

Gardner-Webb University

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Gardner-Webb University Academic Course
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2010

2010 - 2011, Gardner-Webb University GOAL Academic Catalog

Gardner-Webb University

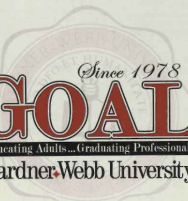
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Since 1978

GOAL

Educating Adults... Graduating Professionals

Gardner-Webb University

**CATALOG OF
GOAL PROGRAMS**

2010-2011

Gardner-Webb University

2010-2011

**COLLEGE OF DISTANCE LEARNING
AND CONTINUING EDUCATION**

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GARDNER-WEBB UNIVERSITY

BOILING SPRING, NORTH CAROLINA 28017
TELEPHONE (704) 406-4625 OR TOLL FREE AT
1-866-GWU-(498)-GCAL(4625)

CATALOG REQUIREMENTS

The conditions and policies set forth in this catalog have binding effect upon the University and students for the academic year in which it is in force. The University reserves the right to make necessary changes and corrections. When changes are made in graduation requirements, the University accepts a moral obligation to provide students the conditions effective the year of their most recent continuous enrollment or an alternative which would not be punitive. Otherwise, all other requirements are effective and in force upon publication of changes.

August 2010

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

Gardner-Webb University is committed to equality of opportunity in all areas of education and does not practice or condone discrimination in any form against applicants or students on the basis of race, color, national origin, gender, age, or disability.

Book rate postage paid at Boiling Springs, N.C. 28017.

COLLEGE OF DISTANCE LEARNING AND CONTINUING EDUCATION

Academic Calendar **2010-2011**

Fall Semester 2010

August 14 (Saturday)	GOAL Faculty Orientation
August 17-18 (Tues-Wed)	Faculty Retreat
August 18 (Wednesday)	GOAL Classes Begin
October 18-19 (Mon-Tues)	GOAL Classes Meet
October 23 (Saturday)	Homecoming
November 20 (Saturday)	GOAL Student Campus Day
November 24-26 (Wed-Fri)	No GOAL Classes
November 29 (Monday)	GOAL Classes Resume
December 11 (Saturday)	Last Day of Classes for GOAL
December 13-18 (Mon-Sat)	GOAL Exams
December 15 (Wednesday)	Graduating Students Grades due by 12:00 noon
December 20 (Monday)	Grades Due by 8:00 am
December 20 (Monday)	Commencement

Spring Semester 2011

January 10 (Monday)	GOAL Classes Begin
March 14-18 (Mon-Fri)	Spring Break
March 21 (Monday)	Classes Resume
April 25 (Monday)	GOAL Classes Meet
May 5 (Thursday)	Last Day of Classes for GOAL
May 6-12 (Fri-Thurs)	GOAL Exams
May 11 (Wednesday)	Graduating Students Grades Due by 12:00 Noon
May 16 (Monday)	Final Grades Due by 8:00 am
May 16 (Monday)	Commencement

Summer School 2011

May 25 (Wednesday)	First Term & Summer 10 Week Classes Begin
June 27-28 (Mon-Tue)	First Term Exams
June 29 (Wednesday)	Second Term Begins
June 30 (Thursday)	First Term Grades Due by 12:00 Noon
August 1-2 (Mon-Tue)	Second Term & Summer 10 Week Exams
August 3 (Wednesday)	Graduating Students Grades Due by 12:00 Noon
August 8 (Monday)	Grades Due by 8:00 am
August 8 (Monday)	Commencement

INTRODUCTION TO GARDNER-WEBB UNIVERSITY

Gardner-Webb University is a coordinational, residential, church-related university on a beautiful campus in Boiling Springs, North Carolina. The University derives its name from G. Max Gardner, distinguished governor of North Carolina in the 1950s, and his wife, Fay Webb Gardner. The beauty of the campus and the quality of the academic program owe much to their example and leadership.

LOCATION

Gardner-Webb University is located in the Piedmont section of western North Carolina, one of the most desirable and rapidly developing areas of our nation. Boiling Springs is a small rural town. Nearby Shelby, a city of 25,000, is noted for its support of the arts and as the home of state and national leaders. Forty-five miles east of Gardner-Webb is the thriving city of Charlotte, the largest city in the Carolinas. Less than one hour away to the south is the city of Spartanburg, South Carolina. One hour to the west is the historically rich mountain city of Asheville, NC.

Gardner-Webb is easily accessible, being located only three miles from U.S. 74 and thirteen miles from Interstate 85. Less than one hour from campus are the Smoky Mountains with many recreational opportunities. Gardner-Webb University enjoys the lifestyle of a relatively small institution yet has the advantage of being centrally located to major urban resources in nearby areas.

STUDENTS

Gardner-Webb University, founded by Baptists in 1905, has grown steadily to its current enrollment of nearly 4,000 students. Over 2,600 undergraduates come from 35 states and 34 foreign countries. 66% of the student population are women, and the student body includes several racial and socioeconomic groups. Gardner-Webb University admits students of any race, sex, and national or ethnic origin without discrimination. This diversity enriches the life of the campus community and reflects the nature of American society.

PROGRAMS

Gardner-Webb University is committed to the liberal arts as the best preparation students can have for rewarding, meaningful lives. In addition, the University offers programs in career-oriented fields to prepare students for specialized work. All of the programs at Gardner-Webb are evaluated periodically by accrediting agencies to insure that standards of quality are maintained.

Gardner-Webb provides three distinct academic programs: the on-campus program, the GOAL Program (evening classes taught in a number of locations for graduates of two-year colleges), and graduate programs. Gardner-Webb University has a Graduate School (offering M.A. degrees in several areas, an Ed.D. degree in educational administration, and an M.S. degree in nursing (MSN)); a graduate School of Divinity (offering the M.Div. and D.Min. degrees); and a graduate School of Business (offering the M.B.A., EM.B.A., and M.Acc. degrees). For additional information on the GOAL and Graduate programs, see the bulletins for each program.

The undergraduate on-campus program is designed to help the student gain maximum benefit by providing a balanced curriculum in general studies, a major field, minors(s), and selected electives. Students are encouraged to develop a proficiency in the oral and written use of the English language, an appreciation

of cultural, social and scientific achievements, and an awareness of religion and history. The upper level courses provide opportunities for concentration in the areas of special interest and in professional and career-oriented fields. To meet such individual needs the academic program includes independent study and co-supervised internships. In the event that a face-to-face course is not available at a specific center, the student may be advised to take the course online.

Complementing the academic program at Gardner-Webb University is a broad range of student life programs and activities designed to enable students to develop their personal identities, and to create lifetime friendships.

FACULTY

Gardner-Webb University is blessed with a dedicated staff and an excellent faculty, eighty percent of whom hold doctorates. The primary concern of the faculty is teaching. The faculty have been chosen because of their academic preparation, their Christian commitment, and their desire for excellence in teaching. Many of Gardner-Webb's faculty have honored the University with long years of service. The faculty is large enough to provide well-rounded academic programs. Yet, a major strength of Gardner-Webb is that the University has remained small enough so that the relationship between faculty and students is friendly, informal and lasting. The faculty/student ratio is 1:15.

ACADEMIC CALENDAR

The University's academic year is divided into two semesters and a summer school. The fall semester is a four-month term, ending prior to Christmas holidays. Following the five-month spring semester is a comprehensive summer school of two terms of five weeks each and ten-week offerings at certain campuses and for some courses. Evening and/or weekend classes, both on-campus and at various off-campus locations are offered throughout the year.

The calendar is designed to meet the needs of full-time students with day and evening schedules, part-time students, and members of the communities in which classes are taught who desire further educational work.

Summer school serves the purposes mentioned above and also provides an opportunity for new students or students enrolled in other colleges to accelerate completion of degree requirements.

Various study-abroad programs complement the academic calendar.

The University offers workshops and seminars on a variety of topics and for a variety of groups throughout the year.

HISTORY

Gardner-Webb University has experienced remarkable growth, perseverance, and maturity. The institution began as a boarding high school and later became a junior college. Today Gardner-Webb is a thriving university with growing master's and doctor's programs.

From a movement initiated by the Kings Mountain Baptist Association in 1905, and later joined by the Sandy Run Baptist Association, the Bolling Springs High School was chartered on December 2, 1905, as an institution "where the young... could have the best possible educational advantages under distinctive Christian influence." This close relationship of the institution to the area churches continues today.

In response to the changing educational needs of the area the institution was transformed into the Bolling Springs Junior College in 1928. The Great Depression created many obstacles for the College, but its survival was secured by the sacrifices of many loyal supporters.

In 1942, Governor O. Max Gardner began devoting his energy, time, and wealth to strengthening and guiding the College. So important was his influence that the name of the institution was changed to Gardner-Webb College in honor of the governor, his wife Fay Webb Gardner, and their families.

The decades following World War II were years of physical growth and academic development. New buildings went up as enrollments increased. A major step in the institution's development was its full accreditation as a senior college in 1971. In 1980 the institution began offering a master of arts degree in education.

The institution officially became known as Gardner-Webb University in January 1993, culminating years of preparation. Today Gardner-Webb offers thirteen distinct degree programs, has a highly qualified faculty and a beautiful campus of over 200 acres.

Historically the University has played significant roles in teacher education and ministerial preparation for church-related vocations. Programs of instruction and experiences designed to prepare teachers and ministers continue to be major objectives of the University.

Although there have been many changes over the years, Gardner-Webb University remains closely related to the Baptist State Convention of North Carolina. The University holds in high esteem its commitment to Christian principles and values as the best foundation for the development of human personality and social order.

PRESIDENTS

James Blaine Davis, 1929-30; Zeno Wall, 1930-32; James L. Jenkins, 1932-35; A. C. Lowrance, 1935-36; George J. Burnett, 1936-38; J. R. Cantrell, 1938-43; Philip Lovin Elliott, 1943-61; E. Eugene Poston, 1961-76; Gaven E. Williams, 1976-80; M. Christopher White, 1980-2002; Frank R. Campbell, President, 2002-2005; Dr. A. Frank Bostert, 2005.

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 Our 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 viable 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 pursue 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 to 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.

TEMPLETON FOUNDATION

Gardner-Webb University is proud to have been honored by the John Templeton Foundation as a "Character-Building College." The Templeton Foundation grants this recognition to a limited number of schools which have the building of character as a major part of their mission.

THE U.S. NEWS AND WORLD REPORT

Gardner-Webb University is proud to have been selected by the U.S. News and World Report as one of America's Best Colleges based on a wide range of categories, including university mission, retention, academic quality and degree offerings.

The U.S. News and World Report honors choice schools each year meeting select criteria.

ACCREDITATION

Gardner-Webb University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1868 Southern Lane, Decatur, Georgia 30033-4097; Telephone Number 404-679-4300) to award Associate, Baccalaureate, Master's, and Doctoral degrees. Inquiries to the Commission should relate only to the accreditation status of the institution, and not to general admission information. In addition several departmental programs are accredited by the appropriate state or national agencies. The Education program is accredited by the North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education (NCATE). The Music and Nursing programs are accredited, respectively, by the National Association of Schools of Music and the National League for Nursing Accrediting Commission (64 Broadway, New York, New York 10006; 1-800-669-6666, Ext. 155). The associate degree nursing program is also approved by the North Carolina Board of Nursing. The M. Christopher White School of Divinity is accredited by the Association of Theological Schools of the United States and Canada. The Athletic Training Educational Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The School of Business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP). The University is authorized by the immigration authorities of the United States for the training of foreign students.

COLLEGE OF DISTANCE LEARNING AND CONTINUING EDUCATION

Gardner-Webb University provides comprehensive extended professional studies, consisting primarily of the Greater Opportunities for Adult Learners (GOAL) program, to meet the specialized educational needs of adult learners. The GOAL program provides opportunities for working adults who possess 60-64 semester/90-96 quarter hours in which they earned 2.0 or better to obtain a Bachelor of Science degree during evening and weekend hours. The GOAL program is designed to serve students who are unable to pursue a day program because of work schedules, family responsibilities or geographic locations. Each major has a two-year rotation for courses needed to complete the bachelor's degree.

Students who have met prerequisite requirements, take the courses as scheduled for the twenty-four month rotation and successfully complete them will be eligible to graduate. Students may attend face-to-face classes at any center or enroll in the Online/Web Enhanced Learning. However, Gardner-Webb University can not guarantee graduation within the 24 months if the student does not adhere to the set rotation.

Academic Advisors are available to assist students in planning and scheduling classes. The ultimate responsibility for making decisions about educational plans and adherence to all published regulations and requirements of the University, including the requirements for graduation rests with the individual student.

Programs are available in Accounting, Business Administration, Health Management, Computer Information Systems, Criminal Justice, Human Services, Nursing, and Religious Studies.

In addition to the Gardner-Webb campus, GOAL programs are provided in the following regional locations: Charlotte, Dobson, Greensboro, Hargett, Hickory, Marion, Pafford, Spindale, Spruce Pine, Statesville, Supply, Top, Valdese, Wilkesboro, and Winston-Salem, North Carolina.

GARDNER-WHEAT UNIVERSITY GOAL CENTERS

ANSON CENTER

South Piedmont Community College
680 Highway 74 West
Polkton, NC 28135-7635

Majors:

*Accounting
Business Administration
Criminal Justice
Health Management
Human Services
Computer Info. Systems

Adviser:

Jessica Herndon
Jessica Herndon
Bobbie Cox
Jessica Herndon
Joanna Holloman
Jessica Herndon

BRUNSWICK CENTER

Brunswick Community College
50 College Road
Savannah, NC 28662

Majors:

*Accounting
Business Administration
Criminal Justice
Health Management
Human Services
Computer Info. Systems

Adviser:

Jessica Herndon
Jessica Herndon
Bobbie Cox
Jessica Herndon
Jessica Herndon
Jessica Herndon

BURKE CENTER

Old Rock School
402 West Main Street
Valdese, N.C. 28690-2729

Majors:

Accounting
Business Administration
Criminal Justice
Health Management
Human Services
Computer Info. Systems

Adviser:

Joanna Holloman
Joanna Holloman
Bobbie Cox
Joanna Holloman
Joanna Holloman
Joanna Holloman

CUMBER CENTER

Gardner-Wheat University at Hickory
1575 Lenoir Rhyme Blvd.
Suite 226

Hickory NC 28602

Majors:

Accounting
Business Administration
Criminal Justice
Health Management
Human Services
Computer Info. Systems

Adviser:

Jessica Herndon
Jessica Herndon
Bobbie Cox
Jessica Herndon
Jessica Herndon
Jessica Herndon

CHARLOTTE CENTER

Gardner-Webb University at Charlotte
4948 Airport Center Drive
Suite D
Charlotte, NC 28208

Majors:

*Accounting
Business Administration
Criminal Justice
Health Management
Human Services
*Computer Info. Systems
Nursing

Advisors:

Jessica Herndon
Jessica Herndon
Bobbie Cox
Jessica Herndon
Joanna Holcomb
Jessica Herndon
Dr. Mary Alice Hodge

FORSYTH CENTER

Gardner-Webb University at Winston-Salem
8 West Third Street, Seventh Floor
Winston-Salem, NC 27101

Majors:

Accounting
Business Administration
Criminal Justice
Health Management
Human Services
*Computer Info. Systems

Advisors:

Sara Allen
Sara Allen
Bobbie Cox
Sara Allen
Sara Allen
Sara Allen

GARDNER-WEBB UNIVERSITY

110 South Main Street
Boiling Springs, NC 28017

Majors:

Accounting
Business Administration
Criminal Justice
*Health Management
Human Services
Computer Info. Systems
Nursing - Boiling Springs
Religious Studies

Advisors:

Sara Allen
Sara Allen
Bobbie Cox
Sara Allen
Joanna Holcomb
Sara Allen
Dr. Mary Alice Hodge
Dr. Ronald Williams

GASTON CENTER

Gaston College
201 Highway 521 South
Dallas, NC 28034-1479

Majors:

*Accounting
Business Administration
Criminal Justice
*Health Management
Human Services
*Computer Info. Systems

Advisors:

Jessica Herndon
Jessica Herndon
Bobbie Cox
Jessica Herndon
Sara Allen
Jessica Herndon

RETAIL CENTER

Gardner-Webb University at Statesville
1714 Wilkesboro Highway
Statesville, NC 28625-8709

Majors:

Accounting
Business Administration
Criminal Justice
Health Management
Human Services
Computer Info. Sys.
Nursing
Religious Studies

Adviser:

Juanita Holloman
Juanita Holloman
Bobbie Cox
Juanita Holloman
Juanita Holloman
Juanita Holloman
Dr. Janie Carlton
Dr. Ronald Williams

ISOETHERMAL CENTER

Isothermal Community College
286 ICC Loop Road
Spindale, NC 28160

Majors:

*Accounting
Business Administration
Health Management
Human Services
Computer Info. Systems

Adviser:

Jessica Herridon
Jessica Herridon
Jessica Herridon
Jessica Herridon
Jessica Herridon

MAYLAND CENTER

Spruce Pine United Methodist Church & Mayland Community College
11090 South Highway 226
Spruce Pine, NC 28777
200 Mayland Drive
Spruce Pine, NC 28777

Majors:

*Accounting
Business Administration
Health Management
Human Services
Computer Info. Systems

Adviser:

Sara Allen
Sara Allen
Sara Allen
Sara Allen
Sara Allen

MEDFORD CENTER

McDowell Technical Community College
54 College Drive
Marion, NC 28752

Majors:

*Accounting
Business Administration
Criminal Justice
Health Management
Human Services
Computer Info. Systems

Adviser:

Juanita Holloman
Juanita Holloman
Bobbie Cox
Juanita Holloman
Juanita Holloman
Juanita Holloman

*Major classes online only

MONTGOMERY CENTER

Montgomery Community College
1011 Page Street
Troy, N.C. 27371

Majors:

*Accounting
Business Administration
Criminal Justice
*Health Management
Human Services
*Computer Info. Systems

Advisor:

Sara Allen
Sara Allen
Dr. Barry Handbright
Sara Allen
Dr. Barry Handbright
Sara Allen

RICHMOND CENTER

Richmond Community College
1042 West Harriet Avenue
Hamlet, NC 28145

Majors:

*Accounting
Business Administration
*Health Management
Human Services
*Computer Info. Systems

Advisor:

Jessica Herndon
Jessica Herndon
Jessica Herndon
Joanna Hoffmann
Jessica Herndon

SARY CENTER

Sary Community College
650 South Main Street
Dobson, NC 27007

Majors:

*Accounting
Business Administration
Criminal Justice
*Health Management
Human Services
*Computer Info. Systems

Advisor:

Sara Allen
Sara Allen
Dr. Barry Handbright
Sara Allen
Dr. Barry Handbright
Sara Allen

WILKS CENTER

Wilks Community College
1328 South Collegiate Drive
Wilkesboro, NC 28697

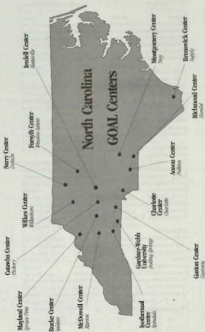
Majors:

*Accounting
Business Administration
*Health Management
Human Services
*Computer Info. Systems

Advisor:

Sara Allen
Sara Allen
Sara Allen
Sara Allen
Sara Allen

* Major classes on-line only



Dover Memorial Library

<http://www.gardner-webb.edu/library/index.html>

704-406-4290 / 800-253-8558 (Toll Free)

Gardner-Webb's main library is located at our Boiling Springs, NC campus. We encourage GCOL faculty and students to visit the Dover Memorial Library, use our library website, and to contact us by phone or email.

GCOL faculty and students may use a variety of library resources via the Internet when it is inconvenient to visit us at the main campus. These resources include:

- The Dover Library website.
- Electronic databases and encyclopedias, online journals and newspapers.
- Check to see if a book or periodical is available in M&C our online catalog.
- Have a book or photocopies of journal articles delivered from the Dover Library collection by UPS (2 - 3 days), mail, or fax to a home or work address.
- Borrow books or materials that are not available in Dover Library through Interlibrary Loan.
- Reference and electronic database assistance.
- Check out our Useful Website Links for access to online resources.

GCOL faculty are entitled to the same privileges and services as main campus faculty. It is important for GCOL faculty and students to have Gardner-Webb University ID cards in order to check out library materials.

Contact the library with any questions or requests for materials or to set up a library instruction session for your class or small study group, which can take place at your distance learning site or at the Dover Library.

Natalie Edwards, Instruction Librarian and GCOL & Distance Learning Liaison
 - 704-406-4274, nedwards@gardner-webb.edu

Mary Raley, Dean of Libraries
 - 704-406-4288, mraley@gardner-webb.edu

David Dusham, Reference Librarian
 - 704-406-3051, ddusham@gardner-webb.edu

Mary Thompson, Public Services Librarian
 - 704-406-4294, mthompson@gardner-webb.edu

Denise McKee, Reference Assistant for Interlibrary Loan
 - 704-406-3052, dmckee@gardner-webb.edu

Alyssa Dodd, Circulation Manager
 - 704-406-4295, adodd@gardner-webb.edu

The University currently has written agreements with the following libraries:

Isham County Public Library	828-457-5636
C.G. O'Reilly Library - Winston-Salem State University	336-750-2440
Catawba County Public Library	704-637-4418
Catawba Valley Community College Library	828-527-7000 ext. 4229
Central Piedmont Community College Library	704-380-6865
Dobson Community Library	336-386-8338
Forsyth Technical Community College Library	336-725-6371 ext. 7219
Gaston College Library	704-922-6156
Gaston County Public Library	704-868-2164
Iredell County Public Library	704-878-3090
Isaiah Memorial Community College	828-286-5636
Mayland Community College	828-765-7391
McDowell County Public Library	828-653-3898
McDowell Technical Community College Library	828-653-6021
Mitchell Community College Library	704-878-3271
Montgomery Community College Library	910-576-6222 ext. 369
Montgomery County Public Library	910-572-1511
Northwest AHEC Library - Winston-Salem, N.C.	828-326-9662
Richmond Community College Library	910-562-7000 ext. 7040
Spruce Pine Public Library	828-765-4673
Surry Community College Library	336-386-8121 ext. 3259
Thomas H. Leath Memorial Library, Rockingham, N.C.	910-895-6357
University of North Carolina at Charlotte	704-947-4221
Western Piedmont Community College Library	828-458-6195
Wilkes Community College Library	336-858-6115
Wilkes County Public Library	336-858-2818
Winston-Salem Journal Library	336-727-7275

MyWEBB and Internet Services

The Gardner-Webb Student has ready access to a number of online services including financial aid, email, registration, online courses, campus announcements, emergency and informational text messaging, and unofficial transcripts through the MyWEBB portal, available at www.gardner-webb.edu.

Access to the Internet is provided through computer labs and wireless networks on the main campus and the Asheville, Charlotte, Inverell, and Winston-Salem campuses.

Student Services

Gardner-Webb University is committed to the education of the whole person. This includes the mind, the body, and the spirit. To this end, the University considers the student's activities outside the classroom to be very important. These activities and others help the student to develop social and interpersonal skills, deepen spiritual commitments, explore career opportunities, formulate a philosophy of life, develop leadership skills and develop sound ethical and moral principles.

The Division of Student Development consists of the departments of Campus Ministries, Counseling Services, Career Services, Leadership & Volunteerism, Housing & Residence Education, Student Activities, Campus Recreation, and University Police. Due to time constraints and other responsibilities, it is understood that GOAL students may not be able to participate in a wide range of activities. Please know that GOAL students and their families are encouraged to participate in many University events. Since GOAL students do not pay a Student Activity Fee, there may be a charge for GOAL students for campus activities that are funded by the Student Activity Fee.

Career Services

The Career Services Office is dedicated to serving Gardner-Webb students and alumni with an emphasis on two fundamental roles - aiding in career exploration & self-discovery and providing a myriad of resources to aid in the job search process. All Gardner-Webb students and alumni are eligible for the vast array of services including use of FOCUS, a computerized guidance system, resume writing assistance, and job listing services. The Career Services Office also sponsors educational workshops, career planning events, and several career fairs throughout the year, again open to all current students and alumni.

The Career Services Office also administers an online resume referral and job listing service. All students are required to register with career services during their freshman year. Registration is simple using the Haidlog Network. Students complete a registration section and transfer their resumes to our database, after which prospective employers can view those seeking work on the Internet. For a complete listing of upcoming events and a current job postings, visit the website at www.careers.gardner-webb.edu. Bookmark the site and visit often, as the contents of the site changes daily.

Employers are an integral part of career services. However, the Career Services Office reserves the right to refuse employers with discriminatory hiring practices. The office will also make decisions regarding third-person employers and on campus recruitment.

Community Engagement

The Office of Community Engagement serves as an information and resource center for anyone interested in participating in local community activities. These activities may include volunteerism at churches and human service agencies, participation in social and recreational functions, and representation of the University at regular events in the community. The overall purpose of this program is to assist in our campus community the importance of lifelong volunteer involvement with non-profit, educational, and governmental enterprises. All members of the University community, including undergraduate and graduate students, faculty, staff, and alumni are encouraged to become involved in the local community by contacting the office of Community Engagement.

Counseling Services

Gardner-Webb University recognizes that GOAL students are unique individuals with vastly different experiences from those of the traditional day student. The University also realizes that the life, professional, family, and educational circumstances of adult learners can be very stressful and may require counseling.

In recognition of this need Gardner-Webb is committed to providing counseling services to its off-campus constituents.

Students requiring counseling services may call 704-406-4565 to make appointments or to receive telephone counseling for emergency situations. Students requiring counseling services may call 704-406-4565 Monday through Friday from 8 a.m. to 5 p.m. For after hours or emergency situations, call 704-406-4565 for guidelines for assistance.

Campus Ministry

Gardner-Webb is committed to the spiritual growth of each of its students. The Campus Ministry Staff provides Christian ministry to the Gardner-Webb family. Students in need of pastoral care may call (704) 406-4277 Monday through Friday from 8 a.m. to 5 p.m.

Orientation

A new student orientation session is made available online at www.gardner-webb.edu/goal. The online orientation presents the various divisions within the University and the many services provided for students.

New and continuing students (and guests) attend GOAL Student Campus Day where there is a reception with university personnel, campus tours, opportunity to visit the Campus Shop and tickets provided for a meal and a football game played that day.

ADMISSIONS CRITERIA

The admissions profile for full admission to GOAL is as follows (all programs except Nursing):

1. Completion of the admissions application and receipt of official transcripts from all colleges and universities previously attended. The application fee of \$25 is waived when the application is completed online.
2. At least 60 transferable semester hours in an academic curricular area from a regionally accredited institution approved by Gardner-Webb University for inclusion in the GOAL program. The maximum number of hours that can be transferred from a two-year institution is 64 and from a four-year institution is 96.
3. 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" or better (2.00) provided they are comparable to Gardner-Webb University curriculum.
4. Completion of English 101 with a grade of "C" (2.00) or better.
5. Completion of specific prerequisite course work as required by the department of the chosen major. These prerequisite courses are listed under each major in the GOAL catalog.
6. Complete a pre-registration call with your admissions counselor to discuss course delivery options, financial aid opportunities, tuition, method of payment, textbook purchases, the CMP 201 online proficiency course and any additional program questions.

International Students

International students follow the usual procedure for admission with the following exceptions:

1. Currently, international students with student visas may only be accepted and attend classes at the main campus in Bowling Springs, NC.
2. Transcripts for any foreign college credits must first be submitted to World Education Services for evaluation before being mailed to the Gardner-Webb University GOAL office. An application for a WES evaluation may be found at www.wes.org. WES may also be contacted by calling 1-800-957-9995.
3. A satisfactory TOEFL score must be submitted unless English is the native language.
4. Students must submit documentation of the ability to support themselves financially while in the United States.
5. Once the student's file is complete and an admissions decision has been made, the student will be sent an I-20 form, enabling the student to apply for a visa.

GOAL Admissions Procedures

1. The prospective student completes the admissions application (either online or a hard copy) and forwards it to the GOAL Admissions Office. Concurrently, the student requests official transcripts from all colleges previously attended to be sent to the GOAL Admissions Office.
2. Upon receipt of all the above information, the folder is forwarded to the Transcript Evaluation Officer of the University for analysis of transfer credits.
3. Upon completion of this analysis, the Assistant Vice President of GOAL Admissions determines student eligibility for the program based on admissions criteria. Any exceptions to the academic admissions criteria must be approved by the Assistant Provost of the College of Distance Learning and Continuing Education. Students may be fully accepted or accepted with stated conditions. The Assistant Vice President of GOAL Admissions will signpost a

- letter of full acceptance, acceptance with conditions, or deferred to a future term, along with a copy of the transcript evaluation to the applicant.
- 4. The admissions counselor will make the pre-registration call to the student to discuss course delivery options, financial aid opportunities, tuition, method of payment, textbook purchases, the CMP 204 online proficiency course and any additional program questions.
- 5. The academic advisor is forwarded a copy of all materials for academic advising of the student. GCIAL Academic Advising will notify the student of any missing prerequisites for full acceptance into an academic major.

Students may enter at the beginning of any semester or summer term. While there is no application deadline, typically two weeks are needed to process an application.

Classification as a "Special Student" allows an adult learner who does not wish to pursue a degree or wishes to take a class for transfer credit (i.e. if pursuing a degree elsewhere) to enroll in a GCIAL course or courses for credit, providing course level or major level prerequisites are met. There is no maximum number of hours which may be accumulated as a special student; however, if a degree is desired, official transcripts must be submitted for evaluation and an advisor assigned. Special students must submit an application for admission. Special students wishing to change their status to a student accepted to a degree program must follow the regular admissions process. Special students are not eligible for financial aid.

Readmission

Any student who withdraws from the GCIAL program or does not register for any given fall or spring semester must apply for re-admission to the next scheduled term.

A current application for re-admission should be filed with the GCIAL Admissions Office at least two weeks 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 re-admission for previous GCIAL students. Students who have been out more than 24 months must meet new curricular requirements and come in under a new catalog.

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. There may include academic, business office or financial aid holds. An acceptance letter for re-admission is sent from the Assistant Vice President of GCIAL Admissions.

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. For students who have completed more than 64 semester 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.

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 GWU semester hours approved for academic renewal will be treated as transfer credit for determining academic awards.

The GWU 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 GWU 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.

Second Baccalaureate Degree Policy

Students entering Gardner-Webb University with a baccalaureate degree from an accredited college or university desiring to study in another field may complete their degree in the second field in the following manner:

- taking all the courses required in that major field
- taking any other courses required by the department of the major
- taking a minimum of 14 hours of credit at Gardner-Webb

On successful completion of the work as outlined, the student will be awarded the degree from Gardner-Webb University.

A minimum Grade Point Average of 2.0 in a 4.0 scale based in the University grading system is required for graduation.

* Students who have successfully completed a baccalaureate degree with Gardner-Webb University will not receive a second baccalaureate degree. Additional coursework will be added to your transcript.

Day/GOAL Status Change Policy

A student who is enrolled as a degree seeking student in either Day or GOAL programs may submit a change of program appeal form to the NSC (Educational Policies and Standards Committee). Except in extreme circumstances, appeal will not be considered if the student is in the final 24 semester hours of his or her current program.

Transfer Credit Policy

Students transferring from accredited two-year colleges may transfer up to 64 semester hours. An additional 64 semester hours must be taken on the senior college level, with the final 32 semester 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 in the General Studies Requirements section of this catalog. See Articulation Agreement, note 11 under Bachelor's degree requirements.

Students transferring from accredited four-year colleges may transfer up to 96 semester hours. For a bachelor's degree, the final 32 semester hours for graduation must be taken 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's Office 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 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 studies 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 College Registrars and Admissions Officers, and NAEPA Association of International Educators.

(2) For course work 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 to 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 approved, the Associate Provost's Office will contact the Registrar's Office to permit review of the course syllabi for possible transfer of courses.

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. The Registrar interprets the transfer policy and certifies students for graduation.

Advanced Placement and Credit

Advanced Placement Program: 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 (5-6).

College-Level Examination Program: Gardner-Webb accepts credit earned through the College Level Examination Program based on exams taken prior to, and through the end of the student's first semester of enrollment. CLIP credits are not counted toward the senior college credit hour minimum (5-6).

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

General CLIP Guidelines:

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 "CE" which is hours credit only.
4. Unsatisfactory scores will not become part of the examinee's academic record.
5. A CLIP test on any subject may be submitted only one time.
6. Students can only receive CLIP credit within their first semester.

The English Department will grant credit for English 101 (3 hours) to students who make a score of 40 or above on the English Composition with Essay CLIP test. The English Department will no longer accept the Freshman Composition with Essay CLIP test, which requires that the exam be sent to the department for evaluation. The essay portion of the English Composition with Essay test is graded by ETB employees. Students cannot CLIP out of English 102.

General Examination Guidelines:

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 semester hours granted will be the total normally granted for the area covered by the test with the following restrictions:
 - 1) A maximum of six semester hours of credit may be granted for each test.
 - 2) A maximum of three semester hours credit may be granted on the basis of a sub-score, provided the area is appropriate.
3. Credit thus granted may be applied to the student's course of study only as basic courses or free electives.

Subject Examination Guidelines:

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 semester 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 CLIP equivalencies is available online and may be accessed as follows:

Address:	www.gardner-wells.edu
Click on:	Academics
Choose:	Academic Services
Choose:	Registrar's Office
Click on:	Transfer Credit
Click on:	AP Credit or CLIP Credit
Access:	Appropriate link within each test section

Armed Service-Related Programs: Veterans who have successfully completed a course or courses under the Service School training program or through USAP may submit a record of courses completed for review by the Transcript Evaluation. Credit may be applied or subject waived, depending upon the discretion of the proper authority, and the appropriateness of the course to the student's educational objective and program.

Servicemen's Opportunity College: Gardner-Wells University actively seeks male and female students from among America's past and present service corps. As a participating Servicemen's Opportunity College, this institution offers a variety of educational opportunities to enable service personnel and veterans to learn skills necessary to their performance of duty, advancement, and future vocational growth.

Prior Learning Assessment (PLA): Students have often had classes in the military service or through their work in which academic credit was not awarded, but the course work is comparable to some college courses. 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.

CHALLENGE EXAMINATION POLICY

A challenge examination 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 take a challenge examination, 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 professor or committee and inform the business office that the student should be charged an examination fee of \$400.00 per credit hour.

If the examination results are acceptable, the examining professor 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.

ACADEMIC INFORMATION

Academic Advising

Each student who is admitted to the GCMU Program is assigned an academic advisor who assists in the development of a written program of studies. Advising is provided for new students beginning at first registration, and for continuing students at mid-terms of fall and spring semesters and in mid-summer. Students are strongly urged to attend scheduled advising sessions.

Academic Load

A full load is 12 semester hours each fall and spring semester and 6-9 semester hours during the ten-week Summer School. Students may attend the GCMU Program part-time.

Semester Academic Credit Policy

The maximum number of hours for which a student can enroll in any given term is 21.5 semester hours. Course load limits include all transient course work. Students with a minimum cumulative Gardner-Webb University grade point average of 3.00 may appeal to the IPSC (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 semester hours in any given semester. All appeals must be submitted in writing to the chair of the IPSC prior to registration for the semester in question.

Registration

On-site registration is conducted prior to fall and spring, and summer semesters. However, 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 academic advisor.

New students are contacted by their academic advisor for the first registration. Academic advisors enter registration in MyWebb.

Continuing students register for classes online through MyWebb according to the posted schedule on the official Academic Calendar. Before registration each student should consult with his or her academic advisor on course selection, core requirements, major requirements and other degree requirements. The academic advisor issues a PIN (personal identification number). 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. Unless the student and his or her advisor consider it essential, a student should not change the schedule after registration.

Payment to the Business Office must be received on or before the published deadline date or the student will be subject to a late registration fee.

A student must be officially admitted to the University prior to registration. A student is not officially enrolled for a course until officially accepted for admission and cleared with the Business Office.

Financial Aid

Financial Assistance

All requests for financial aid assistance should be directed to the Financial Planning Office of the University. 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.ed.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 \$950 to \$5,550 per year. Awards are prorated for students who are taking less than the full-time requirement of 12 hours (4 courses) per semester.

2. STAFFORD LOANS - Federal loans which are available to students who are enrolled at least half-time (6 hours or more). The maximum amount a student can borrow is \$5500 per year provided they have earned at least 60 hours. Repayment begins 6 months after a student drops below half-time status, withdraws, or graduates. The maximum repayment term is ten years.

3. 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.

4. 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 (6 hours) or more.

5. SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT GRANT (SMART) - Grants will provide up to \$4000 per year for the third or fourth year of undergraduate study. Eligibility is based on the following: U.S. Citizen, Pell eligible, enrolled full time, majoring in physical, life, or computer science, mathematics, technology or engineering or in a foreign language determined critical to national security. The student must maintain a cumulative GPA of at least 3.0.

NOTE: The FAFSA must be completed prior to each academic year to qualify for federal aid.

B. In-State

1. NORTH CAROLINA LEGISLATIVE TUITION GRANT (NCLTG)

These annual state grants of \$1,850 per year are available to North Carolina residents of one year or longer who are enrolled full-time (taking at least 12 hours up to October 1st for the fall semester and the tenth class day for the spring semester) at a private North Carolina college or university and have not already obtained a Bachelor's Degree. A new NCLTG application form must be filled out each year. The grant is not available during the summer semester.

NOTE: NCLTG is not need-based, and does not require a FAFSA. These grants are awarded pending state appropriations.

2. NORTH CAROLINA CONTRACTUAL GRANT - These grants are state-funded by the legislature of North Carolina to be awarded for demonstrated need. The student must be a North Carolina resident for over one year to qualify. Funds are limited and priority is given to full time students which demonstrate the highest need, typically Pell recipients.

NOTE: These grants are awarded pending state appropriation.

3. NORTH CAROLINA STUDENT INCENTIVE GRANT (SIG) - This annual state grant is \$700 per year. To qualify for this grant, the student must be a North Carolina resident, enrolled full-time at a North Carolina college or university, and demonstrate exceptional financial need as shown by the results of the FAFSA. This award is made by the state.

NOTE: A FAFSA must be completed in order to be considered for this grant.

4. NORTH CAROLINA EDUCATION LOTTERY SCHOLARSHIP (ELS) - A new program created by the state legislature for students with Excepted Family Contributions (EFC's) of \$4000 or less. The EFC is determined by the results of the Free Application for Federal Student Aid (FAFSA). Each year award for scholarships will be determined by yearly lottery drawings. The current amount is \$3400 in combination with the Pell Grant. A student must be enrolled in a minimum of 6 hours to be considered. To be awarded the full scholarship amount, the student must be enrolled in 12 hours. If taking less than 12 hours, award will be prorated accordingly.

C. GOAL Out of State Grant

1. Those students who are not North Carolina residents are eligible for a grant worth \$1000 per year. The student must enroll full time (12 hours or more) to receive this grant.

NOTE: The GOAL Out of State Grant is not need based, and does not require a FAFSA. You must make the Financial Planning Office aware that you meet the qualifications to receive this grant.

FOLLOW THESE STEPS TO APPLY FOR FINANCIAL AID

1. Apply for admission to Gardner-Webb's GOAL 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 2009 federal tax forms are needed for the FAFSA for the 2010-11 school year.) The FAFSA form is available on the web at www.fafsa.gov.

NOTE: A new FAFSA must be submitted every year in order to be considered for federal financial aid.

NOTE: Be sure to indicate Gardner-Webb as one of the schools to receive any report resulting from your financial aid application by recording our Title IV code of 002529 where requested.

3. Any student planning to start the GOAL Program in the summer must complete the current year FAFSA form. For example, if you plan on starting with the summer of 2010, you must complete the 2009-2010 FAFSA.

4. Once your application has been processed, the information will be sent electronically to Gardner-Webb. Then we will evaluate your eligibility and an award notification will be sent to you by email. You will be guided to view your award via MyWebb. Stafford Loan information and instructions will be located here as well.

5. Some FAFSA forms are chosen by the Dept. of Education for verification. If your application is selected, we will send you a request letter indicating the additional documentation you will need to complete and return to us. We will need to have all requested information before continuing to process your financial aid.

6. To ensure that the financial aid process is completed, you should begin the process as soon as possible. This will allow us ample time to correct any problems that may arise. For additional information call 704-406-4343.

Tuition

Tuition for the 2010-2011 academic year is \$415 per semester hour, beginning with Summer Session I, 2010. Tuition increases, when necessary, are usually implemented during the summer term; however, the University reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgment of the Board of Trustees. Students enrolled in 12 or more semester hours who are legal North Carolina residents and are pursuing their first baccalaureate degree may be eligible for the North Carolina Legislative Tuition Grant. During the 2010-2011 academic year the grant is projected to be \$425 each semester for the fall and spring semesters. The grant is not available during the summer term.

GCAL students pay the GCAL tuition rate per semester hour, as specified in this catalog, for classes designated as GCAL classes, regardless of the number of hours taken. For any class taught on the GWU campus designated as a GCAL class (classes may be designated as both GCAL and day) the GCAL student pays the GCAL tuition rate.

Most students receive some form of financial aid to offset tuition.

Miscellaneous Fees

Audit (Per Course)	\$195.00
Audio Registration (Annual)	\$40.00
Credit by Exam (Per Credit Hour)	\$100.00
Graduation Fee	\$125.00
Late Graduation Fee	\$50.00
Non-Sufficient Funds/Returned Check	\$50.00
Replacement Student ID Card	\$10.00
Textbooks (Estimated Per Semester)	\$750.00
Transcript Fee	\$10.00
Transfer Credit (Per Course)	\$ 50.00
Tuition Late Payment Fee	\$50.00
Tuition Non-Payment Fee	\$100.00

Fees are subject to change. Unless otherwise explicitly stated, fees paid to the University are not refundable.

Deferred Payment Plan

Tuition, fees, and book charges are payable in full at registration; however, the University makes available a deferred payment plan to those GCAL students who prefer to make two payments during the summer/three payments during the fall/spring semester rather than the full payment at registration. Students may sign up for the deferred payment plan when viewing their online bill. The

online bill may be accessed through the MyWebb portal on the GWU 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 business office at 704-406-4297.

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 University Business Office for details on using 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. On-campus program students (Undergraduate and Divinity) must complete and return a withdrawal form to the Registrar's Office in order to be officially withdrawn. COAL and Graduate program students may withdraw by telephoning or emailing the Registrar's office. 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, room and board but not on fees. 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/hold period will receive no 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 University Business 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. A student will not be allowed to participate in commencement exercises or receive a diploma, nor will transcripts 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.

Identification Card

All GC&W students should acquire a Gardner-Webb University identification card, primarily for the use of library services both on and off the main campus. The ID card may also be used in connection with other University services or activities. Students may send an email to idsquest@gardner-webb.edu to request an ID. Please include in the email the student's name, ID number, address and the center they attend. For other questions regarding ID cards, please contact campus police at 704-606-4444.

Change of Name or Address

Students are requested to contact the Registrar's Office in the event of any change of name or address. 704-606-4360.

Adding or Changing Courses

The student's schedule of classes may be adjusted by adding or changing courses with the approval of the Academic Advisor during the drop/add dates. Changes which result in the student taking the same number of hours as prior to the change will result in no additional tuition charges or reduction in tuition charges.

Withdrawing From Courses

A student may officially withdraw from a class at any time during the first 75% of a semester or summer term. A grade of W (withdraw) is recorded for the course during the first 25% of the semester. After the first 25% of the semester a WF (withdraw passing) or WT (withdraw failing) is assigned by the professor based upon the professor's assessment of the student's work to date in the course. Students whose withdrawal from courses results in less than a 12 hour enrollment may lose the North Carolina Legislative Grant and/or other financial aid and will be liable for payment of tuition for all charges.

A student who withdraws from a course after the drop/add period must withdraw directly through the Registrar's Office. The student is responsible for carrying out the withdrawal and must secure written documentation of the withdrawal. A student who calls the Registrar's Office to withdraw from a course should request that documentation be sent to him or her by hard copy in the mail or by email.

Medical Withdrawals

Any registered student who experiences medical trauma or a chronic illness that may prevent completing the semester may apply for a medical withdrawal from the University. A medical withdrawal request must be filed with the Registrar's Office prior to the start of final exams and must include documentation submitted from a physician or psychologist trained in the diagnosis of the medical condition.

A qualifying medical condition, as determined by the physician or psychologist, must prevent the student from participating in all classes remaining during the current semester. A medical withdrawal is a complete withdrawal from the University. The supporting documentation from a physician or psychologist accompanying the medical withdrawal request must be submitted on official letterhead from the physician or psychologist and must be addressed to the Gardner-Webb University Registrar. The medical documentation must also include the physician or psychologist's name, title, professional credentials, license or certification number and should address the following:

1. Specific diagnoses and findings.
2. Date the examination, assessment, or evaluation was performed.
3. In the event that the medical withdrawal is the result of an injury or accident, the date the injury or accident occurred.
4. In the event the medical withdrawal is due to chronic illness, the date the illness made it necessary to stop attending classes.

A student will be notified of the appeal decision following a review of the medical documentation. If the request is approved, the student will receive a final grade of "W" for each class (except in instances of Academic Dishonesty).

Upon medical withdrawal from the University a student must apply for readmission to the University to continue studies. The student must provide documentation from the same physician or psychologist, when possible, stating the student is able to continue academic studies at the university. This documentation should follow the same format as above.

Auditing Courses

Any student may audit a class with the permission of the professor of the course. All auditors must file an application with the College of Distance Learning and Continuing Education. Auditors not enrolled in other Gardner-Webb classes will be charged \$150 per credit hour for the course plus any special fees.

Auditors are subject to the attendance requirements of the University. Additional requirements, if any, are the responsibility of the professor. Credit will not be allowed for any course for which a student registers as an auditor.

Taking Courses at Other Institutions (Transient Credit)

Students who wish to insure 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. This form must be submitted to the Registrar's Office 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:

1. will be awarded only for courses that are applicable toward graduation at the host institution.
2. will only be awarded for courses in which a grade of "C" (2.0) or better is earned.
3. will not be awarded for courses for which a student previously earned credit at Gardner-Webb, C, D+, D, and D-.
4. may not be earned to repeat a C-, D+, D-, D, F #01, and WF earned at Gardner-Webb University.
5. payment of processing fee.

Transient credit requests will not automatically be approved for students in their final year of study at Gardner-Webb (the final 24 hours for a student enrolled in AA Degree in Nursing Program and the final 52 hours for a student seeking either the BS or BA degree). Students requesting transient credit during this time frame must have the approval of the appropriate Associate Provost. In addition to the "Request to Recognize Transient Credit" form, the "Request to

"Wave 24/43 Hour Rule" form must be submitted to the Registrar's Office at least two weeks before the last class day of the semester prior to the requested semester of study.

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

Independent Study

The term "independent study" is reserved for those courses specifically designed as guided reading and/or student-initiated research courses that include a written project/paper which shall become part of the holdings of the Dever Library at the conclusion of the course. Independent study is open to students with junior and senior standing and requires the approval of the professor offering the study, the chair of the department, and concurrence of the Assistant Provost for the College of Distance Learning and Continuing Education. The proposal must be submitted and approved by the end of the semester preceding the study. No more than six hours credit in independent study may be applied toward graduation.

Course by Arrangement

A course by arrangement is restricted to a degree or licensure-seeking student enrolled in a Gardner-Wells program (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. Approval of the professor, dean or department chair, and appropriate Associate Provost.

Withdrawal, Suspension, Expulsion

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, and expulsion is dismissal for an unspecified period of time. 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 students. 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 leaving school before the end of a term is required to contact the Registrar's Office, at 704-406-4260. Homeleave withdrawal is granted only if these procedures are followed. Failure to complete this procedure will result in grades of "WF" on all coursework.

Classification of Students

Juniors - students fully qualified academically for credit who have earned 60 or more hours of credit, but less than 90 semester hours.

Seniors - fully qualified academically for credit who have earned 90 or more hours of credit.

Special Students - persons enrolled in classes who are not seeking a degree.

Class Attendance Policy

Regular class attendance is an important student obligation, and each student is responsible for all work conducted in class meetings. Students are required by University policy to attend a minimum of 75% of the scheduled class meetings. Failure to do so will result in loss of credit for the course. Furthermore, it is the option of the professor to set a more stringent class attendance policy. During the first week of the semester, the professor will clearly state, in writing, the attendance policy which will govern the class. Students are responsible for knowing the number of absences they accumulate.

Students enrolled in online classes must "show up" for class by participation on a regular basis and submitting assigned work in a timely manner.

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 professor prior to the absence and plans made for the submission of course work missed.

If weather prevents class meetings, cancellations will be announced on local radio and the Gardner-Webb University web site www.gardnerwebb.edu for each center. In addition one may call the 1-877-633-8949 number for current weather information. Professors and students may agree upon a mutually acceptable time for make-up of cancellations.

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 professor of the class.

A student who does not take the final examination at the scheduled time will receive a failing grade in the subject unless excused by the instructor. If the student is excused, the grade will be recorded as incomplete.

YMCA Professional Studies Program

The YMCA Professional Studies Program prepares undergraduates for careers in the non-profit field, including YMCAs. Through this innovative program, YMCA courses offer a distinct path toward future employment. The YMCA program is designed to provide undergraduate students with opportunities to learn and develop competencies needed in the professional workplace. Specific YMCA courses, as well as those complementary to non-profit settings, are offered at GWU. Course details are listed on page 89.

GRADES AND REPORTS

Grading System

Grades and grade points represent the instructor's final estimate of the student's performance in a course. A student earns quality points as well as semester hours if the level of performance does not fall below that of "D." The table below lists the letter grades, the interpretation of each of the grades and the quality points for each hour of credit.

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
FA- Failure for Academic Dishonesty	1	0
FD- Excessive Failure	0	0
P- Passing (With Approval)	0	0
I- Incomplete	1	0
IN- Incomplete (With Approval)	0	0
W- Withdraw	0	0
WP- Withdraw Passing	0	0
WF- Withdraw Failing	1	0
AF- Administrative Failure	1	0
AW- Administrative Withdrawal	0	0
Student never attended		
NG- No Grade Reported	0	0
TR- Transfer Hours	Hours Credit Only	Hours Credit Only
CR- Credit Hours	Hours Credit Only	Hours Credit Only
AL- Auditor	0	0
R- Course Repeated	0	0
	0	0
L- Later or Higher Attempt Computed According to Grade	1	Multipled by quality points for final grade

An "I" is assigned where course work is not complete because of circumstances beyond the control of the student. The student has up to 90 days to complete the course work and remove the "I"; otherwise an "F" will be automatically assigned by the Registrar's Office.

A "W" will be assigned when a student withdraws from a course during the first 25% of the semester. After the first 25% of the semester, a WF or WP is assigned by the professor based upon the professor's assessment of the student's work to date in the course. Semester withdrawal dates are published in registration materials. A grade of WF will have the same effect on the student's GPA as having completed the course and receiving an F.

WF - This grade represents an administrative withdrawal from a course. It would be assigned to any student listed on the official class roll who has never attended a class session.

WF - This grade represents an administrative failure of a course. It could be assigned by either the professor or the registrar's office to any student who ceases to attend class or who otherwise exceeds to permissible number of absences in a course. This grade would be treated the same as the basic "F"; it would count against the student's grade-point average and would be repeatable under the same provisions as outlined in the university catalog.

The last date for withdrawing from an individual course will be a date not to exceed 75% of the course (including summer school). After this date the only courses which will be dropped are those which a student drops when withdrawing from the University.

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.

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

Grade Point Average (GPA)

The student's general academic performance is indicated by a Grade Point Average. This figure is determined by dividing earned quality points by attempted semester hours. Three Grade Point Averages are significant for each student: the semester GPA, the GPA for all work taken at Gardner-Webb and the overall GPA which includes any work taken at other institutions as well as the student's work at Gardner-Webb. The overall GPA is used for University-related agencies, the Alpha Chi advisor, and departments requiring overall GPA and includes all work attempted at previous educational institutions. Students must achieve a minimum GPA of 2.0 on all work taken at Gardner-Webb to qualify for graduation, C- and D-.

Repeating Courses

A student may repeat up to six courses in which a "C", "D+", "D", "D-", "F", "WF", or "WP" is made to improve grades for GPA purposes. When a course is repeated (up to six courses), only the higher grade is counted in computing the Gardner-Webb GPA. Beginning with the seventh course all repeat attempts will be counted in the GPA. 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.

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 69 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 41 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. If approved, the student may register for classes and will be automatically placed on academic probation.

Should a second academic suspension occur (even if the first or second suspension is waived on appeal), it will be for at least two semesters. After a two-semester suspension from the University, the student must submit a formal application for readmission. If readmission is granted, the student may register for classes and will be automatically placed on academic probation. If placed on suspension a third time, the student will be suspended for two semesters. Readmission requires the approval of the Admissions and Financial Aid Committee. Students suspended from the University are not automatically reinstated upon application.

A student who wishes to appeal the denial of reinstatement may do so through the Admissions and Financial Aid Committee. A student who wishes to appeal being placed on academic probation or 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. 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.

Honors

Semester Honors

Two lists of honor students are posted each semester:

1. **Dean's list** - Student's 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 a C.
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).

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 GGAL 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 GPA at GWU as well as a 3.5 GPA overall (including all colleges previously attended). The cumulative scholastic record of the student as interpreted by GWU shall be the basis for computing scholastic eligibility.
3. Place in the top 10% of his/her class having earned a total of 60 semester hours credit.
4. Have earned 24 semester hours credit from Gardner-Webb University.
5. Have earned at least 12 of the total semester hour credits in the Liberal Arts/Sciences.
6. Be enrolled for at least 12 hours in the semester of induction and have excellent citizenship and character.

Sigma Theta Tau, Mu Psi at Large Chapter

The Sigma Theta Tau International Honor Society is composed of MSN and MSN 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.

Charge - Mu Psi Chapter-at-Large membership requirements to:

Mu Psi Chapter-at-Large membership requirements for baccalaureate nursing students are:

1. Completion of a minimum of 1/2 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 15% of their graduating class.
4. Meet expectations of academic and professional integrity, and potential for leadership.

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 upper 12% of the graduating class will receive honors. One-sixth of those so designated will graduate *summa cum laude*; one-third will graduate *magna cum laude*; and one-half will graduate *cum laude*. This standard will be applied to graduates in each of the following categories: Arts/Sciences, Elementary Education/Physical Education, Day Business, GCAL Arts/Sciences, and GCAL Business.

GCAL Academic Award

At the August commencement exercises, the GCAL Academic Award is presented to the GCAL student from fall, spring, and summer graduations with the highest academic grade point average. This grade point average first considers those with the highest Gardner-Webb grade point average. In the case of a tie, the grade point average for all work accepted for transfer into Gardner-Webb is incorporated into the calculation.

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: GCAL juniors and seniors; top 10% of their class with a minimum 3.0 GPA. Membership is lifetime and carries recognition to the professional world resulting in higher pay and promotion.

Graduation Requirements

A minimum of 128 semester hours is required for the baccalaureate degree. All candidates for graduation must take their final 32 hours with Gardner-Webb University. Students transferring from junior colleges are required to complete a minimum of 64 semester 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 semester 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 no later than the end of the preregistration during the semester prior to the final semester of study. Students must submit a degree evaluation and a cover sheet to their advisor by the published deadline listed on the academic calendar. Specific deadlines will be published and a \$50 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. All candidates are required to be present at Commencement. The University is not obligated to grant a degree to any candidate for graduation who does not attend the exercises. Students who cannot attend commencement will be required to contact the office of the Provost in writing requesting to be excused.

Student Responsibility

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 the preceding requirements for graduation. The student cannot transfer this responsibility to his/her academic advisor.

Academic Appeals

An undergraduate student who has a question about an academic decision should consult the University official responsible for the decision. Gardner-Webb protects the interests and rights of students by a procedure whereby decisions about the following issues may be appealed: academic probation, academic suspension, transfer credits, graduation requirements, and grades. With the exception of grade appeals, the student must make all appeals, in writing, no more than eighteen months after the date of the decision being appealed.

Academic Probation and Suspension

Appeals of academic probation and suspension decisions are made directly to the Provost.

Transfer Credits and Graduation Requirements

Appeals of transfer credits and graduation requirements are made through the advisor, the department chair, the Assistant Provost for the College of Distance Learning and Continuing Education, the Registrar, and the Educational Policies and Standards Committee, in that order.

Grades

A student has a right to appeal a grade if there is sufficient reason to believe that (1) a question of fairness, rather than professional judgment, is involved, or (2) there was a clerical error or an error in the calculation of the grade. The student should first consult with the professor involved, and failing satisfactory resolution, the department chair, the Assistant Provost of the College of Distance Learning and Continuing Education, the appropriate Associate Provost, and the Educational Policies and Standards Committee, in that order. Furthermore, the student should be aware that, as in all grade changes, an Associate Provost must approve grade changes resulting from an appeal. The last date to initiate a grade appeal is the end of the following fall or spring semester.

Appeals made on behalf of the student by another party (faculty or official of the institution or a parent) will be discussed. 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. Academic Appeal Filing Forms may be obtained from the Associate Provost's office (102 Webb Hall, phone number 704-686-3522).

Campus Shop

(Hours: 8:30-4:30, Monday-Friday)

The Campus Shop, located on the ground floor of the Dover Campus Center, provides all books needed by students for their courses of study. GCAL, Graduate, and Statesville Undergraduate students should order textbooks on-line (or pick them up at the Campus Shop) for all classes. Go to the Campus Shop's home page at www.shop.gardner-webb.edu. Click on "Ordering GCAL/Grad books Online". Follow prompts provided to order textbooks. If students have problems or questions with purchasing books, contact the Campus Shop at 704-686-4273 or email at bookstore@gardner-webb.edu. Book buy-back is conducted

near the Campus Shop and at selected GOAL centers at the end of each semester. The Buyback schedule is posted on the Campus Shop website under the "Book Buyback" link.

The Campus Shop has an online store for all of those who cannot make it to campus within store hours. Go to the Campus Shop's home page at www.shop.gardner-wells.edu and click on the "Merchandise" link provided. This link will direct you to our online ordering site. The Campus Shop offers an assortment of Gardner-Wells paraphernalia, from hats to tailgating supplies the Campus Shop has most everything you could ask for.

Class rings, graduation announcements, and graduation regalia (cap, gown, hood, and tassel) are available online at www.shop.gowells.com. All dates, times, and places that posters will be on campus will be posted on the main Campus Shop webpage. Class ring brochures are available upon request at the regular University telephone number (704) 406-4273. Those desiring to purchase a University yearbook may write to: Yearbook Advisor, Gardner-Wells University, Boiling Springs, N.C. 28017.

Student Access to Educational Records

Gardner-Wells 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 Office (FERPA) 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. Copies of the policy can be found in the Office of the Registrar. That office also maintains a Directory of Records which has all student educational records maintained by this institution. Information known as Directory Information will be published unless the student specifically requests the Registrar's Office 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 the Office of the Registrar.

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 on MyWells. Using this form, students are able to specify up to three individuals to whom information may be released.

Online Learning

Online learning is a method of delivering coursework that is rapidly gaining prominence in American higher education. Gardner-Wells University offers a number of fully online courses, as well as web-enhanced face-to-face courses. Undergraduate Degree Programs offered completely online include: Accounting, Business Administration, Computer Information Systems and Health Management. Students taking an online course with Gardner-Wells for the first time will be enrolled in CNP 201-Online Orientation. There is no cost to the student nor does the course carry academic credit, but is required.

Noel Program for Students with Disabilities

The Noel Program for Students with Disabilities provides accommodations and support services to eligible individuals. In order to assess each student's needs and to provide the necessary accommodations, professional documentation of a disability or disabilities must be provided no later than three weeks prior to the beginning of services. Documentation must be current. Upon acceptance at the University, documentation should be sent to the Noel Program for Students with Disabilities, (PO Box 7244 or Box 704-46-9524).

University Police

The University Police Department is a multi-functional service agency whose primary purpose is to protect the University community and enforce N.C. state law. Full-time officers are professionals who have been certified, and sworn by the N.C. Attorney General office. Services provided by the department include traffic control, engineering, educational seminars, a 24-hour emergency number, vehicle entry service for "lock-outs", vehicle "jump-starts", and escort service on campus. Officers patrol the entire campus on foot, segways, and in marked/unmarked campus police vehicles.

The University Police Department is located in the Poston Center and operates on a 24-hour basis. The Poston Center also functions as a reception center seven days per week.

Vehicle Registration

All motorized vehicles operated on Gardner-Whit property must be registered with the University Police office and display a valid permit. Graduate and GCAL students must obtain permits. Students register vehicles by logging into MyWebb and following the links to vehicle registration. A parking regulations and restrictions manual is distributed with each permit. The University Police department is located in the Poston Center and operates on a 24-hour basis. The Poston Center also functions as a reception center Monday through Friday 8:00 A.M. until 10:00 P.M. and Sundays 2:00 P.M. until 10:00 P.M.

STUDENT GUIDELINES, EXPECTATIONS, AND RIGHTS

Gardner-Webb University is a community of volunteers – no one is required to work or enroll without his/her full consent. Faculty and staff are invited to work in, and students are invited to join, the academic community. For all who work, study and learn at the institution there are University rules and regulations that should be viewed as contributing to the common good of the community. As an institution of Christian higher education, it is hoped that the community will be a place where students, faculty and staff will become more humane and Christ-like. When this happens a concern for the common good and community will develop, rather than a selfish individualism only concerned with what affects a particular person.

For the student, reasonable rules, regulations and expectations should be viewed as necessary for creating a positive and healthy environment conducive to a living and learning community. It is hoped that students who voluntarily join the community will develop a loyalty and a commitment to the environment. When this is done, students will neither be as reluctant nor feel as threatened to confront an offensive student who threatens the community standards.

"Our Value System is 'Building Community'"

The University seeks to provide learning of distinction in the liberal arts and in professional studies within a caring, community based upon Christian principles and values.

1. The Christian faith is the primary source for our values.
2. We are committed to Christian values that create an academic community that is orderly, caring, and just.
3. We believe every person is a person of worth.
4. We appreciate and respect cultural backgrounds different from our own.
5. We have an understanding of different attitudes and opinions.
6. We do not tolerate any form of harassment, hazing, lewd or indecent behavior, or inappropriate sexual activity.
7. We value personal responsibility and recognize the individual's need for physical, intellectual, spiritual, social and emotional wholeness.
8. We value the full development of every student in terms of a confident and constructive self-image, a commitment to self-discipline, and responsible self-expression.
9. We value a campus community that encourages personal growth and academic development in an atmosphere of positive Christian influence.
10. We value the rights and privileges of owning and using property, both personal and of the University, and the benefits of preservation and maintenance of property and of our natural resources.
11. We value privileges and responsibilities as members of the University academic community and as citizens of the world community.
12. As an institution based upon Christian principles and values, Gardner-Webb University respects the worth and dignity of all persons and does not condone behavior contrary to those principles and values.

The term "discipline" is a derivative of the word "disciple," which means "a learner". Discipline by its very nature is meant to be redemptive, corrective, and positive, not necessarily punitive. Student Development educators believe the disciplinary process should be viewed as a valuable teaching and learning process. It is not unusual for young adults to experience some difficulty in adjusting to university life away from home, to experiment with different aspects of life, and to test the values and expectations of their families and/or the University. An important aspect of Christian higher education is "value education." As a character-building school, the University strongly believes that it really does matter how one lives his or her life. Our mission is to "change the world one student at a time to Jesus' name."

HONOR CODE

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. The Student Government Association requires all students to sign the Honor Code Form as a part of the enrollment process at the University. This signed form is kept in the Assistant Provost for Schools.

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 professor.
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 noted earlier 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 professor stating: "I have neither given nor received unauthorized help on this assignment."

DEFINITION OF ACADEMIC DISHONESTY

Academic Dishonesty is the deliberate and knowing misrepresentation of one's academic work. A student is dishonest when two circumstances occur: (1) The student could reasonably be expected to know that his/her professor would disapprove of some aspect or circumstance of the student's academic work; and (2) the student submits work to the instructor for evaluation while hiding that particular aspect or circumstance from the instructor.

To do so is clearly dishonest because the instructor will evaluate the work as what he/she understands it to be. The student has deceived the instructor by misrepresenting the work, and the evaluation has not been fairly earned. From another perspective, academic dishonesty may be viewed as the use of unauthorized assistance in any work that is to be evaluated - "unauthorized" meaning that the professor would not approve of the form of assistance received and is unaware of its use. The student is being dishonest if he/she deliberately hides this assistance from the instructor while knowing the instructor would not approve of this assistance. If the instructor is unaware of the assistance that has been received he/she will evaluate the work as being entirely the student's own. Thus, the evaluation has not been fairly earned by the student. Furthermore, any student who knowingly gives unauthorized assistance is also guilty of academic dishonesty.

On tests and examinations academic dishonesty occurs when a student receives any assistance that the professor has not expressly permitted. It may take the form of looking on another student's test paper or bringing into the test site any information or materials not expressly permitted by the professor. Both of the above definitions of academic dishonesty apply: the student has misrepresented the test as being entirely his/her own work. Furthermore, the student has received unauthorized assistance.

On research papers, reports and other written assignments a form of academic dishonesty is plagiarism, which is the use of someone else's information or exact words without properly "documenting" or identifying that source. Whenever someone else's exact words are used those words must be properly punctuated as a quotation and the source fully identified. Also, any information or ideas that have been taken from a source other than the student's own personal knowledge "book, article, interview, etc.," must be properly documented, even though the student may be explaining the information in his/her own words. A student should not hesitate to consult the professor about any question or uncertainty regarding proper documentation or research information.

A professor may often allow and even encourage students to work together on assignments or receive assistance from other students, other faculty members, other university staff members, friends, family or others. However, if the professor has not expressly allowed such assistance and expects the assignment to be done entirely by the student, to do otherwise would be dishonest. The student should consult the professor if there is any doubt about outside assistance being permitted.

Because students receive academic credit for the Dimensions program and because grading for this program is based exclusively on attendance, academic dishonesty also includes any attempt to gain credit for Dimensions without attending or staying for a complete program.

The examples above are not intended to be a full list of cases of academic dishonesty, but they illustrate the definition. Ultimately, academic dishonesty amounts to deliberately hiding something from the professor. So the best advice is this: whenever in any doubt, consult the professor.

PROCEDURES FOR HANDLING CASES OF ACADEMIC DISHONESTY

(Policies may differ in graduate programs. Graduate students should consult the Graduate Catalog.)

OFFICIAL WARNINGS

Purpose

The purpose of official warnings is to provide the Gardner-Whit community with a more flexible way of addressing instances of academic dishonesty. In essence, it creates a way of handling misdemeanor cases to complement the existing system for handling more serious instances (see Formal Charges section below). Faculty should issue warnings when they deem them appropriate, typically this will be when a student engages in academic dishonesty on a relatively minor assignment, or where the academic dishonesty affects only a small portion of a larger assignment. Warnings would also be suitable in cases where the instructor feels that the student's actions, while unacceptable, were more the result of ignorance than a deliberate effort to deceive. Warnings are also acceptable in other cases where faculty members who, in their best professional judgment, believe that an act of academic dishonesty occurred but for whatever reason, do not wish to file formal charges against the suspected perpetrator. Faculty members must indeed have evidence to issue warnings; they must be able to explain what specific violation has occurred and be able to document their charges. Students have, as always, the right to appeal any decision made by university officials.

PROCEDURE

The instructor must meet with the student(s) involved and thoroughly explain the specific type of violation, the reasons for suspecting an irregularity, and should also emphasize the importance of academic honesty to the student(s). In this conference, the instructor should also conscientiously listen to the student's position as well. Upon completion of the conference, if the instructor deems a warning is merited, he or she should send an Academic Dishonesty Report indicating an Official Warning has been issued. The Report should also include details of the incident (including copies of any evidence available), the student's position and the faculty member's rationale for not filing formal charges of academic dishonesty. The Report must be signed by both faculty member and student and filed with the office of the Assistant Provost for Schools. The Academic Dishonesty Report must be filed within one week of the faculty member's conference with the student. Upon receipt of the Report, the

Assistant Provost for Schools will send a copy of the Academic Dishonesty Report to the Registrar's Office. The Report will become part of the student's confidential disciplinary file in the Dean's office and will serve as a record of the student having been warned about the nature and consequences of academic dishonesty. Thus, it may be used as evidence should any charges of academic dishonesty be filed against that student in the future.

In cases where a student has already been formally convicted of Academic Dishonesty (first or second offense) a warning is not appropriate. In these cases, the Assistant Provost for Schools will contact the instructor issuing the warning to inform him or her of the student's prior conviction(s). The instructor must then file formal charges against the student.

Should a student receive a second warning, the Assistant Provost for Schools will contact the instructor who issued the second warning to inform him or her that the student has already been warned about academic dishonesty and to give the instructor the opportunity of filing formal charges. If the instructor chooses to file charges, the procedure for handling academic dishonesty cases will, of course, apply. If not, the warning becomes part of the student's confidential disciplinary file and thus may be used as evidence should any charges of academic dishonesty be filed against that student in the future.

Should a student receive a third warning, the Assistant Provost for Schools will contact the instructor who issued the third warning to inform him or her that the student has already been warned about academic dishonesty and to give the instructor the opportunity of filing formal charges. If the instructor chooses to file charges, the procedure for handling academic dishonesty cases will, of course, apply. If not, the Academic Judicial board must convene a hearing before which the student must appear and faculty members who have issued warnings to the student may well be called to appear (thus, faculty members should retain records concerning all warnings issued) at the Board's discretion. While the Board does not have the authority to overrule or alter an instructor's decision regarding a student's grade in a course, they will have the discretion of determining whether the student's pattern of conduct merits an institutional punishment (i.e. Academic probation, suspension or expulsion). If the Board decides that punishment is warranted based on the pattern of behavior, this decision is treated as a First Offense conviction under the Academic Honesty Policy. Note: Warnings are not considered appropriate for students already having a prior conviction on Academic Dishonesty.

The student's right of appeal and all appeals policies remain in effect concerning decisions made in this process.

FORMAL CHARGES

When a faculty member suspects a student of academic dishonesty, he or she must investigate the incident as fully as is reasonably possible. If, based upon a thorough investigation of the incident, the faculty member concludes that the student has committed an act of academic dishonesty serious enough to warrant formal charges the faculty member must present the charges and the evidence to the student in a conference. A student may plead responsible to the charges and thereby waive his/her right to a hearing. The student who pleads responsible agrees to accept whatever penalty the faculty member deems fitting (ranging from a lowered grade on the assignment to assigning a "F" for the course). An Academic Dishonesty Report indicating the offense and the penalty assessed for the infraction (or the student's intention to contest) must be signed by both faculty member and student and filed with the Assistant Provost for Schools. The Academic Dishonesty Report must be filed within one week of the faculty member's conference with the student. Upon receipt of the report, the Assistant Provost for Schools will send a copy of the Academic Dishonesty Report to the Registrar's Office.

The case is closed at this point, unless one or both of the following occur:

1) The student wishes to contest the faculty member's charges on the grounds of inadequate or newly discovered evidence, or unfair treatment. Such an intention must be filed in writing, with the Assistant Provost for Schools within one week of conference with the faculty member (i.e. the date listed on the Academic Dishonesty Report). This intention to contest should state as fully and plainly as possible the grounds for contesting the charge.

2) The Assistant Provost for Schools determines that this is the student's second offense.

In either case, the Assistant Provost for Schools will contact members of the Academic Judicial Board to review the evidence in the case. The Academic Judicial Board shall include the Assistant Provost for Schools (or the appointed representative thereof) for GOAL students or the appointed representative thereof for other students, the Associate Provost for Arts & Sciences (or the appointed representative thereof), and the President of Alpha Chi.

In the case of a contested charge, the board will review the case and vote whether the case merits a hearing. If the Academic Judicial Board decides that the student has no grounds to contest the faculty member's charges, the instructor may assess whatever penalty he/she deems fitting as described under "Penalizations: First offense." If the Board determines that the case merits a hearing, or if the student is charged with a second offense, the Academic Judicial Board will summon both the student and faculty member to appear before it in a full hearing. At such hearing, both the student and the faculty member may present evidence regarding the charges. In accordance with University policies, students may ask anyone from within the University community to appear on their behalf at the hearing. Members of the Academic Judicial Board are expected to hear the case objectively and decide the case based upon the presentation of evidence.

The Board may either support or dismiss the faculty member's charges. Should it find the student responsible of a second offense, the Board will levy penalizations (see next page) against the student in addition to those imposed by the faculty member and may do so in the case of a contested first offense.

A student found responsible for Academic Dishonesty may appeal the decision to the Provost of the University, but only on the basis of additional evidence unavailable at the Board hearing, improper procedure, or a punishment inconsistent with the offense. A faculty member has the right to appeal a Board decision only on the grounds of improper procedure or a punishment inconsistent with the violation. Such an appeal must be filed, in writing, within 24 hours of the Board's decision. The Provost may decide to hear the appeal or to uphold the Board's decision. The Provost's decision is final.

SANCTIONS

First Offense

The sanction for a first offense may range from penalizing the student's grade on the specific assignment and submitting the Academic Dishonesty Report as a written record of the violation to assigning the student a failing grade for the course. When a failing grade for Academic Dishonesty has been assigned, an FX will be recorded as a permanent indication of the offense on the student's transcript.

Second Offense:

The sanction for a second offense may range from academic probation for lesser offenses on minor assignments to suspension or expulsion for extensive dishonesty on tests, exams, or major papers. The Academic Judicial Board should base, in part, its determination of the severity of the punishment upon the severity of the first infraction. Any student convicted of a second offense will receive a failing grade for the course and an FX will be recorded as a permanent indication of the offense on the student's transcript. Students responsible for any second offense will be ineligible for academic honors.

Third Offense:

Any student found responsible for a third offense of any kind will be expelled from the University with the action so noted on the student's transcript.

Repeating Courses in which Academic Dishonesty Occurred:

University Policy regarding repeating courses is not applicable in a situation where a failing grade was assigned because of academic dishonesty (FX). 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 in the grade point average.

Academic Dishonesty Outcome Letters

In accordance with The Family Educational Rights and Privacy Act of 1974 (commonly known as FERPA or the Buckley Amendment) addressing university officials considered in the category of "need to know", it is University Policy to inform in writing the following people and/or offices of the outcome of an academic dishonesty hearing:

- the accused student
- the accused student's appeal advisor
- the professor bringing the charges
- members of the Academic Judicial Board
- the accused student's academic advisor
- Registrar's Office
- Provost & Senior Vice President of the University
- the accused student's disciplinary file

"The University reserves the right to adjudicate student academic dishonesty situations by means of an administrative process rather than the usual academic judicial procedure during such times as when the University is not operating under normal conditions, e.g. before classes begin in a new semester, during school vacations periods, during examination periods, during any summer session, and the time period between the last exam and graduation. This means there would be no student representation from the Alpha Chi Honor Society. The accused student retains the same rights under the administrative process as under the standard academic judicial process. Any student who wishes to have their adjudication delayed until student representation is possible must make a written request to the Assistant Provost for Schools prior to the scheduled hearing date specifically agreeing to the consequences delaying adjudication (such as delayed graduation, delayed registration, etc.)."

UNIVERSITY FINANCIAL PROCEDURES

The courts require fair and reasonable procedures regarding student discipline at private institutions of higher education. Thus, as a private institution, Gardner-Whit University adheres to fair procedures in terms of student judicial process. The relationship between students and private institutions is contractual and not constitutional. Due process is applicable to public institutions. Within the scope of fair procedures, the law requires the University to ...

1. Establish policies
2. Have policies in writing
3. Make policies accessible to students
4. Adhere to those policies

The University reserves the right to react to information regarding policy or procedure violations regardless of the source of the information which may include but is not limited to official university reports, information from students/staff/faculty, police reports, internet sites (ie. Facebook, Myspace, Blogs, etc.), or other electronic communications.

CODE OF STUDENT CONDUCT

The Code of Student Conduct addresses behavior that is unacceptable and prohibited within University community life. Some (not all) of these behaviors have been identified below. Students found responsible for prohibited behavior are held accountable through sanctions based on the following pages.

Accessory/Denial after the fact - Being a party to, witness to, or having knowledge of, any policy violation that is occurring or has occurred without reporting such violations immediately to the proper authorities.

Aggravated Assault - An assault in which there is an intent to inflict or an attempt to inflict serious injury that may involve the use of a weapon.

Aiding/Abetting - Aiding, abetting or conspiring with another person to become involved in prohibited behavior.

Alcohol/Drugs

(a.) Possessing, consuming, being intoxicated (drunk), creating a disturbance/concern due to alcohol consumption, driving while impaired, selling or distributing of alcoholic beverages or illegal drugs on campus. Students found in the presence of alcohol will be charged with accessory to an alcohol violation.

(b.) Non-alcoholic beer is not permitted on campus.

Assault - An act or movement that conveys an intention to use force of violence or physical injury to another person.

Classroom Conduct Policy - Students are expected to conduct themselves in a manner in which does not distract from or disrupt the educational pursuits of others. Should a professor determine that a student's conduct is distractive or disruptive to the educational environment in the classroom, the professor may

request the disruptive student to remove themselves immediately. The student may not return to the classroom until they have conference with the professor and assured him/her that they can conduct themselves in an appropriate manner. The professor reserves the right to inform the Vice President and Dean of Student Development of the incident.

In the event a student refuses to remove themselves upon request, the professor should contact University Police immediately. A University Police Officer will escort the disruptive student to the Office of the Vice President and Dean of Student Development for possible disciplinary action.

Contempt - Willful disrespect or disobedience of directive issued out of judicial process (i.e. sanctions or University regulations).

Copyright Infringement - The unauthorized reproduction and distribution of copyrighted media (music, video, etc.). This includes sharing items on peer to peer networks like Ares, Bit Torrent, Gnutella, Limewire, and Morphosite.

Demonstrations - The gathering of a group of students for the purpose of a demonstration that is not orderly or peaceful and which interferes with the academic process or normal operation of the University.

Disorderly Conduct - Any disorderly behavior.

Failure to Comply - Failure to respond to a person in authority or failure to respond to a directive from an employee of the University.

Failure to respond to a call-in - Without missing an academic class, students are to respond to call-in's by University officials in a timely manner. A call-in can be in the form of verbal and/or written communication.

Recklessness - Starting a fire or attempting to start a fire in a University building or on University property; arson; activities in which fire is used without prior approval.

Fire Safety - (a.) Intentionally and without cause activating a university fire alarm system through a detection device or pull station. (b.) Tampering or disabling a University fire detection/alert system (c.) Failure to evacuate a building or area after an alarm, signal or directive from university official (d.) Safety Equipment - misusing fire prevention or safety equipment. (e.) False Reporting - Intentional false reporting of a bomb, fire or any other emergency (N.C. Statute N.C. Fire 503 2.2, Code Vol. 5).

Firearms and Weapons Policy - To possess or carry whether openly or concealed any firearm or weapon on property owned, used, or operated by the University is a violation of North Carolina State Law (general statute 14-269-2) and University Policy. This prohibition also includes any University-sponsored curricular or extracurricular activities regardless of location.

The only exceptions to this policy are for law enforcement and military personnel carrying out their official duties and for weapons used in the conduct of vocational or educational activities authorized by the President or designee.

The definition of firearms and weapons includes, but is not limited to, the following: Paintball guns, air soft guns, BB guns, and forms of pellet guns, water guns, toy guns, and form of a replica of a gun, any item that can discharge projectiles, knives, clubs, or other instruments intended for use in personal combat.

If you are in doubt about any aspect of this policy, contact University Police for clarification. Lack of understanding does not justify violation of this policy.

Explosives and Fireworks Policy - Possession and/or discharge of any form of an explosive device and/or fireworks on property owned, used, or operated by the University is a violation of North Carolina State Law (General Statute 14-269.2) and University Policy. This prohibition also includes any University-sponsored curricular or extracurricular activities regardless of location.

Gambling - Any form of illegal gambling is prohibited. In addition to applicable state and federal laws, gambling is considered to be a violation of the campus Code of Conduct. Sanctions will be determined on a case-by-case basis. Students seeking assistance for possible addiction to gambling are urged to contact the Office of Counseling Services. Assessment, referral, and individual therapy are available. University counseling services are offered at no additional expense; however, services rendered by off-campus health care providers are at the expense of the student.

Harass - Playing abusive or ridiculous tricks on students, faculty or staff, to frighten, scold, beat or harass or subject one to personal indignity (N.C. Statute 14-15).

ID Card Misuse - Each currently enrolled student is required to have a current student identification card and it must be in his/her possession at all times while on University property. A student must present his/her ID when requested to do so by an authorized University official or any authorized civil official. Lending an ID card or ID card number or using another student's ID card number is strictly forbidden and is considered an act of falsification. The ID card is the property of the University and must be surrendered upon withdrawal from the University for any reason. Students should not leave IDs in a common or public area that is accessible for other students to use.

Unfit Relations - Relationships that are not congruent within the University Mission.

Inappropriate Behavior - Behaviors that are not congruent within the University Mission.

Littering - Any form of littering in a public area on campus.

Lying/Fraud - Furnishing false information with intention of deceiving.

Motor Vehicle Regulations - Offending motor vehicle rules and regulations.

North Carolina Statutes - violation of state laws).

Obscene, Lewd, Indecent Media Exhibition - The use, display, possession or exhibition of pornographic movies, video tapes, records, cassettes, posters, magazines, CDs, or other media. Includes use of computer access to pornographic sites.

Reckless Behavior - Reckless behavior that threatens safety and security.

Residence Hall/Campus Access - Students are prohibited from lending their room keys or GWU student ID card to other students and/or guests.

Residence Policy - Failure to file appropriate paperwork in advance and seek written approval from Student Development to live off-campus.

Sexual Assault - Any forced sexual activity that is against a person's will. The force may come in the form of actual physical force or it may be mental and emotional pressure, coercion or manipulation.

Sexual Harassment - Any form of unwanted sexual behavior, such as physical contact, verbal comments or suggestions, requests for sexual favors and the like.

Skateboarding - Skateboarding is allowed on campus for GWU students only. It is prohibited for the residents of Boiling Springs and the surrounding communities. They should be ridden on the sidewalks and out of the path of pedestrians. Tricks, stunts, and wall riding are forbidden while on the skateboard and any student found responsible for violating this will face disciplinary action. They will also be held accountable for any damages that result in their delinquent of property.

Stealing/Theft - Unauthorized taking of property or being in possession of stolen property (residential property, phone card access, etc.)

Tampering - Any tampering, misuse, unauthorized access, or illegal use of telephone, telephone cable, computer, cable TV, fire, security, radio, electrical, or other systems/technology is prohibited. Also, inappropriate use of e-mail/data processing and information systems technology is prohibited. Students are prohibited from entering equipment/custodial rooms or from accessing any electrical equipment panel for any reason.

Unauthorized Entry - Breaking and unauthorized entry into any campus facility or unauthorized area.

Vandalism - Damage to personal property and the damage to, destruction or defacement of property in general. Destruction of University property.

Visitation - Being in or having someone of the opposite sex, in the residence hall except during approved visitation hours.

Verbal Abuse or Harassment - Insulting, taunting or threatening communication, defaming of character, indecent language, verbal assault, derogatory, sexist or racist remarks, or any behavior that puts another member of the college community or guest in a state of fear or anxiety.

PLEASE NOTE:

The University reserves the right to adjudicate student judicial matters by means of an administrative process rather than the standard judicial procedure during such times as when the University is not operating under normal conditions, (i.e. before classes start at the beginning of semesters, during vacation periods, during examination periods, during any semester session, and the time period between the last exam and graduation). Although the administrative characteristics of the judicial process will be altered, the accused student retains the right to appeal any disciplinary action taken administratively one level beyond the hearing officer. All Code of Conduct policies apply equally to apartment and residence hall spaces.

All students found in the presence of a violation will be charged with a corresponding code of student conduct violation.

*Policies apply to the GWU community through the entire calendar year.

MINIMUM SANCTIONS

The Board of Trustees at Gardner-Whitell has set minimum sanctions for involvement in some prohibited behaviors. Whenever a minimum sanction is not prescribed for a prohibited behavior, the hearing officer determines the sanction. The student should understand that minimum sanctions are not automatic and a hearing officer has the authority to adjust the sanction under extreme circumstances. A disciplinary warning may serve as a minimum sanction for all violations of the Code of Student Conduct.

Fire/Safety

(Faking to evacuate, pulling a fire alarm, false reporting)

- 1st offense - disciplinary probation or warning, \$75 fine
- 2nd offense - restitution and suspension

Fire/Safety

(Disarming/tampering or covering up a university fire alarm system)

- 1st offense - removal from campus housing/disciplinary probation
- 2nd offense - suspension

Alcohol Consumption and/or Possession

- 1st offense - Sanction will include:
- Pay up to a \$100 fine within 5 class days of notification*
- Parental/Guardian notification if under 21
- Letter sent to Work Study Supervisor, Academic Advisor, Athletic Coach, VP for Athletics
- Online Alcohol/Drug Education Course
- Sanction may include: Disciplinary Warning; 12 Hours of Community Service**
- 2nd offense - Sanction will include:
- Parental/Guardian Notification
- Pay up to a \$200 fine within 5 class days of notification*
- Letter sent to Work Study Supervisor, Academic Advisor, Athletic Coach, VP for Athletics
- Alcohol Assessment through the Counseling Center and any follow up at the Counselor's discretion
- Sanction may include: Disciplinary Probation for 1 year; 25 hours of Community Service***; Conference with the Director of Residence Life or his/her designee; Housing Contract in Jeopardy; Suspension from the University***
- 3rd offense - Suspension from the University***

Alcohol - Bring in the presence of alcohol

- 1st offense - Sanction will include:
- Pay up to a \$100 fine within 5 class days of notification*
- Parental/Guardian notification if under 21
- Letter sent to Work Study Supervisor and/or Academic Advisor, Athletic Coach, VP for Athletics
- Online Alcohol/Drug Education Course
- Sanction may include: Disciplinary Warning; 12 Hours of Community Service**
- 2nd offense - Sanction will include:
- Parental/Guardian Notification
- Pay up to a \$200 fine within 5 class days of notification*

- Letter sent to Work Study Supervisor/and/or Academic Advisor, Athletic Coach, VP for Athletics.
- Alcohol Assessment through the Counseling Center and any follow up at the Counselor's discretion
- Sanction may include: Disciplinary Probation for 1 year; 25 hours of Community Service^{**}, Conference with the Director of Residence Life or faculty designer; Housing Contract in Jeopardy; Suspension from the University^{***}
- 3rd offense - Suspension from the University^{***}

Alcohol - Distribution of alcohol to a minor

- 1st offense - suspension from the University

Drug Possession and/or Use

- 1st offense - Sanction may include:
- \$500 fine within 5 class days of notification^{*}
- Parental/guardian notification
- Letter sent to Work Study Supervisor, Academic Advisor, Athletic Coach, VP for Athletics
- Online Drug Education Course
- Disciplinary Probation
- 2nd offense - Suspension from the University^{***}

Drug Distribution

- 1st offense - Expulsion from the University

Stealing

- 1st offense - \$75 fine, restitution, disciplinary probation
- 2nd offense - suspension from the University

Vandalism

- Minimum sanction \$75.00 fine, restitution and education

Visitation

- 1st offense - \$75 fine, visitation privileges revoked
- 2nd offense - \$100 fine, disciplinary probation, Contract in Jeopardy
- 3rd offense - suspension from residence halls

Residence Policy

- A student who chooses to live off-campus and fails to obtain approval for commuter status will be subject to revocation of registration, loss of institutional financial aid, and/or fines.

^{*}The amount of the fine is at the discretion of the Hearing Officer. On the 6th day, the fine doubles and the student's account is placed on hold.

^{**}The decision to give a student Community Service is at the discretion of the Hearing Officer.

^{***}Once a student is suspended, their disciplinary letter will state that if they desire to be readmitted into the University again and are found in violation of a Code, then they will be expelled.

DISCIPLINARY SANCTIONS

A student who engages in prohibited behavior is subject to one, or a combination of more than one, of the following. (Student Development reserves the right to ask transcripts for suspension/expulsion/exclusion.)

Abseyance - Fees held in abeyance are not to be paid unless another violation of University Policy occurs.

Case Open - A case may remain open in the event that the hearing officer believes that additional evidence may develop or that such an outcome is in the best interest of the student(s).

Community Service - An appropriate and reasonable number of hours of specified service within the University or the community may be assigned at the discretion of the hearing officer.

Contract in Jeopardy - Official notice that continued violation of University policy will result in the termination of the University Housing Contract and immediate removal from campus housing.

Disciplinary Warning - Official written warning that continuation or repetition of inappropriate behavior may result in more severe sanctions.

Educational Sanction - A sanction that emphasizes the need to correct inappropriate behavior and encourage the student to learn from the experience may be in the form of writing a paper, required counseling, alcohol and/or drug evaluation, tests or series of tasks that are educational in nature and/or serve to benefit a group or community at large, or some other form.

Exclusion - As a private institution, the University reserves the right at all times to exclude anyone from admission to the University whose behavior, associations, character, morals, lifestyle or academic standing is regarded as undesirable without specifying any further or specific reason for exclusion.

Expulsion - Dismissed from the University without the privilege of applying for re-admission.

Fine - Fines may be imposed at the discretion of the hearing officer. Failure to pay a fine by a deadline will subject oneself to additional sanctions. PLEASE NOTE: Payment for sanctions may not be made in coins. The residence life department reserves the right to refuse inappropriate forms of payment.

Interim Suspension - Whenever there is evidence to suspect that a student's behavior on or off campus is a clear and present threat to the health, safety and welfare of the faculty, staff, students or guests, the student may be suspended on an interim basis until a campus hearing can be arranged. A student on an interim suspension may be restricted from the campus in its entirety or from a particular program, activity, or building.

Loss of Privilege - Depending upon the nature of an offense, a student may forfeit the privilege of: (1) parking on campus; (2) visitation in University housing; (3) cancellation of housing contract; (4) removal from a particular room, floor, or residence hall; (5) participation in certain co-curricular activities; (6) representing the University in an official capacity; (7) or as appropriate to the violation.

Loss of University Housing Privileges - Cancellation of the student's housing contract and the loss of the privilege of residing in University-owned housing. This includes the loss of the privilege of being in or around any University housing facility without written permission from an appropriate University official. A student who is removed from campus housing, continues to be accountable for the current semester's room charges.

Probation - Disciplinary Probation is an official written warning for a specified period of time that informs a student that his/her continued enrollment is in jeopardy. Violation of a prohibited behavior while on Disciplinary Probation will subject oneself to immediate suspension from the University.

Reprimand - A written statement of disapproval prepared by a University Official and delivered to the student. A copy is to be placed in the student's disciplinary file.

Request for Withdrawal - As a private institution, the University reserves the right to withdraw any student whose behavior, associations, character, morals, or lifestyle are not consistent with the high expectations of the University and whose presence brings discredit to the good name of the University and is a detriment to campus life. The University also reserves the right to withdraw any student failing to meet minimum academic expectations regarding class attendance.

Restitution - This sanction requires a student to reimburse or otherwise compensate another for damage or loss of property resulting from a student's misconduct.

Suspension - Immediate dismissal from the University for a specified period of time during which the student's presence on the University campus is prohibited without written permission from an appropriate University official.

SEARCHES AND SEIZURES

It is the desire of the University to respect the student's right to privacy without arbitrary and capricious invasion; however, the University reserves the right to enter a student's residence hall room under the following conditions:

1. to verify occupancy;
2. for health and safety inspections;
3. to check for cleanliness;
4. to make necessary repairs and/or inventories;
5. when there is reasonable cause to believe that activities are taking place which are detrimental to the University community or whose the health, safety or welfare of a GWU student is in jeopardy;
6. when there is reasonable cause to believe that a violation of law or University guideline, policy, or rule is taking place.

It is not necessary that the student be present or contacted in advance when the room is entered for such reasons.

Searches of and seizures from a student's residence hall room, vehicle, or person must be approved by an appropriate University official, such as an Assistant Director of Residence Education, the Director of Housing & Residence Education, the Vice President and Dean of Student Development, or the President of the University.

Searches by civil authorities are governed by state and federal statutes which differ from Gardner-Whitt University guidelines.

NOTICE TO PARENTS/GUARDIANS

The University reserves the right to notify parents/guardians of students whenever a student is found responsible for a prohibited behavior and/or whenever a serious health-related issue is involved.

OFF-CAMPUS CONDUCT

A student who is charged or convicted of a crime off campus will not automatically be subject to university disciplinary proceedings unless the offense is of a nature that the student is considered to be a threat to the health, safety and welfare of the faculty, staff and students. Additionally, a student whose behavior off campus negatively impacts the University and/or student body, may be held accountable through normal disciplinary proceedings. (Students who reside off campus and host parties or similar functions will be held responsible for the actions of those attending such activities, in the event the behavior of those in attendance negatively impact the University). In such an incident, the student will be required to appear before an administrative officer to offer an explanation as to why he/she is not a threat or explain his/her actions. If a reasonable explanation is not offered, the student will be given sanctions ranging from a reprimand to suspension.

PARENT/GUARDIAN INVOLVEMENT POLICY

The purpose of this policy is to address specific guidelines and parameters related to the realm of communication/involvement between parents/guardians of currently enrolled students and the University. The University understands and values the unique and special relationship that can exist between parents/guardians and their students. There is a sense in which the University desires to foster free and open communication; however, there are limitations.

Developmental and legal issues guide the University as it relates to dealing with parents/guardians and students in resolving potential conflicts and situations. The level of communication and involvement that parents/guardians may have been accustomed to in a high school setting will not be applicable in a university setting. Any student enrolled in the University, regardless of age, is no longer considered a minor from an educational standpoint. The Family Educational Rights and Privacy Act (FERPA) clarifies and limits the amount of information a university is allowed to share with anyone, including parents/guardians, regarding any student. More specific information regarding legal ramifications and limitations are available in the Office of the Registrar.

During the course of a student's academic journey, there is always the possibility of an incident occurring that requires intervention and decision-making by an appropriate University official. Sometimes people have the perception that parent/guardian involvement and/or intervention will ...

- 1) get the student what they want,
- 2) make things happen faster,
- 3) make the school be more fair than they normally would be.

In reality, parent/guardian involvement only slows the process down and can make it more cumbersome and complicated for all parties concerned. Parent/guardian involvement also sends a message to the student that they are not capable nor responsible enough to handle the situation themselves. This adversely affects their maturation and hinders the developmental process. The University does not have the practice of treating students unfairly, indiscriminately, or in a capricious manner. The University is not in the business of taking advantage of students. Every situation needs to be approached from a learning standpoint.

- The temptation to jump in and "fix everything" will only lessen the learning process for the student.
- Consider the enrollment of your student as being similar to an employment situation. Whenever your student is serving in their career of choice, it would not be deemed appropriate for a parent/guardian to intercede with their employer to attempt to rectify an employer situation.
- As a private institution, University Policy prohibits parents, guardians, other relatives, and legal counsel from participating in disciplinary hearings.

(Please note: we live in a litigious society. Unfortunately, there are occasions whenever the University is threatened to be sued if a desired outcome is not achieved. Once a threat is made and/or legal counsel is involved, University Policy prohibits further communication from University officials. Official communication from the University is then expressed only through and by the University's legal counsel.)

- Parents/guardians are not privy to a student's educational records without the student's permission.
- Faculty are not allowed to disclose student information, including grades, to parents/guardians without a student's permission.
- Technically, neither parents nor guardians can withdraw students from school. Only the enrolled student may withdraw themselves. Parents/guardians may cease financial support by not making payments.

Each and every student needs to learn to . . .

- take responsibility for his/her own actions;
- take the initiative to follow the necessary steps to resolve a situation;
- accept the consequences for his/her actions.

An important aspect of Christian higher education is value education. As a character-building school, the University strongly believes that it really does matter how one lives his or her life. The University encourages every parent or guardian to enthusiastically support the University's efforts to do what is deemed best for each student even when the results may not be the desired outcome by the student or their parent/guardian. Partner with the University as we seek to fulfill our mission . . . to change the world one student at a time. . . in Jesus' name.

Trustworthiness

To be trusted is a greater compliment than being loved.

- George MacDonald

STUDENTS RIGHTS

A student charged with participating in a violation of the Code of Student Conduct is granted the following in order to ensure fundamental fairness in the judicial process.

A. Notice. The student has the right to be informed in writing of the charge(s) against him or her. The University must provide the charge(s) as well as the specific evidence which resulted in the charge(s) (report).

B. Procedures. The student has the right to be informed orally or in writing of the judicial procedures.

C. Right to an Appeal Advisor. An accused student has the right to be represented by an Appeal Advisor of his/her choice during a disciplinary hearing. An Appeal Advisor must be a current member of the faculty or staff or a currently-enrolled student.

NOTE: An Appeal Advisor may not be any person (faculty, staff or student) who is involved in any manner or form of the disciplinary situation in question, is another student who has been charged in the same incident.

Legal counsel and/or parents, guardians or other relatives are not permitted to attend these informal sessions.

D. Evidence. The student has the right to have dismissed from consideration evidence that resulted from confessions obtained by coercion or deceit and objects or documents obtained as a result of an illegal search.

E. Right to question accuser(s). The accused student has the right to question individuals bringing the specific charges.

Note: Students reporting academic dishonesty are expected to be willing to be questioned by the accused student. Having knowledge of academic dishonesty and being unwilling to address such is considered to be a violation of the Honor Code.

F. Hearing. The student has the right to respond to charges. If a student fails to appear for a scheduled hearing, the hearing may be held in his/her absence. If a student is found responsible in absence the verdict is non-appealable.

G. Written report. The student has a right to a letter reporting the result of the hearing.

H. Appeals. The student has the right to appeal a decision by the hearing officer for any of the following reasons:

1. irregularity in proceedings;
2. punishment inconsistent with the nature of offense;
3. additional evidence not available at the hearing.

When a student pleads responsible and a minimum penalty is assessed, as stated in the Student Handbook, the student does not have the right to appeal the decision.

Please note: Appeals must be turned into the appropriate office within 24 hours of verbal and/or written notification of the sanction.

JUDICIAL PROCEDURES

As a private institution, the University adheres to fundamental fairness or fair procedures in terms of judicial process.

A student charged with participation in prohibited behavior is notified of the specific charges, his/her rights, and the evidence that instigated the charges.

After notification the student will determine whether he/she is responsible for the charge(s) and respond accordingly.

The following persons are designated as hearing officers: Director of Housing & Residence Education and Assistant Directors of Residence Education. The Vice President of Student Development and/or the Director of Housing & Residence Education reserve the right to appoint a Chief Hearing Officer for the University.

The hearing officer has the right to add charges based on information presented during the hearing.

The student has a choice of either an administrative hearing with a hearing officer or Judicial Board Hearing.

STUDENT JUDICIAL MISSION STATEMENT AND GOALS

Gardner-Webb University strives to create and maintain a judicial system to ensure the community standards as set forth in the Code of Student Conduct. Student responsibility and integrity are at the heart of this educational and growth based process. In addition, the University values student leadership and involvement. Therefore, a student judicial board is utilized to include students in the decision making process while holding their peers accountable for the community standards. As a result, student behavior is addressed equitably promoting an educational environment where students can successfully achieve academic goals.

Goals:

- to address student misconduct
- to enhance the learning and development of students through educational conversations
- to ensure student rights
- to prepare students for "real world" experiences
- to treat students in a fair and consistent manner
- to create an educational atmosphere

HEARING PROCEDURES

Judicial cases of alleged student misconduct can be heard by the Hearing Officer of the University or the Judicial Board. The Student Judicial Board is an option for students who choose not to have the case heard by one person. Composition of the Judicial Board will include three students (one of whom will serve as the student chairperson), one faculty member, one staff member and the Judicial Board Advisor.

(Please note: the composition of the board may be altered to accommodate board member's schedules)

After a report is filed with the Office of Housing & Residence Education the student is notified and meets with the Residence Life Officer Manager. The student is made aware of the specifics of the report, their student rights, and then he/she will provide a response of responsible or not responsible to the charge at hand. For a complete listing of student rights and procedures please note the judicial section of the current Student Handbook.

Upon completion of the administrative intake, the student makes a choice as to the format of the hearing. The student may either choose to have the case adjudicated by the Student Judicial Board or Hearing Officer. If the student chooses a judicial board he/she will indicate in writing the choice and provide consent to share his or her judicial file with the board. A hearing officer will be assigned to each Student Judicial Board case to attend the hearing and ensure the student's rights are protected.

When the hearing format is chosen, then a specific time and location for the hearing is provided in writing to the student. Upon completion of the hearing, the Student Judicial Board or Hearing Officer will formulate a decision. Afterward a letter will be sent from the Student Judicial Board and Chief Hearing Officer informing the student of the outcome. In addition, the letter will outline specific sanctions and the University appeals process, if necessary. If a student fails to appear for the hearing, the case will be heard in the student's absence and decision/sanction rendered.

In the case that the student judicial board makes the decision, the decision is forwarded to the Chief Hearing Officer for processing.

The Student Judicial Board is bound by ethics and the Code of Student Conduct to appropriately apply policies and procedures as outlined in the Student Handbook. The Hearing Officer assigned to the case is responsible for maintaining the integrity and equitable application of these procedures. Adjustments in the judicial process may be made as necessary to ensure that all students rights are maintained. The University endeavors to create an environment where the "student voice" is a vital resource of accountability and education!

Note: Cases involving alleged violence may be administered by a Hearing Officer to ensure privacy as well as cases heard near or around finals or when it is deemed to be the best interest of the student and the university.

APPEALS

A student may appeal a decision by the hearing officers. The only time a student may not appeal a decision is when the student pleads responsible and the minimum penalty is assessed or a responsible verdict in absentia is non-appealable. The student must decide within 24 hours of verbal notification of the sanction as to whether to make an appeal. An appeal can be made for any of the following reasons:

- 1) irregularity in proceedings
- 2) punishment inconsistent with the nature of the offense
- 3) additional evidence not available at the hearing

Disciplinary action taken by the Vice President and Dean of Student Development is appealable to the University Appeal Board. The University Appeal Board consists of three students, two faculty members, and two staff members. The reason for the appeal is distributed to the University Appeal

Board. By a simple majority vote, the University Appeal Board may vote not to hear an appeal and, thereby, uphold the original decision and sanction. In the event the University Appeal Board votes to hear the appeal, the Board reserves the right to decrease or increase the sanction at its discretion. The decision of the Appeal Board is final.

EXPUNGEMENT POLICY (THE OPPORTUNITY TO CLEANSE OR ERASE ONE'S STUDENT DISCIPLINARY RECORD)

The University's student judicial process holds students accountable for their actions and encourages students to accept the consequences of their actions; however, it is not the intent nor desire of the University to negatively impact a student's future in terms of employment or graduate school prospects. Therefore, the University provides an opportunity for expungement in some circumstances. The Assistant Provost for Schools handles the expungement process. All requests and inquiries regarding expungement of student judicial records should be submitted to the office of the Assistant Provost for Schools. The actions taken by the Assistant Provost for Schools are final.

CRITERIA FOR EXPUNGEMENT:

1. The campus disciplinary action must not be the result of a serious campus code violation (e.g. sexual assault, weapons, illegal drug distribution, etc.).
2. Student requesting expungement must have passed at least 90 academic hours.
3. One full academic semester must have elapsed since the initial charge and sanction against the student.
4. There must be no other pending disciplinary action at the time of request.
5. There must be no outstanding financial obligations to the University (e.g. Business office, Library, Financial Planning Office, University Police, Residence Life Office, or any other University Office).

EXPUNGEMENT MAY BE DENIED, BUT NOT RESTRICTED TO THE FOLLOWING:

1. Initial campus disciplinary action was taken as a result of criminal related offense.
2. No appreciable amount of time has elapsed to indicate change in initial behavior or attitude of student.
3. Student(s) not enrolled for consecutive semesters, thereby limiting observance of campus behavior and attitude.

STUDENT GRIEVANCE POLICY (NON-ACADEMIC)

Any Student who believes he/she has been discriminated against by a member of the faculty, an employee of the University, or by a fellow student is encouraged to file a complaint. If a student believes he/she has been discriminated against in accordance with policies and practices listed under Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, or section 504 of the Vocational Rehabilitation Act of 1973, he or she may make a claim that his or her rights have been denied.

Claims or grievances should be filed with the appropriate University official. Complaints and grievances related to academic matters should be made in accordance with policies and procedures stated in the current Catalog of Graduate Programs. Complaints and grievances related to non-academic employees of the University should be made to the supervisor of the employee or to the vice president of that area.

Complaints and grievances related to student life, student activities, residence life, counseling, safety and security, or campus ministry should be made to the Vice President and Dean of Student Development.

Complaints and grievances related to admissions practices, recruitment, and financial aid should be made to the Vice President for Enrollment Management. Complaints and grievances related to accounts payable and business office related functions should be made to the Vice President of Business Affairs. Complaints and grievances related to athletics should be made to the Vice President for Athletics. Complaints and grievances related to public relations, publications, and donations to the University should be made to the Vice President for University Relations.

Complaints and grievances specifically related to the Americans with Disabilities Act (ADA)/Section 504 should be made to the Director of Human Resources, who serves as the ADA/504 coordinator. (Complaints and grievances specifically related to educational support services may be made to the Director of the Nisot Program for the Disabled.) Complaints and grievances unresolved at this level may be addressed to the Human Relations Committee. The Director of Human Resources will assist with the forwarding of unresolved complaints and grievances to the Human Relations Committee. Decisions

by the Human Relations Committee are subject to review by the Provost. The Provost may take whatever action he deems necessary and appropriate. The Provost's conclusions and actions are final.

If a student believes he/she has been harassed or otherwise discriminated against because of race, gender, religion, color, national or ethnic origin, age, disability or military service, the student should report the matter immediately to the Vice President and Dean of Student Development. In the case of sexual harassment, the complaint should be made in accordance with the University's sexual harassment policy as stated in the current student handbook. If a student is not sure how to file a complaint, the Vice President and Dean of Student Development will assist the student. Complaints should be presented orally to the appropriate University officials described above. If an informal discussion of the matter is not satisfactory, a written statement of the complaint will be requested. A written statement should contain the following:

- a. The exact nature and details of the grievance.
- b. The date, time, and place of the grievance.
- c. The names of witnesses or persons who have knowledge of the grievance.
- d. Any available written documentation or evidence that is relevant to the grievance.

The University official who receives the written complaint will investigate the complaint and take whatever action is deemed necessary and appropriate and will respond to the student in a timely manner. If a student has followed the grievance policy process and remains dissatisfied with the response to the complaint, the student may appeal to the Graduate Council or to the School of Divinity Appeals Committee, whichever is appropriate, for academic matters and to the University Appeal Board for non-academic matters. Decisions by the University Appeal Board are subject to review by the Provost. The Provost may take whatever action he deems necessary and appropriate. The Provost's conclusions and actions regarding the complaint are final.



GOAL CORE CURRICULUM

As a member of the higher education community, Gardner-Webb University's academic programs include a series of broad and intensive learning experiences created, "Dimensions of Excellence." Further, each "Dimension" in the general studies component has a set of competencies which students are expected to meet in order to complete successfully a bachelor's degree at Gardner-Webb University.

The university has been recognized by the John Templeton Foundation and listed in its Honor Roll of Character-Building Institutions; therefore, the core curriculum includes a general studies component appropriate for a character-building institution. Care has been taken to ensure that the focus and theme of the core curriculum is compatible with the university's mission and heritage.

Dimension of the Humanities

Students will

1. develop skills in formulating well organized thoughts for the purpose of effective communication;
2. demonstrate the ability to analyze written, oral, or visual forms of communication and create appropriate responses;
3. compare and contrast intra- and intercultural realities to cultivate attributes necessary for adapting to and functioning in a globalized world; and
4. develop skills in effective research using traditional and technology-based research methods.

Dimensions of Heritage

Students will

1. identify and analyze the origins, development, and complexity of contemporary civilization;
2. describe significant economic, religious, political, technological, cultural and social trends and patterns of change over time;
3. recognize that the role of the individual is culturally determined and will distinguish basic cultural traits of American, Western and other civilizations; and
4. develop effective analytical and communication skills.

Dimensions of Scientific Inquiry

Students will

1. describe the process of acquiring scientific knowledge through the scientific method and discuss the limitations of science; as conclusions are based on quantifiable and testable attributes of the physical universe;
2. demonstrate an understanding of key concepts and vocabulary in physical and life sciences;
3. contrast science and technology and discuss the effect each has at the individual, local and global levels;
4. discuss the importance of ethics in science and examine the impact of ethics on society; and
5. identify key historical events and figures of science

Dimensions of Quantitative Analysis

Students will

1. identify and define appropriate quantitative relations within variables;
2. demonstrate improvement in critical thinking skills by formulating mathematical models, both symbolically and graphically, to analyze quantitative problems;
3. exhibit development of their quantitative and computational skills; and
4. employ quantitative reasoning in the decision-making process.

Dimensions of Self

Students will

1. identify means to enhance the integration of the spiritual, intellectual, emotional, physical, environmental, and social dimensions of the human personality;
2. investigate and create opportunities leading to self-discovery, self-evaluation, and self-reflection;
3. recognize and expose value assumptions and perspective held by self and others; and
4. develop habits of intentionality in the areas of personal, physical, psychological and aesthetic appreciation.

Dimensions of Faith

students will

1. describe the significance of major peoples, places, events, themes and types of literature in the Old and New Testaments;
2. trace the historical development of the canons of the Old and New Testaments;
3. identify, assess and utilize appropriate resources in biblical interpretation; and
4. utilize the principles of critical analysis in interpreting a verse of Scripture.

Before graduating from the Gardner-Webb University GOAL Program with a bachelor's degree, the student will have completed a liberal arts core which consists of the following areas of course work taken at a community/junior college, another senior institution and/or Gardner-Webb University. It is anticipated that Gardner-Webb University will offer the courses in the specified areas over a two-year period. Advisors will work with students (using the transcript evaluation) to determine the extent to which requirements have been met before coming to Gardner-Webb and will assist the student in selection of courses.

1. Dimensions of Humanities

A. Composition

1. English 101-English 111
2. English 102-English 112/113/114

All accepted for admission to GOAL will present evidence of completion of a year of English course work (freshman English) from a community college or senior institution. Students not meeting the requirement for English 102 may be admitted and can take English 300 (Composition and Literary Interpretation) at GWU. This course will be in addition to all other graduation requirements.

Oral Communication

Most students have the competency through previous course work in speech, business communications, or other similar courses. For those who have not met the competency, the advisor will ensure that the student enrolls in appropriate courses at GWU which emphasize oral and visual presentation. Drama, speech, debate, business communications, teaching, preaching, or other approved courses will meet this competency.

BAD 325 is a required course in the Business Administration and Health Management majors. Taking this course in person at GWU or transferring it in will satisfy the oral communication competency as well as meeting the requirement in the major. Taking BAD 325 online with GWU does not satisfy the oral competency requirement. Other Business majors (Accounting & Computer Information Systems) must take the BAD 325 in person in order to fulfill the oral competency requirement. (This is not a required course in the ACC or CIS major but can be taken if needed for oral competency.)

C. Literature - One Course

1. English 311 - British Literature Survey I
2. English 312 - British Literature Survey II
3. English 331 - American Literature Survey I
4. English 332 - American Literature Survey II
5. English 341 - World Literature I
6. English 342 - World Literature II

II. Dimensions of Faith - Two courses

- A. Religion 304 - Old Testament Survey
- B. Religion 305 - New Testament Survey

III. Dimensions of Heritage - Two Courses

- A. Social Science 305 - Global Understanding
- B. History 301 - Western Civilization I
- C. History 302 - Western Civilization II
- D. History 319 - 20th Century U.S. History
- E. Political Science - U.S. Government

At least one course transferred in or taken at GWU must be a History course.

IV. Dimensions of Self - Two Courses

- A. Health & Physical Education 338 - Health Maintenance, Promotion, and Wellness
- B. Aesthetics - One Course
 1. Art 307 - Art Survey
 2. Music 320 - Survey of Music
 3. French 300 - Aspects of French Culture and Language
 4. Spanish 300 - Aspects of Spanish Culture and Language
 5. German 300 - Aspects of German Culture and Language

V. Dimensions of Scientific Inquiry - Two Courses

- B. Science 302 - Physical Science
- C. Science 305 - Human Biology
- E. Science 322 - Environment

Two regular college courses in Biology, Chemistry, Physics, Geology, etc. may be used to satisfy the requirement.

V. The Quantitative Dimension

Mathematics - A course in probability & statistics, finite math, or a higher level course such as college algebra, trigonometry, or calculus.

Students who began at a North Carolina community college in the 1997 fall semester or later can meet Gardner-Webb's general core requirements by completing the General Education Core and earning an Associate in Arts or an Associate in Science degree. However, courses in both Old and New Testament (BIBL 101/304 and 102/305) must be taken as a part of the General Education Core or as electives at the community college, or the student will be required to take these courses at Gardner-Webb University. Students who graduated with an Associate of Arts or Associate of Science degree from a North Carolina community college prior to 1997 or students who have comparable coursework accepted by an North Carolina community college will have their coursework examined on a course-by-course basis.

CORE CURRICULUM CHECKSHEET

(Represents approximately 1/2 of GOML. Courses not offered, i.e. those do not represent prerequisites for eligibility).

I. Dimensions of Humanities

A. Composition

- * ☐ English 101 - Composition
- * ☐ English 102 (or 300) - Composition II

B. Oral Communications Competency

C. Literature (one course)

- ☐ English 311 - British Literature Survey I
- ☐ English 312 - British Literature Survey II
- ☐ English 331 - American Literature Survey I
- ☐ English 332 - American Literature Survey II
- ☐ English 391 - World Literature I
- ☐ English 392 - World Literature II

II. Dimensions of Faith (two courses)

- ☐ Religion 304 - Old Testament Survey
- ☐ Religion 305 - New Testament Survey

III. Dimensions of Heritage (two courses)

- ☐ Social Science 305 - Global Understanding
- ☐ History 301 - Western Civilization I
- ☐ History 302 - Western Civilization II
- ☐ History 319 - 20th Century U.S. History
- ☐ Political Science 302 - U.S. Government

At least one course designed in or taken at GWU must be a history course.

IV. Dimensions of Self (two courses)

A. Health & Physical Education

- ☐ 320 - Health Maintenance, Promotion, and Wellness

B. Aesthetics - One Course

- ☐ Art 307 - Art Survey
- ☐ Music 320 - Survey of Music
- ☐ French 300 - Aspects of French Culture and Language
- ☐ Spanish 300 - Aspects of Hispanic Culture and Language
- ☐ German 300 - Aspects of German Culture and Language

V. Dimensions of Scientific Inquiry - (two courses)

☐ Science 302 - Physical Science

☐ Science 305 - Human Biology

☐ Science 322 - Environment

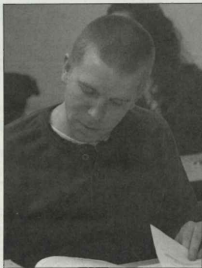
Two regular college courses in Biology, Chemistry, Physics, Geology, etc., may be used to satisfy the requirements.

VI. The Quantitative Dimensions

☐ Mathematics 309 - Finite Mathematics

☐ Mathematics 316 - Probability and Statistics

* *Prerequisite Course*



BROYHILL UNDERGRADUATE SCHOOL OF MANAGEMENT OF THE GODBOLD SCHOOL OF BUSINESS

Nationally Accredited by the Association of Collegiate Business Schools and Programs

Became the University's first endowed school in 1991 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.

GOALS

1. To provide both undergraduate and graduate professional training in the business disciplines to a diverse student population;
2. To enhance 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 workplace; and
3. To encourage both its faculty and its students to pursue life-long learning, and to value service to God and humanity.

STUDENT LEARNING OUTCOMES

Students who choose to major in any field of study offered by the Broyhill School of Management will:

1. adapt to professional careers in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills are vital for success;
2. learn new managerial skills that require knowledge of computer applications in business;
3. respond to change in a dynamic, global marketplace and demonstrate high ethical standards in their places of work;
4. expand their knowledge base by pursuing further studies in graduate or professional schools;
5. incorporate global and ethical perspectives across the curriculum; and
6. be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

The GMBL Program within the School of Business offers four majors which require an academic background in business and additional specialty courses within the individual majors. A multi-disciplinary common professional core component is required of all business students consisting of course work in the following areas: Accounting Principles I and II, Principles of Economics I and II, Principles of Management, Principles of Marketing, Introduction to Computer Concepts, Legal Environment, Statistics, Quantitative Methods, Financial Management, and Business Policy. These courses are represented within prerequisite requirements, GMBL Curriculum Core requirements, or major requirements. All business program majors must take statistics within the GMBL Core Curriculum.

All business students are expected to complete Math 346 within the GOAL core. Any business student not having completed college course work in algebra must take Math 300. A minimum grade of C (2.0) is required in major courses, Math 300 and 346 courses, and prerequisite courses specified by the business major, whether taken at Gardner-Webb or transferred from another institution.

Gardner-Webb University has established itself as a character-building institution. Majors within the school of business adhere to that philosophy by integrating academic exposure to ethics and ethical dilemmas across classes through the use of class exercises, supplemental assignments, course work, course-specific projects, and writing requirements. To acknowledge the global nature of the current business environment, all classes include international applications of business practices as well.

ACCOUNTING

The Bachelor of Science Degree with a major in Accounting, offered through Gardner-Webb's Brookhill 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 prepares the student to take professional exams such as the CPA, CMA and CFA. The GOAL Curriculum in Accounting is designed as an intensive, quantitatively approached method, with a concentration in both the science of accounting and business administration.

Goals and Objectives

1. To prepare students with the accounting and analytical skills to acquire entry level positions in public accounting, industry, or government.
2. To incorporate global and ethical perspectives across the curriculum.
3. To prepare students to be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

Prerequisites

Prior to enrolling in the Accounting Program, the applicant should have the following courses in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior college or senior college
- 2 courses in Accounting Principles (6 semester hours)
- 2 courses in Economic Principles (macro and microeconomics)
- 2 courses in Intermediate Accounting I and II (6 semester hours)
- English 101 and 102 (Composition I and II)
- 1 course in Introduction to Computer Concepts
- 1 course in Principles of Management (3 semester hours)
- 1 course in a Business Elective

Note: Some courses required for admission may be completed concurrently with course work by taking such courses offered in the curriculum. Such concurrent enrollment for courses required for admission must be completed within the first year of enrollment, and may extend the time required to complete

the degree program. The following may be completed by concurrent enrollment within the first year in the program:

- Macroeconomics (1 course)
- Microeconomics (1 course)
- Introduction to Computer Concepts
- Intermediate Accounting I and II (2 courses)
- Principles of Management (1 course)
- English 102

Failure to register for a course required for admission will prohibit the student from registering for any subsequent semester until courses required for admission are complete.

Academic Curriculum

As with all GGUAL majors, approximately half of the Accounting track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 53 hours towards the 120 hours needed to graduate. A student must complete 50 hours in the Accounting major, 15 of which must be completed with the University. The classes particular to the Accounting major, consist of the following:

- ACC 315 Cost Accounting
- ACC 400 Accounting Information Systems
- ACC 425 Federal Income Taxation I
- ACC 425 Advanced Accounting
- ACC 490 Auditing
- E&B 300 Legal Environment of Business
- E&B 305 Quantitative Methods
- E&B 312 Financial Management
- E&B 318 Principles of Marketing
- E&B 488 Business Policy

Note: At least half of the ACC designated courses must be taken at Gardner-Webb University.

ACCOUNTING CHECKSHEET

Courses required for admission which may be taken concurrently with course work (*Note*—Concurrent courses must be completed within the first year of enrollment, and may extend the time required to complete the degree program):

- ☐ a. Macroeconomics (1 course)
- ☐ b. Microeconomics (1 course)
- ☐ c. Intermediate Accounting I and II (2 courses)
- ☐ d. Principles of Management (1 course)
- ☐ e. English 102
- ☐ f. Business Elective (1 course)
- ☐ g. Introduction to Computer Concepts (1 semester hour)

Courses required for admission which must be completed prior to entry into the GGUAL program:

- ☐ a. Accounting Principles (2 courses)
- ☐ b. Equivalent of Gardner-Webb's English 101

BUSINESS ADMINISTRATION

The Bachelor of Science Degree with a major in Business Administration, offered through Gardner-Webb's Bridgell 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.

Goals and Objectives

1. To be able to understand basic concepts of human relations management, organizational behavior and production/operations management necessary to manage a modern business or non-for-profit organization.
2. To incorporate global and ethical perspectives across the curriculum.
3. To be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

Prerequisites

Prior to enrolling in the Business Administration Program, the applicant should have the following courses in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior college or senior college
- 1 course in Introduction to Computer Concepts
- 1 course in Principles of Management (3 semester hours)
- 1-course - Business Electives
- 2 courses in Accounting Principles (6 semester hours)
- 2 courses in Economic Principles (macro and microeconomics)
- English 101 and 102 (Composition I and II)

Note: Some courses required for admission may be completed concurrently with course work by taking such courses offered in the curriculum. Such concurrent enrollment for courses required for admission must be completed within the first year of enrollment, and may extend the time required to complete the degree program. The following may be completed by concurrent enrollment within the first year in the program:

- Accounting Principles (2 courses)
- Macroeconomics (1 course)
- Microeconomics (1 course)
- Introduction to Computer Concepts
- Business Electives (3 courses)
- Principles of Management (1 course)
- English 102

Failure to register for a course required for admission will prohibit the student from registering for any subsequent semester until courses required for admission are complete.

Academic Curriculum

As with all G.W. majors, approximately half of the Business Administration track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 55 hours towards the 128 hours needed to graduate. A student must complete 50 hours in the Business Administration major, 15 of which must be completed with the University. The classes particular to the Business Administration major, consist of the following:

- BAD 300 Legal Environment of Business
- BAD 305 Quantitative Methods
- BAD 325 Business Communications
- BAD 342 Financial Management
- BAD 318 Principles of Marketing
- BAD 480 Business Policy
- MGT 416 Production and Operations Management
- 7 semester hours of Major Electives

BUSINESS ADMINISTRATION CHECKSHEET

Courses required for admission which may be taken concurrently with course work (Note—Concurrent courses must be completed within the first year of enrollment, and may extend the time required to complete the degree program):

- ☐ a. Accounting Principles (6 semester hours)
- ☐ b. Macroeconomics (1 course)
- ☐ c. Microeconomics (1 course)
- ☐ d. Principles of Management (1 course)
- ☐ e. Business Electives (3 courses)
- ☐ f. English 101
- ☐ g. Introduction to Computer Concepts (1 semester hour)

Courses required for admission which must be completed prior to entry into the GWM program:

Equivalent of Gardner-Webb's English 101.

COMPUTER INFORMATION SYSTEMS

The Bachelor of Science Degree with a major in Computer Information Systems (CIS), offered through Gardner-Webb's Bryckill Undergraduate School of Management, provides a fully accredited baccalaureate degree for those wishing to pursue a career in computer information systems. Computer information systems is one of the fastest growing areas of study, as well as one offering plentiful career opportunities. The CIS program provides students with training in business knowledge, information technologies, and management skills to solve business problems and achieve strategic objectives in organizations. The CIS graduates can pursue a wide array of positions in systems development, Internet and network technologies, information management, and business consulting.

Goals and Objectives

1. To prepare students to utilize current information technologies, business knowledge and management skills to achieve organizational goals.
2. To incorporate global and ethical perspectives across the curriculum.
3. To prepare students to be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

Prerequisites

Prior to enrolling in the CIS Program, the applicant should have the following courses in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior college or senior college
- 1 course in introduction to programming
- 3 courses in computer information systems
- 2 courses in Accounting Principles (6 semester hours)

- 2 courses in Economic Principles (macro-and microeconomics)
- English 101 and 102 (Composition I and II)
- 1 course in Introduction to Computer Concepts

Note: Some courses required for admission may be completed concurrently with course work by taking such courses offered in the curriculum. Such concurrent enrollment for courses required for admission must be completed within the first year of enrollment, and may extend the time required to complete the degree program. The following may be completed by concurrent enrollment within the first year in the program:

- Accounting Principles (6 semester hours)
- Economic Principles (macro- and microeconomics)
- English 102
- Introduction to Programming

Failure to register for a course required for admission will prohibit the student from registering for any subsequent semester until courses required for admission are complete.

Academic Curriculum

As with all GCME majors, approximately half of the Computer Information Systems track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 55 hours towards the 128 hours needed to graduate. A student must complete 50 hours in the Computer Information Systems major, 15 of which must be completed with the University. The classes particular to the Computer Information Systems major, consist of the following:

- BAD 305 Quantitative Methods
- BAD 312 Financial Management
- CIS 300 Management Information Systems
- CIS 371 Systems Analysis and Design
- CIS 455 Database Program Development
- CIS 460 Data Communications and Networking
- CIS 470 Strategic Information Management
- MGT 403 Human Behavior in Organizations (or MGT 410 Small Business Mgmt.)
- MGT 416 Production and Operations Mgmt.
- BAD 490 Business Policy



COMPUTER INFORMATION SYSTEMS CHECKSHEET

Courses required for admission which may be taken concurrently with course work. (Note—Concurrent courses must be completed within the first year of enrollment, and may extend the time required to complete the degree program):

- ☐ a. Accounting Principles (6 semester hours)
- ☐ b. Macroeconomics (3 semester hours)
- ☐ c. Microeconomics (3 semester hours)
- ☐ d. English 102
- ☐ e. Introduction to Programming (3 semester hours)
- ☐ f. Introduction to Computer Concepts (1 semester hour)

Courses required for admission which must be completed prior to entry into the GCMIS program:

- ☐ a. Computer information systems courses (3 semester hours)
- ☐ b. Equivalent of Gardner-Webb's English 101

Gardner-Webb Course work:

A. University Core - See GCMIS Core Curriculum Checklist

B. Major:

- | | |
|---|----------------------------------|
| <input type="checkbox"/> BAD 505 | <input type="checkbox"/> BAD 512 |
| <input type="checkbox"/> CIS 500 | <input type="checkbox"/> CIS 571 |
| <input type="checkbox"/> CIS 434 | <input type="checkbox"/> CIS 460 |
| <input type="checkbox"/> CIS 470 | <input type="checkbox"/> MGT 416 |
| <input type="checkbox"/> MGT 403 (or MGT 440) | <input type="checkbox"/> BAD 480 |

HEALTH MANAGEMENT

The Bachelor of Science Degree with a major in Health Management, offered through Gardner-Webb's Brywell Undergraduate School of Management, provides a fully accredited baccalaureate degree for those wishing to pursue a career in Health Management. Health Management is designed to prepare individuals who have a health related and/or business education background to assume positions in health care management and to recognize and to respond to the emerging health needs of a changing society.

Goals and Objectives

1. To understand basic concepts of human relations management, organizational behavior and operations management necessary to manage a health care business or non-for-profit organization.
2. To incorporate global and ethical perspectives across the curriculum.
3. To prepare students to be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

Prerequisites

Prior to enrolling in the Health Management Program, the applicant should have the following courses in his or her academic transcript:

- 60-66 semester hours from a regionally accredited junior or senior college
- 2 courses in Accounting Principles (6 semester hours)
- 2 courses in Economic Principles (micro and macroeconomics)
- English 101 and 102 (Composition I and II)
- 1 course in Introduction to Computer Concepts
- 4 courses - Business Electives

Note: Some courses required for admission may be completed concurrently with course work by taking such courses offered in the curriculum. Such concurrent enrollment for courses required for admission must be completed within the first year of enrollment, and may extend the time required to complete the degree program. The following may be completed by concurrent enrollment within the first year in the program:

- Accounting Principles (2 courses)
- Introduction to Computer Concepts
- Macroeconomics (1 course)
- Microeconomics (1 course)
- English 102
- Business Electives (4 courses)

Failure to register for a course required for admission will prohibit the student from registering for any subsequent semester until courses required for admission are complete.

Academic Curriculum

As with all GOML majors, approximately half of the Health Management track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 34 hours towards the 128 hours needed to graduate. A student must complete 90 hours in the Health Management major, 15 of which must be completed with the University. The classes particular to the Health Management major consist of the following:

- HAD 318 Principles of Marketing
- HAD 325 Business Communication
- HMG 300 Introduction to Health Management
- HMG 305 Finance for Health Management
- HMG 304 Economics of Health Care
- HMG 400 Health Care Law Seminar
- HMG 480 Senior Seminar in Health Care Strategy
- HGT 480 Human Resource Management
- HGT 485 Human Behavior in Organizations
- HGT 489 Leadership

HEALTH MANAGEMENT CHECKSHEET

Courses required for admission which may be taken concurrently with course work (Note—Concurrent courses must be completed within the first year of enrollment, and may extend the time required to complete the degree program):

- ☐ a. Accounting Principles (2 semester hours)
- ☐ b. Macroeconomics (1 course)
- ☐ c. Microeconomics (1 course)
- ☐ d. English 102
- ☐ e. Business Electives (4 courses)
- ☐ f. Introduction to Computer Concepts (1 semester hour)

Courses required for admission which must be completed prior to entry into the GOML program:

- Equivalent of Gardner-Webb's English 101.

DEPARTMENT OF RELIGIOUS STUDIES AND PHILOSOPHY

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 self-aware, critical and analytical thinkers, committed to a life of service with and for God and humanity.

GOALS

To assist both undergraduate and graduate students in achieving:

1. An appreciation for the Judeo-Christian tradition in the context of a liberal arts tradition;
2. A developing spiritual life that integrates the physical, mental, psychological, and social dimensions of life;
3. An ability to think, to reason, and to communicate with critical awareness in the context of religious studies and philosophy;
4. An ability to translate critical thinking into responsible life choices;
5. A commitment to the pursuit of lifelong learning; and
6. Preparation for pursuing advanced studies and professions related to serving God and humanity

STUDENT LEARNING OUTCOMES

Students who choose to major in any of the five areas of concentration offered by the Department of Religious Studies and Philosophy will demonstrate:

1. basic skills in biblical interpretation and exegesis, and
2. skills in critical thinking, and written and oral communication.

RELIGIOUS STUDIES

Gardner-Wheat's Bachelor of Science degree with a major in Religious Studies 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.

Prerequisites

Before enrolling in the Religious Studies Program, the applicant should have the following on his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior or senior college;
- Religion 304 and Religion 305 (Old and New Testament) or their equivalents
- English 101 and 102 (Composition I and II)

Academic Curriculum

As with all GCM majors, approximately half of the Religious Studies track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 55 hours towards the 128 hours needed to graduate. A student must complete 55 hours in the Religious Studies major, 15 of which must be completed with the University. The classes particular to the Religious Studies major consist of the following:

- **Spiritual Formation (3 hours)**
Religion 371
- **Biblical Studies (6 hours)**
Select one: REL 302, 303, 306, or 307
Select one: REL 311, 312, 314, 316, or 317
- **Church History (3 hours)**
Religion 321, 322, 323, 324, 325, 327, 328, 343, or 351
- **Christian Thought (3 hours)**
Select one: REL 306, 314, 333, 341, 342, 353 or 352
- **Christianity and the World (3 hours)**
Select one: REL 326, 343, 346, or 376
- **Philosophy (3 hours)**
Philosophy 300, 301, 337, or 380
- **Theology Studies (3 hours)**
Select two: REL 370, 373, 374, 375, 376, or 377
- **Senior Seminar (3 hours)**
Select one: REL 499, or 491
- **Internship/Practicum (3 hours)**
Select one: REL 397 or 398
- **Religion Elective (6 hours)**
Any Religion or Philosophy course

RELIGIOUS STUDIES CHECKSHEET

Prerequisites: Courses which must be completed prior to entry in the GOML program:

- ☐ a. 60-64 semester hours from a regionally accredited junior or senior college
- ☐ b. Equivalent of Religion 304
- ☐ c. Equivalent of Religion 305
- ☐ d. Equivalent of Gardner-Webb's English 104
- ☐ e. Equivalent of Gardner-Webb's English 102

Gardner-Webb Course work:

A. University Core - See GOML Core Curriculum Checksheet

B. Major: 5 hours each for a total of 30 hours (check, then circle course taken)

I. Spiritual Formation

- ☐ REL 371

II. Biblical Studies

- ☐ REL 302, 303, 306, or 307

- ☐ REL 311, 312, 314, 316, or 317

III. Church History

- ☐ REL 321, 322, 323, 324, 325, 327, 328, 343, or 351

IV. Christian Thought

- ☐ REL 306, 314, 333, 341, 342, 351, or 352

V. Christianity and the World

- ☐ REL 326, 343, 346, or 378

VI. Philosophy

- ☐ PHI 300, 301, 317, or 380

VII. Discipleship Studies (select one)

- ☐ REL 370, 373, 374, 375, 376, 377, or 490

VIII. Senior Seminar

- ☐ REL 495

IX. Internship/Practicum

- ☐ REL 397 or REL 398

X. Religion Elective (select two)

- ☐ Any Religion or Philosophy course

C. Electives (Take as many hours as needed to complete 64 senior college hours and the minimum 128 semester hour requirement for graduation)

Elective courses taken:



DEPARTMENT OF SOCIAL SCIENCES

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.

GOALS

To provide for all its students, both in core and upper level courses:

1. an awareness of the major social, political, and historical contents of various world cultures both past and present, and
2. the intellectual skills and attitudes needed to understand and function effectively in contemporary society.

To provide students in its major and minor programs with:

3. preparation for careers such as teaching, research, social work or governmental service, and
4. a foundation for continued study in graduate or professional schools.

For students in the Social Studies secondary licensure program, to:

5. provide assurance that the candidate acquires an understanding of the social, political, geographical, economic, and religious forces operating in society;
6. provide in-depth preparation in history and the social sciences plus an intensive study in one or more of the major disciplines;
7. provide for development of the social studies skills required in formulating objectives, selecting content, using effective teaching strategies and evaluating learning; and
8. instill in the candidate an awareness of the need for continuing education and professional development.

STUDENT LEARNING OUTCOMES

A student who chooses to major in a field of study offered by the department will demonstrate:

1. a depth of content knowledge in the major discipline;
2. effective research skills relevant to the major discipline;
3. the ability to identify and analyze significant issues in the major discipline; and
4. effective writing and oral communication skills.

CRIMINAL JUSTICE

Gardner-Webb's Bachelor of Science degree with a major in Criminal Justice prepares the student for a specialized career in the Criminal Justice System. Graduates go on to obtain higher administrative positions in law enforcement agencies and correctional institutions, on the local, state, and federal levels. The curriculum designed for Criminal Justice students is broad based, which covers studies from the philosophy of law enforcement to the social implications of corrections and the criminal justice system.

Prerequisites

Prior to enrolling in the Criminal Justice major, the applicant should have the following in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior or senior college
- English 101 and 102 (Composition I and II)
- 15 semester hours of law-enforcement related courses or basic law enforcement training (BLET)

Academic Curriculum

As with all GOAL majors, approximately half of the Criminal Justice track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 55 hours towards the 128 hours needed to graduate. A student must complete 50 hours in the Criminal Justice major, 13 of which must be completed with the University. The classes particular to the Criminal Justice major, consist of the following:

- QC 410 Philosophy of Criminal Justice
- QC 420 Administrative Decision Making
- QC 430 Criminal Justice Theory and Research
- QC 440 Trends in Criminal Justice
- QC 450 International Issues in Criminal Justice
- QC 475/486 Internship(s)
- HSA 404 Drug and Alcohol Education
- HES 401 Psychopathology
- HET 400 Human Resource Management
- PSC 314 Judicial Process
- SOC 400 Minority Groups
- SOC 415 Juvenile Delinquency

Additional Classes that could be taken as free electives or supportive courses

- EAD 300 Legal Enforcement of Business
- QE 495, 496 Independent Study
- HES 300 Personal Incomes & Adjustment
- HES 402 Introduction to Counseling
- HES 406 Personality
- HES 425 Crisis Intervention Counseling
- HET 403 Human Behavior in Organizations
- HET 405 Leadership
- PSC 315 Civil Liberties
- PSC 495 Independent Study
- SOC 300 Social Psychology
- SOC 313 Sociology of Deviant Behavior

CRIMINAL JUSTICE CHECKSHEET

Prerequisites: Courses which must be completed prior to entry in the GOAL program:

- ☐ a. 60-64 semester hours from a regionally accredited junior or senior college
- ☐ b. Completion of at least 21 quarter (15 semester) hours of law enforcement courses.
- ☐ c. Equivalent of Gardner-Webb's English 101 and 102

Gardner-Webb Course work:

A. University Core - See GOAL Core Curriculum Checksheet

B. Major (30 semester hours are required in the major with at least 15 of these with Gardner-Webb)

- | | | |
|----------------------------------|----------------------------------|---------------------------------------|
| <input type="checkbox"/> CJC 410 | <input type="checkbox"/> CJC 420 | <input type="checkbox"/> SOC 415 |
| <input type="checkbox"/> CJC 430 | <input type="checkbox"/> CJC 440 | <input type="checkbox"/> CJC 497 |
| <input type="checkbox"/> CJC 450 | <input type="checkbox"/> HBA 401 | <input type="checkbox"/> CJC 498 |
| <input type="checkbox"/> MGT 400 | <input type="checkbox"/> PSC 314 | <input type="checkbox"/> CJC 495, 496 |
| <input type="checkbox"/> HUS 401 | <input type="checkbox"/> SOC 410 | |

Supportive and Electives

- | | | |
|----------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> MGT 405 | <input type="checkbox"/> MGT 485 | <input type="checkbox"/> HUS 300 |
| <input type="checkbox"/> PSC 495 | <input type="checkbox"/> SOC 513 | <input type="checkbox"/> HUS 425 |
| <input type="checkbox"/> SOC 310 | <input type="checkbox"/> BAD 300 | |

C. ELECTIVES (Take as many as needed to complete 64 senior college hours and the minimum 128 semester hour requirement for graduation.)



THE SCHOOL OF PSYCHOLOGY AND COUNSELING

HUMAN SERVICES MISSION STATEMENT

The Human Services Program educates students in the skills and competencies necessary to enter and advance their careers in a wide variety of social service arenas. The Program integrates classroom instruction with opportunities for field-based experiences to foster the application of knowledge and skills in community-based settings. It is founded on a competency-based perspective which emphasizes the enhancement of clients' capabilities to meet the challenges they face.

HUMAN SERVICES GOALS

The School of Psychology and Counseling endeavors to develop within its Human Services graduates who

- (a) Understand the integration of personal and systemic interventions,
- (b) Advocate on behalf of disenfranchised persons, and
- (c) Promote humanitarian social change.

HUMAN SERVICES LEARNING OBJECTIVES

Graduates of the B.S. in Human Services program are expected to:

1. Have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups.
2. Demonstrate how the knowledge, theory, and skills in:
 - a. Assessing needs in individuals, families and communities
 - b. Providing services and advocating for community constituents
 - c. Various delivery systems in the community
3. Demonstrate knowledge, theory, and skills in information management
4. Have an understanding of professional standards and ethical requirements
5. Have an understanding of self in relation to the community and other cultures

HUMAN SERVICES

The B.S. degree program in Human Services is designed to give students a solid foundation in the principles, theories and skills needed to provide services as a human service 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 services.

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 B.S. degree in Human Services are eligible to apply to sit for the Human Services Practitioner Examination.

Prerequisites

Prior to enrolling in the Human Services Program, the applicant should have the following in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior or senior college
- PSY 201 General Psychology
- English 101 and 102 (Composition I and II)
- Computer Literacy

Academic Curriculum

As with all GCWM majors, approximately half of the Human Services track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 53 hours towards the 128 hours needed to graduate. A student must complete 30 hours in the Human Services major, 15 of which must be completed with the University. The primary courses to the Human Services major consist of the following:

- HES 300 Ethical Issues
- HES 304 Treatment Modalities
- HES 302 Group Dynamics
- HES 320 Introduction to Clinical Practice
- HES 380 Personal Assessment
- HES 401 Psychopathology
- HES 402 Introduction to Counseling
- HES 406 Personality
- HES 425 Crisis Intervention Counseling
- HES 495 Human Services Seminar
- HES 497 Internship

Additional Classes that could be taken as free electives or supportive courses:

- HES 402 Human Sexuality
- HES 120 Social Psychology
- HES 274 Psychology of Religion
- HES 412 Psychology of Aging
- HES 419 Juvenile Delinquency (cross listed with SOC 419)
- HES 495 Human Services Seminar
- HES 498 Internship
- MGT 400 Human Resource Management
- MGT 403 Human Behavior in Organizations
- PSY 315 Child Liberties
- SOC 400 Minority Groups

HUMAN SERVICES CHECKSHEET

Gardner-Webb Coursework:

- ☐ a. University Core - See GCAL Core Curriculum Checksheet
☐ b. Major: 30 semester hours are required in the major with at least 15 of those with Gardner-Webb

Gardner-Webb Course work:

A. University Core - See GCAL Core Curriculum Checksheet

B. Major: 30 semester hours are required in the major with at least 15 of those with Gardner-Webb

☐ HUS 300

☐ HUS 402

☐ HUS 301

☐ HUS 406

☐ HUS 302

☐ HUS 425

☐ HUS 320

☐ HUS 455

☐ HUS 380

☐ HUS 497

☐ HUS 404

ELECTIVES (Take as many as needed to complete 64 senior college hours and the minimum 128 semester hour requirement for graduation.)

Electives you might consider include HUS 310, 374, 412, 415, 459, 498, MGT 410, 423, HDA 402, PSC 515, and SOC 400.



SCHOOL OF NURSING

MISSION STATEMENT

The mission of the School of Nursing is to enhance the health status of individuals in the global community by the provision of quality education within a Christian environment that prepares individuals to practice holistic and professional nursing in an ever changing healthcare setting.

GOALS

- Establish a teaching/learning atmosphere in a Christian environment that encourages life-long learning.
- Provide programs of study based on current national competencies of nursing practice to meet health care needs of individuals, groups, and communities.
- Partnership with health care facilities in the provision of service learning opportunities for students that include client-centered care, evidence-based practice and interdisciplinary collaboration; and
- Provide coursework strategies that promote caring, cultural competence, global understanding, critical thinking, professionalism, and ethics in nursing practice.

RN to BSN NURSING PROGRAM

The Davis Nursing Program at Gardner-Webb University, a degree completion program offered through the GCMU Program, is an RN to BSN Program designed to allow registered nurses to achieve their Bachelor of Science in Nursing (BSN) degree. The RN to BSN Program prepares registered nurses to practice professional nursing in a variety of settings and provides the foundation for graduate study in nursing. The Davis Nursing Program for RN students is offered online through the Blackboard Learning Program and face to face on the Hocking Springs campus. The length of time required to complete the RN to BSN Program varies for each individual due to differences in educational backgrounds. The RN to BSN Program is accredited by the National League for Nursing Accrediting Commission (NLNAC, 1345 Peachtree Rd, NE, Suite 900, Atlanta, GA 30326. Phone 404-975-5000, www.nlnac.org). The RN to BSN Nursing program serves to:

- Provide baccalaureate nursing education in a Christian environment to Registered Nurses with varying educational, experiential and cultural backgrounds;
- Prepare a generalist who can deliver professional and holistic nursing care in a variety of settings;
- Prepare a nurse who is accountable to the profession and society;
- Provide the foundation for graduate education in nursing.

The RN to BSN Nursing Program seeks to meet the following program outcomes:

- Meet educational needs of eligible students holding valid license to practice as a registered nurse who desire to pursue baccalaureate nursing education at a small, private, liberal arts, Christian university;
- Improve quality of life and health care delivery for the surrounding and global community through education of professional registered nurses;
- Graduate no less than 85% of students entering the program.

- Maintain continuing accreditation by the National League for Nursing Accrediting Commission.
- Graduate students who:
Practice professional nursing that reflects the Educational Outcomes of the program
Express satisfaction with their program of learning.
Advance their employment in nursing.
Demonstrate satisfactory professional nursing practice to their employers.
Continue professional development activities.

The graduate of the RN to BSN Nursing Program will:

- Utilize research methodology in the provision of evidence-based practice to individuals, families, and populations in a variety of settings.
- Establish partnerships with interdisciplinary teams to meet health needs of clients in a diverse society.
- Incorporate professional values and ethical, moral, and legal aspects of health care into their nursing practice.
- Employ knowledge of the political system in providing direct and indirect care to clients.
- Apply theoretical underpinnings to their nursing practice and research.
- Assume personal responsibility and accountability for professional nursing practice.
- Demonstrate knowledge of leadership theory and practice.
- Be prepared to continue their education to achieve graduate education.

RN to BSN PROGRAM

Students applying for admission to the RN to BSN program must apply through the GCWM Admissions Office.

Program admission criteria include the following:

- Completion of an associate degree with a major in nursing or a hospital diploma nursing program.
- Graduates of ADN and diploma 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.
- Current unrestricted RN licensure.
- One year of nursing experience within the past five years or completion of a nursing program within the past year.
- Cumulative GPA of 2.5.
- Submission of five panel urine drug screen prior to clinical or practicum experiences.
- Immunizations as required by the University and the School of Nursing.
- Proof of satisfactory criminal background check.

For detailed information on admission, transfer credit, and advanced placement for the RN to BSN Program, write or call:

GCWM Admissions Office
Gardner-Webb University
PO Box 1886
Boiling Springs, N.C. 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 Graduate Catalog for information or contact the Director of Admissions for Graduate Studies.

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 MSN degree. Two courses in the Master of Science in Nursing Program may be substituted for two courses in the RN to MSN Program allowing students to graduate with their MSN degree and complete their MSN Program in 30 additional semester hours of courses. NURS 501 Nursing and Health Care Systems and Issues may be substituted for NURS 503 Trends in Health Care, and NURS 505 Perspectives of Caring may be substituted for 509 of NURS 495 Nursing Elective.

Academic Curriculum

As with all GCMU majors, approximately half of the Nursing track consists of our Core Curriculum of Liberal Arts (See Core Curriculum), providing 50 hours/towards the 128 hours needed to graduate. (Nursing 507 satisfies the GCMU Core requirements for oral/visual communication and for computer literacy). A student must complete 80 hours in the Nursing Studies Major. The classes particular to the Nursing Studies major consist of the following:

- NUR 300, Concepts in Professional Nursing
- NUR 301, Research in Nursing
- NUR 302, Health Assessment of
- NUR 303, Trends in Health Care
- NUR 307, Communication Skills in Nursing
- NUR 405, Leadership/Management in Nursing
- NUR 409, Senior Seminar
- NUR 412, Community and Public Health Nursing
- NUR 415, Community and Public Health Nursing Practicum
- NUR 495, Nursing Elective

Electives:

Electives may be selected to meet the 128-semester hour requirement for graduation as needed.

MSN CHECKSHEET

- ☐ Completion of an Associate Degree with a major in nursing or a hospital diploma nursing program.
- ☐ Unrestricted RN Licensure

Gardner-Webb Course work:

University Core - See GCMU Curriculum Checklist

Major:

NUR 300	NUR 305	NUR 412
NUR 301	NUR 307	NUR 415
NUR 302 or	NUR 405	NUR 495
NUR 512	NUR 409	

- Electives to equal 128 503

YMCA PROFESSIONAL STUDIES PROGRAM

The YMCA Professional Studies Program prepares undergraduates for a career in the non-profit field, including YMCAs. Through this innovative program, these courses will offer a distinct path toward future employment. Courses can be taken as electives. Completion of these 18 hours will lead to certification of YMCA Professional Studies.

YMCA CHECKSHEET

- ☐ YMC 500
- ☐ YMC 550
- ☐ YMC 400
- ☐ YMC 405
- ☐ MGT 515
- ☐ HWE 500



COURSE DESCRIPTIONS

ACC 215 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. (3 semester 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: Accounting 215 or permission of the instructor. (3 semester hours)

ACC 315 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. (3 semester 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: Accounting 315. (3 semester 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. (3 semester hours)

ACC 406, 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 379 (or Foundations of Business I) and computer competency. (3 semester 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. (3 semester 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. Prerequisite: ACC 214. (3 semester hours)

ACC 435, ADVANCED ACCOUNTING

Accounting for partnerships, insurance, corporate consolidations, and government. Prerequisite: ACC 214. (3 semester hours)

ACC-490, AUDITING

Principles, techniques, procedures, and legal responsibility of auditors. Prerequisite: ACC 214. (3 semester hours)

ART 307, ART SURVEY

A survey course involving encounters with a variety of pieces of visual art, including an overview of our civilization as reflected in art. (3 semester 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. (3 semester 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 environmental law, contract law, agency, partnerships, and corporations. (3 semester 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. (3 semester 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. (3 semester 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. Prerequisite is college course work in algebra or Math 500 with a 2.0 or better. (3 semester hours)

BAD 311, LABOR AND THE ECONOMY

Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages. (3 semester hours)

BAD 512, 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. Prerequisite: ACC 213, 214, ECO 203, and 304. (3 semester hours)

BAD 318, PRINCIPLES OF MARKETING

A comprehensive analysis of the marketing system and the marketing process. (3 semester 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. (3 semester hours)

BAD 325, BUSINESS COMMUNICATIONS APPLICATIONS

Emphasis on business analysis, report writing, formal and informal presentations, public relations, and internal and external communications. (3 semester 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. (3 semester 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. (3 semester 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. (1-3 semester 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. Prerequisite: ECO 203 and ECO 204 (3 semester hours)

BAD 402, MANAGERIAL ECONOMICS

Economics applied to managerial decision making. Analysis of costs, production, decision making under uncertainty. Prerequisite: ECO 203 and ECO 204 (3 semester hours)

BAD 460, INTERNATIONAL FINANCE

Explores the role of financial institutions, markets, and strategies in the international context. Prerequisite: BAD 312 (3 semester hours)

BAD 480, SENIOR SEMINAR IN BUSINESS: BUSINESS POLICY

A case study approach designed to apply areas of management, accounting, finance, and economics to contemporary business problems. Recommendation: Senior standing. (3 semester hours)

BAD 495, STRATEGIC BUSINESS APPLICATIONS

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. Prerequisite: Permission of instructor. Senior standing is recommended. (1-2 seminar hours)

BIO 535, PATHOPHYSIOLOGY

Study of alterations in normal body structure and function associated with various disease processes. (3 seminar hours)

CIS 201, PROGRAMMING LANGUAGE

Programming skills for business applications, including basic programming logic, typical programming structures, object-oriented and structured methodologies. This course satisfies the CIS prerequisite for introduction to programming. (3 seminar 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. (3 seminar hours)

CIS 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: CIS 300. (3 seminar 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. (1 seminar 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. Prerequisite: CIS 201. (3 seminar 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. (3 seminar 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. Prerequisite: CIS 300. (3 seminar hours)

CIS 460 DATA COMMUNICATIONS AND NETWORKING

Introduction to concepts of computer network operating systems, telephony, routing, packets, and distributed processing. Prerequisite: CIS 300. (3 semester 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). Prerequisite: senior status.

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. (3 semester hours)

CIS 488 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. (3 semester hours)

CIS 498 INTERNSHIP IN COMPUTER INFORMATION SYSTEMS

By special arrangement with the approval of the department chair. (3 semester hours)

QC 410. PHILOSOPHY OF CRIMINAL JUSTICE

Major focus: Punishment and alternatives for dealing with law violation 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. Prerequisite: 15 hours of Criminal Justice Coursework. (3 semester hours)

QC 430. ADMINISTRATIVE DECISION MAKING

An advanced course in police administration decision making with considerable emphasis on management styles and their effect on the operation of the police force and related criminal justice agencies. Prerequisite: 15 hours of Criminal Justice Coursework. (3 semester hours)

QC 435. 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. Prerequisite: 15 hours of Criminal Justice Coursework. (3 semester hours)

QC 440, TRENDS IN CRIMINAL JUSTICE

An examination of the latest methods and approaches to the criminal justice system. Emphasis is on police, courts, and corrections. Prerequisite: 15 hours of Criminal Justice Coursework. (3 semester hours)

QC 450, INTERNATIONAL ISSUES IN CRIMINAL JUSTICE

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, computer or cyber-crime, money laundering, and trafficking in drugs, people, and arms. Prerequisite: 15 hours of Criminal Justice Coursework. (3 semester hours)

QC 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. Prerequisite: Approval by the professor offering the study. Student's major department, and concurrence of the Dean. Prerequisite: 15 hours of Criminal Justice Coursework. (3 semester hours each semester)

QC 497, 498, INTERSHIP

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. Prerequisite: 15 hours of Criminal Justice Coursework. (3 semester hours)

CMP 201, ONLINE ORIENTATION-UNDERGRADUATE

A non-credit, tuition-free course required for all students taking an online course for the first time at Gardner-Webb, or after significant changes have been implemented in the course delivery platform. It is designed to familiarize the student with the basic skills needed to succeed in an online or web-enhanced course. Topics covered include basic computer configuration for Blackboard, sending a message through the mail tool, submitting an assignment through the dropbox as an attachment, taking a sample assessment and posting a discussion topic. Coursework in CMP 201 is self-paced, and it is possible to complete it in a few hours. Instructors will work with students until the topics and skills have been mastered; however enrolled students must pass the course before they will be permitted to begin an online course.

COM 379, INTERNET SIMUL

Advanced work with the Internet in selected areas of research, interpersonal communications, data storage and retrieval and multi media applications. (1 semester hour)

**EEO 205 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. (3 semester hours)

ECO 204 PRINCIPLES OF ECONOMICS II

Study of macroeconomic concepts, price theory, behavior of the firm, market structure, and income distribution. Prerequisite: Economics 203. (3 semester hours)

ENG 300, COMPOSITION AND LITERARY INTERPRETATION

Process writing on topics generated through the study of literature. Students will write in expository, analytical, critical, and research modes. Prerequisite: ENG 101 or its equivalent. (3 semester 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. (3 semester 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. (3 semester 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. (3 semester 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. (3 semester 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. (3 semester 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. (3 semester 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. (3 semester 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. (3 semester hours)

GRIK 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 include. (3 semester 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. (3 semester 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. (3 semester 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. (3 semester 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. (3 semester 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. (3 semester hours)

HMG 300, INTRODUCTION TO HEALTH MANAGEMENT

An introduction to the health care delivery system in the United States with some comparisons to systems in other countries. Health systems at the federal, state, and local level will be discussed, as well as differences between the public and private sectors. (3 semester hours)

HMG 303, FINANCE FOR HEALTH MANAGEMENT

Financing of health care delivery systems, financing planning and project evaluation. Present value concepts and advanced capital budgeting techniques. Prerequisite: ACC 213, ACC 214, ECO 203, and ECO 204. (3 semester hours)

HMG 304, ECONOMICS OF HEALTH CARE

Basics on required Economics courses. Supply and demand for health care services in the United States. The influence of environmental, political, economic, and social factors on the quantity, quality and price of health care services. The role of health care services in the economy. Factors of production of health care services. Prerequisite: ECO 203 and ECO 204. (3 semester hours)

HMG 410, HEALTH CARE LAW SEMINAR

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 patients/client decisions. (3 semester hours)

EMG 490, SENIOR SEMINAR IN HEALTH CARE STRATEGY

A case study approach to strategic management of health care institutions and programs. Includes application of management, accounting, marketing, finance, and economic principles as these apply to contemporary business problems. Prerequisite: Senior Standing. (3 semester hours)

HPE 538, HEALTH MAINTENANCE, PROMOTION AND WELLNESS

An examination of the concepts, attitudes, and skills that contribute to personal health and physical fitness. Physical activity involved. (3 semester hours)

HHS 300, ETHICAL ISSUES IN HELPING PROFESSIONS

A detailed examination of selected current ethical issues in the human services field. Designed for students who have had substantial course work and/or experience in mental health, psychology, or human services. (3 semester hours)

HHS 301, TREATMENT MODALITIES

A survey of theories and procedures appropriate for use with clients of community agencies. (3 semester hours)

HHS 302, GROUP DYNAMICS

An introduction to group structure and process and analysis of their effects on individuals. (3 semester hours)

HHS 310, SOCIAL PSYCHOLOGY

A study of the interaction between the individual and the group, and the influence of each on the other. (3 semester hours)

HHS 320, INTRODUCTION TO CLINICAL PRACTICE

An introduction to the practices, procedures, and techniques involved in a mental health setting. (3 semester hours)

HHS 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. (3 semester hours)

HHS 380, PERSONAL ASSESSMENT AND ADJUSTMENT

An exploration and analysis of life goals, lifestyle management, identity formation, and adjustment strategies. (3 semester hours)

HHS 404, PSYCHIATROLOGY

Survey and analysis of the major mental disorders, interpretation, and theories of therapy, including the relationship of abnormal behavior to social norms. (3 semester hours)

HHS 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. (3 semester hours)

HHS 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. (3 semester hours)

HHS 412, PSYCHOLOGY OF AGING

An introduction to the psychological, social and biological aspects of aging.
(3 semester hours)

HHS 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. (See Sociology 315) (3 semester hours)

HHS 425, CRISIS INTERVENTION COUNSELING

Analyzes types of crisis theory, effects of crisis on the individual, family and community. Looks at methods and resources for crisis intervention. Emphases are on death and dying, divorce, suicide, chemical dependency, and violence in the family. Supervised field experience required. (3 semester hours)

HHS 495, SEMINAR IN PSYCHOLOGY

You may sign up for this class more than once for credit as long as the subject and title of the seminar is different from a seminar you have taken previously.
(3 semester hours)

HHS 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. (3 semester hours)

HPE 300, PROGRAM PLANNING, IMPLEMENTING, AND EVALUATION OF HEALTH/WEELNESS PROGRAMS

Designed to provide an understanding and utilization of the basic theories and guidelines for assessing individual and community health/wellness needs, as well as, for planning, implementing, and evaluating health/wellness programs in a variety of settings. 3-0-3. (Fall) (3 semester 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. (3 semester 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. (3 semester hours)

MGT 400, HUMAN RESOURCE MANAGEMENT

Principles and practices regarding the recruitment, selection, development, evaluation, compensation, and proper recognition of employees within organizations. Prerequisite: MGT 316. (3 semester hours)

MGT 405, 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. *(3 semester hours)*

MGT 410, SMALL BUSINESS MANAGEMENT

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. *(3 semester hours)*

MGT 416, PRODUCTION AND 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. Recommended Prerequisites: BAD 305 and MTH 316. *(3 semester hours)*

MGT 422, MARKETING MANAGEMENT

Topics covered include marketing research, public relations, and marketing channels. Prerequisite: MGT 316. *(3 semester 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. *(3 semester hours)*

MGT 485, 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: MGT 316. *(3 semester 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. *(3 semester hours)*

MTH 305, FINITE MATHEMATICS

A study of topics related to elementary matrix algebra, systems of equations, systems of inequalities, linear programming, and mathematics of finance with applications in the behavioral, managerial, and social sciences. A working knowledge of advanced high school algebra or intermediate community college algebra is expected. *(3 semester 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. *(3 semester 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. (3 semester hours)

NUR 300, CONCEPTS IN PROFESSIONAL NURSING

An introductory course for transition to the role of the professional nurse. The areas covered include evolution of nursing, professional socialization, theoretical base for practice, and components of professional nursing practice. (3 semester hours)

NUR 301, RESEARCH IN NURSING

Introduces nursing research as a component of professional nursing practice. Emphasis is placed on the role of the professional nurse in interpreting research findings for applicability to nursing practice and in identifying research problems in nursing practice. Pre- or Co-requisite: NUR 300 (3 semester hours)

NUR 302, HEALTH ASSESSMENT

Holistic health assessment skills developed and practiced. Emphasis is on health promotion and protection of the individual throughout the life span. (3 hours class, 3 hours lab/clinical) (4 semester hours)

NUR 303, TRENDS IN HEALTH CARE

The effects of current social, political and economic trends on health care delivery systems, nursing, and the consumer are analyzed. Pre- or Co-requisite: NUR 307 (3 semester hours)

NUR 307, COMMUNICATION SKILLS IN NURSING

Introductory nursing course designed to prepare the student to demonstrate effective written and oral/visual communication skills. Competency in basic skills of using a personal computer as a means of communication is included. The course stresses the importance of effective communication as well as the role of computers in health care. (3 semester hours)

NUR 512, ADVANCED HEALTH ASSESSMENT

Concentration in the assimilation of previous knowledge of skills of health assessment. Demonstration of skills in performing a health assessment on healthy individuals across the adult life span utilizing the nursing process, adult growth, and development theories, and roles of the Registered Nurse. The student demonstrates advanced skills utilizing a culturally competent, client centered approach. (3 semester hour)

NUR 403, LEADERSHIP/MANAGEMENT IN NURSING

A synthesis of leadership/management theories within health care agencies and organizations. Emphasis is placed on political structures, planning, change theory, group dynamics, research, and their impact on the role of the professional nurse. Pre- or Co-requisite: NUR 300. (4 semester hours)

NUR 409, SENIOR SEMINAR

Analysis of contemporary issues related to the practice of professional nursing. Must be taken during the last semester of enrollment in nursing courses. Pre- or Co-requisite: NUR 405 (3 semester hours)

NUR 412, COMMUNITY AND PUBLIC HEALTH NURSING

Focus is on holistic nursing across the life span for individuals, families, and communities addressing health promotion, illness and disease management, health restoration, epidemiology, and community health assessment.

(4 semester hours)

NUR 415, COMMUNITY AND PUBLIC HEALTH NURSING PRACTICUM

Faculty and preceptor guided clinical experiences in the application of evidence-based nursing practice caring for communities and families in a diverse population with a variety of healthcare needs. (90 hour practicum) Pre- or co-requisite: NUR 412. *(2 semester hours)*

NUR 495, NURSING ELECTIVE

The study of a specialized topic in nursing practice as a part of the interdisciplinary healthcare team. Modules of learning depending on the semester hours credit awarded include: 1) Analysis of current best practice based on research evidence; 2) Development of a quality improvement project; 3) Definition of patient safety as related to the nursing specialty area; 4) Application of knowledge in the clinical setting under the guidance of a preceptor. This course may be repeated with a new focus for additional elective hours if needed. *(1-4 semester hours)*

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. *(3 semester 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. *(3 semester hours)*

PHI 357, 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. *(3 semester hours)*

PHI 380, SELECTED TOPICS IN PHILOSOPHY *(1-3 semester hours)*

PSC 302, UNITED STATES 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. *(3 semester hours)*

PSC 344, JUDICIAL PROCESS

A study of the judicial process in the United States including pertinent court decisions and a general review of the administration of justice in our society. *(3 semester 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.
(3 semester hours)

PSC 495, INDEPENDENT STUDY

Independent research paper done on a topic agreed upon by the professor.
1 semester hour credit. (1 semester hour)

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. (3 semester hours)

REL 303, OLD TESTAMENT PROPHECY

A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. (3 semester hours)

REL 304, OLD TESTAMENT SURVEY

An introduction and survey of the Old Testament focusing upon the history, literature and faith of the people of Israel. Not offered to the student who has successfully completed Religion 101, Introduction to Old Testament, or its equivalent. (3 semester hours)

REL 305, NEW TESTAMENT SURVEY

An introduction and survey of the New Testament focusing upon the history, literature and faith that gave rise to Christianity. Not offered to the student who has successfully completed Religion 102, Introduction to New Testament or its equivalent. (3 semester hours)

REL 306, OLD TESTAMENT THEOLOGY

An exploration of Old Testament theological themes. (3 semester hours)

REL 307, STUDIES IN THE PENTATEUCH

A critical evaluation of the nature, background, structure, and message of the Pentateuch. (3 semester hours)

REL 311, SYNOPTIC GOSPELS

A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. (3 semester hours)

REL 312, LIFE AND LETTERS OF PAUL

A study of Paul's life and thought as presented in his Epistles. (3 semester 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. (3 semester 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. (3 semester 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. (3 semester hours)

REL 321, INTRODUCTION TO CHRISTIAN HISTORY

A study of the history of the Christian church from the first century to the present day. (3 semester 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. (3 semester hours)

REL 323, MODERN CHRISTIANITY

Beginning with the Reformation, this course is descriptive of church history to the present. (3 semester 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. (3 semester hours)

REL 325, BAPTIST HERITAGE

A study of the Baptists' story as well as those convictions and movements which have shaped their life. (3 semester hours)

REL 326, CHRISTIAN MISSIONS AND EVANGELISM

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. (3 semester hours)

REL 328, GLOBAL CHRISTIANITY

A study of the various expressions of Christianity in the 21st century. (3 semester hours)

REL 333, CHRISTIAN THEOLOGY

An introduction to the history, methods, and principal topics of Christian theology. (3 semester hours)

REL 357, 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, falsicism, miracles, revelation, and the challenge of the religions of the world. (3 semester hours)

REL 361, 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. (3 semester 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. (3 semester 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. (3 semester hours)

REL 346, WORLD RELIGIONS

An introduction to Judaism, Islam, Hinduism, Buddhism, and the religions of China and Japan. (3 semester 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 Christian approaches to Judaism. (3 semester 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 Christian approaches to Islam. (3 semester 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. (3 semester 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. (3 semester hours)

REL 354, ORAL COMMUNICATION IN A CHRISTIAN CONTEXT

Guided readings and practice in the preparation and delivery of effective sermons. (3 semester hours)

REL 358, MINISTRY 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. (3 semester hours)

REL 570, HISTORY AND PHILOSOPHY OF RELIGIOUS EDUCATION

An inquiry into the biblical, theological, philosophical, and historical foundations for the practice of Christian education. (3 semester 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. (3 semester 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. (3 semester 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. (3 semester 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. (3 semester 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. Prerequisites: REL 101 and REL 102. (3 semester hours)

REL 378. NEW 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. (3 semester 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. (3 semester hours)

REL 397. PASTORAL PARTNERSHIP

A minimum of ten weeks spent in full-time supervised service in the pastoral work of a local church. (3 semester hours)

REL 401. INTRODUCTION TO CHRISTIAN COUNSELING

A study of the philosophical assumptions and distinctive of counseling from a Christian perspective. Attention will be given to the basic elements of counseling and selected problem areas related to youth and adults. Prerequisite: Psychology 201, 240 or permission of the instructor. (3 semester hours)

REL 490. SENIOR SEMINAR

Through directed readings, discussions, and research, the course provides and integrative exploration of concepts or issues from various disciplines within the Department. Senior standing required. Prerequisites: REL 101, REL 102, REL 271, REL 335, REL 321 and PHI 200 or equivalents. (3 semester hours)

REL 493. CHURCH HISTORY SEMINAR

Through research and discussions, an in-depth study of some of the major personalities, institutions and periods of the history of the Christian church. (3 semester 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. Demonstrations. (3 semester 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. (3 semester 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. (3 semester hours)

SOC 313. SOCIOLOGY OF DEVIAN'T BEHAVIOR

Introduction to theories of deviant behavior. Description and explanatory approaches to kinds and amounts of deviance in contemporary America; social change, anomie and social disorganization theories; the process of stigmatization; formal and informal societal responses to deviance and the deviant. Recommended Prerequisite: Introduction to Sociology or Psychology. (3 semester 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. (3 semester 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. 3-0-3. (Occasional) (See Human Services 315) (3 semester 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. *(3 semester hours)*

SSC 304, 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. *(3 semester hours)*

SSC 305, 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. Offered spring semester, during Spring Break. Paper and travel. *(1 semester hour)*

YMC 300, INTRODUCTION TO YMCA GROUPS, VOLUNTEERS AND DIVERSITY ISSUES

This course is designed to develop a thorough understanding of the principles of working with diverse groups and with volunteers, and how these interactions relate to the YMCA movement and other non-profit organizations. This course will also assist the learner in increasing their understanding of the YMCA national and international movement. *(1 semester hour)*

YMC 350, MARKETING IN NON-PROFIT SETTINGS

This course is designed to develop a thorough understanding of marketing principles, particularly as they relate to working with and/or for non-profit groups. This course will provide the knowledge and skills necessary to design various programs utilizing social marketing principles. The course will provide opportunities to learn all components of the YMCA Management Modules: Market Research, Marketing in Non-Profit Settings, and The Three R's of Membership (Recruit, Retain, and Recapture). *(3 semester hours)*

YMC 400, PROBLEM-SOLVING, DECISION MAKING, STRATEGIC PLANNING AND FISCAL MANAGEMENT IN THE NON-PROFIT SETTING

This course is designed to develop skills to assist in priority setting, strategic planning, decision making and financial management in the non-profit setting. This course includes practical application of skills necessary to succeed in non-profit management positions. *(3 semester hours)*

YMC 495, YMCA INTERNSHIP

The YMCA internship course is designed to provide students with opportunities to put educational and academic theory into practice. The internship provides an opportunity to assess, develop and enhance many of the key skills needed in the professional workplace. This course will equip leaders in the YMCA or other non-profit settings. Prerequisite: YMC 300 and approval by the GWU internship supervisor for the YMCA. *(3 semester hours)*

DIRECTORY AND APPENDICES

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TERMS EXPIRING DECEMBER 31, 2011

Robert H. Blalock, Jr., Gastonia, NC

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Frank Nancey, Rutherfordton, NC

Mathew D. Nichols, Taylorsville, NC

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H. Gene Waddams, M.D., '52, Boiling Springs, NC

Marilyn W. Whitson, '69, '71, Charlotte, NC

TERMS EXPIRING DECEMBER 31, 2012

W Thomas Bell, '71, Marietta, GA
William E. Cary, III, Holly, NC
John J. Goodrich, Rock Hill, SC
Ronald W. Hawkins, '95, Cornelius, NC
Ryan D. Hensley, '71, Greenville, NC
Michael W. Kasey, '77, Asheville, NC
William W. Leathers, II, STD, Hickory, NC
Anthony N. Strang, '85, Richmond, VA
J. Linton Sartin, RL, Shelby, NC

TERMS EXPIRING DECEMBER 31, 2013

Franklin V. Brown, Shelby, NC
Ronald R. Brown, '87, Lenoir, NC
Arlinda A. Cypres, J.D., Shelby, NC
William M. Edwards, M.D., Swanton, NC
George E. Gilliam, '76, College Park, GA
C. Louisa Henderson, L.H.D., Morganton, NC
James E. Robinson, Joyce City, NC
John E. Roberts, '69, L.L.D., Ed.D., L.H.D., Greenville, NC
Wade R. Shepherd, Sr., L.H.D., Hickory, NC
Dorothy A. Sprangles, '67, Shelby, NC
Frank A. Stewart, Gastonia, NC

IMMEDIATE PAST CHAIR

C. Neal Alexander, Jr., '84, Denver, NC

ALUMINUS TRUSTEE

James R. Huggins, '68, Reidsville, NC

UNDERGRADUATE FACULTY 2009-10

- Kathleen Papayote, 2007, Instructor in Physical Education, Assistant Athletic Trainer,
B.S., M.A., Gardner-Webb University
- Rhonda J. Rutz, 2005, Instructor in Nursing
B.A.S., Gaston College; B.S., M.S.N., Gardner-Webb University
- R. Kent Sakat, 1999, Professor of Physical Education, Chair, Department of Physical Education,
Wellness and Sport Studies
B.A., Central Wesleyan College; M.A., Furman University; Ph.D., University of Georgia
- Robert J. Sam, 1995, Professor of Mathematics
B.S., University of North Carolina at Charlotte; M.S., Ph.D., University of North Carolina
at Chapel Hill
- Rebecca Beck Little, 1991, Professor of Nursing, Dean, School of Nursing
B.S.N., Western Piedmont Community College; B.S.N., M.S.N., University of North
Carolina at Charlotte; Ph.D., University of North Carolina
- Mona C. Sell, 1988, Instructor, Associate Dean of Libraries
B.S., University of North Carolina at Chapel Hill; M.L.S., University of North Carolina
at Greensboro
- Susan C. Sell, 1988, Associate Professor of Art
B.A., Mary Baldwin College; M.A., Presbyterian School of Christian Education,
M.A., University of South Carolina
- Donald L. Berry, 1999, Professor of Religious Studies, Director of Global Missions Center
B.A., University of Kentucky; M.Div., Ph.D., The Southern Baptist Theological Seminary;
Additional study, University of Louisville, University of Chicago
- Carolyn A. Billings, 1979, Professor of Music
B.M., Selma College; M.M., University of Illinois at Champaign-Urbana;
D.M.A., University of Missouri at Kansas City
- Kerr B. Hewitt, 1998, Professor of Religious Studies, Chair, Department of Religious Studies
and Philosophy
B.A., Wake Forest University; M.Div., Ph.D., The Southern Baptist Theological Seminary;
Additional study, The Catholic University of America
- A. Frank Hunter, 1987, Professor of English, President
B.A., Furman University; M.A., University of Georgia; Ph.D., University of North Carolina
at Chapel Hill
- J. Glenn Iverson, 1995, Professor of Economics and Management Information Systems
B.A., Emory University; M.A., University of Ottawa; Ph.D., Georgia State University;
Additional study, George Washington University
- Nancy R. Bottoms, 2005, Assistant Professor of Learning Assistance Program, Art, English
B.A., Emory University; M.A., Gardner-Webb University; Ph.D., The Union Institute and
University
- Kelly D. Homan, 1999, Instructor in Religion, Coordinator of Leadership and Volunteerism
B.A., University of North Carolina at Greensboro; M.Div., Southeastern Baptist
Theological Seminary
- Amanda W. Bridges, 2008, Instructor of Communications Studies
B.S., M.A., Appalachian State University
- Brenda C. Brooks, 2003, Associate Professor of Chemistry
B.S., Clemson University; Ph.D., University of Virginia

- Freida J. Brown, 1979, Professor of Psychology and Counseling**
B.A., M. Ed., University of North Carolina at Chapel Hill; Ph.D., University of Louisville
- Sydney K. Brown, 2004, Associate Professor of Education**
B.A., M.Ed., Ph.D., University of North Carolina at Chapel Hill
- Clairle Douglas Bryan, 2002, Professor of Religious Studies, Assistant Provost for Academic Services**
B.A., Furman University; B.S., Howard Payne University;
M.A.R.E., O.S.B.E., Ph.D., Southwestern Baptist Theological Seminary
- Jennifer J. Buckner, 2007, Instructor of English, Director of Learning Assistance Programs, Director of University Writing Center**
B.A., M.A., University of North Carolina at Charlotte
- Charles S. Burck, 1997, Assistant Professor of Physical Education, Vice President for Athletics**
B.A., Gardner-Whit University; M.S., Eastern Kentucky University
- Francis Bailey Busch, 2001, Professor of Physical Education**
B.S., Lock Haven University; Ph.D., Eastern Kentucky University;
Ph.D., The University of Virginia
- Joe C. Camp, 1976, Professor of Business Administration**
B.S., Gardner-Whit University; M.A.T., Wheeling University; Additional study, University of South Carolina; Ed.D., University of Tennessee at Knoxville
- Robert J. Carey, 1997, Associate Professor of Communication Studies, Chair, Department of Communication Studies**
B.A., University of Washington, Seattle; M.A., University of Memphis; Ph.D., Regent University
- Jarvis M. Carlson, 1982, Professor of Nursing**
B.S., Lenoir-Rhyne College; M.N., Baccy University; Ed.D., North Carolina State University
- T. Ingram Carpenter, 1994, Professor of Human Services, Director of GOML Human Services Programs**
A.A., Bechtel College; B.S., Clemson University; M.A., Appalachian State University;
Ed.D., North Carolina State University
- David M. Carrawickson, 1990, Professor of Psychology, Dean, School of Psychology and Counseling**
B.A., University of North Carolina at Asheville; M.A., Morehead State University;
Ph.D., University of South Carolina
- Donald W. Caspell, 2008, Professor of Marketing**
B.S., Berea College; M.B.A., Morehead State University; M.S. in Marketing, Memphis State University; Ph.D., Virginia Polytechnic Institute and State University
- Appy M. Casady, 2008, Instructor in Physical Education, Wellness and Sport Studies**
B.S., Limestone College; M.S., University of North Carolina at Greensboro
- Catherine J. Chocinski, 2008, Assistant Professor of Biology**
B.S., Midwestern University; Ph.D., Loyola University
- J. Benjamin Coates, Instructor of Spanish**
B.A., Clemson University; M.A., University of Northern Iowa; M.Ed., Clemson College
- Joseph W. Collins, 2005, Assistant Professor of Religious Studies**
B.S., M.A., East Carolina University; M.Div., Southwestern Baptist Theological Seminary;
Ed.D., North Carolina State University

- Barbara G. Cox, 2004, Assistant Professor of Social Sciences, Dean of Adult and Continuing Education
A.A., Western Piedmont Community College; B.A., Gardner-Webb University;
M.P.A., Appalachian State University
- Thomas A. Cox, 1995, Professor of French, Chair, Department of World Languages, Literatures, and Cultures
B.A., M.A., University of Mississippi; Ph.D., University of North Carolina at Chapel Hill
- Christopher V. Davis, 2001, Associate Professor of English
B.A., High Point University; M.A., Ph.D., Florida State University
- Irene C. Dey, 2007, Instructor of American Sign Language
B.S., Gallaudet University; M.A., Gallaudet University
- Ghassan A. Dib, 2009, Instructor in Accounting
B.B.A., University of Holy Spirit Kaslik, Lebanon; M.Acc., Gardner-Webb University
- David Doudson, 2006, Instructor; Reference Librarian
B.A., M.A., Ball State University; M.L.S., Indiana University at Bloomington
- Cheryl A. Duffin, 2007, Assistant Professor of English
B.A., Hedden University; M.Ed., Emerson College; Ph.D., University of Mississippi
- Anthony F. Easman, 1966, Professor of History
B.A., Union University; M.A., Memphis State University; Ph.D., University of Southern Mississippi
- Verlita G. Nikolova-Jelina, 2001, Associate Professor of Chemistry
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- Natalie Edwards, 2007, Instructor; Instruction Librarian
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- Sharon L. Edwards, 1999, Instructor, Reference Librarian, Gardner-Webb University at Statesville
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- Dorcas S. Ellington, 1998, Professor of History, Chair, Department of Social Sciences
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- James J. English, 2006, Assistant Professor of Biology
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- Paul J. Ertz, 2001, Associate Professor of Music
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Ph.D., Texas Tech University
- Allen Douglas Eury, 2001, Professor of Education, Coordinator, Ed.D. Program, Associate Dean, School of Education
B.S., Ed.S., Ed.D., Appalachian State University; M.Ed., University of North Carolina at Charlotte
- Willa C. Fichtel, 2006, Associate Professor of Psychology and Counseling, Coordinator of the Statesville Mental Health and School Counseling Programs
B.S., M.A., Appalachian State University; Ph.D., University of South Carolina
- Roger G. Gaddis, 1974, Professor of Psychology
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- Earl H. Gaudrey, Jr.**, 1962, Professor of Business Administration, Director of Online Learning
B.S., University of South Carolina; M.B.A., Wesleyan University; D.B.A., Nova University
- R. Van Housen**, 1989-2002, 2009, Associate Professor of Business Law and Management,
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B.A., Auburn College; J.D., Baylor University
- David Carol George**, 2001, Associate Professor of Psychology
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- Harry E. Harbright**, 1969, Professor of History and Political Science
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- Patricia B. Harrison**, 1979, Assistant Professor of Music
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Wysanneau Choir College; Indiana University; Cincinnati Conservatory; Florida State University
- Jeffrey M. Hartman**, 2009, Assistant Professor of Physical Education
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- Kiana W. Hartman**, 2007, Assistant Professor of English
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- Heather Hartsell**, 2009, Instructor in Athletic Training Education
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- Teri Alisa Hassell**, 1999, Assistant Professor of Physical Education
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- Mary J. High**, 2000, Associate Professor of American Sign Language, Director of the ASL Program
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- June H. Hobbs**, 1994, Professor of English, Chair, Department of English Language and Literature
B.A., Oklahoma Baptist University; M.A., University of Louisville; Ph.D., University of Oklahoma
- Mary Alice Hodge**, 2004, Assistant Professor of Nursing, Director, B.S.N. Programs
A.D.N., B.S., M.S.N., Gardner-Webb University; Ph.D., University of North Carolina Greensboro
- Tammy Campbell Hoyle**, 1998, Assistant Professor of Mathematics, Chair, Department of Mathematical Sciences
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- Dakota M. Hunt**, 1976-89, 1992, Professor of Physical Education
B.S., Auburn University; M.Ed., D.A., Middle Tennessee State University
- Stella G. Ingle**, 2006, Assistant Professor of Education, Teaching Learning Officer
B.A., Sacred Heart College; M.A., Western Carolina University; Ph.D., Capella University

- Tracy C. Jessup, 1994, Assistant Professor of Religion, Minister to the University, Assistant Dean to the Students
B.A., Gardner-Webb University; M.Div., Nazarene University; Ph.D., University of Nebraska-Lincoln
- James C. Johnson, 1993, Assistant Professor of Mathematics
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- Narven G. Johnson, 2009, Associate Professor of Business Administration
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- Kevin T. Jones, 1996, Assistant Professor of Physical Education, Director of Athletic Training
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- Thomas H. Jones, 1982, Professor of Biology, Biotech Program Coordinator
B.S., Methodist College, Fayetteville, N.C.; Ph.D., North Carolina State University
- David N. Judge, 2001, Associate Professor of Biology
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- John A. Kaufeldt, 2009, Professor of Education
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- Christopher K. Keate, 2002, Associate Professor of Theatre, Technical Director
B.A., California State University; M.F.A., North Carolina School of the Arts
- Jane C. King, 2007, Assistant Professor of Education
B.S., Western Carolina University; M.A., University of North Carolina at Charlotte; Ed.S., Appalachian State University; Ed.D., University of North Carolina at Chapel Hill
- J. Douglas Knotts, 1998, Professor of Art
B.F.A., Western Carolina University; B.A., Auburn University; M.F.A., East Carolina University
- Michael T. Kowalsky, 2006, Assistant Professor of Political Science
B.A., Wheatburg University; M.Div., Lutheran School of Theology at Chicago; M.A., University of Richmond; Ph.D., University of South Carolina
- Wolfgang Labate, 2003, Assistant Professor of Theatre Art, Director of the Theatre
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- Ute S. Labahn, 2009, Professor of French and German
Ph.D., Justus-Liebig University, Gießen, Germany; additional studies at Justus-Liebig University, Gießen, Germany; Université de Franche-Comté, Besançon, France;illy-Hesse-Knappe-Gymnasium, Herford, Germany
- Jarret S. Land, 1994, Professor of English
B.S., University of North Carolina at Greensboro; M.A., East Carolina University; Ph.D., University of South Carolina
- R. James Lawrence, 2001, Professor of Communication Studies
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- Devlin C. Ledbetter, 1997, Instructor in Business Administration, Assistant Vice President for Technology Services
A.A.S., Johnston Community College; B.S., Appalachian State University; M.B.A., Gardner-Webb University

- Bernardin C. Loebe, 2005, Professor of Religious Studies, Provost and Senior Vice President**
B.A., Sanford University; M.Div., Southern Baptist Theological Seminary; Th.M., Baptist
Theological Seminary, Basel-Stadt, Switzerland; Dr. Theol., University of Zurich
- Kathy W. Lindsey, 2005, Assistant Professor of Nursing, Director of Graduate Programs in Nursing**
A.D.N., Gardner-Webb University; B.S.N., Western Carolina University;
M.S.N., Gardner-Webb University; D.N.P., Case Western Reserve University
- Lisa C. Lindstrom, 2007, Instructor in Communication Studies**
B.A., Wakeham University; M.A., University of North Carolina
- Steven H. Marshall, 1994, Assistant Professor of Biology, Chair, Department of Natural Sciences,
Coordinator of Academic Service Learning**
B.S., Pennsylvania State University; M.S., University of North Carolina at Charlotte
- J. Robert Mayfield, 2008, Associate Professor of Education**
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- Lucinda M. McKissey, 1992, Professor of Education**
B.S., M.A., Gardner-Webb University; Ph.D., Clemson University
- Thomas J. Meador, 2002, Associate Professor of Information Systems and Operations**
B.S., M.S., New Mexico State University; Ph.D., University of Alabama in Huntsville
- Cecilia M. Merzall, 2004, Associate Professor of Business Administration**
B.A., Oglethorpe University; M.B.A., University of South Carolina; J.D., Wake Forest
University
- Marcia (Cindy) M. Miller, 1977-1997, 1994, Professor of Nursing**
B.S.N., University of Michigan; M.S.N., University of North Carolina at Chapel Hill;
Ph.D., The University of Texas at Austin
- Joe T. Mitchell, 2000, Instructor in Physical Education, Assistant Athletic Trainer**
B.S., Mars Hill College; M.A., Gardner-Webb University
- Sean B. Monroe, 2009, Instructor in Nursing**
B.S.N., University of North Carolina at Chapel Hill; M.S.N., Gardner-Webb University
- Charles R. Moore, 1977, Professor of Spanish**
B.S., University of Tennessee at Knoxville; M.A., George Mason University;
Ph.D., University of North Carolina at Chapel Hill
- Robert N. Moore, 2006, Instructor in American Sign Language**
B.S., Gallaudet University; M.Div., New Orleans Baptist Theological Seminary
- Travis B. Moore, 2006, Instructor in Mathematics**
B.S., North Carolina State University; M.A., University of North Carolina at Charlotte
- James P. Morgan, Jr., 2008, Associate Professor of Psychology**
B.A., University of Kentucky; M.S., Ph.D., Auburn University
- Robert D. Moore, 1999, Professor of Sociology**
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 Tracey King, Office Manager

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Brian Arnold, B.A., Assistant Director of Student Activities
Aimee Stinson, B.S., Office Manager

STUDENT LEADERSHIP DEVELOPMENT

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Barry Lane, Underwood, University Police Officer
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Mary Beth Hamrick, B.A., Compliance Coordinator
Marcus C. Roth, B.S., M.A., Assistant Director of Athletics for Media Relations
Kevin Davis, B.A., M.A., Assistant Director of Sports Information
Jim Carr, A.B., Assistant Director of Athletics for Student-Athlete Enrichment and Head Women's Tennis Coach
Teresa White, B.S., Administrative Assistant to Men's and Women's Basketball
E. Steven Patton, B.A., M.A., Head Football Coach
Ian C. Cooper, B.S., Assistant Football Coach
Joseph R. Pizzo, B.S., Assistant Football Coach
Chris Foster, B.S., Assistant Football Coach
Tara Cunningham, B.S., Assistant Football Coach

- Bryant D. Foster, B.S., Assistant Football Coach
 John Windham, B.S., M.S., Assistant Football Coach
 Kyle King, B.S., M.S., Assistant Football Coach
 Shawn D. Howe, B.S., Assistant Football Coach
 Troy Nelson, B.S. Ed., Assistant Director of Football Operations
 Christopher A. Holmanen, B.A., M.A., Head Men's Basketball Coach
 Michael Lee, B.A., Assistant Men's Basketball Coach
 Jay McAdams, B.S., M.Ed., Assistant Men's Basketball Coach
 Mike Nott, B.A., Assistant Men's Basketball Coach
 Rick L. Reeves, B.S., M.Ed., Head Women's Basketball Coach
 Kimberly A. Clark, B.S., M.A., Assistant Women's Basketball Coach
 Krystal L. Reeves-Brum, B.S., Assistant Women's Basketball Coach
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 Kevin R. Moxam, B.S., Head Women's Soccer Coach
 Sarah Corbin, B.S., Assistant Women's Soccer Coach
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 David Elzer, B.S., M.A., Assistant Wrestling Coach
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 Phixong Luang, B.A., Assistant Volleyball Coach
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 Andy Fryman, B.S., Assistant Men's and Women's Track and Cross-Country Coach
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 Travis Struble, B.S., Assistant Swimming Coach
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 David Miller, B.S., M.A., Assistant Strength and Conditioning Coach
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Note: All offices of the University can be reached by calling (704) 406-4000 and the appropriate extension. General information can be obtained by calling the switchboard number (704) 406-4494.

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GC&I Academic Advising Contact the academic advisor assigned to you.

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Human Services Dr. Barry Hambricht, Extension 4489, Joana Holzman, Extension 2174, Jessica Herricks, Extension 4626, Sara Allen, Extension 5270

Computer Information Systems Jessica Herricks, Extension 4626, Joana Holzman, Extension 2174, Sara Allen, Extension 5270

Nursing Mary Alice Hodge, Extension 5686

Religious Studies Dr. Ronald Williams, Extension 5696

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GC&I Admissions Office Manager Audrey Sloan, GC&I Admissions, Extension 4495.

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Auto Registration, Traffic, Parking Parking Division, Poston Center, Extension 5662.

Bookstore Wayne Morris, Manager of Campus Shop, Ground Floor, Lower Campus Center, Extension 4275.

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Department Chairs

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Religious Studies Dr. Doug Bryant, Chair, Extension 4398.

Social Sciences Dr. Deanna Ellington, Extension 4467.

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Gardner-Webb University



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TRANSCRIPT REQUEST FORM

(Submit to each college attended)

Date _____

TO: REGISTRAR

College _____

Address _____

Dear Registrar:

I have applied for admission to the Gardner-Webb University GOAL Program. Please mail an official transcript of my record showing grades earned as of this date to:

GOAL Admissions
P.O. Box 18906
Gardner-Webb University
Boiling Springs, North Carolina 28017

If this transcript does not show the date that I graduated, please mail a supplement of a final grade complete transcript after my graduation or upon completion of additional coursework.

Date of Graduation _____

Signature of Student _____

Street or Route & Box Number _____

City, State and Zip Code _____

Social Security Number _____

NOTE TO APPLICANT

Passage of the Family Educational Rights and Privacy Act of 1974 requires permission be granted for the release of academic records. For that reason, it is necessary for you to request that your transcript be mailed to our office. Please complete the information above and submit to the Registrar's Office of each college you have attended.

**Gardner•Webb
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Boiling Springs, North Carolina 28017

www.gardner-webb.edu