (ALL C & I MASTER'S CANDIDATES) TEACHING AND LEADING LITERACY INSTRUCTION**

This course will be taken in the fifth semester of the cohort. Candidates will study literacy with an emphasis upon strategies designed to enhance reading instruction across the curriculum. The use of effective unit design, as well as instructional coaching strategies to be used with novice and seasoned educational professionals will be highlighted. Spring and Summer. 6 credit hours.

### **EDUC 696 (ALL C & I MASTER'S CANDIDATES) TEACHER LEADER INTERNSHIP SEMINAR**

This course will be taken three times in conjunction with EDUC 682, EDUC 683, and EDUC 684 (third, fourth, and fifth semesters). All candidates will continue to focus on their

area of concentration through three internship seminars embedded throughout their coursework. The internship experience will consist of a total of 135 hours (45 hours of work each of the three semesters candidates are enrolled in EDUC 696). Their internship experience will take place in a setting appropriate for specific concentrations, and will allow candidates to fulfill requirements related to the Standards for Graduate Teacher Candidates as related to Curriculum and Instruction. Candidates will be responsible for setting up internship opportunities, and will be supervised jointly by a site supervisor and the course instructor. Fall, Spring, and Summer. 1 credit hour.

### **ENGL 501 AN INTRODUCTION TO GRADUATE ENGLISH STUDIES**

An introduction to the theory and method of graduate English studies and a survey of the field's evolution and current trends. Emphasis on expectations for writing and practice in research methods at the graduate and professional levels. Fall. 2 credit hours.

### **ENGL 502 SEMINAR IN ENGLISH STUDIES**

Preparation for proposing, researching, and writing a capstone/thesis project of publishable quality, examining professional models and research methodologies appropriate to each student's field of study. Fall. 1 credit hour.

### **ENGL 555 SPECIAL TOPICS**

The study of selected themes, theories, and developments in literature and the English language. Topics vary according to student interest and needs. As needed. 1-3 credit hours.

### **ENGL 611 SEMINAR IN BRITISH LITERATURE**

Topics in British literature, with emphasis on group participation and presentation. As needed. 3 credit hours.

### **ENGL 612 SELECTED BRITISH TEXTS - MEDIEVAL PERIOD**

Primary focus will be the development of a national literature and language especially as influenced by the church, the Norman conquest, and the advent of printing. As needed. 3 credit hours.

### **ENGL 613 SHAKESPEARE**

Survey of his work with an emphasis on contemporary performance practice. As needed. 3 credit hours.

### **ENGL 614 SELECTED BRITISH WRITERS (NON-SHAKESPEAREAN) - RENAISSANCE PERIOD**

Primary focus will be the development of genre in the period, especially the sonnet, drama, and prose. Discussions will include topics such as Catholicism/Protestantism, censorship, and gender. As needed. 3 credit hours.

### **ENGL 615 SELECTED BRITISH WRITERS – THE LONG EIGHTEENTH CENTURY**

Primary focus will be the major debates of the period and their intersections with representative texts of the British Long Eighteenth-Century. Discussions will include topics such as coffeehouse culture, public and private spheres, gender roles, and class structure. As needed. 3 credit hours.

### **ENGL 616 SELECTED BRITISH WRITERS – ROMANTIC PERIOD**

Primary focus will be the major debates of the period and their intersections with representative texts of the British Romantic period. Discussions will include topics such as revolution, slavery, religion, gender roles, and class structure. As needed. 3 credit hours.

### **ENGL 617 SELECTED BRITISH WRITERS - VICTORIAN PERIOD**

Primary focus will be the major debates of the period and their intersections with representative texts of Victorian literature. Discussions will include topics such as industrialization, class structure, property laws, imperialism, religion, and gender roles. As needed. 3 credit hours.

### **ENGL 621 TECHNOLOGY AND LITERACY**

An examination of the development of writing technologies from Ancient Greece through contemporary digital texts, this course focuses on the relationships between a text's physical qualities and its composition, production, and reception. Summer, odd years. 3 credit hours.

### **ENGL 625 VISUAL RHETORIC AND DOCUMENT DESIGN**

An in-depth examination of theories of visual rhetoric within a variety of texts and contexts. This course also provides opportunities for students to implement design principles with key software and tools for design. Spring, even years. 3 credit hours.

### **ENGL 629 SEMINAR IN NEW MEDIA STUDIES**

Topics in new media studies with emphasis on an examination of selected theories and student experience producing new media texts. Possible topics may include New Media: Theory and Practice; Multimodal Composition; Writing in Digital Spaces. Spring, odd years. 3 credit hours.

### **ENGL 631 SEMINAR IN AMERICAN LITERATURE**

Topics in American literature, with emphasis on group participation and presentation. As needed. 3 credit hours.

### **ENGL 634 AFRICAN-AMERICAN LITERATURE**

A study of representative works from the 18th Century to the present (nonfiction, poetry, plays, short fiction, and novels) emphasizing the specific contributions of African American writers, their relationships to their contemporary society,

and their contributions and challenges to a culturally-diverse society. As needed. 3 credit hours.

### **ENGL 651 SEMINAR IN GLOBAL LITERATURE**

Advanced study of literature in a globalized world. Emphasis on the theory and practice of global literature. May focus on a theme, writer or group of writers, or a region/nation. As needed. 3 credit hours.

### **ENGL 654 MYTHOLOGY**

A literary and cultural study of the way myth is used in Western culture. Students will analyze Greek and Roman mythology, focusing on the way myths are used in literature. They will explore mythologies other than Greek and Roman and analyze the ways that these have influenced European and American culture. As needed. 3 credit hours.

### **ENGL 657 CARIBBEAN LITERATURE**

Advanced study of writers and theories of Caribbean literature and of how the Caribbean has been defined and how it defines itself. As needed. 3 credit hours.

### **ENGL 659 LITERATURE AND COLONIZATION**

Advanced study of the interaction between literature and colonization and the influence of postcolonial studies. May vary in period and may focus on a particular region, author, or theme. As needed. 3 credit hours.

### **ENGL 661 PROFESSIONAL AND TECHNICAL WRITING**

A survey of the field of professional and technical writing while examining theories, research, and practices related to professional and technical writing. As needed. 3 credit hours.

### **ENGL 665 PRINCIPLES OF EDITING AND PUBLISHING**

This course examines fundamentals of editing, including practical review of grammar, mechanics and usage for editors as well as exploring the editorial process. As needed. 3 credit hours.

### **ENGL 669 SEMINAR IN RHETORIC**

Topics in rhetoric with an emphasis on group participation and presentation. Possible topics may include: Gender, Politics, Classical Rhetoric or Modern Rhetoric. As needed. 3 credit hours.

### **ENGL 671 LITERARY THEORY**

An advanced examination of literary theories, ranging from New Criticism to current theories. Discussions and assignments will include application of theories to a range of literary texts. Spring. 3 credit hours.

### **ENGL 673 CONTEMPORARY TRENDS IN LITERATURE**

The intersection of contemporary life and culture with literature. Emphasis on how we define literature and literary studies in the 21st century. Summer. 3 credit hours.

### **ENGL 675 YOUNG ADULT LITERATURE**

An in-depth examination of the field of young adult literature. Emphasis on historical and sociocultural positioning of young adult literature through the study of a selected body of young adult texts, includes examining practical and creative applications of course content in order to enhance the study of literature in the secondary classroom. As needed. 3 credit hours.

### **ENGL 681 SEMINAR IN CURRENT ISSUES AND METHODS OF TEACHING ENGLISH**

Focus is on exploring particular, contemporary concerns within the practice of teaching English while also infusing students with new ideas and enthusiasm about standard English-teacher concerns: literature, writing, and grammar. Attention given to significant current issues such as assignment design, assessment, and incorporating digital literacies into the English classroom. Geared toward current/potential secondary and college-level teachers. As needed. 3 credit hours.

### **ENGL 683 TEACHING OF WRITING**

Theories, research, and practice in the teaching of writing. Fall. 3 credit hours.

### **ENGL 690 LITERATURE STUDIES PROSPECTUS**

The work for ENGL 690 will include the following: The research necessary for a thesis; the composition of a prospectus that articulates the analytical approach, provides a chapter-by-chapter plan, and contains a bibliography; and a sample chapter of the thesis. This course may be repeated until the prospectus is complete. Prior to registering for the course, student must have the thesis committee selected and approved. As needed. 3 credit hours.

### **ENGL 691 LITERATURE STUDIES THESIS**

Composition of the thesis. ENGL 691 may be repeated until the thesis is complete. As needed. 3 credit hours.

### **ENGL 692 WRITING STUDIES PROSPECTUS**

Composition of a prospectus for professional capstone project on a subject appropriate to the degree. This course may be repeated until the prospectus is complete. Prior to registering for the course, student must have the capstone committee selected and approved. As needed. 3 credit hours.

### **ENGL 693 WRITING STUDIES CAPSTONE**

Execution of proposed capstone project on a subject appropriate to the degree. After the student takes ENGL 692,

this course must be taken in successive semesters until the capstone is complete. As needed. 3 credit hours.

### **ENGL 694, 695, AND 696 ENGLISH TEACHER AS RESEARCHER COURSE SERIES**

(ENGL 694: English Teacher as Researcher: Proposal (3); ENGL 695 English Teacher as Researcher: Data Collection (1); ENGL 696 English Teacher as Researcher: Analysis (3) Emphasis on qualitative and classroom-based research methodologies, culminating in a significant action-research project using the student's teaching community as the research setting and students as the research participants. In ENGL 694 students will communicate with the instructor initially to discuss readings on classroom-based research methodology and then will design and propose a project as well as receive Institutional Review Board (IRB) approval to conduct research. Research is conducted during the time period in which the student is enrolled in ENGL 695. If more than one semester is needed for conducting a meaningful research project, a grade of IN is assigned until research is completed (no more than two semesters). ENGL 696 leads to preparation of a publishable-quality, written report of the research project. ENGL 694-Fall; ENGL 695-Spring; ENGL 696-Summer. 3/1/3 credit hours.

### **ESEL 611 EXECUTIVE LEADERSHIP AT THE DISTRICT LEVEL**

This module examines the historical context of central office leadership and organizational structure. In addition to the historical emphasis, the course facilitates investigation of current and anticipated future theories associated with organizational change and curriculum reform from a systematic approach. An integrated approach is used in the study of common theories and philosophies. (Internship/Portfolio Review Fee.) Fall and Spring. 6 credit hours.

### **ESEL 612 FISCAL MANAGEMENT AND LEADERSHIP**

This module examines finances and facilities from the perspective of educational leaders who must determine the needs and functions of the fiscal operations. An integrated approach is used to establish the necessary leadership skills in order to create a cooperative working environment. The module also emphasizes a business management appreciation of the complexity and magnitude of education as an important resource in the public sector. A thorough examination includes an understanding of how the American economy provides funding for public education, how funds are administered, and examination of the models best suited for addressing adequacy in education. (Internship/Portfolio Review Fee.) Spring and Summer. 6 credit hours.

### **ESEL 613 RESEARCH METHODS AND PROGRAM EVALUATION**

Schools and school systems function as professional learning communities, thus entering into decision-making processes that are inquiry- and collaboratively-based. This module develops the skills for individual and organizational inquiry. (Internship/Portfolio Review Fee.) Fall and Summer. 6 credit hours.

### **ESEL 614 LEADING CHANGE FOR EDUCATIONAL TRANSFORMATION**

This module examines the historical background of school reform and the impact of change on the educational environment. In addition, emphasis will be placed on effectiveness, reform models, and the leadership implications of managing change efforts, enhancing the opportunity for organizational transformation. (Internship/Portfolio Review Fee.) Fall and Spring. 6 credit hours.

### **ESEL 615 POLICY ANALYSIS IN EXECUTIVE LEADERSHIP**

This module surveys historical and contemporary works in ethics and legal issues as they relate to the educational setting. The module explores managerial and governance roles of the school leader who must navigate the dynamics of working with the variety of stakeholders, including those elected, and the organization itself. (Internship/Portfolio Review Fee.) Spring and Summer. 6 credit hours.

### **ESEL 616 ORGANIZATIONAL COMMUNICATIONS AND TECHNOLOGY SYSTEMS**

This module examines the use of data systems used by school systems for key decisions pertaining to operations and assessment. Communicating these data and decisions is key to the planning and operational needs of the organizational system. This module will provide experiences and practical applications of the principles associated with effective and efficient communications through technological advances. (Internship/Portfolio Review Fee.) Fall and Summer. 6 credit hours.

### **ESEL 697 INTERNSHIP**

The six one-hour internships will be part of each of the six semesters. The focus of the internship will be to create experiences for the candidate to demonstrate the knowledge and skills necessary to lead a complex school system. The experience will offer the candidate the time and environment to complete artifacts to be stored in an electronic portfolio currently required by NCDPI for licensure. Fall, Spring, and Summer. 1 credit hour for each of six semesters.

### **FINC 808 FOUNDATIONS FOR ETHICAL REASONING IN FINANCE**

Utilizing foundational material from common disciplines in the study of business, this seminar addresses the impact of the fields of study on institutions, social settings, and cultures outside the individual organization. Potential issues to consider may include disciplinary impact of social problems, ethical responsibilities of a multi-national firm in “foreign” countries, and implications of the “corporate structure” model to cultural and societal issues. Spring. 4 credit hours.

### **FINC 810 SEMINAR IN FINANCE**

This course focuses on in-depth analyses of academic research in a sub-discipline or particular path of interest to the student within their particular academic major. The student is expected to research the theory and practice within a specific area of the academic discipline. The requirements of this course may assist the student in the creation of a research question and/or a literature review for their doctoral dissertation. Fall. 4 credit hours.

### **FINC 812 BEST PRACTICE IN TEACHING AND CONSULTING IN FINANCE**

This course provides different strategies for addressing the information needs of the student or organization retaining the services of a business consultant. Student learning preferences are reviewed as well as teaching approaches and technologies which enhance the learning experience. An investigation of consulting services and associated project management includes the use of appropriate techniques and related software. Content includes concept discussion and related case studies. Summer. 4 credit hours.

### **FINC 828 ADVANCED CORPORATE FINANCE**

This course provides a student with an in-depth examination of corporate and public financial management, financial policies and practices, and financial institutions. Students will examine the role of money and capital markets from the perspective of private sector financial and risk management. Quantitative tools, techniques, and technology of modern financial markets will be examined as they pertain to their application to modern money and capital markets. The emphasis will be on the theory and practice of financial decision-making by the leadership team to maximize an organization’s short- and long-term financial performance. Spring. 4 credit hours.

### **FINC 901 DOCTORAL DISSERTATION I IN FINANCE**

To be taken after passing the qualifying comprehensive exams, this course (and the subsequent Doctoral Dissertation courses II and III) allows students to work progressively on completing each Doctoral Dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval



of a Doctoral Dissertation topic, a proposal, an approved IRB application by the GWU Institutional Review Board (if applicable), the collection and analysis of data, the preparation and approval of the final research manuscript, and the successful completion of the Doctoral Dissertation presentation. Throughout the three (or more) courses, students often work independently but are required to be in communication with the Mentor of their Doctoral Dissertation at least once a month. These courses are graded utilizing Pass (F) and Fail (F) as the grading criteria. Fall. 4 credit hours.

### **FINC 902 DOCTORAL DISSERTATION II IN FINANCE**

This course is a continuation of the Doctoral Dissertation I course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. Spring. 4 credit hours.

### **FINC 903 DOCTORAL DISSERTATION III IN FINANCE**

This course is a continuation of the Doctoral Dissertation II course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. Summer. 4 credit hours.

### **FINC 904 DOCTORAL DISSERTATION EXTENSION IN FINANCE**

This course is provided for those students requiring additional time to complete the Dissertation. Once students have completed the required Doctoral Dissertation courses I, II, and II, students are required to register for four credit hours of Doctoral Dissertation Extension until completion/presentation of the dissertation. Fall, Spring, and Summer. 4 credit hours.

### **HTMG 600 ACCOUNTING, BUDGETING AND COST CONTROLS FOR HOSPITALITY AND TOURISM**

This course will apply accounting principles and processes to the hospitality and tourism industry. Students will learn how to use financial statements, budgets, and forecasting to make appropriate management decisions relating to the hospitality and tourism industries. Students will be familiar with the Uniform Systems of Accounts for the Lodging Industry and profit and loss statements. Students will be able to transfer this knowledge into a practical setting with the use of case studies, company profiles, and real-life examples. As needed. 3 credit hours.

### **HTMG 610 ECONOMICS FOR HOSPITALITY AND TOURISM**

The economic importance of tourism to a destination is commonly underappreciated and extends well beyond core hospitality and transportation sectors. Tourism Economics

offers a solution to destination marketing organizations (DMOs) and to industry associations that marries rigorous methodology and compelling communication to raise the profile of tourism as an economic engine. Tourism Economics' impact models also capture the critical secondary benefits to the tourism supply chain and the economic gains through the local spending of tourism wages. This provides a comprehensive view of tourism-generated sales, production, employment, wages, and taxes. Various economic models that impact hospitality and tourism will be examined, including conducting economic impact studies. As needed. 3 credit hours.

### **HTMG 615 MEETINGS, CONVENTIONS, AND EVENT PLANNING AND MANAGEMENT**

This course will prepare students for effective event and meeting planning coordination and implementation. The topics and case studies are based on the management's view of organizing and planning events. Students will be introduced to skills required for coordinating meetings, conventions, small to large special events, exhibits, and conferences. Students will be introduced to all aspects of event planning including overseeing catering logistics, coordinating meeting and exhibit space, monitoring client expectations, organizing audio/visual logistics, staffing events and using consultants and contractors. Models and techniques for effective project management and budgeting will be included. As needed. 3 credit hours.

### **HTMG 620 FINANCE AND REVENUE MANAGEMENT FOR TOURISM AND HOSPITALITY INDUSTRY**

A survey of the concepts, theory and processes of modern financial management applied to the special circumstances of the hospitality enterprise. Comprehensive application of financial management for the hospitality industry: managerial finance approach to ratio analysis, risk and value, timing and value of cash flows, project valuation, capital expenditures, financial markets, and income taxes. Problem-solving methods applied to managerial decisions for the hospitality industry. As needed. 3 credit hours.

### **HTMG 625 TOURISM AND HOSPITALITY MARKETING**

This course will apply marketing concepts and theories to the hospitality and tourism industry. Students will learn how to develop, implement and apply marketing strategies to market targets such as corporate, government, non-profits, and educational as well as individuals. Students will learn how to lead or participate in marketing teams to generate new or repeat business. Students will learn how to make decisions and communicate value based on the marketing mix (product, price, place, and promotion). Other areas of marketing appropriate to the hospitality and tourism industry will be

addressed including branding, customer loyalty, packaging, seasonal pricing, distribution channels, sales promotion, PR and advertising. As needed. 3 credit hours.

### **HTMG 633 ENTREPRENEURSHIP IN TOURISM AND HOSPITALITY**

Explores the entrepreneurial processes in the context of tourism and hospitality industries. Using an entrepreneurial idea, students will apply problem solving and decision making for strategic and general management of entrepreneurial ventures. As needed. 3 credit hours.

### **HTMG 640 LEGAL ASPECTS OF HOSPITALITY AND TOURISM**

This course will give students knowledge of the different type of laws and legal regulations that govern the hospitality and tourism industries including: contract law, criminal law, travel regulations, employment/HR law, food law, and insurance regulations. Students will also learn about liability issues, guests' rights, negligence, and food and alcohol laws as they relate to the hospitality and tourism industries. Student will also learn about ethics, preventative legal management and legal aspects of property management. As needed. 3 credit hours.

### **HTMG 650 INTERNATIONAL HOSPITALITY**

This course explores global tourism regions and destinations. Tourist destinations and the unique problems facing tourism development in first- and third-world contexts throughout the world will be examined. This includes a discussion of tourism policy issues, examination of the role of the tourist, the tourism manager, and the host community. As needed. 3 credit hours.

### **INTL 622 SEMINAR IN INTERNATIONAL ACCOUNTING (ACCT 622)**

An examination of various international accounting topics, including foreign currency translation, analysis of foreign financial statements, financial reporting and disclosure, transfer pricing and international taxation, harmonization of accounting standards, and comparative accounting systems. Summer. 3 credit hours.

### **INTL 636 CORPORATE AND INTERCULTURAL COMMUNICATIONS**

Corporate and Intercultural Communications addresses crisis communications, public relations, media relations, intercultural communications, and current topics. Other topics include business writing and presentations. Summer, even years. 3 credit hours.

### **INTL 643 INTERNATIONAL TRADE LAW**

Exploration of the legal and ethical framework within which organizations operate to transact business across national borders. Topics include an introduction to legal and quasi-

legal organizations (NAFTA, GATT, ECU, WTO, World Bank and others); Federal (U. S.) laws regulating the conduct of U. S. citizens abroad; and ethical issues raised by the conduct of business in a foreign cultural context. Fall and Spring, even years; Summer, odd years. 3 credit hours.

### **INTL 650 INTERNATIONAL BUSINESS**

An overview of the major forms of international business with special attention to exports and imports, overseas investments, production and basic marketing operations, licensing, financing and other international business services. Fall, Spring, and Summer. 3 credit hours.

### **INTL 651 INTERNATIONAL FINANCE**

An in-depth study of the financial management of a firm including the acquisition, control, taxation and investment of funds under international influences, such as fluctuating exchange rates and institutional differences. Fall and Spring, odd years; Summer, even years. 3 credit hours.

### **INTL 652 INTERNATIONAL MARKETING**

An advanced study of marketing in the global marketplace, including methods of opportunity assessment, strategies required when marketing in various cultural, economic, legal and political environments and approaches to managing global marketing operations. Prerequisite: BADM 625, BADM 650, or permission of instructor. Fall and Summer, even years; Spring, odd years. 3 credit hours.

### **INTL 653 SEMINAR IN INTERNATIONAL TRADE (IMBA CAPSTONE COURSE)**

The capstone course required for all students obtaining the IMBA degree. Presentations and discussions will concern current problems affecting international trade and the development of professionalism in the discipline. One or more sections of this course may include an international travel component. While on the trip, the class will visit foreign firms, meet with a variety of business and academic leaders and study issues particular to that region of the world. A student receiving a final grade of less than "B" must repeat the course. This course is normally offered only in Summer face-to-face and/or online. Prerequisites: Students enrolling for INTL 653 must have already completed a minimum of 18 hours of IMBA program courses that include INTL 650, 651, 652, and BADM 633 or have permission of the Director of Graduate Business Programs. Summer. 3 credit hours.

### **INTL 695 TOPICS IN INTERNATIONAL BUSINESS**

A specialized study of various international developments. Topics will vary from semester to semester. May be repeated for credit when content varies. Summer. 3 credit hours.

### **INTL 808 FOUNDATIONS FOR ETHICAL REASONING IN INTERNATIONAL BUSINESS**

Utilizing foundational material from common disciplines in the study of business, this seminar addresses the impact of the fields of study on institutions, social settings, and cultures outside the individual organization. Potential issues to consider may include disciplinary impact of social problems, ethical responsibilities of a multi-national firm in “foreign” countries, and implications of the “corporate structure” model to cultural and societal issues. Spring. 4 credit hours.

### **INTL 810 SEMINAR IN INTERNATIONAL BUSINESS**

This course focuses on in-depth analyses of academic research in a sub-discipline or particular path of interest to the student within their particular academic major. The student is expected to research the theory and practice within a specific area of the academic discipline. The requirements of this course may assist the student in the creation of a research question and/or a literature review for their doctoral dissertation. Fall. 4 credit hours.

### **INTL 812 BEST PRACTICES IN TEACHING AND CONSULTING IN INTERNATIONAL BUSINESS**

This course provides different strategies for addressing the information needs of the student or organization retaining the services of a business consultant. Student learning preferences are reviewed as well as teaching approaches and technologies which enhance the learning experience. An investigation of consulting services and associated project management includes the use of appropriate techniques and related software. Content includes concept discussion and related case studies. Summer. 4 credit hours.

### **INTL 830 ADVANCED GLOBAL BUSINESS STRATEGY**

Seeks to critically examine academic research on international business. The primary focus is on the organizational structures, strategies and operations of multinational enterprises (MNEs). The topics are intimately linked to MNE's international trade and investment activities, which in turn, are significantly influenced by the diverse political environments in which the companies operate. This course systematically develops each of these major subject areas and shows the interconnections among them. Coverage will include historical and current trends with an emphasis on the development of theory. Fall. 4 credit hours.

### **INTL 901 DOCTORAL DISSERTATION I IN INTERNATIONAL BUSINESS**

To be taken after passing the qualifying comprehensive exams, this course (and the subsequent Doctoral Dissertation courses II and III) allows students to work progressively on completing each Doctoral Dissertation milestone toward the completion of the professional doctorate degree. These

milestones include Committee and University approval of a Doctoral Dissertation topic, a proposal, an approved IRB application by the GWU Institutional Review Board (if applicable), the collection and analysis of data, the preparation and approval of the final research manuscript, and the successful completion of the Doctoral Dissertation presentation. Throughout the three (or more) courses, students often work independently but are required to be in communication with the Mentor of their Doctoral Dissertation at least once a month. These courses are graded utilizing Pass (F) and Fail (F) as the grading criteria. Fall. 4 credit hours.

### **INTL 902 DOCTORAL DISSERTATION II IN INTERNATIONAL BUSINESS**

This course is a continuation of the Doctoral Dissertation I course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. Spring. 4 credit hours.

### **INTL 903 DOCTORAL DISSERTATION III IN INTERNATIONAL BUSINESS**

This course is a continuation of the Doctoral Dissertation II course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. Summer. 4 credit hours.

### **INTL 904 DOCTORAL DISSERTATION EXTENSION IN INTERNATIONAL BUSINESS**

This course is provided for those students requiring additional time to complete the Dissertation. Once students have completed the required Doctoral Dissertation courses I, II, and II, students are required to register for four credit hours of Doctoral Dissertation Extension until completion/presentation of the dissertation. Fall, Spring, and Summer. 4 credit hours.

### **MGMT 808 FOUNDATIONS FOR ETHICAL REASONING IN MANAGEMENT**

Utilizing foundational material from common disciplines in the study of business, this seminar addresses the impact of the fields of study on institutions, social settings, and cultures outside the individual organization. Potential issues to consider may include disciplinary impact of social problems, ethical responsibilities of a multi-national firm in “foreign” countries, and implications of the “corporate structure” model to cultural and societal issues. Spring. 4 credit hours.

### **MGMT 810 SEMINAR IN MANAGEMENT**

This course focuses on in-depth analyses of academic research in a sub-discipline or particular path of interest to the student within their particular academic major. The student is expected to research the theory and practice within a specific area of the academic discipline. The requirements of this course may assist the student in the creation of a

research question and/or a literature review for their doctoral dissertation. Fall. 4 credit hours.

### **MGMT 812 BEST PRACTICES IN TEACHING AND CONSULTING IN MANAGEMENT**

This course provides different strategies for addressing the information needs of the student or organization retaining the services of a business consultant. Student learning preferences are reviewed as well as teaching approaches and technologies which enhance the learning experience. An investigation of consulting services and associated project management includes the use of appropriate techniques and related software. Content includes concept discussion and related case studies. Summer. 4 credit hours.

### **MGMT 820 MANAGEMENT STRATEGY AND PLANNING**

This course explores academic research relate to management strategy. Students will analyze and discuss research articles that are based on management theories about agency relationships, strategy formation, firm capabilities, top management teams, corporate social responsibility and changes in firm scope through diversification. Students are expected to discuss and critique the readings that are assigned and to properly model the theoretical relationships in the articles. Summer. 4 credit hours.

### **MGMT 901 DOCTORAL DISSERTATION I IN MANAGEMENT**

To be taken after passing the qualifying comprehensive exams, this course (and the subsequent Doctoral Dissertation courses II and III) allows students to work progressively on completing each Doctoral Dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a Doctoral Dissertation topic, a proposal, an approved IRB application by the GWU Institutional Review Board (if applicable), the collection and analysis of data, the preparation and approval of the final research manuscript, and the successful completion of the Doctoral Dissertation presentation. Throughout the three (or more) courses, students often work independently but are required to be in communication with the Mentor of their Doctoral Dissertation at least once a month. These courses are graded utilizing Pass (F) and Fail (F) as the grading criteria. Fall. 4 credit hours.

### **MGMT 902 DOCTORAL DISSERTATION II IN MANAGEMENT**

This course is a continuation of the Doctoral Dissertation I course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. Spring. 4 credit hours.

### **MGMT 903 DOCTORAL DISSERTATION III IN MANAGEMENT**

This course is a continuation of the Doctoral Dissertation II course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. Summer. 4 credit hours.

### **MGMT 904 DOCTORAL DISSERTATION EXTENSION IN MANAGEMENT**

This course is provided for those students requiring additional time to complete the Dissertation. Once students have completed the required Doctoral Dissertation courses I, II, and II, students are required to register for four credit hours of Doctoral Dissertation Extension until completion/presentation of the dissertation. Fall, Spring, and Summer. 4 credit hours.

### **MELS 601 EXECUTIVE LEADERSHIP IN A 21ST CENTURY CHANGE ENVIRONMENT**

Examines current trends and issues in education. Candidates will examine controversial issues and determine strategies for leading school staffs to beneficial decisions. Provides theoretical and practical experiences in dealing with the day-to-day functions of the school principal. Candidates will learn to address issues involving leadership, conflict management, the change process, communications, and organization. (Portfolio Review Fee.) Fall and Spring. 6 credit hours.

### **MELS 602 RESEARCH AND ASSESSMENT FOR 21ST CENTURY EXECUTIVE LEADERS**

Focuses on current research that addresses problems experienced by school executives in the 21st century. The student will learn the basic principles of research and use those principles to investigate the research literature that addresses an identified problem in their school or district. Utilizing accepted research criteria with sound support from the literature, the student will be better equipped to resolve educational problems and dilemmas in today's schools and school systems. Provides candidates the knowledge and skills needed to understand measurement and assessment as they relate to current trends in state and national testing. Special attention given to national, state, and district testing methodologies. (Portfolio Review Fee.) Spring and Summer. 6 credit hours.

### **MELS 603 RESOURCE MANAGEMENT FOR 21ST CENTURY EXECUTIVE LEADERS**

Provides knowledge concerning statutes and landmark cases that have impacted education through the years. Candidates will relate actual school situations to federal and state law. Provides practice in creating a school budget and understanding the various demands on the budget: grade levels, instructional materials, curriculum, personnel, and facility and transportation needs. (Portfolio Review Fee.) Summer and Fall. 6 credit hours.



### **MELS 604 21ST CENTURY CURRICULUM AND INSTRUCTIONAL DEVELOPMENT**

Assists the candidate in identifying and understanding the learning and teaching of curriculum, instruction, and assessment for the 21st century. Includes study of appropriate instructional and evaluative methodology used to teach a diverse population of students. Provides knowledge and practice to Executive Leadership candidates in guiding teachers in effective models and strategies for teaching all students to a high level of achievement. Emphasis on differentiation of instruction for specific student populations. (Portfolio Review Fee.) Fall and Spring. 6 credit hours.

### **MELS 605 21ST CENTURY SCHOOL LEADERSHIP**

The capstone course prepares executives to lead schools as they face the challenges of the 21st century. Candidates will articulate the mission, goals, and values of the school, and work to lead staff through the vehicle of a professional learning team. Provides candidates an opportunity to understand and practice the teacher supervision and evaluation process used in their state and district. Candidates will learn to base their judgments on the various levels of teacher development, with attention to cognitive readiness, willingness, and past experiences. (Portfolio Review Fee.) Spring and Summer. 6 credit hours.

### **MELS 697 INTERNSHIP**

A student in the Master of Arts in Executive Leadership Studies is required to complete six (6) credit hours of internship. MELS 697 is required when taking MELS 601, MELS 603 and MELS 605. Fall, Spring, and Summer. 1-3 credit hours.

### **MELS 699 CLINICAL EXPERIENCE CONTINUATION**

The clinical experience continuation course is available to students who have completed the 36-credit-hour MELS program but have not completed the electronic portfolio at a level worthy of a Master of Arts Degree in Executive Leadership Studies or have not completed the requirements for licensure required by the North Carolina State Board of Education. In order to complete these requirements the student must have assistance of their Clinical Experience Supervisor; therefore, the student must be enrolled at Gardner-Webb University. A student may take MELS 699 multiple times. Fall, Spring, and Summer. 1 credit hour.

### **MPAS 504 APPLIED HUMAN ANATOMY**

MPAS 504 Applied Human Anatomy is a broad survey course with detailed examination of all structural aspects of the human body. Anatomy is presented by body regions to allow students to assimilate the regions in an organized and logical fashion. This course focuses on recognition of structural arrangements and relationships, correlation with radiographic images, and clinical applications of topographic,

radiographic and gross anatomy to the day-to-day practice of medicine. Emphasis is on knowledge of normal anatomic structures, common anatomic variations, and anatomic pathology as it applies to effective diagnostic evaluation and therapeutic intervention. Course format is lecture, lab, computer-assisted technology, and team- and problem-based activities. Spring I. 4 credit hours.

### **MPAS 506 MEDICAL PHYSIOLOGY**

MPAS 506 Medical Physiology utilizes a systems-based approach to communicate fundamental physiologic principles. Students are equipped with essential knowledge of human physiologic functions as they relate to health and disease. Alterations of normal function will be highlighted throughout the course and students will be introduced to common medical laboratory practices used to evaluate changes in the normal health state. To enhance the student's understanding and appreciation of physiology, the Anatomy course is taught concurrently so structure and function are synthesized. Emphasis is on integration of physiology, anatomy, pathophysiology, and pharmacology relevant to medical problems encountered in a primary care setting. Students will have the opportunity to apply their knowledge of physiology through the use of discussion and case studies. Spring I. 3 credit hours.

### **MPAS 508 HISTORY AND PHYSICAL EXAMINATION**

MPAS 508 History and Physical Examination provides instruction and practice in obtaining and recording a comprehensive and focused patient health history and performing an accurate and appropriate physical examination on patients of any age. Emphasis is placed on professionalism and sensitivity to gender, age and sociocultural background. The initial focus is on developing the student's ability to recognize normal physical exam findings followed by distinguishing them from common abnormal exam findings. The course utilizes lecture, demonstrations, team activities, hands-on training and clinical reasoning and clinical skills applied to patient scenarios to facilitate skill development. Students will have opportunities to work in pairs, alternating roles as patient or Physician Assistant and in small groups with faculty members to further advance their skills. Faculty members provide guidance regarding appropriate examination techniques, patient positioning, gowning and draping. Students focus initially on mastery of individual body system skills followed by performance of complete history and physical examinations by the end of the course series. Structured student writing exercises for sessions provide an opportunity to practice medical documentation. Assessment is conducted using written examinations and assignments and objective skills competency exams. History and physical exam skills specific to special populations including pediatrics

and geriatrics population are introduced in this course and expanded on in other course modules. Spring I. 3 credit hours.

### **MPAS 510 MECHANISMS OF DISEASE**

MPAS 510 Mechanisms of Disease is designed for physician assistant students as an introduction to general pathology and covers the basic principles of cell biology, histology, embryology, immunology, molecular genetics, infectious processes, nutrition, and environmental effects on health. This essential foundation promotes an understanding of human disease processes and the genetic and molecular mechanisms underlying disease development. The pathophysiology of diseases affecting specific body regions is presented in the individual organ system courses. Spring I. 3 credit hours.

### **MPAS 512 CLINICAL PHARMACOLOGY**

MPAS 512 Clinical Pharmacology conveys the fundamental pharmacology principles for application to pharmacotherapeutics in the practice of patient-centered care. Topics include pharmacokinetics, pharmacodynamics, drug interactions, adverse drug reactions, autonomic nervous system pharmacology, analgesia, addiction and abuse, major drug classes, the drug development process, and the introduction of complementary and alternative pharmacotherapy. Emphasis is placed on individualization of drug therapy. Pharmacotherapeutics for specific organ systems is presented in the individual organ system courses. Spring I. 3 credit hours.

### **MPAS 521 PATIENT-CENTERED CARE I**

The two-semester patient-centered care (PCC) sequence of courses is designed to challenge students to develop clinical reasoning skills and critical thinking, enhance interpersonal and communication skills, apply evidence-based resources, and problem solve as clinicians and as members of an interdisciplinary health care team. This course is taught concurrently with two semesters of PA Medicine, and utilizes knowledge of disorders from the MPAS 540 and 550 courses. It introduces students to simulated cases and students will act as clinicians to evaluate standardized patients. In Patient-Centered Care I, cases will focus on acute care and emphasis will be placed on the following: developing differential diagnoses, developing assessments and plans, the medical chart, medical documentation, informed consent, and oral case presentations. Summer I. 2 credit hours.

### **MPAS 523 PATIENT-CENTERED CARE II**

The two-semester patient-centered care (PCC) sequence of courses is designed to challenge students to develop clinical reasoning skills and critical thinking, enhance interpersonal and communication skills, apply evidence-based resources, and problem solve as clinicians and as members of an interdisciplinary health care team. This course is taught concurrently with two semesters of PA Medicine, and utilizes knowledge of disorders from the MPAS 540 and 550 courses.

It introduces students to simulated cases and students will act as clinicians to evaluate standardized patients. Emphasis in PCC II is placed on both longitudinal and interprofessional care of patients. Initially, the focus is that of comprehensive and longitudinal management of established patients, rehabilitative care, palliative care and end-of-life issues, and utilization of an electronic health record. The second portion of the course addresses developing interprofessional collaboration in patient-centered care, with emphasis on mastering a team-based approach to patient management. Fall I. 2 credit hours.

### **MPAS 531 PROFESSIONAL DEVELOPMENT I**

The Professional Development sequence of courses (MPAS 531, MPAS 533, MPAS 640, MPAS 642, and MPAS 644) spans five semesters of the PA program curriculum and is intended to introduce and integrate principles of professionalism, ethics, and the business of medicine with the practice of medicine. This course teaches the history of the PA profession, and focuses on the roles and responsibilities of the Physician Assistant in the area of public health and the practice of preventive medicine. Summer I. 1 credit hour.

### **MPAS 533 PROFESSIONAL DEVELOPMENT II**

The Professional Development sequence of courses (MPAS 531, MPAS 533, MPAS 640, MPAS 642, and MPAS 644) span the PA program curriculum and are intended to introduce and integrate principles of professionalism, ethics, and the business of medicine with the practice of medicine. Additional topics include health care disparities, provider sensitivity to cultural diversity, socioeconomic differences, and the impact of these factors on health and wellness. Alternative, integrative and preventive approaches to health care are also examined. In preparation for the clinical year and for clinical practice, many legal and practice-related issues including electronic data management, coding, billing, reimbursement, rules and regulations, confidentiality, certification and licensure, and safety are discussed. Spring II. 1 credit hour.

### **MPAS 540 PHYSICIAN ASSISTANT MEDICINE I**

MPAS 540 Physician Assistant Medicine I is one in a series of courses (MPAS 540, MPAS 550, and MPAS 560) using an organ systems approach for study of the clinical sciences. This approach builds on the principles presented in the first semester that established a foundation in human physiology, pathological conditions, relevant pharmacology, and served as an introduction to organ systems. During this course, commonly encountered medical problems in Behavior Science, Hematology and Oncology, Infectious Disease, Endocrinology, and Dermatology are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management including pharmacotherapy, and clinical course of these conditions are explored. Emphasis is also on continued development of

interviewing and physical examination skills, recognizing and interpreting abnormal physical findings, developing problem lists and differential diagnoses, and refining the documentation and presentation of patient evaluation data. Development of clinical skills is facilitated by observation of videos, simulations, written examinations, and practical skills examinations to prepare the student for objective structured clinical exams (OSCE). Summer I. 10 credit hours.

### **MPAS 550 PHYSICIAN ASSISTANT MEDICINE II**

MPAS 550 Physician Assistant Medicine II is one in a series of courses (MPAS 540, MPAS 550, and MPAS 560) using an organ systems approach for study of the clinical sciences. This approach builds on the principles presented in earlier courses that established a foundation in human physiology, pathological conditions, relevant pharmacology, and organ systems. During this course, commonly encountered medical problems of the eyes, ears, nose and throat (EENT), pulmonary, cardiac (including EKG interpretation), and gastrointestinal systems are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management including pharmacotherapy, and clinical course of these conditions are explored. Emphasis is on continued development of interviewing and physical examination skills, recognizing and interpreting abnormal physical findings, developing problem lists and differential diagnoses, and refining the documentation and presentation of patient evaluation data. Development of clinical skills is facilitated by observation of videos, simulations, written examinations, and practical skills examinations to prepare the student for objective structured clinical exams (OSCE). Fall I. 17 credit hours.

### **MPAS 560 PHYSICIAN ASSISTANT MEDICINE III**

MPAS 560 Physician Assistant Medicine III is one in a series of courses (MPAS 540, MPAS 550, and MPAS 560) using an organ systems approach for study of the clinical sciences. This approach builds on the principles presented in earlier courses that established a foundation in human physiology, pathological conditions, relevant pharmacology, and organ systems. During this course, commonly encountered medical problems of the Genitourinary, Reproductive, Musculoskeletal, and Neurological systems are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management including pharmacotherapy, and clinical course of these conditions are explored. Emphasis is on continued development of interviewing and physical examination skills, recognizing and interpreting abnormal physical findings, developing problem lists and differential diagnoses, and refining the documentation and presentation of patient evaluation data. Development of clinical skills is facilitated by observation of videos, simulations, written examinations,

and practical skills examinations to facilitate the objective structured clinical exams (OSCE). Spring II. 11 credit hours.

### **MPAS 571 SPECIAL POPULATIONS/GERIATRICS**

MPAS 571 is a course designed to address the unique health issues of minority patient populations in society, as well as the special medical and psychosocial needs of older adults. Utilizing knowledge of diseases learned in the first PA Medicine course (MPAS 540) and concurrent MPAS 550 PA Medicine II course, as well as pharmacology, and skills gained in patient assessment and management, the course will expand the scope of care to include public health. A focus on providing caring, compassionate, non-biased care to all individuals is emphasized. In Module One, the needs of the following minority population groups are addressed: LGBT community, the homeless, recent immigrants, veterans, patients with major disabilities, and prison populations. Module Two examines physical and psychosocial changes that occur with aging and health-related problems commonly seen in the older patient population. Topics include the impact of aging on quality of life, mobility and communication, access to health care, therapeutic interventions, and issues related to death and dying. Fall I. 1 credit hour.

### **MPAS 573 PEDIATRICS**

This course addresses problems unique to the pediatric populations. The course will include training in issues for the child before and during delivery, genetic disorders, routine newborn clinical care as well as neonatal disease. Course topics also include child assessment, preventive health, and pediatric-specific diseases and conditions. Problem-based case studies and team-based activities are utilized in this course. Spring II. 2 credit hours.

### **MPAS 580 OR AND MINOR SURGERY**

MPAS 580 OR and Minor Surgery concentrates on the concepts of surgical assessment, basic surgical skills and procedures, surgical complications and management of surgical patients. The course expands on etiology, pathophysiology, clinical manifestation, diagnosis, and appropriate management of selected surgical conditions including care of acute and chronic patients. The role of the Physician Assistant and general surgical concepts needed for the PA to function in surgical settings are presented. Emphasis is on students developing competency in the principles and practices involved in aseptic and basic surgical techniques, emergency and minor surgical procedures, surgical risk assessment, wound management, anesthesia, and preoperative, perioperative and postoperative evaluation and management. Selected common comorbidities warranting surgical evaluation and perioperative management are discussed. The laboratory section of the course instructs students in performance of skills such as suturing, aseptic surgical technique, vascular line placement, local anesthesia, and control of bleeding. This course may

incorporate interdisciplinary instruction by utilizing faculty from various areas of expertise and experience. Summer I. 3 credit hours with a lab.

### **MPAS 590 EMERGENCY MEDICINE**

MPAS 590 Emergency Medicine introduces students to the principles and practice of acute care medicine. Instruction includes training and mandatory certification in (1) Basic Life Support and (2) Advanced Cardiac Life Support. Student learning focuses on human anatomy and physiology, disease process, initial assessment and patient stabilization, and proper use of equipment such as automatic external defibrillators. Problem-based case studies and team-based activities are utilized to encourage the development of teamwork, collaboration, and interdisciplinary value. Spring II. 3 credit hours.

### **MPAS 599 PRE-CLINICAL SEMINAR**

Successful completion by the student of this mandatory seminar is required prior to the start of the supervised clinical practice experiential (SCPE) phase of the physician assistant program. Students must satisfactorily demonstrate a comprehensive basic medical and clinical sciences knowledge base and essential technical skills before they can proceed into clinical practice rotations. During the fourth didactic semester, students are provided an opportunity to participate in a weekly one-hour faculty-led session to enhance their test taking skills in preparation for the Pre-Clinical Seminar. The Pre-Clinical Seminar includes Objective Structured Clinical Examination (OSCE) testing, clinical skills assessments, and a written examination. During the weeklong seminar, Supervised Clinical Practice Experience (SCPE) expectations and behavior are discussed. The purpose of this class is to: (1) provide the student with a time of self-assessment, (2) evaluate student's knowledge, skills, and attitude, and (3) identify the student's level of preparedness for the SCPE rotations. Students must pass each of the three testing areas prior to the start of SCPE rotations. Spring II. 1 credit hour.

### **SUPERVISED CLINICAL PRACTICE EXPERIENCE**

The supervised clinical practice experience (SCPE) rotations provide the PA student an opportunity to apply the principles of general medicine learned in the pre-clinical/didactic curriculum. During each rotation students work with a practicing clinician (referred to as the preceptor) and are actively participating in the health care system as part of the health care team. Students are assigned to a preceptor, and through supervised, ongoing patient contact, they are exposed to patients with a wide variety of acute and chronic medical problems. Emphasis is placed on data gathering, differential diagnoses, patient management, maintenance of medical records, performance of diagnostic and therapeutic skills, follow-up care and the provision of health education and counseling. Students must successfully

complete all nine rotations. These rotations include MPAS 620 Family Medicine, MPAS 622 Internal Medicine, MPAS 624 Pediatrics, MPAS 626 Women's Health, MPAS 628 Emergency Medicine, MPAS 630 General Surgery, MPAS 632 Mental Health, MPAS 636 Underserved Populations or Areas, and MPAS 638 Elective.

### **MPAS 620 FAMILY MEDICINE SCPE**

This six-week clinical practice rotation provides an opportunity to enhance learning and gain supervised experience in the principles and practice of Family Medicine. This SCPE rotation advances student knowledge and skills in evaluation and management of commonly encountered conditions in the outpatient setting and for patients of all ages. Varies by student rotation. 6 credit hours.

### **MPAS 622 INTERNAL MEDICINE SCPE**

This six-week clinical practice rotation provides an opportunity to enhance learning and gain supervised experience in the principles and practice of Internal Medicine. This SCPE rotation advances student knowledge and skills in evaluation and management of commonly encountered conditions in the outpatient, inpatient or mixed setting for adult patients. Varies by student rotation. 6 credit hours.

### **MPAS 624 PEDIATRIC MEDICINE SCPE**

This three-week clinical practice rotation provides an opportunity to enhance learning and gain supervised experience in the principles and practice of Pediatric Medicine. This SCPE rotation advances student knowledge and skills in communication with children and parents, familiarity with normal growth and development, and evaluation and management of commonly encountered conditions in the pediatric age group. Varies by student rotation. 3 credit hours.

### **MPAS 626 WOMEN'S HEALTH SCPE**

This three-week clinical practice rotation provides an opportunity to enhance learning and gain supervised experience in the principles and practice of obstetric and gynecological medicine. This SCPE rotation advances student knowledge and skills in evaluation and management of commonly encountered conditions including prenatal care and preventative gynecologic care through exposure to a varied patient population in general obstetrics and gynecology. Varies by student rotation. 3 credit hours.

### **MPAS 628 EMERGENCY MEDICINE SCPE**

This six-week clinical practice rotation provides an opportunity to enhance learning and gain supervised experience in the principles of Emergency Medicine. This SCPE rotation advances student knowledge and skills in triage, procedures, and recognition, evaluation and management of commonly encountered emergent conditions for patients of all ages. Varies by student rotation. 6 credit hours.



### **MPAS 630 GENERAL SURGERY SCPE**

This six-week clinical practice rotation provides an opportunity to enhance learning and gain supervised experience in the principles and practice of General Surgery. This SCPE rotation advances student learning in assisting at the operating table, and preoperative and postoperative evaluation and management of commonly encountered surgical conditions in patients of all ages. Varies by student rotation. 6 credit hours.

### **MPAS 632 MENTAL HEALTH SCPE**

This three-week clinical practice rotation provides an opportunity to enhance learning and gain supervised experience in the principles and practice of Mental Health. This SCPE rotation advances student knowledge and skills in evaluation and management of commonly encountered conditions. Rotation sites may provide students with inpatient, outpatient, or mixed experiences. Varies by student rotation. 3 credit hours.

### **MPAS 636 UNDERSERVED POPULATION/AREA SCPE**

This three-week clinical practice rotation provides an opportunity to enhance learning and gain supervised experience in the principles and practice of medicine in Underserved Populations and Areas. This SCPE rotation exposes students to the diversity of health care needs and issues impacting general medical health in medically-underserved populations and advances their knowledge about resources required to meet these needs. Varies by student rotation. 3 credit hours.

### **MPAS 638 ELECTIVE SCPE**

This six-week clinical practice rotation provides an opportunity to enhance learning and gain supervised experience in one or more disciplines of interest to the student. This SCPE rotation advances student knowledge and skills in evaluation and management of commonly encountered conditions in an outpatient and/or inpatient setting for patients of all ages. Rotations may include but are not limited to surgical sub-specialties (orthopedics, neurosurgery, plastic surgery, maxillofacial surgery, etc.) otolaryngology, dermatology, urology, wound care, ophthalmology, gastroenterology, cardiology, and others. Every attempt will be made to establish an elective rotation in an area of interest to the student. If unable to meet this criterion, the Director of Clinical Education will meet with the student to discuss options, including subdividing a six-week elective rotation into more than one rotation site. Varies by student rotation. 6 credit hours.

### **MPAS 640 PROFESSIONAL DEVELOPMENT – CLINICAL I**

The Professional Development clinical year sequence of courses in the series (MPAS 640, MPAS 642, and MPAS

644) follows the didactic phase Professional Development sequence of courses (MPAS 531 and MPAS 533). The clinical phase spans the entire clinical curriculum and integrates topics such as professionalism, ethics, and business with the delivery of medical care. The first of three courses promotes lifelong learning, self-improvement, knowledge of health policy and delivery impact, and awareness of current medical trends. There is a continued emphasis on the display and development of professionalism as it applies to clinical practice. Summer II. 1 credit hour.

### **MPAS 642 PROFESSIONAL DEVELOPMENT – CLINICAL II**

The Professional Development clinical year sequence of courses in the series (MPAS 640, MPAS 642, and MPAS 644) follows the didactic phase Professional Development sequence of courses (MPAS 531 and MPAS 533). The clinical phase spans the entire clinical curriculum and integrates topics such as professionalism, ethics, and business with the delivery of medical care. The second of three courses focuses on healthcare delivery (evolution of healthcare, social, legal and economic factors, ownership, organizations, funding, regulations, and the PA role), patient safety, quality improvement, and risk management, and medical liability. There is a continued emphasis on the display and development of professionalism as it applies to clinical practice. Fall II. 1 credit hour.

### **MPAS 644 PROFESSIONAL DEVELOPMENT – CLINICAL III**

The professional development clinical sequence of courses in the series (MPAS 640, MPAS 642, and MPAS 644) follows the didactic phase Professional Development sequence of courses (MPAS 531 and MPAS 533). The clinical phase spans the entire clinical curriculum and integrates topics such as professionalism, ethics, and business with the delivery of medical care. The third of three courses focuses on career development, credentialing, privileges, employment contracts, and networking. There is continued emphasis on the display and development of professionalism as it applies to clinical practice. Spring III. 1 credit hour.

### **MPAS 652 ROTATION ASSESSMENT DAYS**

Students return to campus once during the clinical year for Rotation Assessment Days (RAD). These campus visits may include the following assessment activities: (1) objective structured clinical examination (OSCE) testing, (2) independent project presentations, (3) case presentations, and (4) time with the student advisor. The purpose of RAD is to: (1) provide the student with a time of self-assessment, (2) evaluate the students' knowledge, skills, and attitude, and (3) identify the student's level of preparedness for the Physician Assistant National Certifying Examination (PANCE). During the RAD time, the goal is to provide ongoing evaluation of each

student's progress with opportunities for early identification and correction of any deficits in a timely manner. Fall II. 0 credit hours.

### **MPAS 654 SUMMATIVE EVALUATION**

Students will return to campus during one week of final semester of the clinical year for Summative Evaluation. This time may include the following activities: (1) objective structured clinical encounters (OSCE) testing, (2) skills/competencies testing, (3) case presentations, and (4) student advising. The course will serve as the cumulative testing and will also include a summative written exam. The purpose of this time is to: (1) provide the student with a time of self-assessment, (2) evaluate the students' knowledge, skills, and attitude, and (3) to identify level of preparedness for the physician assistant national certifying examination (PANCE).

As mandated by the Physician Assistant program accrediting body, this assessment of the student is conducted by the program to ensure that the student has the requisite knowledge, interpersonal skills, patient care skills and professionalism for entry into the profession. The final Summative Evaluation is a comprehensive assessment that encompasses the types of activities and evaluations from Rotation Assessment Days. The aim of the final Summative Evaluation is to assess each student's ability to adequately meet all program criteria for completion of the program and to provide an opportunity for early identification and correction of any deficits in a timely manner. Spring. 1 credit hour.

### **MRKT 808 FOUNDATIONS FOR ETHICAL REASONING IN MARKETING**

Utilizing foundational material from common disciplines in the study of business, this seminar addresses the impact of the fields of study on institutions, social settings, and cultures outside the individual organization. Potential issues to consider may include disciplinary impact of social problems, ethical responsibilities of a multi-national firm in "foreign" countries, and implications of the "corporate structure" model to cultural and societal issues. Spring. 4 credit hours.

### **MRKT 810 SEMINAR IN MARKETING**

This course focuses on in-depth analyses of academic research in a sub-discipline or particular path of interest to the student within their particular academic major. The student is expected to research the theory and practice within a specific area of the academic discipline. The requirements of this course may assist the student in the creation of a research question and/or a literature review for their doctoral dissertation. Fall. 4 credit hours.

### **MRKT 812 BEST PRACTICES IN TEACHING AND CONSULTING IN MARKETING**

This course provides different strategies for addressing the information needs of the student or organization retaining the services of a business consultant. Student learning preferences are reviewed as well as teaching approaches and technologies which enhance the learning experience. An investigation of consulting services and associated project management includes the use of appropriate techniques and related software. Content includes concept discussion and related case studies. Summer. 4 credit hours.

### **MRKT 822 ADVANCED MARKETING STRATEGY**

To remain competitive in today's global markets, profitable growth from product innovation is a challenge to achieve and sustain. This course begins with an overview of strategic marketing processes, industry structures, competitive environments, and continuous innovation. Qualitative tools will be introduced to help students determine a company's mission, goals, and quantitative tools to determine a company's best capabilities, opportunities, and competitive position. The student will complete a market assessment and plan to launch a new product or service design. Spring. 4 credit hours.

### **MRKT 901 DOCTORAL DISSERTATION I IN MARKETING**

To be taken after passing the qualifying comprehensive exams, this course (and the subsequent Doctoral Dissertation courses II and III) allows students to work progressively on completing each Doctoral Dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a Doctoral Dissertation topic, a proposal, an approved IRB application by the GWU Institutional Review Board (if applicable), the collection and analysis of data, the preparation and approval of the final research manuscript, and the successful completion of the Doctoral Dissertation presentation. Throughout the three (or more) courses, students often work independently but are required to be in communication with the Mentor of their Doctoral Dissertation at least once a month. These courses are graded utilizing Pass (F) and Fail (F) as the grading criteria. Fall. 4 credit hours.

### **MRKT 902 DOCTORAL DISSERTATION II IN MARKETING**

This course is a continuation of the Doctoral Dissertation I course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. Spring. 4 credit hours.

### **MRKT 903 DOCTORAL DISSERTATION III IN MARKETING**

This course is a continuation of the Doctoral Dissertation II course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. Summer. 4 credit hours.

### **MRKT 904 DOCTORAL DISSERTATION EXTENSION IN MARKETING**

This course is provided for those students requiring additional time to complete the Dissertation. Once students have completed the required Doctoral Dissertation courses I, II, and III, students are required to register for four credit hours of Doctoral Dissertation Extension until completion/presentation of the dissertation. Fall, Spring, and Summer. 4 credit hours.

### **NFNP 500 THEORETICAL BASIS FOR ADVANCED PRACTICE**

Evaluation of nursing theory and its application to research and evidence-based practice. Emphasis will be on the exploration of conceptual-theoretical-empirical underpinnings of nursing research. Fall. 3 credit hours.

### **NFNP 501 NURSING AND HEALTH CARE SYSTEMS AND ISSUES**

Examination of local, national, and global health care delivery systems and the societal issues and trends which impact the delivery of health care. Analysis of the impact of direct and indirect nursing roles on health care policies. Fall. 3 credit hours.

### **NFNP 502 METHODS OF ADVANCED RESEARCH**

Initiation of a comprehensive and systematic literature review after identifying a nursing problem. Development of an appropriate research design and methodology, choosing a valid instrument (s) to collect data. Utilization of an applicable statistical analysis culminating in a thesis/project proposal. Spring. 3 credit hours.

### **NFNP 504 STATISTICAL TECHNIQUES FOR GRADUATE RESEARCH**

Provision of skills required to perform the types of statistical analyses encountered in graduate research, in both the discipline's literature and individual thesis research. Provision of a conceptual framework for choosing appropriate statistical descriptions and analyses for use in a wide range of common types of data sets. Students also learn to perform statistical analyses using appropriate software. Prerequisite: An undergraduate general statistics course. Summer. 3 credit hours.

### **NFNP 506 PROFESSIONAL ROLE DEVELOPMENT FOR ADVANCED NURSING PRACTICE**

Introduction to competencies, role development and foundational components of advanced practice nursing. Topics include history, roles, and options associated with professional practice and career development. Fall. 3 credit hours.

### **NFNP 520 PATHOPHYSIOLOGY IN ADVANCED NURSING PRACTICE**

Advanced study of the human as a multidimensional being in dynamic interaction with the environment. Examination of the nursing approach to human physiological response in selected health, illness and disease states; analysis of the interaction of physiological response with selected psychosocial, situational and cultural stressors. Spring. 3 credit hours.

### **NFNP 521 ADVANCED HEALTH ASSESSMENT ACROSS THE LIFESPAN**

Comprehensive physical, psychosocial, cultural and spiritual assessments across the life span, including interviewing and patient histories. Clinical decision-making skills in advanced nursing practice are enhanced. Clinical diagnostic procedures, including physical, laboratory, and radiological are included. Summer. 3 credit hours.

### **NFNP 522 PHARMACOLOGY FOR ADVANCED NURSING PRACTICE**

Principles of pharmacokinetics and pharmacodynamics including physiologic responses, possible side effects and expected outcomes to various drugs. Advanced knowledge of drug interactions and management of drug reactions. Utilization of hand-held devices and applications are incorporated in the course. Emphasis on synthesizing knowledge of pharmacotherapeutics as a basis for clinical decision making in advanced nursing practice. Fall. 3 credit hours.

### **NFNP 620 PRIMARY HEALTH CARE OF ADULTS**

Advanced practice knowledge and skills needed in the delivery of comprehensive health care that assesses and manages the continuum of primary healthcare needs experienced by adults in diverse populations. Emphasis will be on development of sound clinical judgment and decision making utilizing evidence-based research and practices in the care of adults with alterations in health. Includes patient-centered care, health promotion, cultural knowledge, ethics, and legal issues. Prerequisites: All 500-level courses; Co-requisite: NFNP 621. Spring. 3 credit hours.

## **NFNP 621 PRIMARY HEALTH CARE OF ADULTS PRACTICUM**

Clinical practice under the joint supervision of faculty and preceptors emphasizing advanced nursing knowledge in the management of adult clients with alterations in health commonly encountered by adults in a variety of health care settings. Emphasizes advanced practice to address primary care of adults who are experiencing acute and chronic illnesses. Prerequisites: All 500-level courses; Co-requisite: NFNP 620. Spring. 4 credit hours.

## **NFNP 622 PRIMARY HEALTH CARE OF WOMEN IN FAMILIES**

Advanced practice knowledge and skills needed in the delivery of comprehensive health care that assesses and manages the continuum of primary health care needs of women in diverse populations. Emphasis will be on development of sound clinical judgment and decision making utilizing evidence-based research and practices in the care of women across the lifespan. Includes patient-centered care, health promotion, cultural knowledge, ethics, legal issues, and genetics. Prerequisite: NFNP 620, 621; Co-requisite: NFNP 623. Summer. 3 credit hours.

## **NFNP 623 PRIMARY HEALTH CARE OF WOMEN IN FAMILIES PRACTICUM**

Clinical practice under the joint supervision of faculty and preceptors focusing on assessment, diagnosis, therapeutic management and evaluation of the primary health care needs of women across the lifespan representing diverse populations. Advanced practice in the provision of primary care for women in a variety of healthcare settings. Prerequisites: NFNP 620 and NFNP 621; Co-requisite: NFNP 622. Summer. 4 credit hours.

## **NFNP 624 PRIMARY HEALTH CARE OF CHILDREN IN FAMILIES**

Advanced practice knowledge and skills needed in the delivery of comprehensive health care that assesses and manages the continuum of primary health care needs of children in diverse populations. Emphasis will be on development of sound clinical judgment and decision making utilizing evidence-based research and practices in the care of children, from birth to adolescence. Includes patient-centered care, health promotion, cultural knowledge, ethics, and legal issues. Prerequisites: NFNP 620 and NFNP 621; Co-requisite: NFNP 625. Fall. 3 credit hours.

## **NFNP 625 PRIMARY HEALTH CARE OF CHILDREN IN FAMILIES PRACTICUM**

Clinical practice under the joint supervision of faculty and preceptors focusing on assessment, diagnosis, therapeutic management and evaluation of the primary health care needs of children, from birth to adolescence. Advanced practice in the provision of primary care for children in a variety of

healthcare settings. Prerequisites: NFNP 620 and NFNP 621; Co-requisite: NFNP 624. Fall. 4 credit hours.

## **NFNP 626 NURSE PRACTITIONER ROLE PREPARATION AND TRANSITION**

Analysis and synthesis of the multidimensional role and responsibilities of advanced nursing practice. Transition and preparation for advanced practice including scope of practice, standards of care, legislative rules and regulations governing advanced practice nursing. Current issues affecting the advanced practice nursing role including ethical, spiritual, psycho-social, and alternative medicine issues. Clinical practice under the joint supervision of faculty and preceptors emphasizing the transition into advanced nursing practice in a variety of practice sites. Prerequisites: NFNP 622, 623, 624, 625. Spring. 3 credit hours.

## **NFNP 630 PROJECT**

Synthesis of prior learning in the proposal of an evidence-based project as a response to a problem related to nursing practice as identified in a residency practicum in a healthcare setting. Co-requisite: NFNP 626. Spring. 3 credit hours.

## **NURS 500 THEORETICAL BASIS FOR ADVANCED PRACTICE**

Evaluation of nursing theory and its application to research and evidence-based practice. Emphasis will be on the exploration of conceptual-theoretical-empirical underpinnings of nursing research. Fall and Spring. 3 credit hours.

## **NURS 501 NURSING AND HEALTHCARE SYSTEMS AND ISSUES**

Examination of local, national, and global health care delivery systems and the societal issues and trends which impact the delivery of health care. Analysis of the impact of direct and indirect nursing roles on health care policies. Fall and Spring. 3 credit hours.

## **NURS 502 METHODS OF ADVANCED RESEARCH**

Initiation of a comprehensive and systematic literature review after identifying a nursing problem. Development of an appropriate research design and methodology, choosing a valid instrument(s) to collect data. Utilization of an applicable statistical analysis culminating in a thesis/project proposal. Spring. 3 credit hours.

## **NURS 504 STATISTICAL TECHNIQUES FOR GRADUATE RESEARCH**

Provision of skills required to perform the types of statistical analyses encountered in graduate research, in both the discipline's literature and individual thesis research. Provision of a conceptual framework for choosing appropriate statistical descriptions and analyses for use in a wide range of common types of data sets. Students also learn to perform statistical



analyses using appropriate software. Prerequisite: An undergraduate general statistics course. Fall. 3 credit hours.

### **NURS 506 PROFESSIONAL ROLE DEVELOPMENT FOR ADVANCED NURSING PRACTICE**

Introduction to competencies, role development and foundational components of advanced nursing practice. Topics include history, roles, and options associated with professional practice and career development. Summer. 3 credit hours.

### **NURS 600 THE NURSE EDUCATOR**

Examination of the competencies of the nurse educator in academic and practice settings. Exploration of educational theories and principles which provide the foundation for nursing education. Emphasis on application of innovative, evidence-based, teaching/learning strategies in academic, staff development, or similar settings. Spring. 3 credit hours.

### **NURS 601 CURRICULUM THEORY AND APPLICATION**

Exploration of the development of a context-relevant curriculum that includes philosophy, model, design, teaching approaches and evaluation strategies utilizing both theory and practical application. Fall. 3 credit hours.

### **NURS 602 INSTRUCTIONAL AND EVALUATION STRATEGIES**

Examination and evaluation of the concepts and methods of measurement and evaluation of learning in nursing education. Emphasis on developing, scoring, analyzing and evaluating various assessment techniques. Summer. 3 credit hours.

### **NURS 606 NURSING ECONOMICS AND FINANCE**

Exploration and application of the basic finance and economic concepts of nursing management. Emphasis on budget development, cost, supply and demand, profit and strategic planning as management functions related to economics and patient outcomes. Fall. 3 credit hours.

### **NURS 607 ADMINISTRATION OF NURSING AND HEALTHCARE ORGANIZATIONS**

Examination of organizational structure and behavior of complex integrated healthcare systems with emphasis on the analysis of scope and standards of practice of nurse administrators. Spring. 3 credit hours.

### **NURS 610 THESIS**

Synthesis of prior learning in the conduct of research as a response to a problem related to nursing practice in a variety of settings. Culminates in a written thesis document suitable for publication. Prerequisites: All NURS 500-level courses; NURS 600, NURS 601, NURS 602 or NURS 606, NURS 607,

BADM 641; OR permission of Chair of Graduate Nursing Programs. Fall, Spring, and Summer. 3 credit hours.

### **NURS 612 THESIS**

Continuation of NURS 610. Students who complete NURS 610 must remain enrolled in thesis hours each semester until the thesis requirement is met. Prerequisite: NURS 610. Fall, Spring, and Summer. 3 credit hours.

### **NURS 616 ADVANCED NURSING SPECIALTY PRACTICUM**

Preceptor-guided experience in the application of advanced educational or administrative principles and theories. Study and application of selected knowledge and concepts from nursing theories appropriate to nursing practice. Students are required to complete two semesters of NURS 616 for a total of six credit hours. Students enrolled in a certificate program must complete one credit hour of NURS 616. Thirty hours of practicum experience required for each credit hour. Prerequisites: All NURS 500-level courses; NURS 600, NURS 601, NURS 602 OR NURS 606, NURS 607, BADM 641; OR permission of Chair of Graduate Nursing Programs. Fall, Spring, and Summer. 1 or 3 credit hours.

### **NURS 619 THESIS CONTINUATION**

Thesis continuation course is available to students who have completed the required credit hours for the MSN degree, but have not yet successfully completed the Thesis requirement for the degree as described in the course descriptions for NURS 610 and NURS 612. Students who do not complete their Thesis requirement by the end of NURS 612 will be required to register for this three-hour Thesis Continuation course each semester until the requirement is met. Prerequisite: NURS 612. Fall, Spring, and Summer. 3 credit hours.

### **NURS 700 THEORETICAL AND CONCEPTUAL FOUNDATION FOR ADVANCED NURSING PRACTICE**

Exploration and inquiry into the theories underlying advanced nursing practice. Focuses on synthesizing and integrating theoretical perspectives to guide practice in a defined healthcare-related area. Varies by cohort start date. 3 credit hours.

### **NURS 702 NURSING INQUIRY FOR EVIDENCE-BASED PRACTICE**

Critical analysis of nursing research and methodological approaches utilized in health care. Utilization of computer information systems as a method of inquiry into nursing research in order to describe, analyze, problem solve, and initiate change to provide evidence-based practice in a variety of settings. Varies by cohort start date. 3 credit hours.

### **NURS 703 ADVANCED STATISTICS: MULTIVARIATE ANALYSIS**

Introduction to advanced multivariate research design and data analysis procedures necessary for research in the health sciences. Emphasis will be on the use of scientific approaches to analyze population data to better understand determinants of health and illness. Prerequisites: NURS 700 and NURS 702. Varies by cohort start date. 3 credit hours.

### **NURS 704 HEALTHCARE POLICY AND ECONOMICS**

Analysis of political, ethical, economic, and global factors that influence health care access, cost, quality and safety. Prerequisite: NURS 700. Varies by cohort start date. 3 credit hours.

### **NURS 705 THEORETICAL FOUNDATION OF NURSING INFORMATICS**

Exploration of the integration of informatics knowledge, skills, and attitudes to support culturally-sensitive, evidence-based practice at the leadership level. Prerequisite: NURS 704. Varies by cohort start date. 3 credit hours.

### **NURS 707 SCHOLARLY TEACHING AND LEARNING FOR NURSE LEADERS**

Critical analysis of pedagogy to design innovative teaching-learning models and create educational experiences that achieve desired learner outcomes. Prerequisite: NURS 708. Varies by cohort start date. 3 credit hours.

### **NURS 708 EPIDEMIOLOGY AND DISEASE CONTROL**

Analysis of epidemiological, bio-statistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health. Prerequisite: NURS 705. Varies by cohort start date. 3 credit hours.

### **NURS 711 DNP PROJECT I AND II**

Application of advanced nursing knowledge with emphasis on practice issue recognition, completion and analysis of a thorough needs assessment, and project proposal. Students will earn practice hours toward the required 1,000 hours for DNP program completion. This three-credit-hour course must be taken twice for a total of six credit hours. Prerequisites: NURS 700, 702, 703, 704. Varies by cohort start date. 3 credit hours each semester.

### **NURS 712 DNP PROJECT III AND IV**

This course will culminate in implementation, interpretation of data/outcomes, and dissemination of the results. Students will earn practice hours toward the required 1,000 hours for DNP program completion. This three-credit-hour course must be taken twice for a total of six credit hours. Prerequisites: NURS 708 and 711. Varies by cohort start date. 3 credit hours each semester.

### **NURS 713 DNP PROJECT CONTINUATION**

DNP Project continuation for students who have completed the required credit hours for the DNP degree, but have not yet successfully completed the DNP Project requirement as described in NURS 712. Students who do not complete their DNP Project requirement by the end of NURS 712 will be required to register for NURS 713 each semester until the DNP Project requirement is met. Prerequisite: NURS 712. Fall, Spring, and Summer. 3 credit hours.

### **NURS 715 LEADERSHIP IN ADVANCED NURSING PRACTICE**

Exploration of management theory and leadership principles as they apply to advanced nursing practice in a variety of practice environments. Prerequisite: NURS 707. Varies by cohort start date. 3 credit hours.

### **RELI 600 RESEARCH SEMINAR**

A study of the appropriate tools, procedures and resources for research in the field of religion. Fall. 3 credit hours.

### **RELI 605 BIBLICAL STUDIES SEMINAR**

A study of contemporary approaches to interpreting the Biblical text. As needed. 3 credit hours.

### **RELI 610 ADVANCED HEBREW EXEGESIS SEMINAR**

An intensive study of selected portions of the Hebrew Bible. As needed. 3 credit hours.

### **RELI 615 OLD TESTAMENT SEMINAR**

An intensive study of selected topics in the Old Testament. As needed. 3 credit hours.

### **RELI 620 ADVANCED GREEK EXEGESIS SEMINAR**

An intensive study of selected documents in the Greek New Testament. As needed. 3 credit hours.

### **RELI 625 NEW TESTAMENT SEMINAR**

An intensive study of selected topics in the New Testament. As needed. 3 credit hours.

### **RELI 630 HISTORICAL STUDIES SEMINAR**

A study of selected topics in Christian history, Baptist history and American Christianity. As needed. 3 credit hours.

### **RELI 640 THEOLOGICAL STUDIES SEMINAR**

A study of selected topics and issues in theology studies. As needed. 3 credit hours.

### **RELI 650 PHILOSOPHY OF RELIGION SEMINAR**

A study of selected issues and problems found in philosophy of religion. As needed. 3 credit hours.

**RELI 660 WORLD RELIGIONS SEMINAR**

A study of selected religions in terms of origins, leading figures and historical development. As needed. 3 credit hours.

**RELI 670 PSYCHOLOGY OF RELIGION SEMINAR**

A study of various philosophical and empirical paradigms in the study of psychology of religion. As needed. 3 credit hours.

**RELI 680 LITERATURE AND RELIGION SEMINAR**

A study of the interpretations of various literary forms with an emphasis on religious and moral significance. As needed. 3 credit hours.

**RELI 685 RELIGIOUS INSTRUCTION SEMINAR**

A study of teaching methods and instructional design appropriate for college level teaching. As needed. 3 credit hours.

**RELI 690 GRADUATE INTERNSHIP**

A supervised experience in teaching an approved religion course in a university classroom setting. As needed. 3 credit hours.

**RELI 695 THESIS**

Development of a thesis on an approved topic in the student's concentration, under the guidance of a faculty advisor within the Department of Religious Studies. As needed. 3 credit hours.

**SPED 555 SPECIAL TOPICS**

A study of significant issues, trends, and/or practical problems in education. Content varies according to student interest and need. As needed. 3 credit hours.

**SPED 600 RESEARCH IN SPORT PEDAGOGY**

A course designed to prepare the student to access, interpret, and apply practical aspects of research, with emphasis on the development of skills which will enable effective presentation, communication, and understanding. Fall. 3 credit hours.

**SPED 601 INSTRUCTIONAL STRATEGIES**

An in-depth study of the development and utilization of innovative teaching strategies in physical education and sport instruction. Prerequisite: Undergraduate course in teaching methodology. Spring, odd years. 3 credit hours.

**SPED 602 SCIENTIFIC PRINCIPLES OF HUMAN PERFORMANCE**

A study of the most recent developments in the field of exercise physiology is the major focus of this class, with emphasis on the related fields of bio-mechanics and motor learning. Prerequisite: Undergraduate course in exercise science/physiology. Spring, even years. 3 credit hours.

**SPED 603 CONTEMPORARY CONCEPTS OF WELLNESS**

A study of the relationships among the components of wellness, as well as an examination of recognized approaches to effective instruction in lifetime physical fitness. Prerequisite: Undergraduate course in exercise science/physiology. Spring, odd years. 3 credit hours.

**SPED 604 SPORT IN SOCIETY**

An examination of the issues and problems associated with play, games, and sport in a sociocultural context. Summer, odd years. 3 credit hours.

**SPED 605 SPORT AND PHYSICAL EDUCATION FOR DIVERSE POPULATIONS**

A study of the implications for those involved in the instruction and provision of sport opportunities for diverse populations. These populations include the handicapped, the gifted, the elderly, and other groups with identifiable special needs. Summer, even years. 3 credit hours.

**SPED 606 SPORT AND PHYSICAL EDUCATION ADMINISTRATION**

A study of specific issues involved in the organization and administration of sport and physical education programs. Spring, even years. 3 credit hours.

**SPED 607 LEGAL ISSUES OF SPORT AND PHYSICAL EDUCATION**

An exploration of the legal issues in sport and physical education. Emphasis will be placed on liability issues relevant to educational, recreational, and athletic settings. Summer, even years. 3 credit hours.

**SPED 608 PSYCHOLOGY OF SPORT**

An analysis of the psychological aspects of sport with an emphasis on application and implications for teachers and coaches. As needed. 3 credit hours.

**SPED 609 SUPERVISION AND EVALUATION OF INSTRUCTION**

A study of the basic issues relevant to instructional supervision. Particular attention will be given to methods of evaluating instruction by means of systematic observation. As needed. 3 credit hours.

**SPED 610 THEORIES OF MOTOR DEVELOPMENT**

A study of motor, physical, and neuromuscular development from the prenatal period to old age. Emphasis will be placed on stages of development, motor system, and development of specific movement patterns. As needed. 3 credit hours.

**SPED 611 PHYSICAL EDUCATION SEMINAR**

A class for practicing physical educators, designed to be taught in a workshop format. The specific content will vary

based upon instructor, students and setting. The purpose will be to examine and to apply practices necessary in developing instructional expertise. As needed. 3 credit hours.

### **SPED 612 LEADERSHIP AND ETHICS IN SPORT PEDAGOGY**

An examination of the unique ethical challenges faced by sport and physical activity leaders with an emphasis on building leadership skills and ethical competency through self-assessment, challenge, and feedback. Fall, odd years. 3 credit hours.

### **SPED 613 COACHING THEORY**

This course is an examination of the skills required for effective coaching. The primary goal of the course is to develop and enhance knowledge and understanding of concepts and techniques of coaching and their application to achieving important objectives while working with athletes. Summer, odd years. 3 credit hours.

### **SPMG 615 MEETINGS, CONVENTIONS, AND EVENT PLANNING AND MANAGEMENT (HTMG615)**

This course will prepare students for effective event and meeting planning coordination and implementation. The topics and case studies are based on the management's view of organizing and planning events. Students will be introduced to skills required for coordinating meetings, conventions, small to large special events, exhibits, and conferences. Students will be introduced to all aspects of event planning including overseeing catering logistics, coordinating meeting and exhibit space, monitoring client expectations, organizing audio/visual logistics, staffing events and using consultants and contractors. Models and techniques for effective project management and budgeting will be included. As needed. 3 credit hours.

### **SPMG 696 TOPICS IN SPORT MANAGEMENT**

Examines current events and topics in sport management such as: sport facility design and management, olympic games, critical issues in sport management, sport marketing, sport economics, sport finance, intercollegiate athletics, campus recreation, sport tourism, and international sport among others. Topics will vary for each course offering. May be repeated for credit when content varies. As needed. 3 credit hours.

### **WMGT 601 INCOME TAX PLANNING**

Study of the Federal Income Tax Law and fundamentals related to individual income tax. This course addresses tax planning to reduce the impact of federal income tax and focuses on the income tax curriculum of the CFP. Summer. 3 credit hours.

### **WMGT 604 TRANSFER TAXATION**

An advanced study of gift, estate and trust taxation, including federal and state transfer tax laws. The course will emphasize the tax issues involved in wealth transfer and transmission. Prerequisite: WMGT 601. Fall. 3 credit hours.

### **WMGT 605 FINANCIAL PLANNING STRATEGIES**

A study of the financial planning process, including the utilization of financial statement analysis, risk management, education planning, investment management, retirement planning, tax planning, estate planning and business transition planning. This course will also cover the CFP Board's Ethics and Standards of Professional Conduct. Fall. 3 credit hours.

### **WMGT 610 INVESTMENT STRATEGIES**

A core examination of portfolio construction and planning, the securities markets, time value analysis, common stock and fixed income evaluation, investment company overview, technical analysis, bond market and fixed income valuation, government securities, and derivatives. Fall. 3 credit hours.

### **WMGT 615 ADVANCED FIDUCIARY PRINCIPLES AND INVESTMENT MANAGEMENT**

An advanced study of investment advisors, investment company status/structure/disclosure, current national markets, broker-dealer regulation, and the fiduciary principles applied to wealth and trust management with particular emphasis upon current applicable federal and North Carolina law relevant to fraud and fiduciary duties. As needed. 3 credit hours.

### **WMGT 620 INSURANCE AND RISK MANAGEMENT**

An inclusive examination of the interplay between insurance and the risk management process, including a study of the concept of risk, insurance as a device in risk reduction and elimination, the principles of risk management. A review of traditional risk management practices and avenues concerning life, health and income maintenance, and an examination of policy coverage related to the personal and commercial sectors, disability and long-term care, and the current governmental regulatory structure, including the current status of the Affordable Health Care for America Act. Summer, odd years. 3 credit hours.

### **WMGT 621 ADVANCED INVESTMENT STRATEGIES**

An advanced examination of the elements of investments, including asset classes and financial instruments, in addition to an in-depth treatment of portfolio theory, equity and bond valuation and pricing. Applications of the derivatives markets concerning risk management, including futures and options markets. Prerequisite: WMGT 610. Spring. 3 credit hours.



### **WMGT 625 ADVANCED ESTATE PLANNING**

An advanced examination of the process enabling individuals to effect the orderly management, utilization and transference of wealth. Areas of concentration include client counseling, will planning, tax consideration, transfers effected for transferor benefit, spousal considerations, gift planning, and retirement compensation planning, with particular review of irrevocable and revocable trusts, generation skipping trusts, IRAs, and the like. Spring. 3 credit hours.

### **WMGT 630 RETIREMENT PLANNING STRATEGIES**

A comprehensive study of retirement planning, with an advanced examination of E. R. I. S. A. and an in-depth review of retirement offerings. An examination of the Social Security system, including benefits, taxation issues, disability, and Medicare considerations, along with a review of current trends and proposals. Finally, an examination of employee and group benefits and their essential role in the individual's quest for financial freedom. Spring. 3 credit hours.

### **WMGT 640 ADVANCED SECURITIES AND FINANCIAL REGULATION**

A comprehensive examination of securities and financial regulation, the course delves into the salient legal and regulatory issues involved in the regulatory process, including an in-depth examination of the securities markets, required disclosure, fraud, public offerings, exempt offerings, secondary market transactions, and the SEC enforcement process. Summer, even years. 3 credit hours.

### **WMGT 650 WEALTH TRANSFER SEMINAR (CAPSTONE)**

An advanced study of the efficient wealth transfer process, including the utilization of estate and trust administration methodologies. The course includes a survey and case study review of asset management and taxation, trust regulation and examination, and fiduciary investment obligations and best practices. Probate issues are examined, including a review of North Carolina probate practices and requirements. Spring and Fall. 3 credit hours.

## **SCHOOL OF DIVINITY COURSE DESCRIPTIONS**

### **DSCE 105 TEACHING AND LEARNING IN THE CHURCH**

A study of how to design lesson goals/objectives, structure content, design interactive activities, and use evaluative tools to assess learning. Emphases are also given on a variety of age-appropriate teaching methodologies, learning styles, biblical and theological basis for teaching in the church, and a formulation of a philosophy of teaching. Every third semester. 3 credit hours.

### **DSCE 110 THE CHURCH PREPARING FOR MISSION AND MINISTRY**

A study and analysis of the role of the Christian church in the world. Attention is devoted to analyzing and evaluating the appropriateness of a variety of church organizational models. The course considers the preparation, leadership, and space required for each model. Every third semester. 3 credit hours.

### **DSCE 115 ADMINISTRATION AND LEADERSHIP IN THE CHURCH**

An examination of church polity with particular attention given to the free-church tradition. Other components of the course will include the enlistment and training of leadership, principles of administration, systems theory, conflict management, and public relations. The course will also deal with church staff configurations, supervision, and performance reviews. Fall and Spring. 3 credit hours.

### **DSCE 200 CHRISTIAN EDUCATION AND FORMATION WITH YOUTH**

A study of the adolescent years, youth cultures in this country, the church's biblical, theological, and practical role in the Christian education and formation of youth in an inter-generational context. Resources and ministry models are examined, focusing on the design of curricula for youth in all aspects of church life: proclamation, worship, education, service and fellowship. Learners will develop skills needed for effective practice. Every third semester. 3 credit hours.

### **DSCE 206 CHRISTIAN EDUCATION AND FORMATION WITH CHILDREN**

A study of the developmental stages of the child. Attention is given to the church's biblical, theological, and practical role in the Christian education and formation of children, in an inter-generational context. Attention will be given to evaluation of resources and to designing curricula for children. Learners will develop skills needed for effective practice. Every third semester. 3 credit hours.

### **DSCE 210 CHRISTIAN EDUCATION AND FORMATION WITH ADULTS**

A study of stages, transitions, and complexities of the adult life, evaluated in a biblical and theological context. Attention is given to the role of the designed curricula for education and formation with adults, focusing on the weaving of one's life story into the story of the community of faith biblically and historically in the areas of proclamation, worship, education, service and fellowship. Learners will develop skills needed for effective practice. Every third semester. 3 credit hours.

### **DSCE 211 EDUCATION AND FORMATION WITH COLLEGE STUDENTS/MINISTRY WITH COLLEGE STUDENTS**

A study of issues related to college ministries such as, but not limited to: grief, family relationships, cohabitation (sexuality),

issues of faith, ethics, social media (social mores), finances, college debt, community life and skills, different roles and rules of life. Attention will be given to how to plan, carry out, and evaluate structures for campus ministry and parachurch ministries in light of church curricula in areas such as mission, evangelism/missional engagement, fellowship, and discipleship. As needed. 3 credit hours.

### **DSCE 300 DESIGNING CURRICULA FOR CHRISTIAN EDUCATION AND FORMATION**

A study of curriculum design principles for the enabling of spiritual formation through a church's theological commitment to proclamation, worship, education, service, and fellowship. Attention is given to methodology that best engages disciples of Jesus. As needed. 3 credit hours.

### **DSCE 310 LEADERSHIP WITH VOLUNTEERS IN THE CHURCH**

An examination of the theological bases for the ministry of volunteers in the church. Attention is given to enlisting, placing, inspiring, and supervising volunteers in the church. Every third semester. 3 credit hours.

### **DSCE 400 CHRISTIAN EDUCATION SPECIALIZATION PRACTICUM**

Persons pursuing a Master of Divinity degree in Christian Education may choose a practicum. This will involve working with a person in this field, developing a job description for this position, performing weekly tasks under the supervision of the mentor, and receiving feedback on a weekly basis. This on-site job training will come near the end of the three-year track. A practicum may be chosen in one of the following fields: Minister of Christian Education, Minister of Youth Education, Minister to Children, Minister to Preschoolers, Minister to Preschoolers and Children, Church Business Administrator, or Director of Weekday Early Childhood Education. As needed. 6 credit hours.

### **DSCE 401 SELECTED TOPICS IN CHRISTIAN EDUCATION AND FORMATION**

A theological, theoretical, historical, and practical study of a particular issue/challenge related to the vocation of Christian Education. This course may be repeated for credit if course content is different. As needed. 3 credit hours.

### **DSCE 451 WRITING FOR PUBLICATION SEMINAR**

This seminar aids students in developing professional writing skills for theological publications. Students are instructed in how to write scholarly book reviews and articles for journals. Prerequisites: Teaching and Learning in the Church, and nine hours of biblical studies electives. Every third semester. 3 credit hours.

### **DSDM 501 THE MINISTRY AS LIFELONG LEARNING**

This seminar is an on-campus experience, taken as the candidate's first seminar experience, and prerequisite to all subsequent seminars, in which the candidate will receive general orientation to the degree program, to appropriate research methodologies to be utilized in the degree program, and to appropriate resources for developing successful strategies for lifelong learning as a minister. Fall. 2 credit hours.

### **DSDM 502 THE MINISTRY AS LIFELONG LEARNING: PASTORAL CARE AND COUNSELING**

This seminar includes a segment on hermeneutics as interpreting stories—biblical stories, a person's own story, and the stories of others. Fall. 2 credit hours.

### **DSDM 510 THE MINISTRY OF BIBLICAL INTERPRETATION**

This seminar is a study of various historical interpretative approaches to both the Old and New Testaments. Fall. 4 credit hours.

### **DSDM 520 THE MINISTRY OF WORSHIP**

Through a variety of pedagogical methods, the candidate will explore traditional understandings of worship within the larger Christian community, hermeneutical applications of the Bible as critical to proper worship, the components of worship such as proclamation, music, and the reading of scripture, the worship leader(s) and the worshipping community and planning and evaluation of worship. Fall, even years. 4 credit hours.

### **DSDM 521 THE MINISTRY OF PREACHING**

The seminar will employ a variety of pedagogical methods, including lecture, video analysis of preaching events, small group experiences, and seminar preaching events. In particular, the seminar will explore postmodernism as the contemporary context of preaching; a history of preaching with special emphasis on the rise of the so-called "New Homiletic"; a biblical theology of preaching; an exploration of the hermeneutical skills necessary for appropriate biblical interpretation in the service of sermon development; the method of sermon development with special attention to the day-by-day tasks of sermon preparation; methods, techniques, and strategies for effective sermon delivery; methods, resources, and strategies for developing an effective preaching plan for the parish and a pastoral theology of preaching including the place of preaching in the life of the pastor. January, odd years. 4 credit hours.

### **DSDM 530 THE MINISTRY OF CHRISTIAN EDUCATION AND ADMINISTRATION**

This seminar will probe the various components of effective Christian Education that significantly contribute to one's faith development. Building community within the changing church paradigm requires leadership skills and the effective administration of resources. Developing these skills will be the focus of the seminar. As needed. 4 credit hours.

### **DSDM 531 THE MINISTRY OF LEADERSHIP IN THE CHURCH**

An evaluation of pastoral leadership focusing on, but not limited to, themes such as vocation, centeredness, vision-mission, church "culture" and its effect on strategic, operational or evaluative planning, pastoral tenure, and the supervisory role of staff (paid or volunteer). Contemporary models will be critically evaluated. Spring, odd years. 4 credit hours.

### **DSDM 535 EDUCATING THE CHURCH THROUGH CHRISTIAN SPIRITUALITY**

This seminar evaluates the history of Christian education and of Christian spirituality and their impact on spiritual formation. Attention will be given to practical exercises to be carried out in private and corporate life. January, even years. 4 credit hours.

### **DSDM 540 THE MINISTRY OF PASTORAL CARE**

The role of the minister as pastoral caregiver and counselor is explored in this seminar, giving attention to the care of the self, care of the community of faith, and care of all others in the world who are objects of God's loving care. Seminar participants will develop an appropriate pastoral theology, a level of personal, interpersonal, and spiritual awareness commensurate with mature ministry, and the requisite skills to practice pastoral care in a ministry setting. As needed. 4 credit hours.

### **DSDM 541 CONFLICT RESOLUTION IN THE CHURCH**

This seminar will examine the dynamics of conflict in the church. Attention will be given to assessing conflict from intrapersonal, interpersonal and systemic perspectives. Spring, even years. 4 credit hours.

### **DSDM 550 THE MINISTRY AND THE WORLD**

This seminar will challenge the student to engage in the important missiological issues related to being a Christian witness in a culturally-diverse context. Fall, odd years. 4 credit hours.

### **DSDM 551 MISSION AND MINISTRY IN A PLURALISTIC WORLD**

This seminar focuses on the role of the minister as a representative of the church in the world external to the

church (both local and global). Seminar participants will develop an understanding of the church and his/her role in it, within a global context, and the capacity to reflect theologically on the implications of that global context for the nature and mission of the church. As needed. 4 credit hours.

### **DSDM 552 MISSION AND CROSS-CULTURAL MINISTRY**

This seminar will challenge the student to engage the important missiological issues related to being a Christian witness in a culturally-diverse context. As needed. 4 credit hours.

### **DSDM 553 MISSION STRATEGIES FOR MINISTRY**

This seminar seeks to equip the student to be effective in use of relevant mission and ministry strategies. As needed. 4 credit hours.

### **DSDM 560 LIFE LONG LEARNING**

When taught within this concentration, this course would include a segment on hermeneutics as interpreting stories-biblical stories, a person's own stories, and the stories of others. Fall. 2 credit hours.

### **DSDM 561 PASTORAL THEOLOGY IN FAITH AND PRACTICE**

This course will address studies in pastoral theology, self-assessment (the person and professional minister), and selected issues, such as culture/ethnicity, gender/sexuality, career assessment, worship, and spiritual care. Fall. 4 credit hours.

### **DSDM 563 CLINICAL ASPECTS OF CARE**

This course will address issues of diagnosis/assessment (including spiritual assessments), pathology (DSM IV, TR Revised), addictions, and interventions. Spring. 4 credit hours.

### **DSDM 564 INTERPERSONAL RELATIONSHIPS AND FAMILY SYSTEMS THEORY**

This course will address such issues as parent/child relationships, triangulation, family patterns, stepfamilies, healthy and dysfunctional families, MKs, and third-culture kids. Spring. 4 credit hours.

### **DSDM 565 CRISIS INTERVENTION THEORIES**

This course will address a variety of crises including complicated grief, mental illness, addictions, disaster interventions, conflict resolution, abuse, suicide, violence, disaster response, and PTSD. Summer. 4 credit hours.

### **DSDM 580 CLINICAL AND PASTORAL EDUCATION**

This course provides training in pastoral care under supervision in an off-campus clinical setting whose program is

accredited by the Association for Clinical Pastoral Education. As needed. 3 credit hours.

### **DSDM 581 SUPERVISION I**

Supervision will provide the candidate with a peer group experience that is intentional, collaborative, and theologically reflective. It will facilitate significant progress toward personal learning goals articulated by the candidate. As needed. 3 credit hours.

### **DSDM 582 SUPERVISION II**

This course in supervision is a continuation of DSDM 581. As needed. 3 credit hours.

### **DSDM 583 SUPERVISION III**

This course in supervision is a remedial semester for certain students. As needed. 3 credit hours.

### **DSDM 585 AND 586 SUPERVISED MINISTRY I AND II**

This seminar includes four-hundred hours of supervised ministry, with at least one-hundred of these hours in group/peer-experiences or individual supervision. The supervised ministry experience may be performed in an institutional setting (i. e. , hospital, hospice, or prison) and may involve clinical pastoral education, pastoral (or marriage and family) counseling, a congregational setting, or member care with field missionary personnel. The department of Pastoral Care and Counseling shall approve the supervisor and field setting. As needed. 6 credit hours.

### **DSDM 590 MINISTRY PROJECT PROPOSAL WORKSHOP**

This workshop assists the student in developing a project proposal to be submitted to the faculty for approval. January. 0 credit hours.

### **DSDM 591 MINISTRY PROJECT DEVELOPMENT I**

The approved project is implemented in this course under the direction of the student's project committee. As needed. 3 credit hours.

### **DSDM 592 MINISTRY PROJECT DEVELOPMENT II**

The approved project is completed, analyzed and defined by the student in this course under the direction of the student's project committee. Additional Fee Required: \$350. As needed. 3 credit hours.

### **DSDM 593 MINISTRY PROJECT EXTENSION**

This course provides an additional semester if needed. As needed. 0 credit hours.

### **DSET 100 CHRISTIAN ETHICS**

Biblical and historical studies of Christian ethics, with contemporary applications. Fall and Spring. 3 credit hours.

### **DSET 401 SELECTED TOPICS IN ETHICS**

An exegetical, historical, or theological study of a particular religious writing, ethical tradition, or contemporary moral issue. May be repeated if course content is different. As needed. 3 credit hours.

### **DSGK 100 GREEK I**

A study of the basics of biblical Koiné Greek. In addition to learning elementary grammar, forms, and vocabulary, selected texts from the Greek New Testament will be translated. Summer. 3 credit hours.

### **DSGK 101 GREEK II**

A continuation and expansion of Greek I with special attention given to the translation of passages from the Greek New Testament. Prerequisite: DSGK 100 or equivalent coursework. Fall. 3 credit hours.

### **DSGK 202 GALATIANS**

An exegetical and theological study of the Epistle in Greek, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. Prerequisites: DSGK 100 and DSGK 101 or equivalent. As needed. 3 credit hours.

### **DSGK 203 EPHESIANS**

An exegetical and theological study of the Epistle in Greek, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. Prerequisites: DSGK 100 and DSGK 101 or equivalent. As needed. 3 credit hours.

### **DSGK 204 LUKE**

An exegetical and theological study of the Gospel of Luke in Greek, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. Prerequisites: DSGK 100 and DSGK 101 or equivalent. As needed. 3 credit hours.

### **DSGK 205 COLOSSIANS**

An exegetical and theological study of the Epistle in Greek, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. Prerequisites: DSGK 100 and DSGK 101 or equivalent. As needed. 3 credit hours.



### **DSGK 206 1 CORINTHIANS**

An exegetical and theological study of the Epistle in Greek, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. Prerequisites: DSGK 100 and DSGK 101 or equivalent. As needed. 3 credit hours.

### **DSGK 207 THE GOSPEL OF JOHN**

An exegetical and theological study of the Gospel of John focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. The Greek focus of this course will involve additional time devoted to the translation and reading of the Greek text of John as well as a major research project which is language-related. As needed. 3 credit hours.

### **DSGK 401 SELECTED READINGS IN GREEK**

The translation and interpretation of various biblical and/or extra-biblical Greek texts. Prerequisites: DSGK 100 and DSGK 101 or equivalent. As needed. 3 credit hours.

### **DSHB 100 HEBREW I**

An introduction to the grammar and syntax of biblical Hebrew. Summer. 3 credit hours.

### **DSHB 101 HEBREW II**

An inductive examination of the grammar and syntax of biblical Hebrew. The course will introduce more advanced principles of Hebrew grammar and syntax by means of the exegetical study of a selection of narrative Hebrew. Prerequisite: DSHB 100 or its equivalent. Fall. 3 credit hours.

### **DSHB 200 HEBREW EXEGESIS: GENESIS**

An exegetical study of Genesis. Prerequisite: DSHB 101 or its equivalent. As needed. 3 credit hours.

### **DSHB 203 HEBREW EXEGESIS: AMOS**

An exegetical study of Amos. Prerequisite: DSHB 101 or its equivalent. As needed. 3 credit hours.

### **DSHB 206 HEBREW EXEGESIS: PSALMS**

An exegetical study of Psalms. Prerequisite: DSHB 101 or its equivalent. As needed. 3 credit hours.

### **DSHB 401 SELECTED READINGS IN HEBREW**

The translation and interpretation of various biblical and extra-biblical Hebrew texts. Prerequisites: DSHB 100 and DSHB 101 or their equivalent. As needed. 3 credit hours.

### **DSHS 100 INTRODUCTION TO CHRISTIAN HISTORY I**

The purpose of this course is to introduce the major people, events, ideas, and/or issues in Christian history from the

beginning of the New Testament church to the eve of the Reformation. Fall. 3 credit hours.

### **DSHS 101 INTRODUCTION TO CHRISTIAN HISTORY II**

The purpose of this course is to introduce the major people, events, ideas, and/or issues in Christian history from the Reformation to the present. Baptist history will be highlighted. Spring. 3 credit hours.

### **DSHS 201 THE ENGLISH REFORMATION**

The purpose of this course is to introduce the major people, events, ideas, and issues of the English Reformation. An attempt is made to place the English Reformation in the wider context of the European Reformations and also to evaluate the impact of the English Reformation on the New England colonies. As needed. 3 credit hours.

### **DSHS 401 SELECTED TOPICS IN CHURCH HISTORY**

A historical, sociological, or theological study of a particular period, movement, figure, or tradition in Church History. May be repeated if course content is different. As needed. 3 credit hours.

### **DSIS 200 WORLDVIEW STUDIES**

This is an introductory study of the historical development, basic assumptions, and praxis of major religious worldviews. Special attention will be given to the current debates on religious pluralism. Every third semester. 3 credit hours.

### **DSIS 201 CONTEMPORARY RELIGIOUS MOVEMENTS**

This course will introduce students to the major religious movements that have emerged in the last 200 years primarily in the United States and Europe. Students will also be challenged to explore Christian approaches to religious pluralism. As needed. 3 credit hours.

### **DSIS 210 INTRODUCTION TO ISLAMIC STUDIES**

This course will introduce the students to the historical, theological, and practical developments in Islam. The course will focus on important events, movements, and figures that helped shape contemporary Islam. Students will also be challenged to explore Christian approaches to Islam. As needed. 3 credit hours.

### **DSIS 300 TRANSFORMATIONAL LEADERSHIP**

This is a critical study of the religious and sociocultural foundations of individual transformation based on a spiritual encounter and its impact on society. Every third semester. 3 credit hours.

### **DSIS 301 COMMUNITY DEVELOPMENT**

This is a practical study of the principles, tools, and resources of organizing, leading, and developing a local community.

Particular attention will be given to character, vision, skills, leadership styles, tools, strategies, and resources necessary for congregational growth and development. Every third semester. 3 credit hours.

### **DSIS 302 URBAN STUDIES**

This is a foundational study of the unique challenges and opportunities for transformation in an urban setting. Students will examine current trends and issues that shape the directions of global urbanization and explore how one can make an impact in these areas. January, every other year. 3 credit hours.

### **DSIS 303 CULTURAL ANTHROPOLOGY**

This is a practical study of the cultural concepts in anthropology. Students will learn how culture impacts people's religious expressions and address how they relate to people from cultural backgrounds other than their own. Every third semester. 3 credit hours.

### **DSIS 305 DIASPORA STUDIES**

This is a foundational study of the phenomenon of people's mobility within and outside their homelands. Students will learn the theoretical foundations and practical approaches to diaspora communities; discover the determinant factors behind people's geographic and demographic mobility; study the trends in international migration; and identify some of the challenges and opportunities of people on the move relevant to globalization. January, every other year. 3 credit hours.

### **DSIS 310 TRANSFORMATIONAL MOVEMENTS IN THE TEXTS**

This is a textual study of the foundations, principles, and praxis of the religious encounters of individuals, people groups, and societies that have impacted and shaped early world civilizations. Special attention will be given to the paradigm of change that develops out of identity formation and the perceived calling and destiny of a particular mass movement based on the Judeo-Christian texts. Every third semester. 3 credit hours.

### **DSIS 311 MASS MOVEMENTS IN HISTORICAL PERSPECTIVES**

This is a historical study of the origin, development, and propagation of the message and tasks of Christian-oriented mass movements based on the paradigm of change in cultures around the world. Every third semester. 3 credit hours.

### **DSIS 312 MASS MOVEMENTS IN CONTEMPORARY PERSPECTIVES**

This is a contemporary study of the major trends, issues, and challenges relevant to the various interpretations of the message and tasks of mass movements within a broader

spectrum of a Christian tradition. Every third semester. 3 credit hours.

### **DSIS 400 ICS PRACTICUM**

This is a practical course that provides students significant experience in intercultural environment to prepare them to function, live, and work in cultures other than their own. This includes fieldwork for conducting case studies, ethnographic research, or applied linguistics. This course must be developed with the ICS instructor. Non-ICS students may take this course as an elective. As needed. 3 credit hours.

### **DSIS 401 SPECIAL TOPICS IN INTERCULTURAL STUDIES**

A practical, historical, theological, or cross-cultural study of a particular issue/challenge related to the arena of intercultural studies. May be repeated if course content is different. As needed. 3 credit hours.

### **DSLGL 105 BIBLICAL ARAMAIC**

An introduction to Biblical Aramaic and a study of its grammar, syntax, and vocabulary, including the reading of biblical texts written in Aramaic. Prerequisites: DSHB 100 and DSHB 101 or their equivalents. As needed. 3 credit hours.

### **DSLGL 115 THEOLOGICAL GERMAN**

This course provides the foundational vocabulary, grammar, and syntax necessary for acquiring a basic reading knowledge of German scholarship in the theological, historical, and biblical disciplines. This course introduces the grammatical and syntactical issues necessary to comprehend German sentence structure. The course provides translation exercises of increasing difficulty and encourages the building of vocabulary that will equip students to begin working with German scholarship. As needed. 3 credit hours.

### **DSMN 100 LIFE AND WORK OF THE MINISTER**

A practical and theoretical examination of ministry in a postmodern, globalized context. This course offers an opportunity for students to interact with experienced practitioners who model effective ministry. Fall. 3 credit hours.

### **DSMN 201 INTRODUCTION TO PREACHING**

This course is an introduction to basic Christian preaching. It gives attention to the theology of preaching, method of preaching, delivery techniques, and pulpit planning in the local church. Diverse homiletic theories and models will be explored and encouraged. Part of the course will involve a preaching lab in which every student will gain practical experience in preparing and preaching an original sermon. Fall, Spring, and Summer. 3 credit hours.

### **DSMN 202 INTRODUCTION TO WORSHIP**

This course is an introduction to worship in the local church including the nature, history, and practice of worship. Part of

the course will involve a lab experience in which students will gain practical experience in the celebration of the ordinances as well as other rituals of faith. Fall, Spring, and Summer. 3 credit hours.

### **DSMN 300 PREACHING FROM THE GOSPELS**

This course will examine the ways in which Matthew, Mark, Luke, and John can be used in proclamation. Particular attention will be given to the unique literary structures and themes of each gospel. Also, emphasis will be put on the issues of spiritual formation and leadership. How do these concerns affect both the shaping of the messenger as well as the message? As needed. 3 credit hours.

### **DSMN 301 PREACHING PRACTICUM**

This course features advanced preaching theory and practice techniques. Particular emphasis will be given to preaching lectionary texts, honing delivery skills, and appropriate planning and assessment within a congregational setting. Prerequisite: DSMN 201. As needed. 3 credit hours.

### **DSMN 401 SELECTED TOPICS IN CHRISTIAN MINISTRY**

A practical, historical, or theological study of a particular issue/challenge related to the vocation of Christian ministry. May be repeated if course content is different. As needed. 3 credit hours.

### **DSMS 200 WORLD RELIGIONS**

This course will introduce the major religious traditions by studying their historical development, worldview and praxis. Students will also be challenged to explore Christian approaches to religious pluralism. Every third semester. 3 credit hours.

### **DSMS 201 CONTEMPORARY RELIGIOUS MOVEMENTS**

This course will introduce students to the major religious movements that have emerged in the last 200 years primarily in the United States and Europe. Students will also be challenged to explore Christian approaches to religious pluralism. As needed. 3 credit hours.

### **DSMS 210 INTRODUCTION TO ISLAM**

This course will introduce the students to the historical, theological, and practical developments in Islam. The course will focus on important events, movements, and figures that helped shape contemporary Islam. Students will also be challenged to explore Christian approaches to Islam. As needed. 3 credit hours.

### **DSMS 300 EVANGELISM AND DISCIPLESHIP**

This course will challenge students to discover the biblical and theological foundations of evangelism and explore how this impacts the evangelistic work of the church locally and abroad. Every third semester. 3 credit hours.

### **DSMS 301 CHURCH PLANTING AND DEVELOPMENT**

This course will enable students to examine the biblical foundations, historical development, and the contemporary principles and strategies of starting and developing churches. Students will also learn vision casting, creative leadership styles, relevant tools, effective strategies, and resources necessary for planting and developing healthy congregations. Every third semester. 3 credit hours.

### **DSMS 302 URBAN MISSIOLOGY**

This course will enable students to understand the unique challenges and mission opportunities in an urban setting. Students will learn about the profound impact of global urbanization throughout the world and explore how one can make an impact in these areas. January, every other year. 3 credit hours.

### **DSMS 303 CULTURAL ANTHROPOLOGY FOR CHURCH MINISTRY**

This course will introduce students to some of the basic practical cultural anthropological concepts. This knowledge will be used to understand how cultures impact religious expressions and address how to relate the gospel to persons from cultural backgrounds other than their own. Every third semester. 3 credit hours.

### **DSMS 304 JESUS IN A GLOBAL PERSPECTIVE**

This course will provide a view of Jesus from the perspective of the major world religions and from the perspective of Two-Thirds World Christian writers. The course will be a seminar. As needed. 3 credit hours.

### **DSMS 305 DIASPORA MISSIONS FOR INTERCULTURAL DIVERSITY**

This course will introduce students to the phenomenon of people's mobility within and outside their homelands. Students will learn the theoretical foundations and practical approaches to diaspora communities; discover the determinant factors behind people's geographic and demographic mobility; study the trends in international migration; and identify some of the challenges and missional opportunities of people on the move. Every third semester. 3 credit hours.

### **DSMS 310 MISSION IN BIBLICAL-THEOLOGICAL PERSPECTIVES**

This course is an introduction to the foundation, nature, components, tasks, and strategies of mission and evangelization in the Bible. Students will also examine the various theological approaches to understanding God's redemptive plan and work as revealed in the Old and New Testaments. 3 credit hours.

### **DSMS 311 MISSION IN HISTORICAL PERSPECTIVES**

This course is a survey of Christian mission and evangelization, its beginnings and development, including the major forces, personalities and circumstances that contributed to its expansion, and how it was understood and practiced throughout the history of the church. Every third semester. 3 credit hours.

### **DSMS 312 MISSION IN CONTEMPORARY PERSPECTIVES**

This course will enable students to identify, understand, and evaluate trends and issues that impact the contemporary practice of Christian mission and evangelization. Students will also examine the current debates on theologies of mission within the Roman Catholic, the Conciliar, and the Evangelical traditions. Every third semester. 3 credit hours.

### **DSMS 400 MISSION IMMERSION EXPERIENCE**

This course will provide students with a significant cross-cultural experience that helps them understand the challenges in cross-cultural ministry. Students may take this course as an elective or students can meet the core Mission and Evangelization course requirement. Mission Immersion Experiences must be developed with the Missiology instructor. As needed. 3 credit hours.

### **DSMS 401 SELECTED TOPICS IN MISSIOLOGY**

A practical, historical, theological, or cross-cultural study of a particular issue/challenge related to the vocation of Missiology. May be repeated if course content is different. As needed. 3 credit hours.

### **DSNT 100 INTRODUCTION TO THE NEW TESTAMENT I**

A study of the background, history, literary genre, and theology of the canonical Gospels beginning with the inter-biblical period. Fall. 3 credit hours.

### **DSNT 101 INTRODUCTION TO THE NEW TESTAMENT II**

A study of the background, history, literary genre, and theology of the Book of Acts, the Letters of Paul, the General Letters, and Revelation. Spring. 3 credit hours.

### **DSNT 201 THE GOSPEL OF MATTHEW**

An exegetical and theological study of the Gospel of Matthew, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing.

As needed. 3 credit hours.

### **DSNT 202 THE GOSPEL OF MARK**

An exegetical and theological study of the Gospel of Mark, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. As needed. 3 credit hours.

### **DSNT 203 THE GOSPEL OF LUKE**

An exegetical and theological study of the Gospel of Luke, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. As needed. 3 credit hours.

### **DSNT 204 THE GOSPEL OF JOHN**

An exegetical and theological study of the Gospel of John, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. As needed. 3 credit hours.

### **DSNT 205 THE BOOK OF ACTS**

An exegetical and theological study of the Book of Acts, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. As needed. 3 credit hours.

### **DSNT 206 1 CORINTHIANS**

An exegetical and theological study of 1 Corinthians, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. As needed. 3 credit hours.

### **DSNT 209 GALATIANS**

An exegetical and theological study of Galatians, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. As needed. 3 credit hours.

### **DSNT 210 EPHESIANS**

An exegetical and theological study of Ephesians, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. As needed. 3 credit hours.



### **DSNT 220 JAMES**

An exegetical and theological study of James, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. As needed. 3 credit hours.

### **DSNT 306 ROMANS**

An exegetical and theological study of Romans, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. As needed. 3 credit hours.

### **DSNT 310 REVELATION**

An exegetical and theological study of the Apocalypse, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. As needed. 3 credit hours.

### **DSNT 401 SELECTED TOPICS IN NEW TESTAMENT**

An exegetical, historical, or theological study of a particular New Testament writing, author, literary tradition, or theme. May be repeated if course content is different. As needed. 3 credit hours.

### **DSNT 405 THE THEOLOGY OF LUKE-ACTS**

A literary and theological study of the major themes and emphases employed by the author of Luke-Acts. Prerequisites: DSNT 100 and DSNT 101. As needed. 3 credit hours.

### **DSNT 407 STUDIES IN PAULINE THEOLOGY**

A study of the various theological motifs, themes, and emphases of the Apostle Paul as expressed in his epistles. Prerequisites: DSNT 100 and DSNT 101. As needed. 3 credit hours.

### **DSNT 408 STUDIES IN JOHANNINE THEOLOGY**

A study of the theological emphases of the various Johannine communities as reflected in their writings in the New Testament. Prerequisites: DSNT 100 and DSNT 101. As needed. 3 credit hours.

### **DSNT 412 THE PARABLES OF JESUS**

An advanced study of the parables of Jesus, including an examination of the distinctive elements of the parable as oral form, a review of the history of parable interpretation, a detailed analysis of the parables in the gospels, and a consideration of the challenges for preaching the parables today. Prerequisites: DSNT 100 and DSNT 101. As needed. 3 credit hours.

### **DSNT 414 BIBLICAL HERMENEUTICS**

A Study of Classical and contemporary approaches to the interpretation of scripture, including an analysis of how these methods of interpretation inform the development of various models of Christian theology and practice. Prerequisites: DSNT 100 and DSNT 101. Every third semester. 3 credit hours.

### **DSOT 100 INTRODUCTION TO THE OLD TESTAMENT I**

An introductory survey of the Pentateuch and historical books of the Old Testament with attention to background, history, contents, and major themes. Fall. 3 credit hours.

### **DSOT 101 INTRODUCTION TO THE OLD TESTAMENT II**

An introductory survey of the prophets and writings in the Old Testament with attention to background, history, contents, and major themes. Spring. 3 credit hours.

### **DSOT 200 GENESIS**

A study of the English text of Genesis, with attention given to its composition, historical background, theological content, and hermeneutical application. As needed. 3 credit hours.

### **DSOT 205 ISAIAH**

A study of the English text of Isaiah, with attention given to its composition, historical background, theological content, and hermeneutical application. As needed. 3 credit hours.

### **DSOT 206 JEREMIAH**

A study of the English text of Jeremiah. The course will examine the thematic units of the book as well as the theological and hermeneutical application of its message. As needed. 3 credit hours.

### **DSOT 308 AMOS AND HOSEA**

A study of the English texts of Amos and Hosea, with attention given to composition, historical background, theological content, and hermeneutical application. As needed. 3 credit hours.

### **DSOT 400 OLD TESTAMENT THEOLOGY**

The general purpose of this course is to provide a basic introduction to Old Testament Theology. The course will explore how theological discourse occurs when guided by the Old Testament text itself. The study will be historical and exegetical at the primary level. The exegetical work will be done with the assumption that exegesis is not complete until it is moved beyond the historical into relevant concerns of the church and the world. The enhancement of the ability to interpret and use Old Testament texts in ways that are theologically meaningful for the contemporary church is a major objective. Prerequisites: DSOT 100 and DSOT 101 or their equivalent. As needed. 3 credit hours.

### **DSOT 401 SELECTED TOPICS IN OLD TESTAMENT**

An exegetical, historical, or theological study of a particular Old Testament writing, author, literary tradition, or theme. May be repeated if course content is different. As needed. 3 credit hours.

### **DSOT 405 THE WISDOM LITERATURE AND PSALMS**

This course is a study of the wisdom texts that are a part of the canon of the Old Testament and the book of Psalms. The course includes a brief introduction to ancient Near Eastern writings with special attention to the texts that share features with biblical wisdom literature and psalms. The major focus of the course is a theological and hermeneutical exploration of the biblical books of Proverbs, Job, Ecclesiastes (Qoheleth) and Psalms. Prerequisites: DSOT 100 and DSOT 101 or their equivalent. As needed. 3 credit hours.

### **DSOT 410 THE PROBLEM OF EVIL IN THE BIBLICAL WORLD**

Through a survey of the Old Testament as it comments on the problem of evil, this course surveys the variety of ways in which ancient Near Eastern folk, specifically the ancient Israelites, defended the justice of God in light of human suffering. The course will give select attention to other ancient Near Eastern texts and the New Testament as well. Prerequisites: DSOT 100 and DSOT 101 or their equivalent. As needed. 3 credit hours.

### **DSPC 100 INTRODUCTION TO PASTORAL CARE AND COUNSELING**

An introduction to the ministry of pastoral care and counseling. The course will explore the biblical, theological, and historical roots of spiritual care, examining contemporary trends and theories. Guided exercises will facilitate development of basic helping skills for ministry. Fall, Spring, and Summer. 3 credit hours.

### **DSPC 105 MINISTERING TO THE CHEMICALLY DEPENDENT AND THEIR FAMILIES**

A study of the dynamics of chemical dependency and how it affects the family, the church, and other community groupings. The course includes an introduction to and practice of skills useful in working with the chemically-dependent and their families. As needed. 3 credit hours.

### **DSPC 110 PASTORAL THEOLOGY**

An attempt "to grasp the complexities of lived faith" while searching for theological understanding in the midst of life. Exploring the interface between theology, the behavioral/social sciences, and human experience, a framework for pastoral care and counseling will be suggested based on a foundation of a heuristic pastoral theology. Every third semester. 3 credit hours.

### **DSPC 115 PASTORAL CARE OF FAMILIES**

An overview of the diverse contexts of the family from theological and systems perspectives, the course will explore healthy and dysfunctional aspects of being family in biblical, historical, and contemporary contexts. Spring. 3 credit hours.

### **DSPC 120 CRISIS INTERVENTION IN PASTORAL CARE**

Attention is given to developing intentional pastoral strategies for persons in crisis. The course will address psychological and theological resources for common life traumas such as accidents, disasters, broken relationships, addictions, and physical/mental illness. Fall. 3 credit hours.

### **DSPC 125 GRIEF, LOSS, DEATH, AND DYING**

An examination of the mourning process in the context of various losses. Exploring multifaceted "faces" of grief, strategies for intervention will be suggested for pastor and congregation. Fall. 3 credit hours.

### **DSPC 200 CLINICAL PASTORAL EDUCATION**

Training in pastoral care under supervision in an off-campus clinical setting whose program is accredited by the Association for Clinical Pastoral Education. (1/2 unit = 3 hours; 1 unit = 6 hours) Prerequisites: DSPC 100 and faculty approval. As needed. 3 or 6 credit hours.

### **DSPC 201 CLINICAL PASTORAL EDUCATION IN THE PARISH**

A supervised training designed to equip pastoral caregivers to strengthen pastoral and leadership skills and creatively facilitate the different dynamics of pastoral ministry. The focus is an in-depth study, reflection and application of Family Systems Theory, as a tool in Pastoral Care. This course is not designed for persons whose vocational goal is chaplaincy or other clinical setting, but is specifically focused on ministry in a parish setting. Prerequisites: DSPC 100 and faculty approval. As needed. 6 credit hours.

### **DSPC 204 INTERPERSONAL RELATIONSHIPS IN MINISTRY**

An approach to the dynamics of the intrinsic cognitive, behavioral and emotional responses of the individual and the group in relation to one's self, environment and others. Spring. 3 credit hours.

### **DSPC 210 CHAPLAINCY MINISTRY**

A study of the various opportunities for the church's ministry in traditional and non-traditional settings such as military, industrial, campus, hospital, and hospice. As needed. 3 credit hours.

### **DSPC 225 THE MINISTRY OF MARRIAGE AND FAMILY ENRICHMENT**

The course will prepare the student to develop and lead marriage and family enrichment retreats. Not a course

in marital and family therapy, this course will address the “pressure points” of marriage/family, suggesting exercises and experiences which will facilitate healthy family life in church and community. As needed. 3 credit hours.

### **DSPC 250 THE PSYCHOLOGY OF RELIGIOUS EXPERIENCE**

A study of religious behavior utilizing insights from theology, philosophy, and the behavioral/social sciences. As “the study of the soul,” pastoral psychology explores religious issues of concern to both pastor and psychologist, such as motivation, faith, doubt, conversion and change, mysticism, guilt/shame, healing, vocation, etc. This course examines historical and contemporary scientific approaches (such as neuropsychology) that may help the minister understand religious experiences. As needed. 3 credit hours.

### **DSPC 255 HUMAN BEHAVIOR AND PATHOLOGY/ ADDICTION**

This course will explore various aberrations of human behavior and pathology with attention given to theological understanding of “sin and sickness,” as well as assessment, interventions and referral protocol. This course is for the advanced student in pastoral care and counseling. As needed. 3 credit hours.

### **DSPC 280 CONFLICT MINISTRY IN CHURCH AND COMMUNITY**

Exploring various dimensions of conflict including intrapersonal, interpersonal, and systemic conflict, this course will examine intervention strategies for attempting to prevent and manage conflict. The theological concepts of alienation and reconciliation, as well as psychological and sociological dimensions, provide a framework for understanding and addressing conflict. Every May. 3 credit hours.

### **DSPC 290 PASTORAL CARE AND LEADERSHIP IN THE AFRICAN AMERICAN CHURCH**

This course examines the uniqueness of the African American churches (across denominational lines) in terms of congregational expectations and the unique skills needed for leadership and care. As needed. 3 credit hours.

### **DSPC 400 PASTORAL CARE AND COUNSELING PRACTICUM**

Supervised practice of ministry in approved settings under an approved supervisor. Each practicum involves 400 hours of ministry with clinical reflection and peer interaction. Prerequisites: DSPC 100 and approval of the instructor. As needed. 3 credit hours.

### **DSPC 401 SELECTED TOPICS IN PASTORAL CARE AND COUNSELING**

A clinical and theological study of a particular issue/challenge related to the vocation of Pastoral Care and Counseling. May be repeated if course content is different. As needed. 3 credit hours.

### **DSPC 405 HEALTH AND SPIRITUALITY**

An exploration of human health and healing in relation to the Christian concept of salvation, with attention to personal wellness, historical and theological perspectives, and implications for ministry. Spring. 3 credit hours.

### **DSPC 411 PASTORAL CARE THROUGH THE LIFE CYCLE**

A survey of basic concepts in the life cycle from the perspectives of theology and the behavioral/social sciences. An examination of the stages and tasks common to all persons throughout the life cycle will provide a framework for exploring ministry opportunities of the church. As needed. 3 credit hours.

### **DSPH 100 PHILOSOPHY OF RELIGION**

This course treats the perennial questions of philosophy as they pertain to theological inquiry including the nature of religious experience, the rationality of religious belief, and arguments for and against the existence of God. Additionally, the course includes a research component which allows students to engage critically such questions as the problem of religious language, the compatibility of religion and science, and the problem of religious diversity. As needed. 3 credit hours.

### **DSSF 100 INTRODUCTION TO THEOLOGICAL EDUCATION FOR MINISTRY**

A study of the nature of Christian ministry both in terms of biblical sources and historical/theological models. An orientation to theological education will be provided including an overview of the theological curriculum; issues in spiritual formation, including call; and an introduction to theological reflection and research. Chapel and Formations are requirements for this course. Fall, Spring, and Summer. 3 credit hours.

### **DSSF 200 SPIRITUAL FORMATION: THE CHRISTIAN JOURNEY**

A study of Christian spirituality in its biblical, historical, contemporary, contemplative and relational expressions accompanied by an exploration of the nature of human relationship with God, fellow human beings and the world. Chapel and Formations are requirements for this course. Fall, Spring, and Summer. 3 credit hours.

### **DSSF 201 READINGS IN SPIRITUAL CLASSICS**

The reading and analysis of selected voices from A. D. 100-Present. Attention is given to the historical and theological contexts of these selected voices. Prerequisites: DSSF 100 and DSSF 200. As needed. 3 credit hours.

### **DSSF 202 CREATING CHRISTIAN EDUCATION AND FORMATION CURRICULA**

An exploration of the organizing principle and actual production of curriculum resources for Bible teaching, camps, spiritual formation retreats, or any other formative event related to the overall curricula of the church. Prerequisites: DSSF 200, and three hours of biblical studies or three hours of theology. As needed. 3 credit hours.

### **DSSF 300 THE THEORY AND PRACTICE OF MINISTRY**

Students, while engaged in the practice of ministry, will reflect theologically on theory and practice, the correlation of the various theological disciplines, the nature of ministry, and themselves as ministers. The final component of the course will be an assessment interview in which selected members of the faculty and representatives from the ministry setting will review with the student his/her written, personal assessment of strengths and weaknesses in ministry. Prerequisites: An approved ministry placement and successful completion of DSSF 100, Old Testament I and II, New Testament I and II, Christian History I and II, Christian Theology I, and DSSF 200. Group Formation is a requirement for this course. Fall and Spring. 3 credit hours.

### **DSSF 301 CAPSTONE SEMINAR**

A continuation of The Theory and Practice of Ministry (DSSF 300). Ministry reflection will be focused on self-awareness, interpersonal relationships, articulation and integration of theology and ministry, and professional/pastoral identity and skill development. At the conclusion of the seminar, the student will complete a capstone conference which will include an evaluation of the student portfolio and reflection upon progress relative to the strengths and weaknesses identified in The Theory and Practice of Ministry (DSSF 300). Prerequisites: An approved ministry placement and successful completion of The Theory and Practice of Ministry (DSSF 300). Group Formation is a requirement for this course. Fall and Spring. 3 credit hours.

### **DSTH 200 INTRODUCTION TO CHRISTIAN THEOLOGY I**

In this course students will be introduced to one-half of the biblical foundations for the historical and philosophical development of the systematic theology of the Christian church. Attention will be concentrated on the classical doctrines of the Christian faith. When appropriate, Baptist contributions will be highlighted. Fall. 3 credit hours.

### **DSTH 201 INTRODUCTION TO CHRISTIAN THEOLOGY II**

This course is a continuation of Introduction to Christian Theology I. Spring. 3 credit hours.

### **DSTH 300 WOMEN IN MINISTRY**

A survey of the biblical, theological, and sociological concepts of women and their roles in society and the Church. Emphasis will be given to the understanding of God's call to ministry and ways for developing the ministry to which one is called. As needed. 3 credit hours.

### **DSTH 301 THE CROSS**

The course will be an examination of the biblical material that has been used to interpret the cross, not only that found in the New Testament, but also the sacrificial system of the Old Testament and the Suffering Servant passages. Particular emphasis will be given to the concept of sin-bearing, asking what sin-bearing may have meant during the time of the New Testament, and how the concept has been understood throughout Christian history. As needed. 3 credit hours.

### **DSTH 401 SELECTED TOPICS IN CHRISTIAN THEOLOGY**

A biblical, historical, or theological study of a particular Christian doctrine, theological tradition, or institution. May be repeated if course content is different. As needed. 3 credit hours.

### **DSTT 400 STUDY TOUR OF ISRAEL AND THE MIDDLE EAST**

A guided study tour of Israel and the Middle East with emphasis upon the historical, geographical, archaeological, and biblical orientation of each site. As needed. 3 credit hours.

### **DSTT 410 STUDY TOUR OF GREECE AND TURKEY**

A guided study tour of Greece and Turkey with an emphasis upon the historical, geographical, archaeological, cultural, and biblical orientation of each site. As needed. 3 credit hours.



# DIRECTORY AND APPENDICES

## OFFICERS OF THE CORPORATION

Frank A. Stewart, '15 LHD, Chairman, Belmont, NC  
Ronald R. Beane, Vice Chairman, Lenoir, NC  
Candace J. Arey, Secretary, Shelby, NC  
Max J. Hamrick, Treasurer, Boiling Springs, NC  
A. Frank Bonner, PhD, President  
Ben C. Leslie, DTheol, Assistant Secretary  
Mike W. Hardin, '86, '00, Assistant Treasurer

## BOARD OF TRUSTEES

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### TERMS EXPIRING DECEMBER 31, 2019

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### TERMS EXPIRING DECEMBER 31, 2020

Bill Bell, '56, Asheville, NC  
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Delaina Adams Smith, '95, Roaring River, NC  
Gary H. Smith, III, '91, Aiken, SC  
John Teeter, '76, Hickory, NC  
Lisa C. Tucker, '81, Concord, NC

## IMMEDIATE PAST CHAIR

C Lorange Henderson, '79, LHD, Morganton, NC

## 2018-2019 FACULTY

Hannah Allford, 2016, Instructor of English; BA, North Greenville University; MA, Gardner-Webb University.

Elizabeth S. Amato, 2014, Assistant Professor of Political Science; BA, Berry College; MA, PhD, Baylor University.

Tracy Arnold, 2010, Associate Professor of Nursing; Associate Dean, Hunt School of Nursing RN; ADN, BSN, MSN, DNP, Gardner-Webb University.

Ken Baker, 1999, Professor of Physical Education; Chair, Department of Health, Sport, and Physical Education; BA, Central Wesleyan College; MA, Furman University; PhD, University of Georgia.

Robert J. Bass, 1995, Professor of Mathematics; BS, University of North Carolina at Charlotte; MS, PhD, University of North Carolina at Chapel Hill.

Laurie E. Baumgardner, 2010, Assistant Professor; Acquisitions Librarian; BS, University of Wisconsin at Oshkosh; MLIS, George Peabody College at Vanderbilt University.

Susan C. Bell, 1986, Professor of Art; BA, Mary Baldwin College; MA, Presbyterian School of Christian Education; MA, University of South Carolina.

Donald L. Berry, 1999, Professor of Religious Studies; Chair of the Faculty; BA, University of Kentucky; MDiv, PhD, The Southern Baptist Theological Seminary; Additional Studies: University of Louisville, University of Chicago.

Natalie Edwards Bishop, 2007, Assistant Professor; Instruction Librarian; University Archivist; BA, Wingate University; MLIS, University of North Carolina at Greensboro.

Kent B. Blevins, 1998, Professor of Religious Studies; BA, Wake Forest University; MDiv, PhD, The Southern Baptist Theological Seminary; Additional Study: The Catholic University of America.

A. Frank Bonner, 1987, Professor of English; President; BA, Furman University; MA, University of Georgia; PhD, University of North Carolina at Chapel Hill

Nancy R. Bottoms, 2005, Professor of English/Art; BA, Emory University; MA, Gardner-Webb University; PhD, The Union Institute and University.

Bruce W. Boyles, 2014, Associate Professor of Education; BM, Mars Hill University; ME, University of North Carolina at Charlotte; EdD, University of North Carolina at Greensboro.

Laura W. Boyles, 2016, Assistant Professor of Education; School of Education Assessment Coordinator; BA, Bluffton College; MA, Ohio State University; PhD, University of North Carolina at Greensboro.

Amanda W. Bridges, 2008, Associate Professor of Communication Studies; BS, MA, Appalachian State University; EdD, Gardner-Webb University.

Benjamin C. Brooks, 2003, Professor of Chemistry; BS, Clemson University; PhD, University of Virginia.

Amber Harden Brown, 2017, Assistant Professor and Principal Faculty in the Physician Assistant Studies Program; BS, North Carolina State University; MMS, PA-C, NOVA Southeastern University.

Sydney K. Brown, 2004, Professor of Education; Coordinator of EdD in Curriculum and Instruction; BA, MEd, PhD, University of North Carolina at Chapel Hill.

Claude Douglas Bryan, 2002, Professor of Religious Studies; Associate Provost for Student Success; BA, Furman University; BS, Howard Payne University; MARE, GSRE, PhD, Southwestern Baptist Theological Seminary.

Jennifer J. Buckner, 2007, Associate Professor of English; Chair, Department of English Language and Literature; Composition Studies Coordinator; BA, MA, University of North Carolina at Charlotte; PhD, Old Dominion University.

Prince Hycy Bull, 2018, Dean and Professor in the School of Education; BA, University of Sierra Leone, Fourah Bay College; MA, MEd, North Carolina Central University; PhD, North Carolina State University.

Charles S. Burch, 1997, Assistant Professor of Physical Education; Vice President for Athletics; BA, Gardner-Webb University; MS, Eastern Kentucky University.

Frances Bailey Burch, 2001, Professor of Education; BS, Lock Haven University, PA; MA, Eastern Kentucky University; PhD, The University of Virginia.

Jamie Y. Camp, 2016, Principal Faculty and Assistant Professor of Physician Assistant Studies; AS, Cleveland Community College; BS, University of North Carolina at Asheville; MPAS, East Carolina University.

Sue C. Camp, 1976, Professor of Business Administration; BS, Gardner-Webb University; MAT, Winthrop University; EdD, University of Tennessee at Knoxville. Additional Studies: University of South Carolina.

David C. Campbell, 2012, Associate Professor of Geology; BS, Davidson College; MS, PhD, University of North Carolina at Chapel Hill.

Robert W. Canoy, 2000, Professor of Christian Theology; Dean, M. Christopher White School of Divinity; BA, Mississippi College; MDiv, PhD, The Southern Baptist Theological Seminary. Additional Studies: Hebrew Union College and Jewish Institute of Religion.

Robert J. Carey, 1997, Professor of Communication Studies; Chair, Department of Communication & New Media; BA, University of Washington, Seattle; MA, University of Memphis; PhD, Regent University.

David M. Carscaddon, 1990, Professor of Psychology; Dean, School of Psychology and Counseling; BA, University of North Carolina at Asheville; MA, Morehead State University; PhD, University of South Carolina.

Laura W. Carscaddon, 2003, Professor of Psychology and Counseling; Director of the Graduate Counseling Programs; Graduate Internship Coordinator; AA, Peace College; BA, University of North Carolina at Chapel Hill; MEd, University of North Carolina at Charlotte; EdD, University of Virginia.

Tereso C. Casiño, 2010, Professor of Missiology; BTh, Luzon Nazarene Bible College; MDiv, Asia-Pacific Nazarene Theological Seminary; ThD, Asia Baptist Graduate Theological Seminary; PhD, Asian Center for Theological Studies and Mission.

Paula A. Casper, 2005, Assistant Professor of Art; BS, Appalachian State University; BFA, University of North Carolina at Greensboro; MFA, East Tennessee State University.

Gayle L. Casterline, 2014, Associate Professor of Nursing, Hunt School of Nursing RN; DNP Program Coordinator BSN, MSN, University of Pittsburgh; PhD, Loyola University, Chicago, IL.

Donald W. Caudill, 2008, Professor of Marketing; BS, Berea College; MBA, Morehead State University; MS in Marketing, Memphis State University; PhD, Virginia Polytechnic Institute and State University.

Kelly Clark, 2010, Assistant Professor of Education; Director of Undergraduate Curricular Innovation; Chair of Middle Grades Education, Alternative Licensure; BS, East Carolina University; MA, EdD, Gardner-Webb University.

Mark R. Cole, 2011, Associate Professor of Music Education; Director of Bands; BM, University of Central Florida; MM, Florida State University; PhD, University of South Florida.

Joseph W. Collins, 2005, Professor of Religious Studies; BS, MA, East Carolina University; MDiv, Southeastern Baptist Theological Seminary; EdD, North Carolina State University.

- Barbara G. Cox, 2004, Associate Professor of Criminal Justice; Chair, Department of Public Service; Coordinator of DCP Criminal Justice Program and TUG Criminal Justice Administration Program; AA, Western Piedmont Community College; BS, Gardner-Webb University; MPA, Appalachian State University; PhD, University of North Carolina at Charlotte.
- Tamara A. Cox, 1995, Professor of French; BA, MA, University of Mississippi; PhD, University of North Carolina at Chapel Hill.
- Homer Craig, 2016, Instructor of Criminal Justice; AA, Catawba Valley Technical Institute; BS, Gardner-Webb University; MS, University of Alabama.
- Sharon Creed-Hall, 2011, Assistant Professor of Nursing, RN; RN-BSN Program Coordinator; AS, Patrick Henry Community College; BSN, Gardner-Webb University; MSN, Indiana Wesleyan University; DNP, Gardner-Webb University.
- Christopher V. Davis, 2001, Professor of English; BA, High Point University; MA, PhD, Florida State University.
- Casey Delehanty, 2016, Assistant Professor of Political Science; BA, Florida Gulf Coast University; MS, PhD, Florida State University.
- Pamela Dennis, 2015, Professor; Reference and Instruction Librarian; BA, Western Carolina University; MCM, Southern Baptist Theological Seminary; MLS, Southern Connecticut State University; PhD, University of Memphis.
- Ghassan A. Dib, 2008-2012, 2014, Instructor of Accounting; BA, University of Holy Spirit; MAcc, Gardner-Webb University; MBA, University of North Carolina, Charlotte: CPA.
- Douglas M. Dickens, 2000, W. Randall Lolley Professor of Pastoral Studies; BA, Ouachita Baptist University; MDiv, PhD, Southwestern Baptist Theological Seminary. Additional Studies: University of Arkansas College for Medical Sciences, Texas Christian University, Baylor University Medical Center; Samara State Medical University, Samara Russia; Harvard University.
- Cheryl A. Duffus, 2007, Professor of English; QEP Director; BA, Hollins University; MFA, Emerson College; PhD, University of Mississippi.
- Matthew Duffus, 2015, Instructor of English Composition; Director of the University Writing Center; BA, Valparaiso University; MA, University of Mississippi; MFA, University of Minnesota.
- Stefka G. Nikolova Eddins, 2001, Professor of Chemistry; Chair, Department of Natural Sciences; MS, Sofia University, Bulgaria; MS, PhD, University of South Carolina.
- Donna S. Ellington, 1988, Professor of History; BA, MA, Appalachian State University; PhD, Duke University.
- Paul J. Etter, 2001, Professor of Music; Chair, Department of Music; BM, Southwest Baptist University; MM, Southwestern Baptist Theological Seminary; PhD, Texas Tech University.
- Mikala Fowler, 2017, Director of Clinical Partnerships and Assistant Professor of Physician Assistant Studies in the College of Health Sciences; BS, University of Central Florida; MPAC, Methodist University.
- Abby E. Garlock, 2012, Assistant Professor of Nursing RN;, Chair, Pre-licensure Programs; ADN, Foothills Nursing Consortium; BSN, Winston-Salem State; MSN, DNP, Gardner-Webb University.
- Sheldon L. Gathers, 2014, Assistant Professor of Business; Director of the Charlotte Campus; BSBA, North Carolina Central University; MBA, California State University.
- Gerald G. Gilsdorf, 2010, Associate Professor of Sport Management; BA, Judson College; MS, University of Illinois at Chicago; EdD, United States Sports Academy.
- Earl H. Godfrey, Jr., 1992, Professor of Accounting; Director of Undergraduate Business Programs; BS, University of South Carolina; MBA, Winthrop University; DBA, Nova University.
- Brittany Graham, 2016, Instructor of Nursing; ADN, Isothermal Community College; BSN, Appalachian State University; MSN, Gardner-Webb University.
- David John Granniss, 2012, Associate Professor of Exercise Science; IRB Chair. BS, The Kings College; MLA, Dallas Baptist University; PhD, Springfield College.
- Linda C. Greene, 2001, Professor of Psychology and Counseling; Coordinator of the School Counseling Program; BS, University of North Carolina at Chapel Hill; MS, PhD, North Carolina State University.
- Steven Russell Gribble, 2015, Instructor of American Sign Language; BA, Gardner-Webb University; MA, Gallaudet University.
- Jeffrey D. Hamilton, 2013, Assistant Professor of Education; Coordinator of the EdD in Organizational Leadership; BA, Campbell University; MSA, University of North Carolina at Charlotte; EdD, University of North Carolina at Greensboro.
- Anna S. Hamrick, 2013, Assistant Professor of Nursing; Chair, Nurse Practitioner Program; ADN, BSN, Gardner-Webb University; MSN, FNP-C, Western Carolina University; DNP, University of Minnesota.
- Jondra A. Harmon, 2012, Instructor of Music; BA, Gardner-Webb University; MM Peabody Conservatory of the John Hopkins University.
- Steven R. Harmon, 2015, Associate Professor of Historical Theology; BA, Howard Payne University; MDiv, PhD, Southwestern Baptist Theological Seminary.

Jeffrey M. Hartman, 2005, Professor of Exercise Science; Interim Chair, Department of Exercise Science; BA, Bloomsburg University; MEd, PhD, The University of Virginia.

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Rachel Keever, 2014, Medical Director; Associate Professor of Physician Assistant Studies; BS, North Carolina State University; MD, University of North Carolina School of Medicine; Residency, University of North Carolina School of Medicine; Clinical Fellow, University of North Carolina School of Medicine.

Gerald L. Keown, 1996, Professor of Old Testament Interpretation; Bob D. Shepherd Chair of Biblical Studies; Associate Dean, M. Christopher White School of Divinity; BS, University of Alabama at Tuscaloosa; MDiv, PhD, The Southern Baptist Theological Seminary. Additional Studies: Hebrew Union College, Cincinnati, Ohio; Goethe Institute, Rothenberg, Germany; University of Chicago.

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Dale S. Lamb, 2015, Assistant Professor of Education; BS, MEd, North Carolina State University; EdS, Appalachian State University; EdD, University of North Carolina at Chapel Hill.

Janet S. Land, 1994, Professor of English; Director, Center for Excellence in Teaching and Learning; BS, University of North Carolina at Greensboro; MA, East Carolina University; PhD, University of South Carolina.



- Stephen C. Laws, 2012, Associate Professor of Education; Coordinator, EdS Studies in Educational Leadership; BS, Wake Forest University; MA, EdS, Winthrop University; EdD, Vanderbilt University.
- Deidre C. Ledbetter, 1997, Instructor of Business Administration; Assistant Vice President for Technology Services; AAS, Isothermal Community College; BS, Appalachian State University; MBA, Gardner-Webb University.
- Ben C. Leslie, 2006, Professor of Religious Studies; Provost and Executive Vice President; BA, Samford University; MDiv, Southern Baptist Theological Seminary; ThM, Baptist Theological Seminary, Ruschlikon, Switzerland; DTheol, University of Zurich.
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- Lisa C. Luedeman, 2007, Associate Professor of Communication Studies; BA, Winthrop University; MA, PhD, University of South Carolina.
- Cheryl Lutz, 2015, Assistant Professor, School of Education; BS, Gardner-Webb University; MS, Middle Tennessee State University; EdD, University of North Carolina at Charlotte.
- Holly Mabry, 2015, Assistant Professor; Digital Services Librarian; BS, University of North Carolina at Chapel Hill; MLIS, University of North Carolina at Greensboro.
- Susan H. Manahan, 1994, Assistant Professor of Biology; BS, Pennsylvania State University; MS, University of North Carolina at Charlotte.
- Sandra Mankins, 2010, Assistant Professor of Accounting; BS, Appalachian State University; MBA, Gardner-Webb University.
- Bernhard R. Martin, 2013, Professor of German; Chair, Department of World Languages and Literature; Director of International Programs; BA, University of Mannheim, Germany; MA, University of Waterloo, Ontario; PhD, McGill University, Montreal.
- James R. McConnell, 2009, Associate Professor of New Testament Interpretation; BSEE, North Carolina State University; MDiv, Gordon-Conwell Theological Seminary; PhD, Baylor University.
- Sara McNeely, 2010, Instructor of Health and Physical Education; BS, MA, Gardner-Webb University.
- Melissa McNeilly, 2013, Instructor of Nursing RN; BSN Licensure and Program Coordinator; ADN, BSN, MSN, Gardner-Webb University.
- Michael Meissner, 2016, Instructor of Military Science; AAS, Community College of the Air Force; BA, University of South Carolina Upstate.
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- Corwin M. "Mickey" Metcalf, 2004, Professor of Business Administration; BA, Oglethorpe University; MBA, University of South Carolina; MBA +, Gardner-Webb University; JD, Wake Forest University.
- Marcia (Cindy) M. Miller, 1977-1987, 1994, Professor of Nursing RN; MSN Program Coordinator; BSN, University of Michigan; MSN, University of North Carolina at Chapel Hill; PhD, The University of Texas at Austin.
- Charles B. Moore, 1997, Professor of Spanish; BS, University of Tennessee at Knoxville; MA, George Mason University; PhD, University of North Carolina at Chapel Hill.
- Joseph S. Moore, 2011, Associate Professor of History; Chair, Department of Social Sciences; Special Assistant to the Provost for Academic Enhancement; BA, Anderson College; MA, PhD, University of North Carolina at Greensboro.
- Robert N. Moore, 2006, Instructor of American Sign Language; BS, Gallaudet University; MDiv, New Orleans Baptist Theological Seminary.
- Teralea L. Moore, 2006, Instructor of Mathematics; BS, North Carolina State University; MA, University of North Carolina at Charlotte.
- James P. Morgan, Jr., 2008, Professor of Psychology; BA, University of Kentucky; MS, PhD, Auburn University.
- Bruce A. Moser, 2014, Assistant Professor of Music; BM, BS, Stetson University; MM, New England Conservatory of Music; DMA, University of North Carolina at Greensboro.
- Robert D. Munoz, 1989, Professor of Sociology; BS, University of Wisconsin at Madison; MS, PhD, Ohio State University.
- Mirosław Mystkowski, 2002, Professor of Computer Science; MS, University of Wrocław, Wrocław, Poland; MS, PhD, University of Missouri- Columbia.
- Penelope Nall, 2015, Associate Professor of Business; AS, Polk Community College; BS, MBA, Gardner-Webb University; DBA, Nova Southeastern University.
- Lori Nanney, 2017, Associate Professor of Education in the School of Education; Coordinator of Birth-Kindergarten Education Program; BS, MEd, EdD, Gardner-Webb University.
- Ivelina Naydenova, 2009, Associate Professor of Psychology; BA, Limestone College; MA, PhD, University of Tennessee.

Anthony I. Negbenebor, 1989, Professor of Economics; Dover Chair, Godbold School of Business and School of Divinity; Dean Emeritus of Godbold School of Business and Assistant Vice President for Business Development; BS, MS, PhD, Mississippi State University.

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Jim Palermo, 2013, Assistant Professor of Education; BA, Muhlenberg College; MEd, Kutztown University; EdD, North Carolina State University.

Hebert Palomino, 2012, Professor of Pastoral Care and Counseling; BA, Wayland Baptist University; MA, West Texas State University; MDiv, PhD, Southwestern Baptist Theological Seminary.

Jason L. Parker, 2012, Associate Professor of Education; Associate Dean, School of Education; Director of Undergraduate Education and Director of Clinical Experiences and Student Teaching; BS, MA, Gardner-Webb University; MA, EdS, Appalachian State University; EdD, Gardner-Webb University.

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Teresa R. Phillips, 2001, Associate Professor of Spanish; BA, MA, PhD, University of Kentucky.

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Felice Policastro, 2004, Professor of International Business; Director of Graduate Programs in Business; BS, University De Oriente; MBA, Edgewood College; PhD, The University of Texas Pan American.

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Paula F. Qualls, 1999, Professor of Religious Studies; BA, University of South Carolina; MDiv, PhD, The Southern Baptist Theological Seminary.

Sarah Rabe, 2015, Instructor and Clinical Coordinator of Athletic Training; Chair, Department of Athletic Training; Athletic Training Program Director; BS, Radford University; MS, University of Arkansas.

Kemeshia L. Randle, 2014, Assistant Professor of English; BA, Tougaloo College; MA, University of Mississippi; PhD, University of Alabama.

Andrew D. Rich, 2015, Associate Professor of Theatre; BA, University of Arkansas; MFA, Indiana University.

Warren C. Robertson, 2007, Associate Professor of Biblical Studies; BA, College of Charleston; MDiv, Southern Baptist Theological Seminary; ThM, Harvard University; MPhil, Drew University; PhD, Drew University.

Mary D. Roby, 2001, Associate Professor; Dean of the Library; BMus, Union University; MLS, University of Alabama.

Jeffrey S. Rogers, 2012, Associate Professor of Religion; Associate Provost for Graduate Studies and Program Innovation; BA, North Carolina Central University; MDiv, Southeastern Baptist Theological Seminary; PhD, Princeton Theological Seminary.

Candice Rome, 2009, Associate Professor of Nursing RN; Chair of Digital Learning Programs; ADN, Foothills Nursing Consortium; BSN, Winston-Salem State University; MSN, DNP, Gardner-Webb University.

Meredith Rowe, 2016, Assistant Professor of Biology; BA, Campbell University; PhD, Wake Forest University.

Anita Sanders, 2010, Assistant Professor of Education; BS, North Carolina Central University; MA, Fayetteville State University; EdS, EdD, South Carolina State University.

Donna M. Schronce, 2012, Instructor of Geography and Secondary Social Studies; Coordinator for Secondary Social Studies Teacher Licensure; BA, Virginia Polytechnic Institute; MA, Western Illinois University.

R. Anthony Setzer, 1988, Instructor of Physical Education; Head Men's Soccer Coach; BS, Lander College; MA, The Citadel.

Scott E. Shauf, 2009, Professor of Religious Studies; Chair, Department of Religious Studies and Philosophy; BA, University of Richmond; MS, University of North Carolina-Chapel Hill; MTS, Duke University; PhD, Emory University.

Anna E. Sieges-Beal, 2015, Assistant Professor of Religious Studies; BA, Gardner-Webb University; MA, MA, Gordon-Conwell Theological Seminary.

Frances B. Sizemore, 2005, Instructor of Business; Associate Director of Human Resources; BS, Western Carolina University; MBA, Gardner-Webb University.

Angelina Zon Smith, 2017, Assistant Professor, Godbold School of Business; BS, North Carolina State University; MBA, Gardner-Webb University; JD, Florida Coastal School of Law.

Stacie R. Smith, 2014, Instructor of Biology; Human Anatomy of Physiology Lab Coordinator; BS, Gardner-Webb University; MS, Frostburg State University.

Yvonne Smith, 2016, Assistant Professor of Nursing; AS, Caldwell Community College; AA, Western Piedmont Community College; BS, University of North Carolina at Greensboro; MSN, DNP, Gardner-Webb University.

Shonna Snyder, 2010, Associate Professor of Health and Wellness; Coordinator of Health & PE Teacher Licensure; BS, Wilmington College; MEd, University of Cincinnati; Ph.D, Purdue University.

Morgan C. Soja, 2014 Assistant Professor of Music; Coordinator for Music Teacher Licensure; BM, Bowling Green State University; MM, PhD, University of North Carolina at Greensboro.

Patricia C. Sparti, 2002, Professor of Music; BM, University of Miami; MM, DMA, Peabody Conservatory of The Johns Hopkins University.

Robert K. Spear, 2011, Professor of Accounting; BA, University of New Hampshire; MBA, The College of William and Mary; PhD, Virginia Polytechnic Institute and State University.

Ami Steele, 2017, Associate Professor, Dean and Program Director of the Physician Assistant Studies Program; BS, Lee University; MMSc, PA-C, Emory University School of Medicine.

Sophia Gomes Steibel, 1994, Professor of Christian Education; BA, Gardner-Webb University; MA, PhD, Southwestern Baptist Theological Seminary.

Edwin B. Stepp, 2003, Professor of Religion; Director of the Accelerated Pastoral Ministries Program; Director of Honor's Experience; BA, Baylor University; MDivBL, Southwestern Baptist Theological Seminary; PhD, Baylor University.

LaShea S. Stuart, 2007, Associate Professor of English; BA, Troy State University; MA, PhD, Auburn University.

Christine Sutton, 2015, Assistant Professor of Business; BBS, MBA, Augusta University; DBA, Kennesaw State University.

Dianne Sykes, 2007, Associate Professor of Sociology; BA, George Fox College; MAT, Pacific University; PhD, Texas A&M University.

Sarah W. Tate, 2012, Instructor of Nursing; Clinical Coordinator for Nursing; ADN, Gardner-Webb University; BA, Queens University; MSN, Gardner-Webb University.

Mischia A. Taylor, 2012, Instructor of Business; Dean, Godbold School of Business; AA, Cleveland Community College; BS, MBA, MBA+, Gardner-Webb University.

Brooke H. Thompson, 2011, Associate Professor of Psychology; BA, University of North Carolina at Asheville; MS, PhD, Florida State University.

Mary S. Thompson, 1998, Assistant Professor; Theological Librarian; AA, Brevard College; AB, Pfeiffer University; MA, Scarritt College for Christian Workers; MLS, North Carolina Central University.

Rebecca Threatt, 2015, Assistant Professor, Simulation Coordinator and Instructional Faculty in the Physician Assistant Studies Program; Dallas Baptist University; MSN, University of North Carolina at Greensboro; DNP, Gardner-Webb University.

Venita Laverne Totten, 2001, Professor of Chemistry; BA, Louisiana Tech University; PhD, Baylor University.

Jeffrey L. Tubbs, 1982, Professor of Physical Education; Vice President for Planning and Institutional Effectiveness; BA, Bryan College; MS, DA, Middle Tennessee State University.

Marvin Stafford Turner, 2015, Associate Professor of Music; AM, Truett-McConnell College; BCM, Shorter College; MM, University of North Texas; DMA, College-Conservatory of Music, University of Cincinnati.

Timothy W. Vanderburg, 2000, Professor of History; BA, Gardner-Webb University; MA, University of North Carolina at Charlotte; PhD, Mississippi State University.

Deborah M. Ware, 2005, Professor of Health, Sport, and Physical Education; BS, East Stroudsburg State College; MAT, Livingston University; EdD, University of Central Florida.

Nicole Waters, 2011, Associate Professor of Nursing RN; Dean, Hunt School of Nursing; ADN, Gaston College; BSN, Gardner-Webb University; MSN, Western Carolina University; DNP, Gardner-Webb University.

Joseph M. Webb, 2007, Professor of Communication Studies; Interim Dean, School of Performing and Visual Arts; BA, Lincoln Christian College; MS, University of Illinois; MTS, Chandler School of Theology; DMin, The Claremont School of Theology; PhD, University of Illinois.

Sharon H. Webb, 2011, Associate Professor of Psychology; Coordinator of the Mental Health Counseling Programs - Boiling Springs and Charlotte; BS, MA/EdS, Gardner-Webb University; PhD, Walden University.

R. Lane Wesson, 2000, Professor of Education; Coordinator of Elementary Education, Degree Completion Program; BEE, Western Carolina University; MA, Gardner-Webb University; PhD, University of North Carolina at Greensboro.

Danny M. West, 2002, Professor of Preaching and Pastoral Studies; Executive Director, Doctor of Ministry Program; Director, Ministry Leadership Development; BA, Carson-Newman College; MDiv, ThM, PhD, The Southern Baptist Theological Seminary.

W. Scott White, 2001, Instructor of Business Administration; Director of Human Resources; BS, University of Tennessee; MBA, Gardner-Webb University.

J. Matt Whitfield, 1992, Professor of Music; BME, Murray State University; MM, DMA, University of Alabama.

Kimberly Williams-Thompson, 2017, Instructor of Mental Health Counseling; BA, Hollins University; MA, EdS, Gardner-Webb University; PhD, ABD, University of North Carolina at Charlotte.

Kathy Williams, 2011, Assistant Professor of Nursing; AAS, Western Piedmont Community College; BSN, Winston-Salem State University; MSN, DNP, Gardner-Webb University.

Jason A. Willis, 2007, Associate Professor of Mathematics; Chair, Mathematics Department; BS, MA, EdD, Appalachian State University.

Linda M. Wines, 2003, Assistant Professor of Nursing; BSN, East Stroudsburg University; MSN, University of Maryland.

Nancy Winker, 2013, Associate Professor; Director of Didactic Education of the Physician Assistant Studies Program; BS, Davidson College; MD, Bowman Gray School of Medicine, Wake Forest University.

Li Xiao, 2007, Associate Professor of Management Information Systems; BE, University of International Business and Economics, Beijing, China; PhD, George Washington University.

Bryan Young, 2012, Assistant Professor; Principal Faculty in the Physician Assistant Studies Program; BS, MD, University of North Carolina at Chapel Hill; FACS, St. Thomas Hospital, Tennessee.

David K. Yelton, 1990, Professor of History; Associate Provost for Arts and Sciences; BA, Appalachian State University; MA, PhD, University of North Carolina at Chapel Hill.

Timothy J. Zehnder, 1997, Professor of Biology; BS, Eastern Michigan University; MS, PhD, Wake Forest University.

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## 2018-2019 ADJUNCT FACULTY

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Frankie Ballard, Nursing, BSN, North Carolina Central University; MSN, University of North Carolina at Chapel Hill; PhD, University of North Carolina at Greensboro.

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Donna Martin Bean, Business, BS, Gardner-Webb University; MS, Appalachian State University.

Tanja Bechtler, Music, BM, North Carolina School of the Arts; MM, Manhattan School of Music.

David Bell, English, BA, MDiv, Gardner-Webb University

Allison E. Benfield, Christian Education, BA, University of North Carolina at Chapel Hill; MDiv, Gardner-Webb University.

Elizabeth S. Bennett, Piano and Organ, BCM, Furman University; MCM, The Southern Baptist Theological Seminary.

Wendy Berry, Business, AA, Richmond Community College; BS, MA, Gardner-Webb University.

Renee B. Bethea, Human Services, BS, Gardner-Webb University; MA, Webster University.

John H. Bevis, III, Human Services, BA, Clemson University; MA, Appalachian State University.

Sandy Bisese, Mathematics, BS College of William and Mary; MA, UNC-Chapel Hill.

Tara L. Black, Business, BA, Mars Hill College; MBA, Gardner-Webb University.

Thomas E. Blanton, Jr., Religion, AB, University of North Carolina at Chapel Hill; MDiv, Garrett Theological Seminary; MA, Appalachian State University.

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Nancy L. Boling, Human Services, AA, Sandhills Community College; BS, Pembroke State University; MEd, North Carolina State University.

Michael Bowers, Business, BS Appalachian State University; MBA, Gardner-Webb University.

Paul Bowman, Music, BM, MM, Manhattan School of Music; DMA, University of California.

F. Donald Bridges, Business/Criminal Justice, BA, University of North Carolina at Charlotte; JD, Wake Forest University.

Joseph Bridges, Business, BS, MBA, Gardner-Webb University.

Bobby G. Brown, Criminal Justice, BS, High Point University; MS, East Carolina University.

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Earl Godfrey, BS, MBA, DBA, Director of Undergraduate Programs

Jeanne Etter, BS, MM, Administrative Assistant

## **SCHOOL OF DIVINITY**

Robert W. Canoy, Sr., BA, MDiv, PhD, Dean

Gerald L. Keown, BS, MDiv, PhD, Associate Dean

Danny M. West, BA, MDiv, ThM, PhD, Director of the DMin Program

Melisa Hollifield, Administrative Assistant to the School of Divinity

## **SCHOOL OF EDUCATION**

Prince Hycy Bull, BA, MA, MEd, Dean

Laura Boyles, BA, MA, PhD, School of Education Assessment Coordinator

Kelly Clark, BS, MA, EdD, Director of Undergraduate Curricular Innovation and Licensure Officer

Sydney Brown, BA, MEd, PhD, Coordinator of EDCI

Frances Bailey Burch, BS, MA, PhD, Coordinator of Organizational Leadership

Steve Laws, BS, MA, EdS, EdD, Coordinator of EdS Studies in Educational Leadership

Jennifer Putnam, BS, MA, EdD, Coordinator of MA in Curriculum and Instruction Program and Concentration Pathways

Jason Parker, BS, MA, EdS, EdD, Associate Dean for Undergraduate Education and Director of Clinical Experiences and Student Teaching

Lane Wesson, BEE, MA, PhD, Coordinator of Online Elementary Education Program

Seth Oprea, Administrative Assistant and Licensure Specialist

TBA, Secretary to the School of Education and the Center for Innovative Leadership Development



## **COLLEGE OF HEALTH SCIENCES**

Nicole Waters, ADN, BSN, MSN, DNP, RN, Interim  
Associate Provost of the College of Health Sciences

Susan Jenkins, BS, Clinical Site Specialist

Amy P. Heavner, AA, Administrative Assistant for College  
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## **HUNT SCHOOL OF NURSING**

Nicole Waters, ADN, BSN, MSN, DNP, RN, Dean

Tracy Arnold, ADN, BSN, MSN, DNP, RN, Associate Dean

Marcia M. Miller, BSN, MSN, PhD, MSN Program  
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Candice Rome, ADN, BSN, MSN, DNP, Chair of Digital  
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Sharon Creed-Hall, ASN, BSN, MSN, DNP, RN-BSN  
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Anna Hamrick, ADN, BSN, MSN, FNP, Chair, Nurse  
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Jessica Ivey, ADN, BSN, MSN, RNC-OB, ADN Licensure  
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Melissa McNeilly, ADN, BSN, MSN, BSN Licensure and  
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Lugene Moore, Administrative Assistant

## **DEPARTMENT OF ATHLETIC TRAINING**

Sarah Rabe, BS, MS, Instructor of Athletic Training, Chair  
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## **DEPARTMENT OF EXERCISE SCIENCE**

Jeffrey M. Hartman, BA, MEd, PhD, Interim Chair

David J. Granniss, BS, MLA, PhD, Associate Professor of  
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## **PHYSICIAN ASSISTANT STUDIES PROGRAM**

Ami Steele, BS, MMSc, Program Director

Ashley Kernicky, PA-C, BS, MPAS, Associate Program  
Director

Rachel Keever, MD, FACC, Medical Director

Nancy Winker, MD, Director of Didactic Education

Michele Mercer, MD, Director of Clinical Education

Jamie Y. Camp, PA-C, BS, MPAS, Principal Faculty

Rebecca Threatt, BSN, MSN, DNP, Simulation  
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Allison Qualls, AA, AS, Assistant to the Dean/Admissions  
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Esther Porter, BA, Clinical Administrative Assistant

Michelle Turner, BA, Program Secretary

## **ASSOCIATE PROVOST FOR STUDENT SUCCESS**

C. Douglas Bryan, BA, BS, MARE, GSRE, PhD, Associate  
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Tina Earls, BS, Administrative Assistant to the Associate  
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## **ACADEMIC ADVISING CENTER**

Carmen Butler, BS, MA/EdS, Associate Dean of  
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Kelly Collum, BS, Advisor and Success Coach

Carrie L. Drake, BS, MEd, Director of Academic Services  
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Jenny Humphries, BA, Advisor and Success Coach

Deidre Pettis, BS, MBA, MACC, Advisor and Success  
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Michaela Roland, BS, Advisor and Success Coach

Edwina Rozelle, AA, BS, MS, Director of Student  
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## **FIRST-YEAR PROGRAMS**

Jessica Herndon, BS, MA, Director

Janet Holtsclaw, Secretary for First-Year Programs and  
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## **LEARNING ENRICHMENT AND ASSISTANCE PROGRAM**

Jessica Herndon, BS, MA, Director

## **NOEL CENTER FOR DISABILITY RESOURCES**

Cheryl J. Potter, BS, BSW, MA/EdS, Associate Dean of the  
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Cindy Rochester, BA, MA/EdS, Assistant Dean of the Noel  
Center for Disability Resources

Freida Conner, AAS, Secretary

Sandy Hammett, BS, MA, Accessibility Advisor

Heather Clement, BA, Interpreter/Captionist

Susan Randolph, CI, Interpreter/Captionist

Michelle Wallen, BA, MA, Accessibility Advisor

## **WRITING CENTER**

Matthew Duffus, BA, MA, MFA, Director of the Writing  
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## **ASSOCIATE PROVOST FOR ADULT AND DISTANCE EDUCATION**

Catherine A. Burr, BS, MA, DM, Associate Provost for Adult and Distance Education

Sara Newcomb, BS, MBA, EdD, Director of Partnerships

Elizabeth Pack, BS, MBA, EdD, Director of Degree Completion

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Frances Bailey Burch, BS, MA, PhD, Coordinator of Organizational Leadership

Joseph Collins, BS, MA, MDiv, EdD, Coordinator of Christian Ministry

Barbara G. Cox, AA, BS, MPA, PhD, Coordinator of Criminal Justice and Fire Service Administration (pending SACSCOC approval)

Earl H. Godfrey, BS, MBA, DBA, Coordinator of Undergraduate Business Programs

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## **PLANNING AND INSTITUTIONAL EFFECTIVENESS**

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Lisa G. Kindler, Director of Institutional Research

## **FINANCE AND ADMINISTRATION**

Mike W. Hardin, BS, MBA, Senior Vice President for Administration

Brittney Blanton, BS, MBA, Financial Accountant

## **FINANCIAL AFFAIRS AND BUSINESS SERVICES**

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Roberta Parris, BS, Senior Accountant

Susan S. Pate, BS, Financial Accountant

Linda H. Smith, AAS, Payroll Director

Elizabeth Pruitt, AAS, Payroll Accountant

Becky Toney, Student Accounts Office Manager

Tracy G. Williams, Student Accounts Coordinator

Debbie D. Murray, Student Accounts Representative

Missy Ware, BS, Student Accounts Representative

Jane G. Powell, AA, BS, MAcc, Assistant Director of Business Services

Lowell Hamrick, Vehicle Fleet Coordinator

Cary Caldwell, BA, MBA, Campus Shop/Post Office Manager

Jennifer B. Willis, BA, MA, Campus Shop Assistant Manager

Jacob D. Willis, BS, Bookstore Textbook Manager

Alex B. Clay, BS, Textbook Assistant

Mandy G. Smith, Campus Shop Associate

Teresa White, BS, Post Office Associate

## **HUMAN RESOURCES**

W. Scott White, BS, MBA, Director of Human Resources

Frances B. Sizemore, BS, MBA, Associate Director of Human Resources

Sheila Young, BS, Office Manager

## **PLANT OPERATION ADMINISTRATION**

Wayne E. Johnson, Jr., BA, MEd, Associate Vice President for Operations

Fannie Brooks, Housekeeping Supervisor

Wendy Burnham, Administrative Assistant for Facilities Management

Rick W. Hollifield, Director of Facilities Maintenance

Drew Powell, BS, Operations Coordinator–Telecommunications and Accounting

Jamie Smith, AAS, Director of Grounds

Brian Speer, BS, MA, Director of Operations Administration

David S. Wacaster, AAS, BS, BM, Director of Facilities for Operations

Drew Wallace, BS, Associate Director of Grounds

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## **FOOD SERVICE**

Suzanne Glasscock, BS, Director of Food Services

Greg Olsen, BS, Catering Manager

Linda C. Klos, BA, Office Manager

## TECHNOLOGY SERVICES

Greg Humphries, BS, MBA, Associate Vice President for Technology Services

Joey Bridges, BS, MBA, Server/Systems Administrator  
Donna Filer, BS, Database Administrator

C. Scot Hull, AA, BA, Network Technician

Jonathan Jackson, Interim Network Administrator

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Michael T. Schau, AS, BBA, MBA, Business Analyst

Keith Thomas, AA, PC/Multimedia Support Technician

## ADVANCEMENT

H. Woodrow Fish, BS, MEd, Vice President for Advancement and External Affairs

Mary Beth Martin, BA, MBA, Assistant Vice President for Athletics and University Advancement

R. Alton Cadenhead, Assistant Vice President for Church Advancement

Wes Cogdill, BA, Major Gift Officer

Aaron Hinton, BA, Director of Church Relations and Christian Service Organization

Will Mabry, BS, Director of the Bulldog Club

Emily Peeler, BS, Assistant Director of the Bulldog Club

Leah Clevenger, BA, MDiv, Director of Alumni Relations

Sara L. McCall, BA, MBA, MBA +, Director of Annual Fund

Rebecca Robbins, Associate Director of Advancement Services

Sandra C. Earl, Administrative Assistant

## MARKETING AND COMMUNICATIONS

Richard McDevitt, BS, Vice President for Marketing and Communications

Noel T. Manning, II, BA, MA, Associate Vice President for Marketing and Communications

Cindy Tribucher, Associate Vice President for Web Communications

Wilson Brooks, BS, Director of Marketing Initiatives and Online Strategies

Niki Bliss-Carroll, BS, Assistant Director of University Communications

Kathy E. Martin, AAS, Assistant Director of Graphic Design

Laura Smith, BA, Graphic Designer

Matt Renfer, BA, Senior Web Developer

## ENROLLMENT MANAGEMENT

Kristen J. Setzer, BS, MBA, Vice President for Enrollment Management

Lisa Clary, AAS, Administrative Assistant to the Vice President for Enrollment Management

Anna Warner, AAS, BS, MBA, MBA-Plus Certification, Enrollment Management Systems Support

Jessica Greer Lanning, BS, MBA, Director of Enrollment Marketing

## UNDERGRADUATE ADMISSIONS

Annie K. Freeman, BA, Assistant Vice President for Undergraduate Admissions

John Blalock, BS, Associate Director of Admissions

Jeff Self, BS, Transfer Admissions Counselor

Brad Gilbert, BBA, Assistant Director of Admissions

Brooke F. Workman, BS, Senior Admissions Counselor

Lindsay Blanton, BS, Admissions Counselor

Caroline Van der Poel, BS, Admissions Counselor

Erick Hooker, BA, Admissions Counselor

Patricia L. Robbins, Office Manager

Sarah Edmonds, BA, Visit Coordinator

Beth Davis, BS, Data Coordinator

## EXTENDED CAMPUS PROGRAMS

Kheresa W. Harmon, BA, MDiv, Director of Admissions, School of Divinity

TBA, Director of Enrollment

Sandy Bailes, BS, Enrollment Development Team Leader

Kaye S. Grigg, BS, MBA, Student Success Coach Team Leader

Debra Bridges, BS, Student Success Coach

Jessica V. Cevallos, BS, MPA, EdD Enrollment Development Officer

Brian Cotton, BS, MBA, Director of Executive and Professional Education

Jessica Jones, BA, Enrollment Development Officer

Kristina Moore, BA, Enrollment Development Officer

Chris Newcomb, BA, MDiv, MBA, Enrollment Development Officer

Freida Phillips, AAS, BS, Success Coach

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Elisabeth Cothran, BA, MDiv, Data Specialist

Nicole Moore, AA, Enrollment Specialist

## **FINANCIAL PLANNING**

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Stephanie L. Baines, Assistant Director of Financial Planning

Lisa D. McFarland, Systems Manager

Kathy Bridges, Financial Planning Counselor

Molly Mintz, BS, Office Assistant

## **STUDENT DEVELOPMENT**

Sarah Currie, BS, MA/EdS, Vice President of Student Development and Dean of Students

M. Lynn Hicks, Administrative Assistant to the Vice President and Dean of Students

## **TITLE IX**

Cary F. Poole, BA, MEd, EdD, Associate Vice President for Title IX Compliance and ADA Coordinator

## **HOUSING AND RESIDENCE EDUCATION**

John R. Johnson, BA, MS, EdD, Director of Housing and Residence Education

James W. Parker, BS, MA, Assistant Director of Student Conduct and Residence Education

Jessika M. Raduly, BS, MBA, Assistant Director of Housing Administrative Services and Marketing

## **COUNSELING CENTER**

Cindy Wallace, BS, MA, Director of Counseling Center

Michael Taub, BS, MA/EdS, Counselor

Stephanie Allen, BS, MA/EdS, Counselor

## **CENTER FOR PERSONAL AND PROFESSIONAL DEVELOPMENT**

Micah T. Martin, BS, MA, Director of the Center for Personal and Professional Development

Erin Cook, BA, MA, Associate Director of the Center for Personal and Professional Development

## **STUDENT ACTIVITIES, CAMPUS RECREATION, NEW STUDENT ORIENTATION**

Brian Arnold, BA, MDiv, Director of Student Activities, Campus Recreation, and New Student Orientation

Brad Vaughn, BS, BA, Coordinator of Student Activities and Campus Recreation

Sylvia Yampierre, BS, Office Manager for Student Activities, Campus Recreation, New Student Orientation, and the Center for Personal and Professional Development

## **UNIVERSITY POLICE**

Barry S. Johnson, BS, Chief of University Police

Larry J. Thomas, BA, Captain

Barry Lane, Lieutenant

Tabbatha Pearson, University Police Officer/Investigator  
Kenneth Phelps, University Police Officer

Danny McClain, University Police Officer

Randy Willis, University Police Officer

Teresa Harp, Office Manager, EMT

Will Stroupe, BS, University Police Officer

## **CHRISTIAN LIFE AND SERVICE**

Tracy C. Jessup, BA, MDiv, PhD, Vice President for Christian Life and Service; Senior Minister to the University

D. Neal Payne, BA, MDiv, Associate Minister to the University for Student Ministries

Stacy M. Simmons, BS, MDiv, Associate Minister to the University for Pastoral Care

Teresa M. Davis, Administrative Assistant to the Office of Christian Life and Service

Mindy L. Robinson, BA, MDiv, Coordinator for Community Engagement and Student Ministries; Assistant Director of The Honor's Experience

## **ATHLETICS**

Charles S. Burch, BA, MS, Vice President for Athletics

Alison A. Kernicky, AA, Administrative Assistant to the Vice President for Athletics

Pamela C. Scruggs, AA, Associate Athletics Director/SWA

Lauren Connolly, BS, MBA, Assistant Athletics Director for NCAA Compliance

Heath Greene, BS, MBA, Director of Student-Athlete Development

Marcus C. Rabb, BS, MA, Assistant Athletics Director for Media Relations

Ryan S. Bridges, BA, MA, Director of Sports Information

Eric J. Mangum, BA, MA, Director of New Media



Jim Corn, AB, Assistant Athletics Director for Student-Athlete Enrichment and Head Women's Tennis Coach  
 Will Corn, Facilities Coordinator  
 Carroll McCray, BA, MA, Head Football Coach  
 Kenneth Ray, BS, Assistant Head Football Coach  
 Taylor Anderson, BS, Assistant Football Coach  
 Christopher Grimes, BS, Assistant Football Coach  
 Arketa Banks, BS, Assistant Football Coach  
 Trey McCray, BA, MBA, Assistant Football Coach  
 Brett Nichols, BS, Assistant Football Coach  
 Dennis M. Thomas, BA, Assistant Football Coach  
 Bennett Houston, BS, MBA, Director of Football Operations  
 Tim Craft, BA, Head Men's Basketball Coach  
 Jeremy Luther, BA, Associate Head Men's Basketball Coach  
 DeAntoine Beasley, BS, Assistant Men's Basketball Coach  
 Paul Hemrick, BBA, BS, Assistant Men's Basketball Coach  
 Sagar Kapoor, BS, Director of Men's Basketball Operations  
 Alex Simmons, BS, Head Women's Basketball Coach  
 Chynna Y. Turner, BA, MA, Assistant Women's Basketball Coach;  
 Garner Small, BS, MBA, Assistant Women's Basketball Coach  
 TBA, Assistant Women's Basketball Coach  
 Letoya N. Twitty, BS, Director of Women's Basketball Operations  
 J. Russell "Rusty" Stroupe, BS, MA, Head Baseball Coach  
 Ross Steedley, BA, Assistant Baseball Coach  
 Conner Scarborough, BS, Assistant Baseball Coach  
 R. Anthony Setzer, BS, MA, Head Men's Soccer Coach  
 Bradley Morrison, BS, MA, Assistant Men's Soccer Coach  
 Mike Varga, BS, Head Women's Soccer Coach  
 Christina E. Sarokon, BA, Assistant Women's Soccer Coach  
 Daniel Elliott, BS, MA, Head Wrestling Coach  
 Cody Walters, BA, Assistant Wrestling Coach  
 Michael G. Griffith, BA, Head Men's Tennis Coach  
 Thomas L. Burton, Jr., BS, Head Men's and Women's Golf Coach  
 Leo R. Sayles, BA, Head Volleyball Coach  
 Holly Tupper, BS, MS, Assistant Volleyball Coach  
 Thomas L. Cole, III, BS, MS, Head Softball  
 Rachel Glazebrook, BA, Assistant Softball Coach  
 Chelsea Hawkins, BS, MEd, Assistant Softball Coach  
 Brian D. Baker, BA, Head Men's and Women's Track and Cross Country Coach  
 Evan Brusich, BS, MEd, Assistant Men's and Women's Track and Cross Country Coach  
 Carson Sears, BS, MBA, Assistant Men's and Women's Track and Cross Country Coach  
 Michael D. Simpson, BS, Head Swimming Coach  
 Joshua C. Stanfield, BA, Associate Head Swimming Coach  
 Drew Ellwanger, BS, MS, Assistant Swimming Coach  
 Jillian Krick, BS, MA, Head Women's Lacrosse Coach  
 Elisabeth Blackwell, BS, Assistant Women's Lacrosse Coach  
 Jessica M. Aguglia, BA, Assistant Women's Lacrosse Coach  
 Matt Frederick, BS, MS, Assistant Director of Athletic Performance  
 TBA, Assistant Director of Athletic Performance  
 Lenea Walker, BA, Head Cheerleading Coach  
 Kevin T. Jones, AB, MA, Assistant Athletics Director for Athletic Training  
 Kathleen Ayotte, BS, MA, Associate Athletic Trainer  
 Kristin Bockelman, BS, MS, Assistant Athletic Trainer  
 J. Kenyon Cabe, BA, MEd, Assistant Athletic Trainer  
 John Marshall, BS, MA, Assistant Athletic Trainer  
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