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GRADUATE PROGRAMS CATALOG

2011-2012

Boiling Springs, North Carolina 28017

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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.

Gardner-Webb

Vol. 11 - August 2011

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.

If a personal visit to campus is not possible, the latest information about campus life, academic programs, and other events making news at GWU can be accessed on the Internet at <www.gardner-webb.edu>. Prospective students may submit questions about graduate programs at Gardner-Webb or apply for admission through the web site.

CALENDAR

FALL SEMESTER 2011

August 18 (Thursday)	New Graduate Student Orientation
August 29 (Monday)	Grad School and Grad School of Business classes begin
August 30 (Tuesday)	Fall Convocation of the University
September 1 (Thursday)	New Divinity Student Orientation
September 5 (Monday)	School of Divinity classes begin
September 5 (Monday)	Last day for Graduate School and Graduate School of Business late registration and schedule modification
September 9 (Friday)	Last day for Divinity late registration and schedule modification
September 12 (Monday)	Fall Convocation of the School of Divinity
October 24-25 (Mon.-Tues.)	Fall Break
November 23-25 (Wed.-Fri.)	Thanksgiving Holidays
December 8 (Thursday)	Last day of classes for Graduate School and Grad School of Business
December 12-15 (Mon.-Thurs.)	Examinations
December 19 (Monday)	Commencement

SPRING SEMESTER 2012

January 3 (Tuesday)	School of Divinity January Term begins;
January 9 (Monday)	Last day to withdraw with "W" January Term
January 16 (Monday)	New Graduate Student Orientation
January 23 (Monday)	Graduate School and Grad School of Business classes begin
January 26 (Thursday)	Graduate School and Graduate School of Business last day for late registration and schedule modification
January 30 - May 3	School of Divinity New Student Orientation
February 3 (Friday)	School of Divinity Spring Term
February 8 (Wednesday)	School of Divinity last day for late registration and schedule modification
March 12-16 (Mon.-Fri.)	School of Divinity last day to withdraw with "W" Spring Term
April 10 (Tuesday)	Spring Break
April 5-9 (Thurs.-Mon.)	School of Divinity last day to withdraw with "WP/WF"
April 5-8 (Thurs.-Sun.)	Easter Holidays for Graduate School and Graduate School of Business
May 3 (Thursday)	Easter Holidays for School of Divinity
May 7-10 (Mon.-Thurs.)	Last day of classes for Graduate School and Graduate School of Business
May 14 (Monday)	Examinations
	Commencement

SUMMER SCHOOL 2012

SCHOOL OF DIVINITY SUMMER TERMS 2012

May 21-25	School of Divinity one-week intensive
May 21	School of Divinity last day to withdraw with "W" for one-week intensive
May 28 - July 6	School of Divinity six-week term
June 1	School of Divinity last day to withdraw with "W" for six-week term

May 28 – July 20	School of Divinity eight-week term
June 1	School of Divinity last day to withdraw with “W” for eight-week term

GRADUATE AND GRADUATE SCHOOL OF BUSINESS FIRST TERM SUMMER
SCHOOL May 23 – June 28

May 23 (Wednesday)	Graduate School and Graduate School of Business classes begin
June 25-26 (Mon.-Tues.)	Examinations

GRADUATE AND GRADUATE SCHOOL OF BUSINESS SECOND TERM SUMMER
SCHOOL June 27 – July 31

June 27 (Wednesday)	Graduate School and Graduate School of Business classes begin
July 30-31 (Mon.-Tues.)	Examinations

GRADUATE AND GRADUATE SCHOOL OF BUSINESS TEN-WEEK TERM
May 21- July 24

August 6 (Monday)	Commencement
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INTRODUCTION TO GARDNER-WEBB

Gardner-Webb University is a coeducational, residential, church-related university on a beautiful campus just outside Shelby in Boiling Springs, North Carolina. The University derives its name from O. Max Gardner, distinguished governor of North Carolina in the 1930s, 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.

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 resources of major urban areas nearby.

STUDENTS

Gardner-Webb University, founded by Baptists in 1905, has grown steadily to its current enrollment of nearly 4,000. The 2,500 undergraduates come from many states and 30 foreign countries. Slightly less than half of the students are men, and the student body includes several racial and socioeconomic groups. The three graduate schools enroll over 1,800 students. Gardner-Webb University admits students of any race, color, 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 Greater Opportunities for the Adult Learner 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., M.S., Ed.S., and Ed.D. degrees in a variety of areas as well as some post-master's certifications), a graduate School of Divinity (offering the M.Div. and D.Min. degrees), and a Graduate School of Business (offering the M.B.A., I.M.B.A. and M.Acc. degrees as well as post-M.B.A. certificates). For additional information on the on-campus undergraduate and GOAL programs, see the bulletins for each program.

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, seventy-seven percent of whom hold terminal degrees. 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 blessed 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 1:13.

ACADEMIC CALENDAR

The University's academic year is for most programs divided into two semesters and a summer school. The fall semester is a four-month term, ending prior to Christmas holidays. The School of Divinity offers a January-term prior to its spring semester beginning the first week of February. Following the four-month spring semester is a comprehensive summer school. For the Graduate School and Graduate School of Business it consists of two terms of five weeks each and a concurrent ten-week session in which some courses are offered. The School of Divinity also has three sessions: one six-week session, one three-week session, and one concurrent ten-week session. Evening 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.

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 regional university with growing master's and doctoral programs.

From a movement initiated by the Kings Mountain Baptist Association in 1903, and later joined by the Sandy Run Baptist Association, the Boiling 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 Boiling Springs Junior College in 1928. The Great Depression created many problems 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 is a thriving regional university which offers eight 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, 1928-30; Zeno Wall, 1930-32; James L. Jenkins, 1932-35; A.C. Lovelace, 1935-36; George J. Burnette, 1936-39; J.R. Cantrell, 1939-43; Philip Lovin Elliot, 1943-61; E. Eugene Poston, 1961-76; Craven E. Williams, 1976-86; M. Christopher White, 1986-2002; Frank Campbell, 2002-2005; A. Frank Bonner, 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 One God-Creator and Sustainer of life, and Jesus Christ as Savior and Lord; committing to self-giving service displayed in Christ-like moral action that respects the dignity and value of every person.

BAPTIST HERITAGE

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

ACADEMIC EXCELLENCE

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

LIBERAL ARTS

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

TEAMWORK

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

STUDENT-CENTERED FOCUS

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

COMMUNITY ENGAGEMENT

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

DIVERSITY

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

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 and who do what they say - build character in students.

ACCREDITATION

Gardner-Webb University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) 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 programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and are approved by the North Carolina Department of Public Instruction. The School Counseling and Mental Health Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Master of Science in Nursing Program is accredited by the National League for Nursing Accrediting Commission (NLNAC) 3343 Peachtree Road, NE, Suite 850, Atlanta, Georgia 30326.

CAMPUS AND BUILDINGS

The Gardner-Webb campus is beautiful, spacious, and rich in lawns and trees. It is designed and equipped to serve its living and learning community. Over 200 acres of rolling landscape provide more than adequate space for buildings, playing fields and landscaped areas. Extensive building and improvement projects have been completed in recent years. The present living and dining facilities are designed to serve a resident student body of approximately 1,300. Among the campus and buildings are the following:

Athletic Fields consist of many acres of practice and playing fields, situated around the campus, for football, baseball, soccer and softball. There is adequate space for all sports, intramural and intercollegiate.

Bost Gymnasium and Swimming Pool is part of the University Physical Development Complex. Renovated in 1999, it is named in memory of L.C. Bost of Shelby and Jean Bost Gardner. The facility contains basketball courts and classroom areas. The swimming pool is heated and enclosed for year-round use.

Broyhill Adventure Course was funded by the Broyhill Foundation and constructed in 1999. The Alpine Tower, the Climbing Straight Wall, and the Rescue Exercise provide leadership training activities for students and other groups.

Communications Studies Hall, formerly the Boiling Springs Elementary School, was acquired in 1990. It houses the Communication Studies Department offices; the Millennium Playhouse, classrooms for journalism, photography, television, radio, and theater; and Art Department offices, classrooms, and studios.

Craig Hall is named in memory of Hubert M. Craig, Sr., of Gaston County, a former trustee of Gardner-Webb University. The building was renovated in 1998 and houses classrooms and offices for the School of Education and English department.

Dover Campus Center, constructed in 1966, was completely renovated in 1990. It houses the cafeteria, lounges, the Campus Shop, the Center for Congregational Enrichment, Financial Planning, and the undergraduate admissions offices. The building is named in memory of Charles I. Dover of Shelby.

Dover Memorial Library is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The three-story structure, erected in 1974, is designed to provide seating for over 450 students. The library is equipped with state of the art computer technology, which provides access to libraries around the world. The holdings include several special book collections, the most notable being the library of the local post-Civil War author Thomas Dixon, and the diaries and scrapbooks of the late Mrs. O. Max Gardner. The library houses the Belk-Ellis Multimedia Center, provided by the William Ellis family of Shelby, N.C., and the Belk Foundation. The library houses a model of Jerusalem's Herodian Temple Mount during the time of Jesus. The 240-square-foot replica, one of only two in the world of this stature, was constructed by William McGehee of Winston-Salem and donated to the school as a teaching tool. Located across from the Library is the Kathleen Nolan Dover Garden.

Dover Memorial Chapel is a graceful and inspiring structure which stands at the formal entrance to the campus. Erected in 1972, the interior features a 336-seat auditorium. The lower level houses various academic offices and classrooms.

Elliott Hall, originally constructed in 1952, honors the memory of the seventh president of the University. Renovated in 1985, the building houses the School of Nursing and classrooms.

Elliott House houses the University radio station WGWG, a 50,000 watt stereo FM educational station broadcasting over a radius of 75 miles. Public Relations and the University Publications Department are also located in Elliott House.

Frank Nanney Hall is a 12,000-square-foot building and is home for the Noel Program for Students with Disabilities and the Department of Social Sciences. The building consists of classroom space, production labs, testing centers and office space and is located near the Lake Hollifield Complex and the Boiling Springs. The building was finished in Summer 2008 and was made possible by many generous donations including a substantial lead gift from Frank Nanney, a Gardner-Webb trustee from Rutherford County.

Gardner Memorial Hall, completed in 1948, was constructed and furnished by the family of the late Governor O. Max Gardner. The building contains a recital hall, music studios and offices, classrooms, practice rooms, a band room and the campus computer technology offices.

Hamrick Hall was built after World War I as a memorial to area residents who gave their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, the rebuilt structure was named in memory of E.B. Hamrick. In 1982, the building was placed on the National Register of Historic Places. In 1998, the building was completely renovated and now houses the School of Business and the George Blanton, Jr. Auditorium.

Lake Hollifield Complex is named in memory of Mr. and Mrs. Hughy H. Hollifield, Gardner-Webb alumnus and trustee respectively. The lake is surrounded by walking trails, and a bell tower with a forty-eight bell carillon.

Lindsay Hall, completed in 1967 and completely renovated in 1992, is a three-story, air-conditioned structure. It was named in memory of David and Winifred Herbert Lindsay, of Rutherfordton. The building houses the M. Christopher White School of Divinity, the Religion and Psychology departments and classrooms.

Lutz-Yelton Convocation Center, completed in 1982, serves as the center of cultural and athletic activities for the area. Included in the Center is the 600-seat Kathleen Nolan Dover Theatre. The stage is fully equipped to handle all types of dramatic productions. Also included in the Center is the Paul Porter Arena, which seats 5,000 for basketball games and various meetings. Classrooms, offices for athletic administration and coaches, sports information, handball courts and athletic training facilities complete the Center.

Noel Hall, built in 1992, is a two-story brick structure which houses the M. Christopher White School of Divinity and academic classrooms. The hall is named in memory of Dr. and Mrs. George T. Noel, of Kannapolis, N.C.

Noel House contains offices for the Department of World Languages, Literatures, and Cultures. The house was named in 1986 in memory of Dr. and Mrs. George T. Noel, of Kannapolis, N.C.

Physical Plant Offices are located just south of the main campus on Highway 150.

Poston Center, named for Dr. Gene Poston, Gardner-Webb's eighth president, contains a visitors' center, the Safety and Security Department offices and the Graduate School offices.

Spangler Memorial Stadium, completed in 1966 and renovated in 2004, includes a football stadium seating 8,500, a track, and a fully equipped field house. The facility is named in memory of Ernest W. and Verna Patrick Spangler of Shelby. The field house is named in honor of V.F. Hamrick of Shelby.

Springs Athletic Facility, constructed in 2000, houses baseball and tennis program offices as well as baseball dressing facilities. Included in the facility is a batting tunnel for the baseball and softball teams.

Suttle Hall, the east wing of the H.A.P.Y. complex, is named in memory of the Reverend John W. Suttle. It contains the offices of the division of Student Development, student government offices, and selected faculty.

Suttle Wellness Center was completed in 2000 and is named in memory of J.L. Suttle Jr., of Shelby, N.C. Added as a wing to the University Physical Development Complex, the Suttle Wellness Center contains a wellness/fitness center with state of the art exercise equipment as well as a student recreation area.

University Physical Development Complex consists of the Suttle Wellness Center, the Bost Gymnasium and Pool, and the office suite for the Department of Physical Education, Wellness and Sports Studies.

Washburn Hall was purchased and completely renovated in 1990. The building contains the offices of the College for Extended Professional Studies (GOAL), and Counseling and Career Services and Academic Advising. It is named in honor of Dr. and Mrs. Gene Washburn of Boiling Springs, N.C.

Washburn Memorial Building is a brick structure erected in 1941 by Seaton A. Washburn in memory of the Washburn families. Originally used as a library, the building was renovated in 2009 for use as a laboratory for Counseling programs.

Webb Hall was built by the O. Max Gardner Foundation in memory of Mrs. O. Max (Fay Webb) Gardner, her parents, grandparents, and great-grandparents. The first wing was completed in 1960, and the second wing was added in 1973. The building houses administrative offices, including the office of the president. In front of the Webb Hall is the Suttle-Wall Tower of Light. The tower, built in 1969, is in memory of Joseph Linton Suttle and Dr. Zeno Wall.

The Webb Tennis Complex, constructed in 2000, is one of the premier tennis facilities in the region. The twelve courts are ideal for intercollegiate and recreational play. The courts are lighted for evening play.

Williams Observatory, named in honor of Gardner-Webb's ninth president Dr. Craven E. Williams, was built in 1990.

Withrow Mathematics and Science Hall, named in memory of A.T. Withrow of Charlotte, has facilities for mathematics, biology, chemistry, and physics.

Wrestling Building, located south of the main campus, provides office and practice space for the wrestling team.

RESIDENTIAL STUDENT HALLS

Residential students may choose from the following eleven residential facilities which offer a range of housing options – Decker, H.A.P.Y., Lutz-Yelton, Mauney, Myers, Nanney, Royster, Spangler, Stroup, University Commons (six apartment buildings), and University Honors.

SATELLITE CAMPUSES

Gardner-Webb University at Statesville is located at Statesville, N.C. A wide range of undergraduate and graduate programs is offered at this location. Schedules are arranged to accommodate the needs of working adults.

Gardner-Webb University at Charlotte is located at Charlotte, N.C. The GOAL, Graduate School, and Graduate School of Business programs are offered during the evenings and on Saturdays.

Gardner-Webb University at Winston-Salem is located at Winston-Salem, N.C. The GOAL, Graduate School, and Graduate School of Business programs are offered during the evenings and on Saturdays.

VISITORS' INFORMATION

Visitors to Gardner-Webb University are welcome at all times. The administrative offices are open Monday through Friday from 8:00 a.m. until 5:00 p.m. Interviews and campus tours are available between the hours of 9:00 a.m. and 4:00 p.m. Monday through Friday. Administrative officers and members of the faculty are available at other times by appointment.

TRAVEL INFORMATION

Gardner-Webb University is in the town of Boiling Springs, N.C., a community just outside Shelby. The University is only 13 miles from Interstate 85 and three miles from U.S. 74. It is accessible to airline services at Charlotte and Greenville-Spartanburg. The telegraph address is Shelby, and the University is served by the Shelby-Lattimore telephone exchange.

WEB SITE

If a personal visit to campus is not possible, the University can be experienced on the Internet at www.gardner-webb.edu for all the latest information about campus life, academic programs, athletics and other events making news at GWU. Prospective students can take a campus tour, submit questions about the university, and even apply for admission through the web site, www.gardner-webb.edu.

ACADEMIC INFORMATION

The general Academic Information in this section applies to each of the graduate schools of the University: the Graduate School, the Graduate School of Business, and the M. Christopher White School of Divinity, except where otherwise noted. See the section on each school for academic information specific to that program.

When changes are made in academic requirements, those in effect the year of a student's most recent **continuous enrollment** apply. Otherwise, changes are effective upon publication in this catalog.

COURSE REGISTRATION

Registration includes academic advising, selection of courses, and payment of fees. During preregistration, students should consult with their academic advisers on course selection and other degree requirements. However, it is the responsibility of the student, not the academic adviser, to ensure that all University graduation requirements are met.

Students will not receive credit for any course for which registration has not been completed. Unless students and their advisers consider it essential, they should not change the schedule after registration.

LATE REGISTRATION

Students must register according to the information given at preregistration. Continuing students who register after the published deadline must pay a \$50 late registration fee. Students may register for a course after the first class meeting only with the prior approval of the professor and the dean or program director.

DROPPING, ADDING, AND WITHDRAWING FROM COURSES

Changes in a student's schedule may be made by going online to MyWebb via www.gardner-webb.edu.

A student who withdraws from a course after the drop/add period must fill out the online withdrawal form on the Registrar's website: gardner-webb.edu/registrar. The student is responsible for carrying out the withdrawal and must secure written documentation of the withdrawal. When a student officially withdraws from a course, a grade of "W" (withdrew) is recorded during the first four weeks of the fall and spring semesters, or during the first week of a summer term. After this period a "WP" (withdrew passing) or "WF" (withdrew failing) is assigned by the professor based upon an assessment of the student's work to date in the course. No hours attempted are recorded for "W" and "WP" grades.

The last day for dropping an individual course is four weeks after midterm or a date not to exceed 75% of the course. The specific date is established each semester by the Registrar and published in registration materials sent out by each graduate school. After this time the only courses which will be dropped are those which a student drops when withdrawing from school.

Before withdrawing from a class or classes, students should refer to the "Charge Reduction Policy for Class Withdrawal" in the "FINANCES AND FINANCIAL AID" section of this catalog in order to understand the financial implication for their account.

MEDICAL WITHDRAWAL

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 and certification number, and should address the following:

1. Description of the condition that has made the student unable to continue in school.
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 approval 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.

COMMUNICABLE DISEASES

Persons infected with a communicable disease will not be excluded from initial enrollment or employment or restricted in their access to University facilities or services unless a medically based judgment by the primary care physician in consultation with the University's physician establishes that exclusion or restriction is necessary to the welfare of the infected individual or the welfare of other members of the University community. Additionally, persons who know, or have reasonable basis for believing, that they are infected by a communicable disease are encouraged to share that information, on a confidential basis, with the physician, so that the University may make reasonable accommodations that will respond to their health and educational needs.

Persons who know, or have reasonable basis for believing, they are infected with a communicable disease are encouraged to seek expert advice about their health circumstances and are obligated, ethically and legally, to conduct themselves responsibly in accordance with such knowledge for the protection of other members of the university community.

ACADEMIC ADVISING

Each student admitted to graduate study is assigned a faculty adviser who assists the student in developing a program of study. Advisement sessions are scheduled each semester for all graduate students. It is the student's responsibility to meet with the adviser at the scheduled session or to make arrangements for an alternative meeting time. An appropriate schedule of courses leading to uninterrupted study and completion of all requirements is assured to fully accepted students who remain continuously enrolled. Course scheduling, however, may prevent acceleration of the completion of degree requirements. Other schedule options are available.

COURSE AND SCHEDULE CHANGES

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

ACADEMIC LOAD

GRADUATE SCHOOL

In the Graduate School, a full load is six semester hours during the summer term and three to six hours during each regular semester, depending on the student's program. The maximum course load for which students may register during fall and spring semesters is nine semester hours. It is strongly recommended that students who are employed full-time register for no more than six hours during any term. (The maximum load includes coursework taken elsewhere for transfer into a student's Gardner-Webb program.) Under extraordinary circumstances exceptional students may request to exceed the maximum course load; such a request must be approved by the student's advisor, the program coordinator, and the Dean of the Graduate School.

GRADUATE SCHOOL OF BUSINESS

In the Graduate School of Business a full course load is six semester hours during fall semester and spring semester, and three semester hours each summer semester. Most students take six hours during fall and spring and three hours each summer semester. The maximum course load for students is nine hours during fall and spring semesters and three hours each summer semester. It is recommended that students who are employed full-time register for no more than six hours during fall and spring semesters.

Most students begin the program in August, but entry during spring and summer is an option. Students who begin in August and successfully complete two courses each fall, spring, and summer will graduate at the end of their second summer of study, 24 months after beginning the program. Students taking less than two courses in a semester will most likely graduate in three or four years. Six calendar years are allowed for completion of the degrees.

SCHOOL OF DIVINITY

A minimum full-time course load for M.Div. degree students is nine hours per semester. The maximum course load for M.Div. degree students is eighteen hours per semester. A class load of more than fifteen hours per semester must be approved by the student's faculty mentor. It is suggested that new students restrict their class loads to nine to twelve hours in the initial semester.

The definition of a full-time load is made for those students requiring certification of full-time status for participation in insurance programs, the receipt of veteran's benefits, or the regulations of U.S. Immigration. Students enrolled full time are eligible to apply for various financial aid packages. The students should consult with the Financial Planning office regarding the availability of financial aid.

AUDITING COURSES

Any Gardner-Webb student may audit a course for a \$150 fee. The auditor is expected to complete the special auditor registration form and to complete all course requirements, with the exception of tests and examinations. Approval of the professor and the Dean or Director is required.

CHALLENGE EXAMINATION POLICY

GRADUATE SCHOOL, GRADUATE SCHOOL OF BUSINESS

When a student has experience and/or training comparable to that taught within a particular graduate course, the student may request the option of taking a challenge examination to demonstrate mastery of the course content. This challenge examination will be an in-depth and comprehensive assessment of the student's ability to answer questions on course content. An acceptable grade on the examination will permit the student to receive credit for the course. However, the student will be held responsible for all course material on the comprehensive examination or in the capstone experience, as applicable.

To request the opportunity to take a challenge examination, the student must present, in writing, justification for such an examination to the dean of the school or chair of the department in which the course is offered. *The request must be made after consultation with the advisor and within the first twelve semester hours or the first calendar year of graduate study, whichever comes first. The request must be accompanied by payment of a challenge exam fee of \$100 per credit hour. The dean of the school or chair of the department will appoint a committee to review the request, and if it is approved, will appoint the examining professor. If the examination results are acceptable, the examining professor will report the results, via the Certification of Successful Challenge Examination form, to the director/coordinator of the student's graduate program, who will sign the form and submit it to the Dean of the Graduate School or the Director of Business Graduate Programs, as applicable. That dean will notify 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.

**Note: The number of total hours challenged or transferred may not exceed a student's graduate program guidelines.*

COMPUTER FACILITIES

In several locations on campus, the Gardner-Webb University student has ready access to a wide variety of computer facilities, including five minicomputer systems and numerous microcomputers. Computers are an integral part of many programs.

Access to Internet is provided through computer labs on campus and other locations.

ONLINE LEARNING

Online learning is a method of delivering coursework that is rapidly gaining prominence in American higher education. Gardner-Webb University offers a number of fully online courses, as well as web-enhanced face-to-face courses, to students in selected graduate programs. Four programs are available fully online: the Master of Science in Nursing (M.S.N.), Master of Accountancy (M.Acc.), Master of Business Administration (M.B.A.), International Master of Business Administration (I.M.B.A.), Master of Arts Elementary Education, Master of Arts Middle Grade Education, Master of Arts Executive Leadership Studies. The following certificate/licensure programs are online: School Administration Add-On Licensure, MBA Plus Certificate (ALL), Post Master's Nursing Administration and Education Certificates.

Students inexperienced with online learning who wish to take an online course will be assisted in developing the skills necessary to succeed in that learning environment through the following opportunity:

CMP 501, Online Orientation – Graduate is 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 thread.

Coursework in CMP 501 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.

LIBRARY

The Dover Memorial Library is an active and integral part of the University's academic program. The Library's collections, available on open stacks, support all areas of the curriculum with a total item count of approximately 850,000, including 230,000 volumes, 600,000 microforms, and many other materials such as videos, compact discs, and computer files. The Library has print and/or online full-text access to more than 11,000 periodicals and is a selective depository for federal government documents.

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

Professional librarians are available for individual and group instruction. Interlibrary loan, audiovisual, and production (lamination, transparencies, etc.) services are available. The Library's home page, www.library.gardner-webb.edu, provides access to our online catalog and databases as well as information about the Library facility and the Library's resources, services, and policies.

LIBRARY PRIVILEGES

Student identification cards are prepared at the time of registration. These cards are necessary in order to use the Dover Memorial Library and other facilities where identification is required. Currently enrolled students may check out materials, use interlibrary loan, etc. Library privileges require compliance with stated policies affecting return of materials. Failure to comply may result in fines and suspension of check-out privileges.

NOEL PROGRAM FOR THE DISABLED

The Noel Program for the Disabled provides support to the deaf, the blind and other students with documented disabilities. In order to assess each disabled student's needs and to provide the necessary support services, professional documentation of a disability or disabilities must be furnished no later than three weeks prior to the beginning of services. Documentation must be current. Upon acceptance to the graduate program, documentation should be sent to the Noel Program.

UNIVERSITY WRITING CENTER

The University Writing Center, located in Craig Hall, offers free assistance on any problem related to writing to all Gardner-Webb students. A staff of qualified graduate and undergraduate students, under the direction of a faculty specialist in writing, provide individual and group tutoring and answer questions upon request. Consultants "teach" and "guide" rather than simply correct papers. Consultations are available to students at satellite campuses through online video or text chat.

CLASS ATTENDANCE POLICY

Regular class attendance is an important student obligation. Students are responsible for all course work conducted in class meetings. Students are required by university policy to attend a minimum of 75% of the scheduled class meetings. Furthermore, it is the prerogative 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 policies which will govern the class. Students are responsible for knowing the number of absences that they accumulate.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for official business or foreseeable personal circumstances must be negotiated with the professor before the absence and plans made for completing course work missed.

EXAMINATIONS AND ASSESSMENT PRODUCTS

Comprehensive final examinations or assessment products are required in every course by the end of the semester. If a comprehensive exam is given, a student who does not take the examination at the scheduled time will receive a failing grade in that subject unless excused by the professor. If the student is excused, the grade will be recorded as Incomplete (I).

GRADES AND REPORTS

GRADING SYSTEMS AND QUALITY POINTS

Graduation is dependent upon quality as well as upon quantity of work done.

Letter grades are used. They are interpreted in the table below, with the quality points for each hour of credit shown at the right.

Grades	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A	1	4
A-	1	3.67
B+	1	3.33
B	1	3
B-	1	2.67
C	1	2
D (Divinity only)	1	1
F	1	0
Fx (Failure for Academic Dishonesty)	1	0
I (Incomplete)	0	0
IN (see below)	0	0
W (Withdrew without penalty)	0	0
WP (Withdrew passing)	0	0
WF (Withdrew failing)	1	0
@W (Administrative Withdrawal)	0	0
@F (Administrative Failure for absences)	1	0
NG (No Grade reported by professor)	0	0

The inclusion of letter grades A-, B+, and B- within each course's grading scale is at the discretion of the instructor or program. The complete grading scale to be used is announced at the beginning of each course.

An 'I' grade is assigned *only* when a small amount of coursework (i.e., test, project, research paper, or final exam) is not complete, and the reason for the incomplete work is of a serious nature and beyond the student's control. The assigning of an 'I' grade must be accompanied by the completion of an 'I' Grade

contract, with one copy given to the student, one kept on file by the professor, and one submitted to the Associate Provost within seven days after grades are submitted. The student must complete the coursework by the date provided by the professor. The professor should submit the change of grade form no later than 90 days after the last day of the term in which the 'I' grade was assigned, or earlier.

The grade of IN is assigned in the following cases:

- (1) individuals in a practicum or internship who are prevented by circumstances beyond their control from completing their practicum or internship by scheduled deadlines;
- (2) students in courses with a multi-semester component (e.g., Nursing Project/Thesis, or ENED 691) which are not completed by grading deadlines.

A W will be assigned when a student withdraws from a course during the first four weeks of the semester or the first week of a summer term or if granted a medical withdrawal (see pp.13-14). After these time periods, 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.

The @W represents an administrative withdrawal from a course. It is assigned to any student on an official class roll who has never attended a class session.

The @ F represents an administrative failure of a course. It can be assigned by either the professor or the registrar's office to any student who exceeds the permissible number of absences in a course. This grade is treated the same as the regular F; it counts against the student's grade-point average and is repeatable only under the provisions outlined below.

Even when a grade of @W or @F has already been assigned by the registrar's office, a professor may assign a regular F at the end of the term as he/she deems appropriate.

Once a grade has been submitted to the Registrar, it cannot be changed except in the event of a clerical error or an error in calculation, or as a result of the appeal process described below.

A student who has a question about a grade should consult the professor as soon as possible. A student who believes a grade to be inaccurate or unfair may address the matter following the process described below under "Academic Grievance and Appeal Procedures."

Under no circumstances will a grade be changed, after having been reported to the Registrar, without the approval of the Associate Provost of Schools.

Grades will not be recorded if the student's account is in arrears unless satisfactory arrangements have been made with the Business Office.

ACADEMIC PROBATION, SUSPENSION, DISMISSAL

GRADUATE SCHOOL, GRADUATE SCHOOL OF BUSINESS

See sections of the catalog for Graduate School, Graduate School of Business, and School of Divinity for each school's policies on probation, suspension, repeating grades, and dismissal.

TRANSFER COURSES WHILE ON SUSPENSION OR PROBATION

A student may not take courses for transfer credit from another institution while on suspension or probation.

ACADEMIC RENEWAL POLICY

GRADUATE SCHOOL, GRADUATE SCHOOL OF BUSINESS

A student who returns to graduate study after a period of five or more years, having earned in a different graduate program a GPA below the 3.0 required to be in good academic standing at Gardner-Webb University, may petition the full Graduate Council to have the previous GPA (along with attendant hours attempted, hours earned, and quality points) rendered inactive in his/her graduate record. Eligibility for such petition is further limited by the following conditions: a student may petition for Academic Renewal one time only, the policy is applicable only to grades earned on graduate coursework at Gardner-Webb University, and it will not apply to failing grades assigned as a result of disciplinary action. Furthermore, the prior courses and grades will remain on the transcript with notation, and they must be applied to consideration for any academic award. A petition for Academic Renewal should include an explanation of the factors contributing to the previous poor academic performance and reasons that this history does not apply to the present circumstances. Academic Renewal must be approved by majority vote of Graduate Council.

TRANSCRIPTS

The Registrar will furnish transcripts of credit upon written request. Official copies are \$10 each, and this fee should accompany the request.

No transcript will be issued until all the student's accounts have been settled satisfactorily.

STUDENT ACCESS TO EDUCATIONAL RECORDS

Gardner-Webb University complies with the Family Educational Rights and Privacy Act of 1974. This Act is designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act 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 lists all student educational records maintained by the institution. Information known as Directory Information will be published unless the student specifically requests that the Registrar's Office 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.

ACADEMIC HONESTY

GRADUATE PROGRAMS CODE OF ACADEMIC INTEGRITY

PREAMBLE

As students willingly accept the benefits of membership in the Gardner-Webb academic community, which was founded on the ideals of Christianity, they acquire obligations to observe and uphold honesty, integrity, and truthfulness.

Gardner-Webb University expects its graduate students and faculty to display academic integrity. As in any community, this institution must be governed by regulations, which function best when they are fully understood, accepted and cherished by every member of the academic community. Therefore, all graduate students and faculty members are expected to be familiar with, and to base their actions upon, the following statements regarding academic integrity.

CODE OF GRADUATE STUDENT ACADEMIC INTEGRITY

The Code of Academic Integrity governs the responsibility of students in the various graduate programs of Gardner-Webb University to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties.

STUDENT RESPONSIBILITIES

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 faculty members' instructions for assignments. If instructions are not clear, students must seek clarification from professors.
4. Students must understand the definitions of cheating, plagiarism, and other forms of academic dishonesty.
5. Students should familiarize themselves with the proper use of citations and quotations in order to avoid submitting other people's work as their own.
6. Students are expected to report incidents of academic dishonesty to their professor.
7. Students who threaten or coerce other students or faculty members for reporting a violation of the Code of Academic Integrity will face disciplinary action, with dismissal from graduate study at Gardner-Webb University being the recommended punishment.

INFRACTIONS OF THE CODE OF ACADEMIC INTEGRITY INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:

Cheating – Intentionally using or attempting to use unapproved materials, information, notes, or other devices including unauthorized communication during an academic exercise.

Fabrication and Falsification – Intentional and unauthorized alteration or manufacturing of any information in an academic exercise. Fabrication is a matter of inventing information for academic purposes, whereas falsification is a matter of altering information.

Multiple Submission – The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

Plagiarism – Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.

Abuse of Academic Materials – Intentionally or knowingly destroying, stealing or making inaccessible library and other academic resource material.

Complicity in Academic Dishonesty – Intentionally helping or attempting to help another to commit any act of academic dishonesty.

FACULTY RESPONSIBILITIES

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 reduce the likelihood that violations occur. The fact that a faculty member did not take a specific precaution does not, however, constitute an excuse for any form of academic dishonesty.
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 charge a student with an infraction.
5. Faculty members must seek to be fair in their dealings with students, particularly regarding cases of academic dishonesty, and must realize that no student can be convicted on suspicion alone.

PROCEDURES

A student is accused of, and charged with, violating the Code of Academic Integrity by the professor in the course. A Report of Academic Dishonesty form describing the alleged violation in full is initiated by the professor and completed either in person, by registered mail, by email, or by fax between the graduate student and the professor. The student is required to enter on the report a plea of either Responsible or Not Responsible within two business days. No response is considered as Responsible.

RESPONSIBLE

A plea of Responsible means that the student is not contesting the allegation and accepts the penalty to be imposed by the professor. The professor then sends the completed Report of Academic Dishonesty to the Chair of the Graduate Council, who sends a copy to either the Dean of the Graduate School or Director of Graduate Programs in Business.

NOT RESPONSIBLE

A plea of Not Responsible means that the student is going to appeal the allegation and the recommended penalty. This plea requires that a written explanation be filed with the Chair of the Graduate Council *within seven days* of the date of the plea. The written explanation should include all of the circumstances and the grounds for contesting the charges. The professor sends the Report of Academic Dishonesty, and the student sends his/her written explanation, to the Chair of the Graduate Council, who sends a copy to either the Dean of the Graduate School or Director of Graduate Programs in Business. When the Chair of the Graduate Council receives the completed Report of Academic Dishonesty and the student's written explanation, the chair, in consultation with either the Dean of the Graduate School or Director of Graduate Programs in Business, appoints an Appeals Committee composed of the Chair and two other members of the Graduate Council. The Appeals Committee examines the Report of Academic Dishonesty and the student's

written response. The committee may hear from the professor and the student, if they wish to appear before the committee. The committee decides whether to uphold or overturn the faculty member's allegation and the proposed punishment. It reports its findings to the Graduate Council, the faculty member, and the student.

Once the Appeals Committee makes its report, either the faculty member or the student may appeal the findings to the Provost *within seven days*, only on the basis of additional evidence, improper procedure, or a punishment inconsistent with the offense. The Provost may decide to hear the appeal or deny a further hearing. The Provost's decision is final.

PENALTIES

A graduate student who fails a course due to academic dishonesty will receive a grade of Fx on his/her transcript and will then be suspended from the program for one academic year. At the end of that year, the student may apply for readmission to the graduate program. The faculty in the student's academic program will then make a decision to readmit the student or to deny admission. If readmitted, the student can retake the course. Both grades will appear on the transcript, and the course hours attempted will continue to be calculated in figuring the student's grade point average.

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 for Business and Finance.

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 Noel 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 Associate Provost for Professional and Graduate Studies. 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 Associate Provost for Professional and Graduate Studies 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.

PROGRESS REVIEW

When the M.A., M.S.N., M.A./Ed.S., M.Acc., M.B.A., or I.M.B.A. student has earned between 15 and 21 hours credit, the student and the adviser review progress to date and determine additional work to be completed for the degree. At this time the adviser and the student fill out and sign a midpoint checklist.

APPLICATION FOR DEGREE

A student must apply for the graduate degree during the semester preceding the final term of study. An appointment should be made with the adviser who will provide appropriate forms to be filled out to obtain the degree. The adviser will validate the information on the application. It is the student's responsibility to turn in the signed form to the Registrar. A \$125.00 application for graduation fee is required; this includes the diploma and administrative costs. Students submitting applications after the published deadline must pay a \$50 late fee.

COMMENCEMENT EXERCISES

Gardner-Webb conducts commencement exercises at the conclusion of the spring and fall semesters and at the conclusion of summer school. Each candidate for a degree must be present for rehearsal (if held) and for the conferring of degrees. The University is not obligated to grant a degree to any candidate for graduation who does not attend these exercises. Any exception to this policy must be approved in writing by the Provost.

GRADUATE STUDENT REPRESENTATION ON THE GRADUATE COUNCIL

The Graduate Council is the governing body for all graduate programs at Gardner-Webb except for the M.Div. and D. Min. degrees. Graduate students are represented each year on the Graduate Council by a representative who has voting privileges on the Council.

HONOR SOCIETIES

CHI SIGMA IOTA

Membership in this International Counseling Academic and Professional Honor Society is one of the highest honors a Gardner-Webb graduate student in the counseling program can attain for academic excellence. To be eligible for membership, students must have completed 6 semester hours, have a 3.5 G.P.A. or higher, and be a student in good standing.

SIGMA TAU DELTA

Sigma Tau Delta, the international English honor society, creates camaraderie among English majors and minors, offers scholarships, provides publishing opportunities, and hosts a national conference where students can showcase their scholarship. Lifelong membership in Sigma Tau Delta is available to both undergraduate and graduate students who meet the organization's rigorous requirements.

SIGMA THETA TAU INTERNATIONAL

Sigma Theta Tau International is the only nursing honor society dedicated to improving the health of the world's people. Graduate and Baccalaureate nursing students who meet the high standards of eligibility and are endorsed for membership may be invited to join the Mu Psi Chapter-at-Large, a joint chapter of the School of Nursing of Gardner-Webb University and Queens University in Charlotte.

DELTA MU DELTA

International Honor Society in Business Administration

The purposes of Delta Mu Delta are to promote higher scholarship in training for business and to recognize and reward scholastic achievement for business majors. Graduate students completing half of degree requirements - GPA 3.9 and above and top 10% of class (transfers have special conditions).



CAMPUS MINISTRIES

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

While Gardner-Webb University is committed to excellence in academics, it is equally committed to the spiritual care of students, faculty and staff. The staff of the Office of Christian Life and Service provides pastoral ministry to the Gardner-Webb family including the following:

- Pastoral care to students, faculty, and staff;
- Various experiences in corporate worship;
- Vocational counseling and ministry referral to students interested in church-related vocations;
- Assistance in finding a place of worship, particularly to students as they seek a local church with which to affiliate.

STUDENT DEVELOPMENT

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 just as important as the classroom experiences. 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 University supports and encourages student involvement in a variety of activities.

BROYHILL ADVENTURE COURSE

The Broyhill Adventure Course is a unique outdoor adventure challenge complex that offers three experiential elements: the Alpine Tower II, the Carolina Straight Wall, and the Rescue Exercise (all built by Alpine Towers, Inc.). The combined elements offer participants an opportunity to experience climbing and problem solving as a metaphor for accomplishing group goals and achieving personal growth. Participants are given tasks or obstacles to overcome and are then asked to make the connection between the experience and their everyday lives. The Broyhill Adventure Course is based on the "Challenge by Choice" philosophy which allows participants to choose the level of involvement with which they are comfortable.

COUNSELING AND CAREER SERVICES

The Counseling Center provides personal and career counseling. Individuals are helped in developing constructive life plans, handling crisis situations, and coping with day-to-day problems. Programs and group counseling are available for special needs and interest issues. All counseling is confidential. On-campus services of the Counseling Center are made available at no additional cost to the student. Appointments can be made by contacting the Counseling Center. Referral to local community services may be made, if needed.

The Career Services Office is dedicated to serving Gardner-Webb students and alumni with an emphasis on two fundamental roles - aiding in career exploration and self-discovery and providing a myriad of resources to aid in the

job search process. All Gardner-Webb students and alumni are eligible for career planning and placement services including use of SIGI-PLUS, a computerized guidance system, resume writing assistance, and job listing service. The Career Services Office also sponsors educational workshops, on-campus interviewing, 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. For a complete listing of upcoming events and a current copy of the Jobs Bulletin, visit the website at www.careers.gardner-webb.edu. Bookmark the site and visit often, as the content of the site changes daily.

VOLUNTEERISM

The Office of Community Engagement exists to provide all members of the Gardner-Webb community with meaningful service opportunities. Each year, Gardner-Webb students, faculty and staff volunteer their time and talents to the surrounding community through various campus-wide programs sponsored by the Office of Community Engagement. These annual programs include canned food drives, school supply donations, Salvation Army Angel Tree, Oktoberfest, Martin Luther King Service projects, and others.

The Office of Community Engagement also serves as a resource center and clearinghouse for volunteer information. Interested individuals and groups may visit the office to receive information on various on-going and one-time service opportunities.

In addition to the opportunities offered through the Office of Community Engagement, the Office of Christian Life and Service sponsors several mission trips during scheduled breaks in the academic year (Fall, Spring and Summer). Students interested in domestic and international mission trips may contact the Office of Christian Life and Service to receive further information.

CAMPUS SHOP

The Campus Shop, located in the Charles I. Dover Campus Center, provides all books and materials needed by graduate students for their courses of study. Textbooks are delivered to students at off-campus centers.

UNIVERSITY POLICE

The University Police Department is a multi-functional service agency whose primary purpose is to protect the University community and enforce regulations designed for safety and security of life and property. Full-time officers are professionals who have been properly trained, certified, and commissioned. Services provided by the department include traffic control, engraving for identification purposes, 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, on bicycles, and in marked/unmarked police vehicles.

VEHICLE REGISTRATION

All motorized vehicles operated on Gardner-Webb property must be registered with the University Police Office and display a valid permit. Graduate students can obtain permits for \$40.00 after registering their vehicle online with University Police. A summer-only registration fee is \$20.00. 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.

IDENTIFICATION CARDS

Identification cards can be obtained from the University Police department. Identification cards are issued to first time students free of charge, and replacement cards are available for \$10.00. Identification cards are valid for the duration of a student's enrollment at Gardner-Webb University.

UNIVERSITY PHYSICAL DEVELOPMENT COMPLEX

Gardner-Webb University offers students, faculty, and staff a facility furnished with the latest state-of-art cardiovascular equipment to improve comprehensive health and wellness. The Suttle Wellness Center, one of the areas in the University Physical Development Complex, also houses a complete game room for student enjoyment along with a TV viewing area and lounge for gathering with other students and friends. The Suttle Wellness Center, the Bost Gym and swimming pool, a full aerobics workout room, and a free-weight room make up the Complex. Students, faculty, and staff are encouraged to use this facility as a means of achieving overall physical well-being and recreation.

CULTURAL LIFE

Each year a variety of programs is offered for the cultural and intellectual enrichment of campus life.

The Department of Fine Arts brings outstanding artists and performers to the campus during the year. The Student Entertainment Association and the Student Government Association also schedule a number of events. Distinguished scholars in various fields are invited to the campus each year to provide lectures and seminars for the enrichment of the academic program.

There are also recitals in the Dover Theatre and in the O. Max Gardner Fine Arts Hall by members of the Fine Arts Department faculty and advanced students in music. Several choral and orchestral concerts are scheduled.

Plays presented by Gardner-Webb students and by visiting drama groups are also a feature of the University's cultural offerings.

STUDENT GUIDELINES, EXPECTATIONS AND RIGHTS

Gardner-Webb University is a community of students, faculty and staff who are dedicated to learning and personal development in an environment of Christian concern. As in any community, certain standards of conduct are necessary to protect the safety, rights, health and general well-being of all members of the community. The University strives to promote concern for the good of the entire group as opposed to selfish individualism.

Each person whether student, faculty or staff voluntarily joins the University community and thus is expected to abide by rules and regulations that have been adopted to insure reasonable standards of conduct. The prohibited behavior code describes conduct which the University does not tolerate. By enrolling in the University, each student agrees to abide by University rules, regulations, and expectations. The Board of Trustees has approved minimum penalties for certain of the prohibited behaviors. The University assures fundamental fairness to any student accused of involvement in prohibited behavior.

The Student Handbook describes the prohibited behavior code and the judicial process used in the event that a student becomes involved in prohibited behavior. The Handbook is distributed during orientation, at which time student rights, responsibilities and expectations are explained in greater detail. The Handbook is also available at the office of Student Development.

Gardner-Webb University supports and is fully committed to the concept of a drug and alcohol free campus community. In order to comply with the Drug-Free Schools and Communities Act Amendments of 1989, Gardner-Webb publishes the following and makes it available to each student.

(1) The unlawful manufacture, distribution, dispensing, possession or use of controlled substances such as but not limited to the following:

- Narcotics (heroin, morphine, etc.)
- Cannabis (marijuana, hashish, etc.)
- Stimulants (cocaine, diet pills, etc.)
- Depressants (tranquilizers, etc.)
- Hallucinogens (PCP, LSD, designer drugs, etc.)
- Designer (MDA, MDA-known as ecstasy, ice, etc.)
- Alcohol

is prohibited by students on Gardner-Webb University's property or as any part of the university's activities. As a condition of enrollment, Gardner-Webb University students will abide by these terms.

(2) Gardner-Webb will impose disciplinary sanctions on students who violate the terms of paragraph 1, above. Upon conviction, the appropriate disciplinary action, up to and including expulsion from the University and/or satisfactory participation in a drug and alcohol abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency, will be taken. More specific penalties are outlined in the Gardner-Webb University Student Handbook. Violations may also be referred to the appropriate civil authorities for prosecution under local, state, and federal law.

(3) Local, state, and federal laws prohibit the possession, and distribution of illicit drugs, alcohol and weapons. The applicable legal sanctions for various offenses are listed in the North Carolina Criminal Law and Procedure book, a reference copy of which is maintained by the University's Campus Police Department.

(4) Information describing the health risks associated with the illicit drugs and abuse of alcohol is made available to all students. Additional information and individual counseling is available through the University's Counseling Center. If necessary and at the student's expense, referral can be made to an outside agency.

(5) Local, state, and federal law prohibits the possession of weapons on campus. These laws supersede any statutes which allow the possession of a concealed weapon by permit. G.S. 14.269.2



FINANCES AND FINANCIAL AID

Gardner-Webb University offers graduate programs of high quality which prepare students for professional careers. Tuition and fees are kept at reasonable rates and are competitive with the leading universities in the region.

TUITION FOR THE 2011-2012 ACADEMIC YEAR

Graduate School	
M.S.N. Program	\$350/hr
M.A., M.S., Ed.S. Programs	\$332/hr
Ed.D. Program	\$381/hr
D.N.P. Program	\$572/hr
Graduate School of Business	
M.B.A., I.M.B.A., M.Acc. Programs	\$395/hr
M. Christopher White School of Divinity	
M.Div. Program	\$332/hr
D.Min. Program	\$381/hr

EXPENSES

Application Fee (non-refundable).	\$40.00
Late Registration Fee.	\$50.00
Transcript Fee (per copy).	\$10.00
Replacement of I.D. card	\$10.00
Automobile Registration (per year)	\$40.00
Audit Fee (per course)	\$150.00
Challenge Examination and	
Exam for Advanced Standing Course Credit (per cr. hr.)	\$100.00
Graduation Application Fee	\$125.00
Late Graduation Application Fee	\$50.00
Non-Payment Fee	\$100.00
Non-Sufficient Funds Fee	\$30.00
Private music instruction: piano, voice, organ, and/or instrumental	
One 1/2 hour lesson/wk.	\$227.00
Two 1/2 hour lessons/wk.	\$360.00
<i>(More than two lessons per week will be billed at \$100 per half hour of additional instruction time.)</i>	
Student Activity Fee, per semester for all M.Div students	\$20.00
<i>(Payable to GWU School of Divinity)</i>	
Transient Credit Fee (per course)	\$50.00
Thesis Fee.	\$50.00
Dissertation Fee.	\$250.00

SCHOOL OF DIVINITY

CLINICAL PASTORAL EDUCATION (CPE)

Payment to accredited providers of CPE is the responsibility of the student. This payment is to be made through the Gardner-Webb University Business Office. Registration for course credit for DSPC 200 is through the School of Divinity.

CHARGE REDUCTION POLICY FOR CLASS WITHDRAWAL

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. GOAL 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's charges. Students who withdraw from individual classes after the drop/add 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

A student 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 balance, parking, disciplinary and library fines, and returned checks.

FINANCIAL ASSISTANCE

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.

GRADUATE ASSISTANTSHIPS

GOALS FOR ASSISTANTSHIPS

1. To provide academically strong graduate students with financial assistance and practical opportunities to increase skills and knowledge in their respective fields.
2. To provide mature work assistance to appropriate programs and offices within the university while giving graduate programs a tool with which to attract strong students to Gardner-Webb.

POLICIES FOR ASSISTANTSHIPS

1. Applications for assistantships may be obtained from and submitted to the Office of the Associate Provost for Schools.
2. Awards are available for the academic year and the summer term to those students carrying a full-time academic load. They are renewable for up to three years. Decisions to renew are made annually by each graduate assistant's direct supervisor.
3. Each department will select the individual recipients of the awards and be responsible for assigning work duties. Graduate assistants may not be assigned additional assistantship duties by any other department of the University.
4. Recipients of fellowships and/or scholarships may also receive assistantships.
5. Individual assistantship contracts must be re-evaluated yearly.
6. Service related to assistantships should follow the academic schedule and may not exceed 20 hours per week.
7. Outside employment must not interfere with performance of duties of the graduate assistantships and may be a factor in hiring decisions.

GRADUATE SCHOOL (M.A., M.S.N., ED.S., ED.D., D.N.P. PROGRAMS)

FINANCIAL AID

Some school systems, medical centers and businesses assist Gardner-Webb graduate students in the payment of tuition and fees. Prospective students should inquire in their central offices as to the availability of such funds. Federal Direct Stafford Student Loans are also available to graduate students, as well as work study awards on a limited basis. The Financial Planning Office can provide details, but interested students should apply well in advance of the date of initiation of their graduate program.

A deferred payment plan is also available, for a nominal additional charge.

ASSISTANTSHIPS

Financial assistance in the form of assistantships is available on a limited basis to main-campus graduate students. Inquiries may be made with the school or department in which the student intends to enroll, in Graduate Admissions, or in the Office of the Associate Provost for Schools.

GRADUATE RESIDENT DIRECTOR POSITIONS

Residence Life employs graduate students to be responsible for the daily operations of a residential area on campus. Compensation includes housing with utilities, a meal plan, a free staff parking permit, and a modest stipend. More information is available by calling (704) 406-4300.

GRADUATE EDUCATION SCHOLARSHIP

Each fall a scholarship is awarded to a new student in one of the education master's programs. The scholarship provides full tuition remission for graduate courses in the student's program. For an application, contact the Graduate School Office. Students from under-represented populations are encouraged to apply.

GRAVETT-JOHNSON PROFESSIONAL TRAVEL ENDOWMENT FUND

Established December 2001 by Dr. Darlene J. Gravett in memory of her parents, Arthur W. and Nadine M. Johnson, this fund provides a limited amount of money to help pay expenses for graduate students in English or English education who travel to professional conferences to make presentations. Apply through the English department chair.

M.S.N. SCHOLARSHIPS:

The North Carolina Master's Nurse Scholars Program

P.O.Box 14223

Research Triangle Park, NC 27709

(919) 549-8614

(800) 700-1775

G.P.A. required: 3.0

Repaid by working as a master's prepared nurse or teaching in a nurse education program in North Carolina for one year for each year of Master's Nurse Scholars Program funding.

Foundation for the Carolinas

1043 E. Morehead St.

Charlotte, NC 28204

G.P.A. required: 3.0

Only for residents of North and South Carolina

NC Health, Sciences and Math Scholarships

North Carolina Office of Budget and Management

116 W. Jones St. Suite 2054

Raleigh, NC 27611

(919) 733-2164

Amount: \$500-\$6000

G.P.A. required: 0

Restricted to residents of North Carolina attending any US college or university. May be considered a loan that can be repaid or forgiven under a program where the student works at a specified facility for a specified amount of time.

National League for Nursing

1043 E. Morehead St., Suite 100

PO Box 34769

Charlotte, NC 28204

(704) 376-9541

Fax: (704) 376-1243

GRADUATE SCHOOL OF BUSINESS (M.B.A., I.M.B.A. AND M.ACC. PROGRAMS)

PRIVATE SOURCES

Many companies and foundations offer assistance to students based on a variety of qualifications. Students should investigate policies of their employers as well as check with local civic organizations to determine availability of such funds.

FEDERAL DIRECT STAFFORD LOAN

Subsidized, low-interest loan for eligible students who demonstrate financial need. Students make no payment while enrolled at least half-time and during the six-month grace period after graduation. Application materials and information are available at the Financial Planning Office (704) 406-4243.

GRADUATE ASSISTANT

Awards are available for the academic year and the summer semesters to students who assist professors in research, teaching, and related academic responsibilities. Students must carry a full-time academic load.

DEFERRED PAYMENT PLAN

Initial payment is one-third of the amount due when registering, including a small deferred payment charge, with the remaining balance in two equal payments.

M. CHRISTOPHER WHITE SCHOOL OF DIVINITY (M.DIV. PROGRAM)

Financial assistance in the form of scholarships and assistantships is available. Inquiries should be made through the Director of Admissions for the School of Divinity.

COOPERATIVE BAPTIST FELLOWSHIP SCHOLARSHIPS

Scholarships are available through the Cooperative Baptist Fellowship (CBF) and Cooperative Baptist Fellowship of North Carolina (CBFNC) and are based on financial need, commitment to serve in Baptist life in keeping with the mission strategy of the Cooperative Baptist Fellowship, and potential success in theological education. Applications and CBF Mission Statements are available from the Admissions Office at the School of Divinity.

Charles B. Keesee Educational Scholarship: The Charles B. Keesee Educational Fund was established in 1941 by Mr. and Mrs. Charles B. Keesee of Martinsville, Virginia for the purpose of aiding young men and women to obtain an education. School of Divinity students who are Baptist and residents of North Carolina, South Carolina, or Virginia may apply. Applications are available in the School of Divinity Admissions Office or by visiting www.cbkeesee.com.

ENDOWED SCHOLARSHIPS

Christian Service Organization Graduate Scholarships

As part of the overall endowment corpus of the Christian Service Organization, the following scholarships have been funded:

A. Donald and Hazel H. Allen Scholarship: Funded by Mr. and Mrs. Donald Allen of Shelby, N.C., to support divinity school students.

Allen-Ginn-Elliott Scholarship: Established in 1994, this scholarship commemorates the special relationship between the Lawson Allen family, the Leonard Allen family, the Charles Ginn family, the Phil Elliott family and Gardner-Webb University.

Herman A. and Ellen B. Beam Scholarship: Established in 1997 by Ellen Baxter Beam of Fallston, N.C.

C. David Boan CSO Scholarship: Established in 2002 by Dr. David Boan, who was an alumnus of Gardner-Webb. Dr. Boan served as the Assistant Vice President for Development for Major Gifts with Gardner-Webb University.

Cline W. and Doris Borders Scholarship: Established in 2000 by Cline and Doris Borders. Reverend Borders served as the Director of Missions for the Kings Mountain Baptist Association for many years prior to his retirement.

Curtis and Joyce Braswell: Established in 1999 by Mr. and Mrs. Curtis Braswell of Columbia, S.C. Their son was one of the first graduates of the M. Christopher White School of Divinity.

T. F. and Doris M. Bridges Scholarship: T.F. and Doris M. Bridges established this scholarship in 1999 to express their commitment to Christian higher education and the values held by Gardner-Webb University.

Mattie T. Christopher and Etta S. Butterworth Scholarship: Established in 1995 by A. Donald and Joyce A. Christopher of Wilmington, N.C., in honor of Mrs. Etta S. Butterworth and in memory of Mrs. Mattie T. Christopher, mothers of the donors.

Cleo P. and James E. Chadwell Scholarship: Established in 2000 by Mrs. Cleo Chadwell of Shelby, N.C. in memory of her husband James.

Kenneth Howard Cole Memorial Scholarship: Established in 1996 by Lucille Hamner Cole of Shreveport, Louisiana, in memory of her husband. Family members have added to the endowment corpus.

Donald E. and Kaye A. Cook Scholarship: Established in 2000 by the University to honor the retirement of Dr. Cook, Distinguished Professor of New Testament Interpretation in the divinity school. Dr. Cook passed away in November 2001.

J. Hugh and Mildred Cornwell Scholarship: Established in 1996 by Mr. and Mrs. Hugh Cornwell of Forest City, N.C.

Ralph W. and Sybil Y. Dixon, Sr. Scholarship: Established in 1996 by Mr. and Mrs. Ralph W. Dixon, Sr. of Fallston, N.C.

Double Shoals Baptist Church Scholarship: This scholarship was established by the members of Double Shoals Baptist Church of Cleveland County, N.C.

Charles W. "Buddy" Freeman Scholarship: Established in 1993 by friends of Buddy Freeman, Gardner-Webb alumnus.

Stephen Burgess Greene Memorial Scholarship: Established in 1994 by Rush and Margaret Greene in memory of their son.

George Edgar and Jennie Lee Hampton Memorial Scholarship: Established in 2001 by Howard Glenn and Lucille Hampton Daniel of Rutherford County to honor the memory of Dr. Daniel's parents.

Russell L. and Lillie M. Hinton Scholarship: Established by Mrs. Lillie Hinton in memory of her husband, a noted pastor in Cleveland County, N.C.

H.S. and Sandra Keeter, Jr. Scholarship: Established in 1998 by Mr. Keeter, a Gardner-Webb trustee and Mrs. Keeter, a Gardner-Webb alumnae.

Bobby Joe and Betty B. Kendrick Scholarship: Established in 1995 by Mr. and Mrs. Bobby Joe Kendrick of Shelby, N.C.

Robert L. and Rhea Lamb Scholarship: Established by Dr. and Mrs. Lamb to provide financial assistance for divinity students. Dr. Lamb was the founding Dean of the School of Divinity and has been honored as Dean Emeritus.

Roland and Lois Leath Scholarship: Initiated in 1997 and funded by friends of Roland and Lois Leath of Shelby, N.C.

Robert H. and Betty Lutz Scholarship: Established in 1995 and funded by the Lutz Foundation of Cliffside, N.C. the scholarship honors Mr. and Mrs. Robert H. Lutz of Shelby, N.C.

Robert Harold and Betty Jolley Lutz Scholarship: Established and funded by Mr. and Mrs. Robert H. Lutz of Shelby, N.C., longtime supporters of the Christian Service Organization.

Thomas W. and Elene C. Martin Scholarship: Established in 1995 by Mr. and Mrs. Martin of Lattimore, N.C.

McInnis-Smith-Best Scholarship: Initiated in 1993 by Herman and Margaret Best of Shelby, N.C. in memory of the Reverend Neill McInnis, father of Mrs. Best, and in honor of the Reverends Rockwell Smith and David Herman Best, brother-in-law and son of the Bests.

Robert G. and Mary Francis Moore Scholarship: Established by R.G. and Mary Francis Moore of Cliffside, N.C.

Don and Becky Morgan Memorial Scholarship: Initiated in 1998 by Dr. Robert E. Morgan, Professor Emeritus of Gardner-Webb, in memory of his brother and sister-in-law.

Gilbert and Sue Morgan Memorial Scholarship: Initiated in 1998 by Dr. Robert E. Morgan, Professor Emeritus of Gardner-Webb, in memory of his father and mother.

James A. and Ganell Pittman Scholarship: The Reverend and Mrs. James A. Pittman of Roanoke Rapids, N.C. established this scholarship in 1994.

Charles H. and Jo B. Rabon Scholarship: This scholarship was initiated in 1995 by family and friends of Dr. and Mrs. Rabon in honor of their commitment to Christian higher education.

James E. and Robin M. Robbins Scholarship: Established in 1994 by Mr. and Mrs. James E. Robbins of Rutherford County.

Edward H. and Mafrey Richardson Sessom Scholarship: The Reverend and Mrs. Edward H. Sessom of Cleveland County established this scholarship in 1994.

Ralph and Cleve Spangler Scholarship: Established in 1996 by Mr. and Mrs. Ralph Spangler of Lawndale, N.C.

Addie Crotts Sparks Memorial Scholarship: Initiated in 1996 by Carl and Faye Spangler to honor the memory of Faye's mother, Mrs. Addie Crotts Sparks.

Foster C. "Pluto" Sprinkle Memorial Scholarship: Established in 2000 by Anita Sprinkle Roberts of Shelby, N.C. to honor the memory of her father.

R. Wayne Stacy Scholarship: Established in 1998 by Mrs. Stuart W. Upchurch of Raleigh, N.C., to honor her former pastor Dr. R. Wayne Stacy.

Henry C. and Neno L. Taylor Family Scholarship: The descendants of Mr. and Mrs. Henry C. Taylor of Connelly Springs, N.C., established this scholarship in 1994 as an act of appreciation for their Christian lives.

Gene L. Watterson Scholarship: Established in 1994 by members of First Baptist Church, Shelby, N.C., the scholarship honors their pastor, Dr. Watterson, on his retirement for his years of ministry.

M. Christopher and Linda F. White Scholarship: Established in 1993 by Dr. and Mrs. Chris White. Dr. White served as president of Gardner-Webb University from 1986-2002.

Paul Wilson Sunday School Class: The Paul Wilson Sunday School Class of First Baptist Church, Shelby, N.C., established this scholarship in 1995.

Other Christian Service Organization Graduate Scholarships:

Clara Perry Angel Scholarship, Anderson "Andy" and Shirley S. Blanton Sacred Music Scholarship, F. Glenn and Ray Cornwell Scholarship, John Ed and Essie D. Davis Memorial Scholarship, J.W. Gantt, Jr. and Mrs. Edna R. Gantt Scholarship, William K. and Anne T. Gary Scholarship, L.T. Hamrick Memorial Scholarship, Carl and Tyner Ivester Memorial Scholarship, Reverend James L. Jenkins Memorial Scholarship, Mildred Johnson Endowed Scholarship, Roger H. and Denice S. McKee Scholarship, R. Thad Parsons, III Scholarship, Rev. Richard E. and Mary Elizabeth Webb Plyler Scholarship, R.E. and Bonnie R. Price Scholarship, W. Bruce and Dianne Rabon Scholarship, Lester and Bertie Taylor and Carl and Frances Shook Scholarship, Tri-City Concrete Scholarship, David W. and Melissa K. White Scholarship, Roy and Joyce Wyatt Scholarship

SCHOOL OF DIVINITY ENDOWED SCHOLARSHIPS

In 1993 Gardner-Webb University established the M. Christopher White School of Divinity to provide graduate level professional education for ministers. As part of the overall endowment corpus the following scholarships have been funded:

Baptist State Convention of North Carolina: Established in 1996 by action of the Baptist State Convention, the trust provides scholarships for students in the School of Divinity. Recipients must be residents of North Carolina and members of Baptist churches cooperating with the Baptist State Convention.

Thomas Hudson and Penelope Parker Biles Memorial Scholarship: This scholarship was initiated in 1997 by Dr. Paul Biles, the son of Mr. and Mrs. Thomas Hudson Biles.

Robert H. and Karen Blalock, Jr. Scholarship: Established in 1996 by Mr. and Mrs. Robert Blalock of Gastonia, N.C. Preference is given to students from Gaston County, N.C.

C. David Boan Scholarship: Established in 1996 by Mrs. Helen J. Smith of Pageland, S.C., the scholarship honors her former pastor, Dr. David Boan, an alumnus of Gardner-Webb University.

Lewis and Gladys Boroughs Scholarship: Established in 1997 by Mr. and Mrs. Lewis Boroughs of Greensboro, N.C.

Carl L. Crook School of Divinity Scholarship: Established in 2002 by the members of First Baptist Church of Rutherfordton to express gratitude for the life and legacy of Carl L. Crook. The scholarship benefits first and foremost students from Rutherford County.

J. Harold and Peggy Craig Scholarship: Established in 1995 by the Penelope Baptist Church of Hickory, N.C. in honor of J. Harold Craig and in memory of Mrs. Craig. The scholarship provides financial assistance to students in sacred music.

Robert Z. and Jennie B. Falls Scholarship: Initiated in 1993 by Mr. and Mrs. Robert Z. Falls of Shelby, N.C.

Charles and Carolyn Horton Scholarship: Established in 1999 by family and friends of Charles and Carolyn Horton. For many years Dr. Horton was pastor of the College Park Baptist Church in Orlando, FL.

John and Jean Lewis Scholarship: Established in 2001 by members of First Baptist Church of Raleigh, N.C., this scholarship honors the ministry and lives of John and Jean Lewis.

Thomas McFarland Linnens Memorial Scholarship: This scholarship was initiated in 1993 by Boiling Springs Baptist Church of Boiling Springs, N.C., in honor of Dr. Linnens, who was pastor of the church for many years. First preference is given to students from Boiling Springs Baptist Church, with second preference given to students from other churches in the Kings Mountain Baptist Association.

Elizabeth, Pat and Tommy McClain Scholarship: This scholarship was established in 2002 by the members of First Baptist Church of Rutherfordton to express gratitude for the life and legacy of Elizabeth, Pat and Tommy McClain. The scholarship benefits first and foremost students from Rutherford County.

Ira McCluney Memorial Scholarship: This scholarship was established in 2000 by Mrs. Jessie McCluney Wallace to honor the memory of her father, Ira McCluney and to express her commitment to Christian theological education.

Bettie and Ray Morris School of Divinity Scholarship: This scholarship was established in 2002 by the members of First Baptist Church of Rutherfordton to express gratitude for the life and legacy of Bettie and Ray Morris. The scholarship benefits first and foremost students from Rutherford County.

William T. and Mabel Hoke Nolen Scholarship: This scholarship was established in 2000 by Mr. and Mrs. W.T. Nolen of Gastonia, N.C.

Penelope Baptist Church Scholarships: Established in 1993 by the Penelope Baptist Church of Hickory, N.C.

Frances and Bob Riley Scholarship: This scholarship was established in 1993 by April and Garland Bolejack of Shelby, N.C. to honor April's parents, Frances and Bob Riley.

Carl M. and Fannie K. Spangler Christian Education Scholarship: This scholarship was established in 1992 in memory of Carl M. Spangler and in honor of Fannie K. Spangler by their children.

Springvale Baptist Church - Reverend Paul Bullington Scholarship: Initiated by the Springvale Baptist Church of Lugoff, S.C., in 1998.

H. Straughan and Eloise Brown Stokes Memorial Scholarship: This scholarship was established in 2000 by Mr. and Mrs. Henry B. Stokes of Winston-Salem, N.C., to honor the memory of H. Straughan and Eloise Brown Stokes.

Underwood-Watson Scholarship: Established in 1994 by the Reverend James A. Pittman and his wife Ganell of Roanoke Rapids, N.C., the scholarship honors two professors who made a lasting impression on him during his student years at Mars Hill College. The scholarship honors Dr. Evelyn Underwood and Mrs. Elizabeth Watson.

Ed and Laura Anne Vick Travel Fund: Initiated in 2000 by Mr. and Mrs. C.E. Vick, Jr., of Raleigh, N.C., to provide scholarship to worthy and needy students to participate in the Biblical Studies Travel Study Program.

Roy O. Warren and Juanita H. Warren Christian Educational Fund: Roy Warren left the bulk of his estate to First Baptist Church, Winston-Salem, N.C., for the purpose of establishing this fund. It was initiated in 1999 to provide assistance for Baptist students with financial need, with preference given to students who are members of First Baptist Church, Winston-Salem.

Joe C. and Estilla McSwain Washburn Memorial Scholarship: Established in 1993 by various descendants of Joe C. and Estilla McSwain Washburn of the Double Springs Community of Cleveland County, North Carolina.

W. Wyan and Emily D. Washburn Scholarship: Dr. and Mrs. Wyan Washburn of Boiling Springs, N.C., established this scholarship in 1993. Dr. Washburn served as the University physician for many years.

Carlos L. and Constance C. Young Scholarship: Established in 1993 by Mr. and Mrs. Carlos L. Young of Shelby, N.C.

H. Fields and Ruth B. Young, Jr. Scholarship: Established in 1993 by Mrs. H. Fields Young, Jr. of Shelby, N.C., in memory of her husband. Mrs. Young passed away in December 2002.

H. Fields and Margaret B. Young, III Scholarships: Established in 1999, 2000 and 2001 by Mr. and Mrs. Young of Shelby, N.C. Mr. Young is a trustee and served as chair of the University's most successful capital campaign.

Other School of Divinity Scholarships:

First Baptist Church of Shelby, NC, Fred and Jean Mauney School of Divinity Church Music Scholarship, J.L. and Nettie McCluney Scholarship, Nations Ford Community Church Scholarship, Robert E. "Zeke" and Virginia Phillips Scholarship, Ann King Rouse Endowed Scholarship Fund, Wade R. and Sophie S. Shepherd Scholarship Fund, M. Christopher and Linda F. White School of Divinity Scholarship

FINANCIAL SUPPORTERS:

The M. Christopher White School of Divinity is dependent upon the financial support of numerous individuals, churches, and businesses. This support allows the School of Divinity to keep the tuition low. Some of the supporting churches are as follows:

Alexander Baptist Church,	First Baptist Church, Asheville, NC
Alexander Mills, NC	First Baptist Church, Boone, NC
Berea Baptist Church, Greenville, NC	First Baptist Church, Clarkton, NC
Boiling Springs Baptist Church,	First Baptist Church, Enfield, NC
Boiling Springs, NC	First Baptist Church, Fayetteville, NC
Brentwood Baptist Church,	First Baptist Church, Forest City, NC
High Point, NC	First Baptist Church, Gaffney, SC
Calvin Heights Baptist Church,	First Baptist Church, Gastonia, NC
Morganton, NC	First Baptist Church, Goldsboro, NC
Camps Creek Baptist Church,	First Baptist Church, Greensboro, NC
Mooresboro, NC	First Baptist Church, Greenville, SC
Carmel Baptist Church, Charlotte, NC	First Baptist Church, Hickory, NC
Chadbourn Baptist Church,	First Baptist Church, Laurinburg, NC
Chadbourn, NC	First Baptist Church, Lenoir, NC
Double Shoals Baptist Church,	First Baptist Church, Lumberton, NC
Lawndale, NC	First Baptist Church, Morganton, NC
Double Springs Baptist Church, Shelby, NC	First Baptist Church, Raleigh, NC
Elizabeth Baptist Church, Shelby, NC	First Baptist Church,
Emorywood Baptist Church,	Rutherfordton, NC
High Point, NC	First Baptist Church, Sanford, NC

First Baptist Church, Shelby, NC
First Baptist Church,
 Southern Pines, NC
First Baptist Church, Spindale, NC
First Baptist Church, Spruce Pine, NC
First Baptist Church, Statesville, NC
First Baptist Church, Sylva, NC
First Baptist Church, Tryon, NC
First Baptist Church, Wadesboro, NC
First Baptist Church, Wilson, NC
First Baptist Church,
 Winston-Salem, NC
Flint Hill Baptist Church, Shelby, NC
Green Hill Baptist Church,
 Rutherfordton, NC
Grove Park Baptist Church,
 Clinton, NC
Holly Springs Baptist Church,
 Rutherfordton, NC
Jersey Baptist Church, Linwood, NC
Knollwood Baptist Church,
 Winston-Salem, NC
Lakeside Baptist Church,
 Rocky Mount, NC
Lakewood Baptist Church,
 Durham, NC
Lattimore Baptist Church, Lattimore, NC
Lavonia Baptist Church,
 Mooresboro, NC
Lawndale Baptist Church, Lawndale, NC
Momeyer Baptist Church,
 Nashville, NC
Nations Ford Baptist Church,
 Charlotte, NC

New Bethel Baptist Church,
 Lawndale, NC
Norman's Grove Baptist Church,
 Lawndale, NC
Patterson Grove Baptist Church,
 Kings Mountain, NC
Penelope Baptist Church,
 Hickory, NC
Pleasant Ridge Baptist Church,
 Shelby, NC
Providence Baptist Church,
 Charlotte, NC
Ramothe Gilead Baptist Church,
 Elizabeth City, NC
Shadybrook Baptist Church,
 Kannapolis, NC
Snyder Memorial Baptist Church,
 Fayetteville, NC
Southport Baptist Church, Southport, NC
Spencer Baptist Church,
 Spindale, NC
Trinity Baptist Church, Benson, NC
University Baptist Church,
 Chapel Hill, NC
West Asheville Baptist Church,
 Asheville, NC
Westview Baptist Church,
 Shelby, NC
Wilson Baptist Church, Wilson, NC
Yadkin Baptist Church,
 Statesville, NC
Zion Baptist Church, Shelby, NC

THE GRADUATE SCHOOL

THE MISSION OF THE GRADUATE SCHOOL

The mission of the Graduate School is to provide opportunities for high quality advanced study to individuals holding bachelor's degrees from regionally accredited institutions, within a context that embraces faith and intellectual freedom, balances conviction with compassion, and inspires in students love of learning, service, and leadership. The curricula—which for the most part are designed to meet the needs of full-time teachers, counselors, nurses, and school administrators working in their fields – emphasize independent, critical thinking; effective communication; and the importance of the scholar and professional educator/counselor/nurse as theorist and practitioner.

GOALS

In order to fulfill its mission, the Graduate School has the following goals:

1. To ensure that students receive high quality instruction from graduate faculty who encourage independent, critical thinking and effective communication; who integrate current theories and research into coursework; and who model the scholar and professional as theorist and practitioner.
2. To ensure that the curricula of the various graduate programs provide students with both depth and breadth of content.
3. To ensure that the curricula of the various graduate programs provide students with opportunity to gain knowledge of the important literature of their academic discipline.
4. To ensure that the curricula of the various graduate programs provide students with opportunity to engage in research and/or appropriate professional practice and training experiences.
5. To ensure that students receive accurate, timely, and helpful advising information.

ADMISSION REQUIREMENTS FOR MASTER'S DEGREE PROGRAMS

Application materials are available from the Graduate School Office. Most master's program students may enter at the beginning of any semester or summer term. Students are admitted to the counseling and religion programs in the fall semester only. To apply for initial admission to graduate study, the applicant should submit the following:

1. A completed application, either paper format with a \$40 non-refundable processing fee, or online at www.gradschool.gardner-webb.edu.
2. An official transcript of all previous academic work beyond the high school to be sent directly from each institution attended. The Privacy Act requires that each student request in writing that transcripts be released to the Graduate School Office. (Use form provided with application.)
3. Scores on either the Graduate Record Examination; Miller Analogies Test; or for appropriate programs, PRAXIS II Subject Assessment.
4. Three professional references on Gardner-Webb Graduate School reference forms (references from family members not acceptable).
5. For programs leading to graduate level educator's license, evidence of A level North Carolina Teacher's license or equivalent.
6. For the Nursing, School Counseling, and Mental Health Counseling programs, proof of criminal background record check for all states of residence for the past five (5) years and a statement of residence verification.
7. For the Nursing program, immunization records and a current unrestricted license to practice as a Registered Nurse.

When all documents have been received, they will be evaluated by the Dean of the Graduate School and the chair or coordinator of the program area. The applicant will be notified of the decision. Prospective counseling and religion majors must schedule an interview with the appropriate faculty members before formal admission. (See descriptions of those programs for additional admissions requirements.) Students are notified of their admission status as soon as possible after completing the admissions process. Because of the confidential nature of some items of information required for admission, the University reserves the right to reject any applicant without stating a reason.

International Students follow the usual procedure for admission with these exceptions:

1. Transcripts must first be submitted to World Education Services for evaluation before being mailed to the Graduate School Office. Application for WES evaluations may be found in the Graduate School office or online at www.WES.org.
2. A satisfactory TOEFL score must be submitted unless English is the native tongue.
3. A Gardner-Webb form, Statement of Financial Responsibility, must be filled out, signed, and accompanied by a letter from student's or sponsor's bank showing amount to cover one year of graduate study.
4. Once the student's file is completed and an admissions decision has been made, the Graduate School Office will send the student an I20 Form, enabling the student to apply for a visa.

TYPES OF ADMISSION STATUS

Admission for graduate study at Gardner-Webb University is granted in the following categories.

FULL ADMISSION

An applicant who meets all criteria for admission to the various Master's degree programs may be granted full admission. These requirements include the following:

1. a bachelor's degree from a regionally accredited institution of higher education with a minimum grade point average of 3.0 for Mental Health Counseling and School Counseling, 2.7 for Nursing, and 2.5 for all other master's degree programs;
2. satisfactory scores on either the Graduate Record Examination, Miller Analogies Test, or PRAXIS II Subject Assessment (acceptable for Elementary Education, English Education, Middle Grades Education, School Administration);
3. three positive professional and/or academic references;
4. an A level teaching license or equivalent for those who are pursuing a graduate degree leading to graduate level licensure.

Applicants to the School or Mental Health Counseling, English or English Education, School Administration, Sport Science and Pedagogy, Religion, or Nursing programs should see the descriptions of those programs for additional requirements.

PROVISIONAL

An applicant who does not meet the formal requirements for full admission to a master's degree program may be granted provisional admission. A student admitted with provisional status must meet any conditions attached to his/her admission before being granted full admission. Deficiencies may include lack of undergraduate course prerequisites or background in the discipline, low test scores, low undergraduate grade point average, or the need to complete student

teaching or teacher licensure. No student may be admitted to a degree program who has a grade point average lower than 2.25 on all college work attempted or the last 64 hours of undergraduate work attempted.

In most instances students must meet conditions of provisional admission within the first six hours of graduate work completed at Gardner-Webb. One obvious exception would be otherwise qualified applicants provisionally admitted to programs leading to graduate-level licensure because they are simultaneously pursuing initial licensure in the same discipline, who as a result of scheduling constraints may sometimes be unable to meet the condition of completing initial licensure requirements until they are well into their graduate program. Any other exceptions to the six-hour policy must be agreed upon by the Graduate Dean and director/coordinator of the program at the time of the provisional admission decision and specified in the acceptance letter.

If the terms of the provisional acceptance are not successfully met, the student may reapply for admission after one year. The program graduate faculty will make the decision on whether to readmit and if readmitted, the stipulations that will apply.

SPECIAL *

A student entering the Graduate School to take courses for professional or career enhancement as a non-degree seeker is granted special admission. A maximum of six semester hours may be taken as a special student and applied toward a master of arts degree at Gardner-Webb.

Initial "A" Level Licensure: Applicants who hold a baccalaureate degree but who do not hold a North Carolina "A" level Teacher's License or its equivalent may apply for admission as Special Students to the approved Program for Teacher Licensure. The School of Education and the appropriate department offering the specialty studies will evaluate all undergraduate work.

Graduate Level Licensure: In some programs, students may pursue graduate level licensure without pursuing a graduate degree. Applicants who have earned a master's degree and who wish to earn a graduate level license in an additional area of specialization may apply for admission as Special Students. An evaluation of undergraduate and graduate work is required to determine courses necessary for graduate level licensure. Students must successfully complete the appropriate specialty area portion of the PRAXIS.

Public School Personnel: Public school teachers applying for the first time for courses solely for "A" level license renewal credit may be admitted as Special Students by completing the Graduate School application form and by presenting an official transcript showing completion of the bachelor's degree. If, however, credit is to be applied to a graduate degree, the student must make specific application for this credit before the completion of six hours, as well as meet all requirements for admission as a graduate degree student. Public school teachers and administrators applying for the first time for courses solely for graduate level license renewal credit may be admitted as Special Students by completing the Graduate School application and by filing an official transcript showing completion of the master's degree.

TRANSIENT *

Transient status is assigned to an applicant from another recognized graduate institution who desires enrollment at Gardner-Webb to take courses for transfer to the institution in which he or she is enrolled as a degree candidate. A transient student must submit an application for admission to the Graduate School and a letter from the dean or director of the program in which he or she is regularly enrolled indicating good standing.

*** POLICY FOR ADMISSION OF SPECIAL OR TRANSIENT STUDENTS IN COUNSELING PROGRAMS**

Students are admitted to the master's programs in counseling in a selective manner within a cohort model. Students are thus provided an enhanced opportunity to develop professional clinical skills and relationships in a safe environment with their classmates. School of Psychology and Counseling (SPC) faculty regard limiting clinical experiences to its own students critical in maintaining the optimal environment for learning and protecting the intent of the cohort model. Therefore, the SPC has a special policy and procedure regarding the admission of special or transient students to courses within the School Counseling and Mental Health Counseling programs. The SPC rarely admits students outside the regular admission policy, and will consider such requests on a case-by-case basis. Admission to any course will be by permission of the professor after consultation with other SPC faculty.

Students requesting admission to courses must meet the following requirements:

1. Current enrollment in an accredited college or university in a counseling program similar to those offered at Gardner-Webb University, or graduation from an accredited college or university in a counseling program;
2. Submission of an official transcript demonstrating being in good standing and with at least a 3.0 grade point average, or showing the degree conferred;
3. An application submitted to the Graduate School in the standard format, accompanied by a cover letter detailing the courses sought, the reasons they are desired from Gardner-Webb, and the reasons they cannot be taken at the individual's home institution.

Those courses which Gardner-Webb University considers to be clinical courses cannot be taken by students who are not enrolled in the Gardner-Webb University counseling master's programs.

These courses include at least the following:

CEDU 615	The Helping Relationship
CEDU 621	Crisis Intervention Counseling
CEDU 625	Group Counseling
CEDU 630	Individual Psychological Assessment and Measurement
CEDU 655	Psychodiagnostics and Treatment Planning
CEDU 670	Mental Health Counseling Practicum
CEDU 690,691,692	Mental Health Counseling Internships
CEDU 675,695,696	Practicum and Internships in School Counseling
CEDU 699	Professional Development of Mental Health Counselor

*** POLICY FOR ADMISSION OF SPECIAL OR TRANSIENT STUDENTS IN MASTER OF SCIENCE IN NURSING PROGRAM**

Students admitted to the Master of Science in Nursing (MSN) Program select an area of specialty practice following completion of the core requirements in the program. Graduate faculty of the School of Nursing (SON) believe that limiting clinical and practicum experiences to only those students enrolled in the MSN Program at Gardner-Webb University ensures an optimal learning experience designed for these students. Therefore, the SON has a special policy and procedure regarding the admission of special or transient students into clinical/practicum courses in the MSN Program. Students requesting special permission for admission to these courses will be evaluated on a case-by-case basis. Admission to any clinical/practicum course will be by permission of the professor of the course following consultation with the Dean of the SON and other MSN faculty.

Students requesting admission to clinical/practicum courses must meet the following requirements:

1. Current enrollment in a nationally accredited college or university in a Master of Science in Nursing Program similar to the MSN Program offered at Gardner-Webb University or graduation from a nationally accredited college or university in an MSN Program;
2. Submission of an official transcript demonstrating being in good standing with at least a 2.70 grade point average, or showing the degree conferred;
3. A current non-restricted license to practice as a Registered Nurse.
4. An application submitted to the Graduate School in the standard format, accompanied by a cover letter detailing the courses sought, the reasons they are desired from Gardner-Webb University, and the reasons they cannot be taken at the individual's home institution.

Those courses which Gardner-Webb University and the SON consider to be clinical/practicum courses and which cannot be taken by students who are not enrolled in the Gardner-Webb University MSN Program include the following:

NURS 616 Advanced Nursing Specialty Practicum

APPLICANT

An applicant to a master's program may be granted permission to register for one semester of course work (typically no more than six, but eight for some programs) prior to finishing the admission procedure; however, he or she must have completed an application to the Graduate School. Credit earned will be considered graduate level work but may not be counted toward a master's degree at Gardner-Webb until the student meets admissions criteria when all credentials are assessed. The student must be admitted to the Graduate School in order for him or her to register for a second term of course work.

TRANSFER OF COURSES FOR GRADUATE CREDIT

The primary purpose of the transfer of credits policy is to grant incoming master's program students credit for work previously completed. Students are expected to take the appropriate courses offered by Gardner-Webb once they enter the program. However, permission may be granted to take courses offered by other institutions when the appropriate course is not offered by Gardner-Webb or when it is more convenient for the University to approve a course for transfer than to offer the course by special arrangement. Students must satisfy licensure competencies as well as perform satisfactorily on program comprehensive exams. In addition, the Registrar's Office must have an original transcript on file showing the transfer course(s) before commencement, or the student's graduation may be delayed.

With the approval of the coordinator/director of the Master's program area and the Dean of the Graduate School, a maximum of six semester hours may be accepted from another accredited graduate school toward the fulfillment of requirements for a Master's degree at Gardner-Webb. A maximum of nine semester hours may be accepted into the Mental Health Counseling program, with consideration of three additional hours through an appeals process. Credit will not be given for courses taken more than six (6) calendar years before acceptance to graduate study nor for courses taken towards another completed master's degree. Students currently enrolled in a graduate degree program at Gardner-Webb must have prior written approval to take courses from another institution for transfer credit.

Transfer credit will not be accepted for any course in which students earned below a grade of B. When transfer credit is requested for graduate courses that were graded on a P/F basis, approval of credit for courses in which the grade was a P will be decided on a case-by-case basis. A student may not take courses for transfer credit from another institution while on suspension or on probation.

Because of the modular curriculum and cohort nature of three master's programs, transfer credit may not be possible in the Master's of Executive Leadership Studies, Master's of Elementary Education and Master's of Middle Grades Education. These programs are designed and delivered in modules carrying six credit hours that do not match traditional three-hour courses. A candidate may request a conference with the department chair for each of these programs to evaluate transcripts for possible credit.

Because of the unique modular structure of Gardner-Webb's Ed.D. programs, no credits may be transferred into them.

GRADUATE CREDIT FOR UNDERGRADUATE STUDENTS

Undergraduate students who want to take graduate courses for graduate credit are limited to six semester hours and must obtain permission of the faculty member teaching the course and the appropriate graduate coordinator or department chair before registering for a graduate course.

Students who earned a bachelor's degree at Gardner-Webb University may not transfer for graduate credit any 500- or 600-level course taken as an undergraduate if that course contributed in any way to the requirements for the bachelor's degree. Graduate level courses that did not contribute toward the bachelor's degree may, at the discretion of the department chair, count toward the master's degree or graduate level license.

READMISSION OF FORMER STUDENTS

Any student who does not register for three consecutive terms (the two summer sessions count as one term) must apply for readmission before resuming graduate work. No application fee is charged for readmission.

TIME LIMITS

Students have a time limit to complete their degree of six (6) calendar years in master's programs and seven (7) calendar years in the Ed.D. and D.N.P. programs, from the beginning of the term in which they complete their first graduate course towards the degree they are currently seeking. Students who experience extenuating circumstances may apply for an extension through their program coordinator. The program graduate faculty makes the decision on whether to grant the extension and what stipulations will apply. The program coordinator submits a notification of extension, extension terms, and applicable stipulations to the Dean of the Graduate School or the Director of Graduate Programs in Business. The Dean or Director then notifies the students of the extension, terms of the extension, and related stipulations. A copy of the letter is sent to the Registrar's office and to the program coordinator. If the student is not satisfied with the program faculty's decision, that student has the right to appeal, as outlined in the academic appeals process.

ADMISSION REQUIREMENTS FOR ED.D. PROGRAM

ADMISSION PREREQUISITES

Applicants to the Curriculum and Instruction track must possess a master's degree, have a minimum of three years successful teaching experience, and have an appropriate teaching license. A letter indicating appropriate experience may be submitted in lieu of license.*

Applicants to the Educational Leadership track must hold an entry-level license in school administration, possess a master's degree, and have a minimum of three years successful administrative/teaching experience.

ADMISSION REQUIREMENTS

Applicants must do the following:

1. Complete the application (available online).
2. In the application packet send a copy of the current educator's license (or letter mentioned above*).
3. Attach a \$40.00 non-refundable application fee, either check or money order-no cash.
4. Have five (5) people who know the applicant's work as an educator or graduate student and potential fill out the recommendation form, put it in a sealed envelope, and sign across the seal. (Fill out the top part of the reference form first.) Applicants must collect and send these five unopened envelopes with the application packet.
5. Arrange to have an official transcript of all master's level work sent to applicant in an envelope sealed by the registrar. Include the sealed envelope(s) with the application packet.
6. Write a personal essay explaining applicant's purpose in wanting to earn a doctoral degree in Curriculum and Instruction or Educational Leadership (as appropriate) and include in the application packet.
7. Arrange to take the Graduate Record Exam (General Test) and have those scores sent to the Graduate School Office from the testing agency.

Please enclose items 2-6 above in a large envelope and mail or bring it to the following address:

OFFICE OF GRADUATE ADMISSIONS
P.O. Box 7256
GARDNER-WEBB UNIVERSITY
BOILING SPRINGS, NORTH CAROLINA 28017

When the application folder is complete, it will be sent to the School of Education for admission consideration. Applicants with the highest profile ranking will be invited to participate in interviews with the Ed.D. Admissions Committee.

ADMISSION REQUIREMENTS FOR D.N.P. PROGRAM

Application for admission to the DNP Program is made through the Gardner-Webb University Graduate School. In order to enroll students from a variety of nursing backgrounds with the greatest potential for successfully completing the program, the following criteria will be used for consideration of acceptance:

1. A completed Graduate School Application (available and submitted on line).
2. Current unrestricted licensure to practice as a Registered Nurse (verified online by Graduate Admissions).
3. A cumulative GPA of 3.20 on all previous graduate coursework as evidenced by official graduate transcripts.
4. An MSN Degree from a regionally accredited institution with a nationally accredited program as evidenced by official graduate transcripts.
5. Certifications in practice area (if applicable).
6. Verification of immunizations submitted on provided form.
7. Three letters of recommendation (professional and academic) submitted on provided form.
8. Validation of the number of hours of nursing practice completed post-baccalaureate as part of a supervised academic program submitted on provided form.
9. Validation of the number of years of specialty practice experience by employment completed post-master's (employer's signature submitted on provided form).
10. Current curriculum vitae.
11. Written essay addressing your goals related to doctoral education in nursing, including description of a practice research interest.
12. Current, official, satisfactory Criminal Background Check results from the STATE in which you reside AND any other state in which you lived during the past five years.

Please mail the above by February 15th to:

OFFICE OF GRADUATE ADMISSIONS
P.O. BOX 7256
GARDNER-WEBB UNIVERSITY
BOILING SPRINGS, NORTH CAROLINA, 28017

Upon receipt of your Application Packet and Criminal Background Check your documents will be reviewed by the School of Nursing Admission Committee for admission consideration. The highest qualified applicants will be invited to participate in interviews with the School of Nursing Admission Committee. Applicant folders must be complete for consideration.

ACADEMIC INFORMATION

Gardner-Webb offers the Master of Arts (M.A.) degree in the following areas: Elementary Education (K-6), English, English Education (9-12), Middle Grades Education (6-9), School Administration (K-12), School Counseling (K-12), Sport Science and Pedagogy, and Religion. It also offers the Master of Science (M.S.) degree in Nursing, the M.A./Ed.S. (Education Specialist) in Mental Health Counseling, and the Doctor of Education (Ed.D.) in Curriculum and Instruction and Educational Leadership.

These courses are offered in evenings, on weekends, and during summer months to accommodate the schedules of working professionals, both at on-campus and off-campus locations in North Carolina. Off-campus courses are offered in a format which brings all course work to the off-campus site except for class meetings at a library facility. Graduate students are not required to meet a residency requirement.

For students who have met all prerequisites, the programs consist of from 30 to 63 semester hours, depending upon the degree area.

LIBRARY SERVICE FOR GRADUATE STUDENTS AT OFF-CAMPUS CENTERS

Students attending off-campus classes may call Dover Memorial Library on campus at 800-253-8330 to request books and materials or access the library via the internet at www.gardner-webb.edu. Remote access to NC LIVE is also available via the library link on the Gardner-Webb University webpage.

The following agreement has been reached with the C.G. O'Kelly Library at Winston-Salem State University to assist Gardner-Webb graduate students attending the Forsyth and Surry centers.

1. Area students who are Non University of North Carolina affiliated may utilize the circulation, reference and periodical collections at Winston-Salem State University by becoming city patrons. The annual fee is ten dollars (\$10.00) per person.
2. Valid identification verifying current enrollment at Gardner-Webb University must be presented at the time of application. A card with an identifying bar code and the patron's address will be maintained at the Circulation Desk. An identification card such as a driver's license should be presented for all subsequent circulation transactions.
3. Books from the main collection are checked out for three weeks or until the end of the academic term for Winston-Salem State University, whichever is less. Items in the reserve collection may be used within the library only.
4. Fines accrue at twenty- five cents per day; abuse of overdue and fine regulations will result in loss of check-out privileges.
5. Patrons are notified of overdue items. Unpaid fines and lost book charges will be forwarded to Gardner-Webb University for collection. Books may not be checked out by patrons having \$25 or more in outstanding fines and/or overdue materials.
6. Check-out of heavily used materials may be restricted at the discretion of the library staff.
7. Lost book charges include book replacement cost plus a five-dollar handling fee.
8. Changes in address must be reported to the C.G. O'Kelly Circulation staff.
9. Periodicals, reference books and other non-circulation materials may NOT be borrowed for outside use.
10. Web/Internet connections to University of North Carolina system online catalogs are available at all online terminals.

Students may also use the facilities of the Z. Smith Reynolds Library at Wake Forest University; there is a fee for check-out privileges.



COMPREHENSIVE EXAMINATIONS

The successful completion of a comprehensive examination is required for graduate programs in English, Religion, School Counseling, and Sport Science and Pedagogy. The following policies govern the administration of this examination.

1. The comprehensive examination includes questions related to the student's entire program, and the entire examination is read and approved by the student's comprehensive examination committee.
2. Only written comprehensive examinations are administered.
3. Students may take the comprehensive examination either during their last semester of course work or the following semester.
4. Successful completion of the comprehensive examination is not a part of any existing course structure.
5. Comprehensive examinations are evaluated by a Graduate Faculty Examination Committee, composed of at least three persons selected by the chair or coordinator of the appropriate department. A Comprehensive Examination Form, signed by the committee, is submitted to the Graduate School Office and becomes a part of the student's records. Successful completion of the comprehensive examination is defined as approval by a majority of the examining committee.
6. Students who fail the comprehensive examination may be retested on the failed portion(s) of the examination after a minimum of two weeks from the date of the first examination. Students who fail the comprehensive examination a second time must make written appeal to the Graduate Council in order to be considered for a third examination. Comprehensive examinations may be taken only three times.
7. The Graduate School Office mails out guidelines every semester in registration packets.

CAPSTONE EXPERIENCE

Candidates for the M.A. in Elementary Education, English Education, and Middle Grades Education and for the M.A./Ed.S. in Mental Health Counseling must complete a capstone experience to qualify for graduation. The capstone experience varies somewhat from program to program. Students should obtain details about the capstone experience from their adviser. In most programs, it includes preparing a portfolio, culminates in an oral presentation during the semester in which the student intends to graduate, and is evaluated by a committee composed of members of the Graduate Faculty of the program, according to guidelines available from the student's adviser.

Executive Leadership Studies requires that an electronic portfolio be rated as passing for a candidate in the program to be approved for graduation.

APPLICATION FOR GRADUATE LICENSURE

An application for the North Carolina graduate level license must be filed with the Licensure Officer, who may assist students in planning their program of study so that North Carolina licensure requirements may be met. With the exception of the school counseling program, one must hold, or be eligible to hold, an "A" level license before applying for graduate level license. Gardner-Webb will not recommend students for a graduate level license unless they have completed an approved program and scored satisfactorily on the appropriate PRAXIS II examination (if applicable) or, for school administration students, the state standards board exam. Students pursuing graduate and undergraduate level licensure must meet the requirements for both levels, including successful completion of the appropriate PRAXIS II examination (if applicable). Students seeking a recommendation for graduate "licensure only" must meet the same licensure requirements as those students pursuing the graduate degree. An application fee is required.

Checks in payment for state licensure must be made payable to the North Carolina Department of Public Instruction. Official transcripts of any transfer credits applied toward the Master of Arts degree at Gardner-Webb must be submitted both to the School of Education and the Graduate School Office. One of these transcripts will be sent to the State Department of Public Instruction with the application for Graduate Licensure.

POLICIES ON PROBATION, SUSPENSION, DISMISSAL IN GRADUATE SCHOOL

A student must have an average of 3.0 overall to be awarded the M.A., M.S., M.B.A., I.M.B.A., M.Acc., D.N.P., or Ed.D. degree. When the GPA falls below 3.0, the student is placed on probation. If, after six hours of additional work, the student does not attain a 3.0 overall, the student will be suspended. The student may reapply after one year. The program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply.

A student on academic probation who earns an "I" grade will be suspended until the I is replaced by a regular grade, at which time other probation and suspension rules will apply.

F GRADE

Any admitted student receiving a grade of F in a graduate course will be suspended from the program in which the grade was received. The student may reapply to that program after one year. Dual degree-seeking students who receive an F in a course that applies to both programs will be suspended from both programs. The program graduate faculty makes the decision on whether to readmit, and, if readmitted, the stipulations that will apply. If readmitted, the student must repeat at Gardner-Webb the course in which he or she received the F, making at least a B. The course must be repeated the first time it is offered at the student's site or online after the student's return. Only the higher grade will be counted in computing the Gardner-Webb grade point average, although the lower grade will remain on the official transcript. No more than one F may be repeated.

C GRADE

A student who receives nine hours of C grades will be suspended from the program in which the grades were received. The student may reapply to that program after one year. The program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply. A student may repeat one course in which a C grade was earned; the second grade will count for GPA purposes but will not replace the initial C grade. Only one of the courses will count toward degree requirements. If the student earns only a total of 9 semester hours of C in different graduate programs, the program faculty may stipulate not to suspend the student and to allow continued work, on probation status, until the 3.0 is reached.

ACADEMIC DISMISSAL

A student may receive no more than one suspension and have the opportunity to be readmitted. A second suspension results in academic dismissal from the program in which the suspension was received. Dual degree-seeking students who are dismissed from one program may continue to pursue their degree in the other program.

REPEATING COURSES IN GRADUATE SCHOOL

Courses may be taken only once with the exception given under the F and C grade policies above.

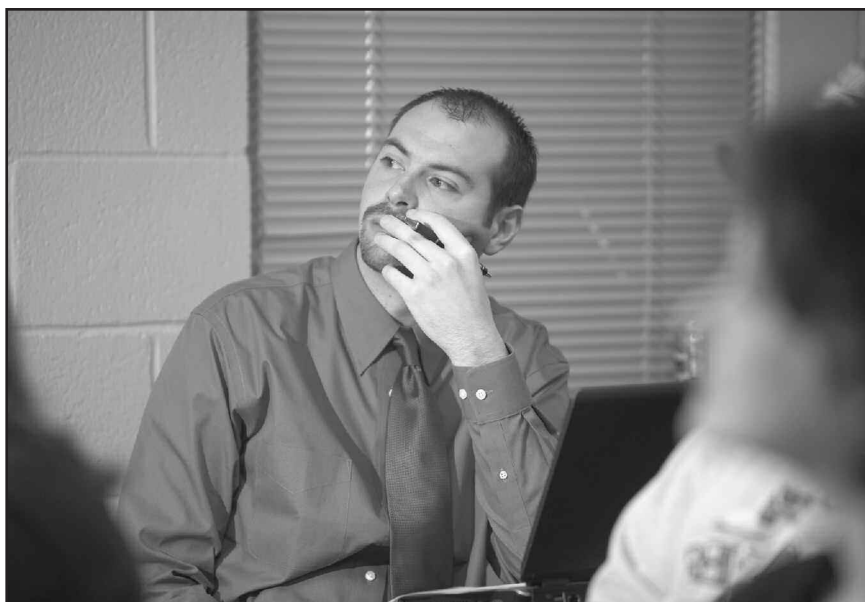
ACADEMIC GRIEVANCE AND APPEAL PROCEDURES FOR GRADUATE SCHOOL

FAIR PROCESS FOR ACADEMIC PROBLEMS

A student who experiences a problem concerning a grade or any other aspect of a course should first discuss the matter with the professor. If the problem is not resolved, he or she should go next to the dean of the school, the chair of the department, or the coordinator/director of the particular graduate program, whichever is appropriate. If not satisfactorily resolved, the matter should be taken to the Dean of the Graduate School, who will hear only those parties involved and make a decision in the case.

ACADEMIC APPEALS

If a student is not satisfied with the decision in his or her case regarding an academic matter, that student has a right to appeal. (This right to appeal academic matters applies to applications of written academic policy, to academic dishonesty decisions, and to grade and other course complaints that have already been through the process stated above.) In order to appeal an academic matter, he or she should address a letter to the Chair of the Graduate Council, stating the reason for the appeal and explaining the circumstances. If the student is asked to appear before the Council, he or she at that time may bring a representative from within the University to act as counsel. **Deadline for an academic dishonesty appeal is seven days after the date of the decision being appealed. Grade appeals must be completed on or before the last day of the following semester. Deadline for all other types of academic appeals is eighteen months after the date of the decision being appealed.**



GRADUATE PROGRAMS AND COURSES OF INSTRUCTION

MASTER OF ARTS IN EDUCATION

The Master of Arts in Education builds upon the instructional expertise, leadership qualities, and skills of experienced educators. The programs are aligned with the INTASC Principles and the NCDPI competencies required for licensure. The programs include rigorous academic preparation in and implementation of the latest research on human development and learning. Consequently, reflective practice becomes an integral component which supports the Gardner-Webb conceptual framework. Active participation in a program allows students to develop further those competencies essential to professional education and continued self-improvement, thus exemplifying the model of the Educator as Theorist and Practitioner.

Upon successful completion of a graduate program in education, students who hold initial licensure will be recommended for the North Carolina graduate license in the appropriate licensure area.

ELEMENTARY EDUCATION (K-6)

COORDINATOR: DR. JANE KING

The Master of Arts program in Elementary Education includes thirty-three semester hours in five blended cohort classes, including 3 semester hours of capstone development. Each candidate shall present a final capstone of an action research project during the final class. Knowing, understanding and practicing core teaching standards requires that candidates must know and understand current expectations of teaching standards and exhibit them in class activities. This program builds upon the most current body of knowledge of best practice and practical expertise (theory and practice) relevant to teaching in K-6. In order to obtain graduate-level licensure, students must hold initial licensure in Elementary Education.

PURPOSE

Graduates of the Master of Arts in Elementary Education program are encouraged to be self-reflective, lifelong learners who design, implement, and evaluate elementary school curriculum and instruction; interpret and apply current research findings; and conduct relevant classroom research.

GOALS

The Master of Arts in Elementary Education is designed to meet the following program goals:

1. Provide a study of the theoretical base, research, and exemplary practices of current trends and issues in elementary education.
2. Provide preparation necessary to meet the intellectual, social, physical, and personal development needs of the K-6 learner.
3. Provide opportunities to acquire knowledge and skills needed to meet diverse needs of students in inclusive classroom settings.
4. Provide opportunities to utilize current technologies and to integrate technology in the classroom.
5. Provide advanced expertise in teaching communication skills across the curriculum.
6. Provide opportunities to develop teachers as leaders who are agents of change in the schools, in the local community, and in the global community.

7. Provide opportunities to develop and refine leadership styles and skills through a process of active engagement in learning, self-reflection, planning, collaboration, reflective teaching, and development of interpersonal and motivational skills.
8. Provide a learning environment which fosters respect and ethical principles in teacher/student and colleague relationships.

COURSE REQUIREMENTS

EDUC 631 Curriculum Foundations for Development of 21st Century Teacher Leaders (6 hrs)

EDUC 697 (1 hr capstone)

EDUC 632 Measurement, Assessment, and Action Research for Teacher Leaders (6 hrs.)

EDUC 633 Special Topics for Elementary Teacher Leaders (6 hrs.)

EDUC 697 (1hr capstone)

EDUC 634 Strategies for Teaching All Students in the 21st Century (6 hrs.)

EDUC 635 Diagnostic Assessment Procedures for Teaching Literacy (6 hrs.)

EDUC 697 (1 hr capstone)

Degree Program

1. Each course in the Elementary Education program includes assignments that lead to the final capstone project. One semester hour will be added to the first, third, and fifth cohort courses leading to the final capstone presentation in the last class. Action research will be utilized by the candidate in developing the capstone project.
2. The capstone requirements will be outlined in the one hour classes and students will begin the process during the first class. The rubric utilized to evaluate the capstone includes teacher knowledge and leadership, respectful educational environment, content and curriculum expertise, student learning, and reflection.
3. The final capstone will be presented during the final course in the cohort to education faculty and graduate students. The candidate's faculty committee will determine his/her worthiness to be awarded the Master's Degree in Elementary Education.

COURSE DESCRIPTIONS

EDUC 631 CURRICULUM FOUNDATIONS FOR DEVELOPMENT OF 21ST CENTURY TEACHER LEADERS *6 semester hours*

A study of the philosophical, cultural, and historical foundations of education. An examination and analysis of curriculum development and legal issues as they relate to design, implementation, and evaluation within the learning community.

EDUC 632 MEASUREMENT, ASSESSMENT, AND ACTION RESEARCH FOR TEACHER LEADERS *6 semester hours*

Survey of a wide range of standardized testing instruments, including ability tests, interest inventories, and personality tests. Individual research projects will link assessment with classroom practices. A study of quantitative and qualitative research methodologies and techniques applicable to practicing educators in 21st Century schools. These include defining a researchable problem; gathering baseline data to establish the context of the problem; choosing a methodology and designing a study that should lead to positive change; and collecting, analyzing and interpreting the resulting data to determine the positive impact on student learning.

EDUC 633 SPECIAL TOPICS FOR ELEMENTARY TEACHER LEADERS

6 semester hours

A study of significant issues, trends, theories, and/or practical problems in education according to the needs and interests of the student(s). The student(s) and professor will collaboratively plan the focus and assessment of the course. A specialized study of current/critical trends and issues in elementary education. Included will be an emphasis on developmentally appropriate elementary education practices grounded in the standards of the professional learned societies, INTASC, NBPTS, and the North Carolina State Board of Education programmatic guidelines and standards.

EDUC 634 STRATEGIES FOR TEACHING ALL STUDENTS IN THE 21ST

CENTURY 6 semester hours

An examination of a variety of strategies of instruction with a focus on curriculum/content area integration within the elementary classroom. A study of the characteristics and educational needs of individuals with special needs. Emphasis is on the issues and trends in special education, the current categorical descriptions of exceptionalities and appropriate classroom interventions. Strategies for teaching both identified and at-risk students in the regular elementary school classroom are explored throughout the course.

EDUC 635 DIAGNOSTIC ASSESSMENT PROCEDURES FOR TEACHING

LITERACY 6 semester hours

A study of the diagnostic-prescriptive approach to teaching communication skills including experience in using formal and informal modes of assessment. A materials fee will be charged for this course. An advanced study of children's literature exploring the continuum from emergent to literacy to independent reading. Emphasis will be placed upon strategies designed to enhance reading instruction across the curriculum through literature.

EDUC 697 *1 semester hour capstone*

Capstone research is the culminating written work for the Master's in Elementary Education and Master's in Middle Grades programs. The purpose of capstone research is to plan and implement an action research project in the classroom and /or school. Candidates will be expected to incorporate teacher leadership, respect for educational environments, content and curriculum expertise, student learning, and reflection within the project. It is written by a degree candidate when he or she is in the process of completing the five core cohort courses, and particularly within the three one hour capstone classes designed exclusively to assist candidates in completing the requirement. The candidates are expected to present the final capstone action research project during the final course. The paper is written as the final capstone requirement for EDUC 635 (elementary) and EDUC 645 (middle grades) and will be presented during the final course.

MIDDLE GRADES EDUCATION (6-9)

COORDINATOR: DR. KELLY TAYLOR

The Master of Arts program in Middle Grades Education includes thirty-three semester hours in five blended cohort classes, including 3 semester hours of capstone development. Each candidate shall present a final capstone of an action research project during the final class. Knowing, understanding and practicing core teaching standards requires that candidates must know and understand current expectations of teaching standards and exhibit them in class activities. This program builds upon the most current body of knowledge of best practice and practical expertise (theory and practice) relevant to teaching middle grades. In order to obtain graduate-level licensure, students must hold initial licensure in Middle Grades Education.

The Master of Arts program in Middle Grades Education includes thirty-three semester hours in five components. The primary focus of the program is to enhance middle level teachers' understanding and knowledge of the theoretical base, research, and exemplary practices of middle level education including, but not limited to, the nature of the young adolescent, developmentally appropriate instruction and advanced content area knowledge.

The program leads to recommendation for graduate-level NC licensure for those who hold initial middle grades licensure.

PURPOSE

Graduate courses for the Master's Degree in Middle Grades Education are designed to assist in the advanced preparation of individuals who teach or desire to teach in a middle school. The Middle Grades Program allows learners to improve professional skills; "wrap theory in practice"; and enhance content area, pedagogical, and integration expertise. Students will benefit from a synthesis of current research and classroom applications. This program culminates in a capstone experience requiring an innovative project designed collaboratively by the student and the student's committee.

GOALS

The Master of Arts in Middle Grades Education is designed to meet the following program goals:

1. Provide an analysis of the theoretical base, current research, and exemplary practices of middle grades education.
2. Provide advanced preparation in young adolescent development within cultural and social contexts (family changes, health and safety, risk behaviors).
3. Develop an extended understanding of the comparative history and philosophy of middle grades education, and theories about its future development, including organizational components, assessment, and evaluation in the middle school setting.
4. Provide opportunities to analyze and design middle school curricula and evaluate the impact of current instructional practices and school policies on the learning of young adolescents.
5. Provide advanced content expertise and curriculum integration in one or more fields of teaching.
6. Provide opportunities to utilize current technologies and to integrate technology in the middle school classroom.
7. Develop teachers as leaders who are agents of change.
8. Provide an action research capstone synthesizing middle school theory, research, and practice.

COURSE REQUIREMENTS

EDUC 641 Philosophy, History, and the True Middle School (6 hrs.)

EDUC 697 (1 hr. capstone)

EDUC 642 Measurement, Assessment, and Action Research for 21st Century Teachers (6 hrs.)

EDUC 643 Current Issues in Middle Grades Education (6 hrs.)

EDUC 697 (1 hr. capstone)

EDUC 644 Teaching Strategies for Diverse Populations (6 hrs.)

EDUC 645 Teaching Content Literacy in the Age of Accountability (6 hrs.)

EDUC 697 (1hr. capstone)

Degree Program

1. Each course in the Middle Grades program includes assignments that lead to the final capstone project. One semester hour will be added to the first, third, and fifth cohort courses leading to the final capstone presentation in the last class. Action research will be utilized by the candidate in developing the capstone project.
2. The capstone requirements will be outlined in the one hour classes and students will begin the process during the first class. The rubric utilized to evaluate the capstone includes teacher knowledge and leadership, respectful educational environment, content and curriculum expertise, student learning, and reflection.
3. The final capstone will be presented during the final course in the cohort to education faculty and graduate students. The candidate's faculty committee will determine his/her worthiness to be awarded the Master's Degree in Middle Grades Education.

COURSE DESCRIPTIONS

EDUC 641 PHILOSOPHY, HISTORY, AND THE TRUE MIDDLE SCHOOL

6 semester hours

A study of middle school history, philosophy, and future endeavors. An application and examination of the tenets of developmentally responsive middle level education, motivation and management, teachers as leaders, teaming and exemplary middle level practices across the curriculum.

EDUC 642 MEASUREMENT, ASSESSMENT, AND ACTION RESEARCH FOR 21ST CENTURY TEACHERS

6 semester hours

Survey of a wide range of standardized testing instruments, including ability tests, interest inventories, and personality tests. Individual research projects will link assessment with classroom practices. A study of quantitative and qualitative research methodologies and techniques applicable to practicing educators in 21st Century schools. These include defining a researchable problem; gathering baseline data to establish the context of the problem; choosing a methodology and designing a study that should lead to positive change; and collecting, analyzing and interpreting the resulting data to determine the positive impact on student learning.

EDUC 643 CURRENT ISSUES IN MIDDLE GRADES EDUCATION *6 semester hours*

A study of significant issues, trends, theories, and/or practical problems in education according to the needs and interests of the student(s). The student(s) and professor will collaboratively plan the focus and assessment of the course. A specialized study of current/critical trends and issues in elementary education. Included will be an emphasis on developmentally appropriate elementary education practices grounded in the standards of the professional learned societies, INTASC, NBPTS, and the North Carolina State Board of Education programmatic guidelines and standards.

EDUC 644 TEACHING STRATEGIES FOR DIVERSE POPULATIONS

6 semester hours

An examination of a variety of strategies of instruction with a focus on curriculum/content area integration within the middle grades classroom. A study of the characteristics and educational needs of individuals with special needs. Emphasis is on the issues and trends in special education, the current categorical descriptions of exceptionalities and appropriate classroom interventions. Strategies for teaching both identified and at-risk students in the regular middle grades classroom are explored throughout the course.

EDUC 645 TEACHING CONTENT LITERACY IN THE AGE OF ACCOUNTABILITY

6 semester hours

A study in either middle grades mathematics, communication skills, social studies, or science with emphasis on high stakes testing, its effects on middle level teachers and learners, and the utilization of various assessment data to improve instruction. An advanced study of children's literature exploring the continuum from emergent to literacy to independent reading. Emphasis will be placed upon strategies designed to enhance reading instruction across the curriculum through literature.

EDUC 697 *1 semester hour capstone*

Capstone research is the culminating written work for the Master's in Elementary Education and Master's in Middle Grades programs. The purpose of capstone research is to plan and implement an action research project in the classroom and /or school. Candidates will be expected to incorporate teacher leadership, respect for educational environments, content and curriculum expertise, student learning, and reflection within the project. It is written by a degree candidate when he or she is in the process of completing the five core cohort courses, and particularly within the three one hour capstone classes designed exclusively to assist candidates in completing the requirement. The candidates are expected to present the final capstone action research project during the final course. The paper is written as the final capstone requirement for EDUC 635 (elementary) and EDUC 645 (middle grades) and will be presented during the final course.

EXECUTIVE LEADERSHIP STUDIES (K-12)

COORDINATOR: DR. DAVID W. SHELLMAN

The focus of the Executive Leadership Studies (K-12) program is to prepare experienced teachers to serve as educational leaders; it is designed to meet the needs of educators in both theory and practice. Qualifying applicants may enter the five-semester program leading to a Master of Arts degree in Executive Leadership Studies. In order to be licensed in North Carolina, students must demonstrate proficiency by developing an electronic portfolio that addresses the seven (7) standards adopted by the North Carolina State Board of Education and by being certified on twenty-one (21) competencies.

ADDITIONAL ADMISSION CRITERION:

A minimum of three years of successful experience as a classroom teacher is recommended for entry into this program. Applicants must hold a valid teaching license in a curriculum area.

PURPOSE

The purpose of the Master of Arts degree in Executive Leadership Studies (K-12) is to develop educational leaders through courses, research, seminars, and internships conducted in an environment based on Christian principles and values.

GOALS

The Executive Leadership Studies program is designed to meet the following program goals for prospective school administrators:

1. Provide a foundation in the principles and procedures of educational administration, curriculum development, and instructional improvement.
2. Promote the development of the ability to implement and evaluate models of instruction and methods of supervision in the classroom and other school settings.
3. Foster the development of the ability to evaluate classroom teachers within an academic environment.
4. Develop the capacity to interpret and implement educational research in the total school program.
5. Provide preparation for service as instructional and educational leaders.

MELS COURSE OF STUDY

MELS 601 Executive Leadership in a 21st Century Change Environment (6 hrs.)
MELS 602 Research and Assessment for 21st Century Executive Leaders (6 hrs.)
MELS 603 Resource Management for 21st Century Executive Leaders (6 hrs.)
MELS 604 21st Century Curriculum and Instructional Development (6 hrs.)
MELS 605 21st Century School Leadership (6 hrs.)
MELS 697 Internship (6 hrs.)

LICENSURE IN SCHOOL ADMINISTRATION

Experienced, licensed North Carolina educators who already have a master's degree may become licensed in school administration through the School Administration Add-On Licensure program.

ADMISSION REQUIREMENTS

- Completed application to the Graduate School showing employment history required by NCDPI: three years of teaching or professional educator experience (e.g., school counseling), or a position as an assistant principal
- Official transcript of master's degree from regionally accredited institution
- Current North Carolina educator's license
- Three professional references on Graduate School reference forms (references from family members or friends are not acceptable)

MELS COURSE REQUIREMENTS FOR LICENSURE

MELS 601 Executive Leadership in a 21st Century Change Environment (6 hrs.)

MELS 603 Resource Management for 21st Century Executive Leaders (6 hrs.)

MELS 605 21st Century School Leadership (6hrs.)

MELS 697 Internship (6 hrs.)

EXECUTIVE LEADERSHIP STUDIES COURSE DESCRIPTIONS

MELS 601 EXECUTIVE LEADERSHIP IN A 21ST CENTURY CHANGE

ENVIRONMENT *6 semester hours*

Examines current trends and issues in education. Candidates will examine controversial issues and determine strategies for leading school staffs to beneficial decisions. Provides theoretical and practical experiences in dealing with the day-to-day functions of the school principal. Candidates will learn to address issues involving leadership, conflict management, the change process, communications, and organization.

MELS 602 RESEARCH AND ASSESSMENT FOR 21ST CENTURY EXECUTIVE

LEADERS *6 semester hours*

Focuses on current research that addresses problems experienced by school executives in the 21st Century. The student will learn the basic principles of research and use those principles to investigate the research literature that addresses an identified problem in their school or district. Utilizing accepted research criteria with sound support from the literature, the student will be better equipped to resolve educational problems and dilemmas in today's schools and school systems. Provides candidates the knowledge and skills needed to understand measurement and assessment as they relate to current trends in state and national testing. Special attention given to national, state, and district testing methodologies.

MELS 603 RESOURCE MANAGEMENT FOR 21ST CENTURY EXECUTIVE

LEADERS *6 semester hours*

Provides knowledge concerning statutes and landmark cases that have impacted education through the years. Candidates will relate actual school situations to federal and state law. Provides practice in creating a school budget and understanding the various demands on the budget: grade levels, instructional materials, curriculum, personnel, and facility and transportation needs.

MELS 604 21ST CENTURY CURRICULUM AND INSTRUCTIONAL

DEVELOPMENT *6 semester hours*

Assists the candidate in identifying and understanding the learning and teaching of curriculum, instruction, and assessment for the 21st Century. Includes study of appropriate instructional and evaluative methodology used to teach a diverse population of students. Provides knowledge and practice to Executive Leadership candidates in guiding teachers in effective models and strategies for teaching all students to a high level of achievement. Emphasis on differentiation of instruction for specific student populations.

MELS 605 21ST CENTURY SCHOOL LEADERSHIP *6 semester hours*

Prepares executives to lead schools as they face the challenges of the 21st Century. Candidates will articulate the mission, goals, and values of the school, and work to lead staff through the vehicle of a professional learning team. Provides candidates an opportunity to understand and practice the teacher supervision and evaluation process used in their state and district. Candidates will learn to base their judgments on the various levels of teacher development, with attention to cognitive readiness, willingness, and past experiences.

MELS 697 INTERNSHIP *1-3 Semester Hour(s)*

A student in the Master of Arts in Executive Leadership Studies is required to complete six (6) semester hours of internship. The internship hours are tied to the six (6) core courses in the traditional MELS Program. These courses include MELS 618, MELS 645, MELS 650, MELS 655, MELS 660 and MELS 665. For students in the cohort model, MELS 697 is required when taking MELS 601, MELS 603 and MELS 605.

MELS 699 INTERNSHIP CONTINUATION *1 Semester Hour*

The internship continuation course is available to students who have completed the 36 semester-hour MELS Program but not completed the electronic portfolio at a level worthy of a Master of Arts Degree in Executive Leadership Studies or have not completed the requirements for licensure required by the North Carolina State Board of Education. In order to complete these requirements the student must have the assistance of their Internship Supervisor; therefore, the student must be enrolled at Gardner-Webb University. A student may take MELS 699 multiple times.

COUNSELING PROGRAMS

MISSION STATEMENT

The mission of the graduate programs of the School of Psychology and Counseling is to create a context in which counseling students participate in an academically rigorous process that values the power of interpersonal relationships in creating beneficial change. For faculty, counseling students, and the community we serve, we believe this process is essential. Our school has an ongoing commitment to providing a caring and challenging environment which facilitates the acquisition of the knowledge and the development of the skills necessary for our counseling students to become effective counselors in an increasingly diverse society. We seek to empower students within a framework of mentoring relationships to promote their own development in several areas of personal growth. These areas include spiritual, ethical, mental, physical, social, and vocational development. In addition, we seek to foster a commitment to continuing education and lifelong learning.

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

GOALS

The goal of the graduate programs in counseling is to prepare students for professional careers in counseling through courses in the 8 core areas as required by CACREP: Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation. Within that framework, the objectives are to:

1. Provide an environment that promotes the core value of relational work with others;
2. Provide coursework that develops the knowledge, skills, and dispositions necessary to become effective professional counselors;
3. Promote an ethical sense in counseling students that demonstrates respect for diversity and honors our common humanity;
4. Promote an understanding of the changing profession of counseling and the need for continuing education and lifelong learning.

STUDENT LEARNING OUTCOMES

- Students will learn the core value of relational work with others through faculty/student interactions, class-related activities, practicum, and internship.
- Students will develop professional counseling skills.
- Students will appreciate professional ethics in counseling.
- Students will develop proficiencies in research, writing, and presentation skills.
- Students will develop an appreciation for lifelong learning through professional development opportunities.
- Students will be prepared to obtain licensure as a LPC or School Counselor.

FIELDS OF STUDY

- M.A. in School Counseling (pre-K - 12)
- M.A./Ed.S. in Mental Health Counseling
- M.Div/M.A./Ed.S. in Mental Health Counseling

The Mental Health Counseling and School Counseling programs in Boiling Springs follow an annual cohort model. The Mental Health Counseling and School Counseling programs in Statesville admit counselor trainees every three years. Students admitted to either the Mental Health or School Counseling degree programs who desire to change to the other program must reapply and meet all admission requirements for the program they wish to enter.

MASTER OF ARTS

SCHOOL COUNSELING (PRE-K-12)

COORDINATOR: DR. LAURA WILLIAMS SMITH

PURPOSE

The 48-semester-hour School Counseling Program prepares graduate students to fulfill the diverse roles required of school counselors who are both theorists and practitioners in a multicultural society. Counselor trainees are prepared to develop comprehensive school counseling programs which align with the ASCA National Model and to collaborate with parents, school personnel, and others in assisting students with academic, career, and personal/social concerns. The School Counseling Program stresses developmental, preventative, and remedial services. Additional emphasis is given to acquisition and application of knowledge and skills, critical thinking and decision making, appreciation of diversity, demonstration of professional ethical and legal practices, and an understanding of the educational process within the complex school environment. The examination of personal values and experiences and their potential influence in a variety of counseling situations is encouraged. The School Counseling Program culminates in a school-based practicum and internship experience designed to solidify the graduate student's identity as a professional school counselor.

GOALS

1. Graduate students will participate in curricular experiences in each of the following areas of school counseling: foundations; contextual dimensions; program development, implementation, and evaluation; individual and group counseling; classroom guidance; and consultation services.
2. Graduate students will demonstrate skills appropriate to beginning counselors as required by the North Carolina Department of Public Instruction School Counselor Program Approval Standards and recommended by professional counseling associations and credentialing bodies.
3. Supported by self-reflective practices, graduate students will demonstrate the acquisition and application of the knowledge and skills outlined above in appropriate school-based practicum and internship experiences and through a comprehensive examination process.
4. Program graduates will be recommended by the GWU School of Education, the university school-related licensing agent, for graduate level licensure in school counseling.

Hours: 48 semester hours

ADMISSION REQUIREMENTS

Admission requirements include an undergraduate grade point average of 3.0 or better, an acceptable Graduate Record Exam or Miller Analogies Test score, and three positive academic and/or professional references. A background in psychology at the undergraduate level is strongly recommended. An undergraduate course in Abnormal Psychology/Psychopathology is required. This course may be taken concurrently with graduate courses but must be completed before taking the corresponding advanced level course. Although teacher licensure is not required for admission to the School Counseling Program, applicants without teacher licensure will be required to complete an undergraduate prerequisite course in classroom management prior to the practicum. Additional opportunities will be provided to strengthen students' knowledge of the school setting throughout the program as well as during the practicum and internship experiences.

The requirements for the role of a school counselor are both personal and intellectual. For this reason, in addition to general Graduate School entrance requirements, a successful interview with program faculty members is an absolute requirement for admission to the program. During this interview the faculty members will assess the personal qualities, goals, and academic background of applicants. Applicants may be admitted who meet the personal and academic requirements of the program.

BACKGROUND RECORD CHECK

Prior to admission, a satisfactory "Criminal Record Check" for all states of residence for the past five (5) years must be submitted to the Graduate School with a residence verification statement. The purpose of the criminal background check is to meet requirements of some field placement sites in which students learn and practice counseling methods. Criminal background histories obtained for employment purposes are not acceptable for admission to the counseling programs. Information received pertaining to criminal background histories will become part of the student's confidential permanent academic file.

Any conviction or pending criminal charges cited in the criminal history will be reviewed by the Graduate School and counseling graduate faculty. Any allegations or charges of misdemeanor(s) or felony(s) that occur after the Criminal Record Check has been submitted must be reported immediately to the Graduate School and to the Dean of the School of Psychology and Counseling. Failure to report allegations of such charges may result in immediate dismissal from the program.

COURSE REQUIREMENTS

A. Professional Component

CEDU 610	Counseling Theories 3 hrs.
CEDU 618	Comprehensive Developmental School Counseling Programs 3 hrs.
CEDU 620	Methods of Research and Program Evaluation 3 hrs.
CEDU 650	Legal, Ethical, and Professional Issues in Counseling 3 hrs.
CEDU 665	Multicultural Counseling 3 hrs.
CEDU 635	Advanced Psychopathology 3 hrs.
CEDU 605	Advanced Human Growth and Development 3 hrs.

B. Skill Component

CEDU 615	The Helping Relationship 3 hrs.
CEDU 616	Methods of Assessment and Evaluation 3 hrs.
CEDU 625	Group Counseling 3 hrs.
CEDU 640	The Counselor as Professional, Practitioner, and Consultant 3 hrs.
CEDU 645	Career Development: Theory and Practice 3 hrs.
CEDU 621	Crisis Intervention Counseling 3 hrs.

C. Applied Component

CEDU 675	Practicum in School Counseling 3 hrs.
CEDU 695	Internship in School Counseling 3 hrs.
CEDU 696	Internship in School Counseling 3 hrs.

While there is a recommended sequence for completing courses in the School Counseling Program, all courses in both the school and mental health counseling curricula are open to all counseling students who have prerequisites and permission of the professor. Graduate students should talk with their advisors when planning a course of study to ensure smooth progression through the program and to include courses required to become licensed as professional counselors.

MASTER OF ARTS/ED. SPECIALIST

MENTAL HEALTH COUNSELING

COORDINATORS: DR. WILLIE FLEMING AND

DR. SHANNON WARDEN

Mental health counseling is a professional counseling specialty which involves the application of principles of counseling, human development, learning theory, group dynamics, and the assessment of mental illness and dysfunctional behavior. Mental Health Counseling includes the practice of prevention, early intervention, and treatment of mental and emotional disorders for individuals, families, and/or groups and consultation and education for community groups interested in promoting healthy lifestyles in the community.

The School of Psychology and Counseling offers a three-year degree culminating in a Master of Arts and Education Specialist degree (M.A./Ed.S.). Students are required to complete all 60 hours of required coursework before the degrees are conferred. Upon graduation, the student will have satisfied the educational requirements for pursuit of the Licensed Professional Counselor (LPC) licensure.

DESCRIPTION

The M.A./Ed.S. program in mental health counseling is designed to develop skilled clinicians and well-educated leaders in the field of mental health. Within a caring and challenging environment, the 60-semester-hour Mental Health Counseling program strives to facilitate the acquisition and application of knowledge and skills which will help prepare graduate students to make appropriate contributions to diverse clients, institutions, and society. To do this, using a scientist practitioner model, the program emphasizes integration of theory and practice, critical thinking and decision making, as well as the examination of personal values and experiences as they influence clinical practice. Students have strong theoretical and technical training which is applied in field-based counseling practica and internships.

GOALS

1. In accordance with CACREP standards, curricular experiences, and demonstrated knowledge in each of the following areas of mental health counseling will be required: mental health foundations, contextual dimensions, clinical principles, general practice, and specific strategies of mental health counseling.
2. Graduate students will develop skills appropriate to beginning counselors in each of the areas specified above as required by state and national professional associations and by credentialing bodies.
3. Graduate students will demonstrate their understanding of the importance of continuing professional development, an underlying code of ethics, legal considerations, and standards of professional conduct in classes and in appropriate agency-based practicum and internship experiences.
4. Students will be prepared to take the Licensed Professional Counselor exam and complete all educational requirements for the LPC license.
5. Students will understand theory and appropriate standards of practice with identified special populations in mental health facilities.
6. Character and maturity will be nurtured throughout the program as moral, ethical, spiritual, and psychological dimensions of all areas of work are addressed.

Hours: 60 semester hours

CRITERIA FOR ADMISSION

The requirements for the role of a mental health counselor are both personal and intellectual. During an admissions interview the faculty will assess the academic background and personal qualities and goals of applicants. Applicants will be admitted who meet the personal and academic requirements of the program.

Recognizing the need to accept students who have the greatest likelihood of success in this role, the following standards will be used for admission to the mental health counseling program.

1. A bachelor's degree from a regionally accredited institution of higher education with a minimum 3.00 grade point average.
2. A minimum of 12 hours of psychology or related areas to include general, abnormal/psychopathology, personality theory, developmental.
3. Satisfactory test scores on either the Graduate Record Examination or the Miller Analogies Test within the past 5 years.
4. Three positive letters of reference.
5. A successful interview by faculty within the program.
6. A questionnaire requiring applicants to respond to questions relative to the pursuit of a counseling graduate degree.
7. Proof of satisfactory criminal background record check for all states of residence for the past five (5) years with a residence verification statement. (See pp. 66-67 under Admission Requirements for the School Counseling program for more detailed information.)

COURSE REQUIREMENTS

A. Professional Component

CEDU 610	Counseling Theories 3 hrs.
CEDU 620	Methods of Research and Program Evaluation 3 hrs.
CEDU 650	Legal, Ethical and Professional Issues in Counseling 3 hrs.
CEDU 665	Multicultural Counseling 3 hrs.
CEDU 640	The Counselor as Professional, Practitioner, and Consultant 3 hrs.
CEDU 635	Advanced Psychopathology 3 hrs.
CEDU 605	Advanced Human Growth and Development 3 hrs.
CEDU 699	Professional Development of the Mental Health Counselor 3 hrs. (<i>PSYC 699 is the Capstone Experience for the program</i>)

B. Skill Component

CEDU 616	Methods of Assessment and Evaluation 3 hrs.
CEDU 615	The Helping Relationship 3 hrs.
CEDU 625	Group Counseling 3 hrs.
CEDU 655	Psychodiagnostics and Treatment Planning 3 hrs.
CEDU 645	Career Development: Theory and Practice 3 hrs.
CEDU 621	Crisis Intervention Counseling 3 hrs.
CEDU 646*	Couples and Family Counseling 3 hrs.
CEDU 630*	Individual Psychological Assessment and Measurement 3 hrs.
CEDU 647*	Child and Adolescent Counseling 3 hrs.
CEDU 660*	Substance Abuse Counseling Seminar 3 hrs.
CEDU 667*	Seminar on Contemporary Issues in Counseling 1-3 hrs.
CEDU 692*	Internship in Mental Health Counseling 3 hrs.

* Electives: Students choose three courses for a total of nine semester hours credit.

Courses listed in BOLD print are core classes.

C. Applied Component

CEDU 670	Practicum in Mental Health Counseling 3 hrs.
CEDU 690	Internship in Mental Health Counseling 3 hrs.
CEDU 691	Internship in Mental Health Counseling 3 hrs.

All courses in both the school and mental health counseling curricula are open to all counseling students who have prerequisites and permission of the professor. All core courses should be completed before any student enters the practicum or internships and may be required for other courses by the professor. Graduate students should talk with their advisors when planning a course of study to be sure that they include courses required to become licensed as professional counselors.

M.Div./M.A./Ed.S. IN MENTAL HEALTH COUNSELING DEGREE

Gardner-Webb offers a combined M.Div./M.A./Ed.S. in Mental Health Counseling. For details about this degree and for the policy on dual degree programs, see the Master of Divinity section of the catalog (pp. 145-150).

Dual degree students must apply to the Graduate School as well as to the School of Divinity, following the admission requirements of the respective programs, and be accepted to each in order to pursue both degrees. Also, when academic policies and standards differ between the two schools (e.g., grades required for maintaining good academic standing and for graduation), the policies and standards of the appropriate school apply to the respective portion of the dual degree.

DESCRIPTION OF COURSES

COUNSELOR EDUCATION

CEDU 605 ADVANCED HUMAN GROWTH AND DEVELOPMENT

3 semester hours

This course is an in-depth look at the theories and methods of developmental research. Major topics include current research on genetic and environmental influences on behavior, typical counseling issues at different developmental levels, cultural differences, cognitive development, language, intelligence, gender, and aggression. Prerequisite: Undergraduate course in developmental psychology.

CEDU 610 COUNSELING THEORIES *3 semester hours*

A study of historical, traditional, and current approaches to psychotherapy. In-depth analysis of the philosophical, practical, and culturally-responsive aspects of major theories including behavioral, cognitive, humanistic, and systemic. Students will begin to formulate a personal model of counseling.

CEDU 615 THE HELPING RELATIONSHIP *3 semester hours*

Special emphasis is placed on counselor self-awareness including an examination of personal characteristics, orientations, and skill development as they influence the helping process. Students are expected to demonstrate skills required to establish a therapeutic relationship, set appropriate counseling goals, design and implement intervention strategies, evaluate client outcome, successfully terminate the counselor-client relationship, and maintain appropriate professional boundaries.

CEDU 616 METHODS OF ASSESSMENT AND EVALUATION *3 semester hours*

This course provides an understanding of individual and group approaches to assessment and evaluation including an examination of related historical, fundamental, statistical, and ethical/legal concepts. Strategies for test selection, administration, and interpretation, along with methods of case conceptualization and diagnostic principles, will be examined.

CEDU 618 COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAMS *3 semester hours*

This course focuses on the history, philosophy, and current trends in school counseling. Integrating the role, function, and professional identity of the school counselor into the total school community, and coordinating counseling program components to facilitate the academic, career, and personal/social development of all students. Program design, implementation, evaluation, and improvement of counseling services are emphasized. Prerequisite: CEDU 615, CEDU 625, CEDU 640 and/or permission of professor.

CEDU 620 METHODS OF RESEARCH AND PROGRAM EVALUATION

3 semester hours

This course provides an understanding of research methods, statistical analysis, needs assessment, and program evaluation. Students will examine the challenge of conducting research in the counseling profession, opportunities to use research to effect change in counseling processes and programs, the use of technology, and ethical and legal considerations.

CEDU 621 CRISIS INTERVENTION COUNSELING *3 semester hours*

Didactic and experiential training in crisis intervention counseling with attention to major types of crises. Developmental, cultural/ethnic, and gender issues explored. Prerequisite: CEDU 615 and/or permission of professor.

CEDU 625 GROUP COUNSELING *3 semester hours*

This course is designed to develop understanding of theories, stages, techniques, leadership and member roles in the group process. The course will utilize a combination of didactic, experiential and laboratory approaches to achieve these objectives. Prerequisite: CEDU 615 and/or permission of professor.

CEDU 630 INDIVIDUAL PSYCHOLOGICAL ASSESSMENT AND MEASUREMENT

3 semester hours

The purpose of this course is to assist students in acquiring a working model of assessment that will guide them through the assessment process from initial client referral to final report. This course provides a general overview of individual psychological assessment and offers students opportunities to begin to develop the skills needed to become thoughtful decision-makers throughout the assessment process.

Prerequisites: CEDU 616, CEDU 620, CEDU 635, CEDU 655

CEDU 635 ADVANCED PSYCHOPATHOLOGY *3 semester hours*

Advanced study of the major diagnostic groups included in the current Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association. Students will demonstrate ability to formulate diagnoses for sample case studies. Prerequisite: Undergraduate course in Abnormal Psychology/Psychopathology.

CEDU 640 THE COUNSELOR AS PROFESSIONAL, PRACTITIONER AND CONSULTANT *3 semester hours*

This course focuses on theories, models, and processes of consultation. Emphasis is placed on identifying community, environmental, and institutional opportunities that enhance or impede client/system success. Strategies for effective teamwork and multidisciplinary relationships with human service providers will be emphasized. Special attention is given to the development of the professional as leader in and advocate for the profession. Prerequisite: CEDU 615 and/or permission of professor.

CEDU 645 CAREER DEVELOPMENT: THEORY AND PRACTICE *3 semester hours*

This course provides an understanding of career development theories and related life factors (e.g., work, family roles and responsibilities, gender, and diversity); strategies aimed at planning, organizing, implementing, and evaluating a career development program for the school setting; and decision-making models that facilitate career planning for individuals. Emphasis is placed on philosophy, theory and current research in career development, the use of print and computer-based labor market information resources, and the use of assessment instruments and technology-based strategies to enhance career planning.

CEDU 646 COUPLES AND FAMILY COUNSELING (ELECTIVE) *3 semester hours*

This course will address the counseling needs of individuals in intimate relationships. Systems theory and family life cycle model theories will be the basis for reviewing the literature on assessment and clinical intervention with families. Special emphasis will be placed on concepts related to family structure, communication-style patterns, problem-solving methods, and the fulfillment of family functions. Prerequisite: Permission of advisor.

CEDU 647 CHILD AND ADOLESCENT COUNSELING (ELECTIVE)

3 semester hours

This advanced graduate course will include an examination of current and professional and research issues related to individual, group, and family therapy and prevention interventions with children and adolescents experiencing emotional and/or behavioral difficulties. Professional issues addressed will include ethical concerns, cultural sensitivity, psychopharmacology, empirically validated treatments, and assessment of treatment. Prerequisite: Permission of advisor.

CEDU 650 LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING

3 semester hours

This course includes a study of selected basic legal principles as well as current legal and ethical issues confronting counselors. Students will become familiar with selected state and national laws/regulations (such as IDEA, ADA, HIPAA) and various professional codes of ethics (ACA, AMHCA, ASCA) through lecture and discussion.

CEDU 655 PSYCHODIAGNOSTICS & TREATMENT PLANNING *3 semester hours*

Practical course designed to train the student to competently diagnose all types of psychopathology using the DSM-IV-TR and to develop appropriate treatment plans based on the needs of the client, the skills of the counselor, and the resources of the mental health setting. Prerequisites: CEDU 610, CEDU 635

CEDU 660 SUBSTANCE ABUSE COUNSELING (ELECTIVE) *3 semester hours*

A course designed to prepare the counselor to demonstrate a clinical understanding of the assessment, treatment, and management of substance abuse and addiction, as well as to understand and apply a "multiple pathways" model of substance abuse treatment that integrates biological, sociological, and psychological aspects of care. Prerequisite: Permission of advisor.

CEDU 665 MULTICULTURAL COUNSELING *3 semester hours*

This course offers an overview of theory and practice of counseling culturally diverse clients. Client populations include, among others, African Americans, Asian Americans, Native Americans, and Hispanic Americans. Topics include cultural assumptions, cultural values, counselor credibility, and prejudices and racism in the context of counseling.

CEDU 667 SEMINAR ON CONTEMPORARY ISSUES IN COUNSELING
(ELECTIVE) *1-3 semester hours*

This course offers students the opportunity to learn new information, enhance clinical skills, read current literature, and gain experience on varying contemporary topics.

CEDU 670 PRACTICUM IN MENTAL HEALTH COUNSELING *3 semester hours*

Practicum experiences providing for the development of counseling skills under the supervision of program faculty, totaling a minimum of 100 clock hours, with 40 of these hours in direct contact with actual clients seeking individual or group counseling services. Prerequisites: Core courses with a minimum of completion of 36 hours of coursework.

CEDU 675 PRACTICUM IN SCHOOL COUNSELING *3 semester hours*

Practicum offers students the opportunity to directly apply the knowledge and skills gained in the program courses with emphasis on the development of counseling skills. This is done under the direct supervision of approved site and university supervisors. Both supervisors must have a minimum of two years' experience and hold a current license in school counseling. At an approved school counseling program setting, students complete a minimum of 100 hours in professional school counseling services, with 40 of these hours in direct service. Prerequisites: CEDU 610, CEDU 615, CEDU 618, CEDU 625, CEDU 650, CEDU 621, CEDU 605, an undergraduate course in classroom management, and permission of professor.

CEDU 690/691 INTERNSHIP IN MENTAL HEALTH COUNSELING

3/3 semester hours

A planned, supervised 300/300-clock-hour counseling experience for a total of 600 clock hours in an agency setting, in which the student will perform all activities expected of a professional mental health counselor. The intern will be supervised by both a site supervisor and a university supervisor. Prerequisites: Successful completion of the practicum and approval of advisor.

CEDU 695/696 INTERNSHIP IN SCHOOL COUNSELING *3/3 semester hours*

Internship offers students the opportunity to directly apply the knowledge and skills gained in the program courses with emphasis on counseling program management skills and professional identity development. This is done under the direct supervision of approved site and university supervisors. Both supervisors must have a minimum of two years' experience and hold a current license in school counseling. At an approved school counseling program setting, students complete a minimum of 300 hours in professional school counseling services, with 120 of these hours in direct service (for each course). Prerequisite: Successful completion of the practicum and approval of professor.

CEDU 670C, 675C CONTINUING PRACTICUM

CEDU 690C, 691C, 692C, 695C, 696C CONTINUING INTERNSHIP

3 semester hours

Students who do not complete practicum or internship hours within the semester will receive an "IN" and be enrolled for a 3-hour credit "continuing" class. They will receive a "P" in both courses when the hours are completed. "Continuing" credits may not be used toward degree requirements.

CEDU 699 PROFESSIONAL DEVELOPMENT OF THE MENTAL HEALTH

COUNSELOR *3 semester hours*

A competency-based course designed to facilitate passage from graduate student to working professional. Students will integrate all theoretical and applied experiences mastered during their academic training, develop a portfolio of their work suitable for submitting to prospective employers, and explore those professional disciplines likely to equip them to become counselors who continue to develop their professional expertise while actively working to develop the maturity to be effective professionals throughout their careers. Students will use classroom time to study, prepare, and present required projects, including but not limited to preparation for the NC Licensing Exam; presentation at a professional conference; negotiation of supervision contracts; mastery of current legal and ethical guidelines in NC; preparation of professional disclosure statement; understanding of HIPPA requirements; comparison of public and private counseling agencies. Students should expect to spend significant time outside of class in professional, business, legal, and educational settings. Prerequisites: Completion of core courses with a minimum of 45 hours coursework.

MASTER OF ARTS

ENGLISH

COORDINATOR: DR. CHERYL DUFFUS

This program is designed to include two options: either twenty-four hours of course credit plus six hours of thesis credit, or thirty hours of course credit with no thesis. In either case the candidate must take comprehensive exams either in the last semester of course work or during the following semester.

ADMISSION REQUIREMENTS

Admission requirements are the same as those for entry into other master's degree programs in the Graduate School at Gardner-Webb with these additions:

1. Applicants for the MA in English are required to submit a writing sample. This sample must be a documented research essay of 2000 or more words on a literary subject, be presented in MLA format, and incorporate at least three works beyond the primary work. This essay can be something the applicant has written previously for an academic assignment. The essay must be submitted electronically in Rich Text Format.

2. Students without substantial undergraduate coursework in English should expect to be required to take undergraduate courses prior to admission in order to obtain background needed to be successful in graduate study in English. Students without substantial undergraduate coursework in English will be evaluated on an individual basis. Typically, 12-15 hours of literature coursework are expected to be completed prior to admission.

3. Applicants must also submit a 250-word Statement of Purpose that addresses the following: your interest in pursuing a graduate degree in English; any areas of study or intellectual interests that excite you; and your particular interest in the Gardner-Webb M.A. in English program. The Statement of Purpose must be submitted electronically in Rich Text Format.

PURPOSE

The purpose of the program is to offer capable students an opportunity to advance their skills in literary analysis and to expand their knowledge in literature, writing, and literary theory. The program will prepare students to be scholars who have not only mastered a body of knowledge in the field but who

have also developed the research skills to be self-educating learners. In addition, a Master's degree in English can prepare a student for doctoral studies or for being an instructor at the community college level. Students seeking NC Teaching Licensure, either initial or graduate, should consult the Graduate Coordinator for the MA in English Education program.

GOALS

The Master of Arts in English program is designed to meet the following goals:

1. Graduate students will master important texts in British, American and World Literature.
2. Graduate students will become conversant in both older and more current theories and methods of literary criticism.
3. Graduate students will master the skills necessary for scholarship as each class will emphasize the development of research skills and familiarity with secondary sources in the content area.

COURSE REQUIREMENTS

ENGL 671 Literary Theory 3 hrs.

27 additional hours selected from the following:

ENGL 555 Special Topics 3 hrs.

ENGL 611 Seminar in British Literature 3 hrs.

ENGL 613 British Literature: Selected Authors 3 hrs.

ENGL 631 Seminar in American Literature 3 hrs.

ENGL 633 American Literature: Selected Authors 3 hrs.

ENGL 651 Literature: A World Perspective 3 hrs.

ENGL 673 Contemporary Trends in Literature 3 hrs.

ENGL 675 Young Adult Literature 3 hrs.

ENED 683 The Teaching of Writing 3 hrs.

ENGL 690 Thesis Prospectus 3 hrs.*

ENGL 691 Thesis 3 hrs.*

*Students selecting the thesis option take 690 first, and then 691. If the thesis is not completed and signed in the first semester the student takes 691, the student will repeat 691 in successive semesters until the thesis is signed (repeating during the summer term is at the discretion of the student and advisor). The grade for 691 is pass/fail in semesters in which the thesis is not completed. The grade for 691 in the semester in which the thesis is signed is A, B, C, or F. Students who choose not to complete a thesis cannot use credits awarded for English 690 or 691 towards the degree.

Seminar and topics courses may be repeated with the approval of the coordinator of the program.

THE THESIS OPTION

A prospectus must be approved by the candidate's thesis committee before work on the thesis proper can begin. The thesis committee will consist of the thesis director and two other English faculty members. At the end of the program, candidates who have selected the thesis option will submit a master's thesis which must be approved by the candidate's committee.

ENGLISH EDUCATION (9-12)

COORDINATOR: DR. SHANA V. HARTMAN

The M.A. in English Education program (9-12) includes thirty semester hours in professional and content area studies. It leads to a recommendation for graduate-level NC Teaching License for those who possess initial licensure in 9-12 English. Graduate students who do not have initial licensure may obtain the degree but not the graduate-level license. However, students must be teaching some aspect of the discipline of English in a real-world context in order to complete the requirements of this program.

ADMISSION REQUIREMENTS

Admission requirements are the same as those for entry into other master's degree programs in the Graduate School at Gardner-Webb with these additions:

1. Applicants for the MA in English Education are required to submit a writing sample. This sample must be one of the following: (1) a documented research essay of 2000 or more words on a literary subject, presented in MLA format, and incorporating at least three works beyond the primary work, or (2) appropriately documented detailed lesson plans for a unit of literary study. This writing sample can be something the applicant has written previously for an academic assignment. The essay must be submitted electronically in Rich Text Format, either by email or on a disc (a hard copy may be submitted in addition, but the electronic copy is required).

2. Applicants must submit a 250-word Statement of Purpose that addresses the following: their reasons for pursuing a graduate degree in English Education, any areas of teaching secondary English that interest them, and their particular interest in the Gardner-Webb M.A. in English Education program. The Statement of Purpose must be submitted electronically in Rich Text Format.

3. Students without substantial undergraduate coursework in English should expect to be required to take undergraduate courses prior to admission in order to obtain background needed to be successful in graduate study in English. Students who do not meet these standards will be evaluated on an individual basis.

PURPOSE

The purpose of the Master of Arts in English Education (9-12) is to support the professional development of teachers of English who contribute to the community in which they teach through effective communications skills, through understanding and appreciation of literature of diverse cultures, through understanding of the importance of critical and independent thinking, through action research, and through knowledge of and reflection on effective teaching practices and strategies, including the use of appropriate technology.

GOALS

The goals of the program, in accordance with State Department guidelines, are that participants will:

1. Increase content area knowledge through various literature courses which recognize the scope and diversity of literature and its origins as well as the importance of a variety of skills in literary criticism and critical analysis.
2. Become better writers and teachers of writing through increased understanding of the writing process and of rhetorical principles.
3. Understand the importance of research, theory, planning, practice, and reflection in curriculum development and in the teaching of English.
4. Apply research to real-world experiences in order to improve classroom practice through action.
5. Develop the ability to be peer leaders as a result of their instructional expertise, knowledge of learners, research expertise, and ability to connect subject matter and learners.

COURSE REQUIREMENTS

A. Required (3 semester hours)

ENED 690/691/692 The English Teacher as Researcher 3/1/2 hrs.

B. Methodology in English Education (6 semester hours selected from courses below)

ENED 681 Seminar in Current Issues and Methods of Teaching English 3 hrs.

ENED 683 The Teaching of Writing 3 hrs.

ENED 685 The Reading/Writing Connection in Secondary English 3 hrs.

C. Content Area Electives (18 semester hours selected from courses below)

ENGL 555 Special Topics 3 hrs.

ENGL 611 Seminar in British Literature 3 hrs.

ENGL 613 British Literature: Selected Authors 3 hrs.

ENGL 631 Seminar in American Literature 3 hrs.

ENGL 633 American Literature: Selected Authors 3 hrs.

ENGL 651 Literature: A World Perspective 3 hrs.

ENGL 671 Literary Theory 3 hrs.

ENGL 673 Contemporary Trends in Literature 3 hrs.

ENGL 675 Young Adult Literature 3 hrs.

Seminar and topics courses may be repeated with the approval of the coordinator of the program.

D. Capstone Experience and Products of Learning (0 semester hours credit)

Professional Reflections Portfolio

1. Each course in the M.A. in English Education program with an ENED prefix includes assignments for the Professional Reflections Portfolio. Usually these assignments ask students to develop teaching plans which involve applying aspects of the course's content in their teaching situations, with the use of technology encouraged when appropriate.
2. English 690/691/692, The English Teacher as Researcher, culminates in a formal report of an action research project. The action research report is also a part of the portfolio.
3. At the end of the program's course work, students are asked to reflect on and synthesize what they have learned with what they do in their own classrooms. They select two areas of content knowledge (from among the six ENGL courses they have taken) and write teaching guides or publishable unit plans in which they apply this content knowledge to their teaching situations.
4. Portfolios are presented to English faculty and graduate students and evaluated by a faculty committee to determine the student's worthiness to be awarded the M.A. in English Education degree.

M.Div./M.A. IN ENGLISH OR ENGLISH EDUCATION DEGREE

Gardner-Webb offers a combined M.Div./M.A. in English or M.A. in English Education degree. For details about this degree and for the policy on dual degree programs, see the Master of Divinity section of the catalog (pp. 145-150).

Dual degree students must apply to the Graduate School as well as to the School of Divinity, following the admission requirements of the respective programs, and be accepted to each in order to pursue both degrees. Also, when academic policies and standards differ between the two schools (e.g., grades required for maintaining good academic standing and for graduation), the policies and standards of the appropriate school apply to the respective portion of the dual degree.

DESCRIPTION OF COURSES

ENGLISH

ENED 681 SEMINAR IN CURRENT ISSUES AND METHODS OF TEACHING

ENGLISH *3 semester hours*

Focus is on addressing particular, contemporary concerns of practicing English teachers while infusing students with new ideas and enthusiasm about standard English-teacher concerns: literature, grammar, language. Attention given to significant current issues such as assessment and incorporating technology into the English class. High level of student participation required. Prerequisite: undergraduate teaching methods course or permission of professor accompanied by additional reading assignments.

ENED 683 THE TEACHING OF WRITING *3 semester hours*

Theories, research, and practice in the teaching of writing.

ENED 685 THE READING/WRITING CONNECTION IN SECONDARY ENGLISH

3 semester hours

Study of theoretical and practical bases for integrating the teaching of reading and writing in the English curriculum. Focuses on the processes of reading and writing about literature.

ENED 690/691/692 ENGLISH TEACHER AS RESEARCHER *3/1/2 semester hours*

Emphasis on qualitative and classroom-based research methodologies, culminating in a significant action-research project using the student's teaching community as the laboratory and students as the subjects. Students should register as soon as possible in their graduate program, but preferably after taking ENED 681, 683, or 685. In ENED 690 students will meet with the professor initially to discuss readings on classroom-based research methodology and then will design and propose a project. Research is conducted during the time period in which the student is enrolled in ENED 691. If more than one semester is needed for conducting a meaningful research project, a grade of IN is assigned until research is completed (no more than two semesters). ENED 692 leads to preparation of a formal written report of the research project. Prerequisites: for ENED 690-permission of professor; for ENED 691-ENED 690; for ENED 692-ENED 691.

ENGL 555 SPECIAL TOPICS *1-3 semester hours*

The study of selected themes, theories, and developments in literature and the English language. Topics vary according to student interest and needs.

ENGL 611 SEMINAR IN BRITISH LITERATURE *3 semester hours*

Topics in British literature, with emphasis on group participation and presentation.

ENGL 613 BRITISH LITERATURE: SELECTED AUTHORS *3 semester hours*

Focuses on selected authors in British literature who have contributed to distinctive developments in literary form, theme, and style.

ENGL 631 SEMINAR IN AMERICAN LITERATURE *3 semester hours*

Topics in American literature, with emphasis on group participation and presentation.

ENGL 633 AMERICAN LITERATURE: SELECTED AUTHORS *3 semester hours*

Focuses on selected authors in American literature who have contributed to distinctive developments in literary form, theme, and style.

ENGL 651 LITERATURE: A WORLD PERSPECTIVE *3 semester hours*

Focuses on literature other than the traditional British and American canon as expressions of diverse cultures.

ENGL 671 LITERARY THEORY *3 semester hours*

A survey of theories of literature and criticism with particular attention to recent theories and application to reading and teaching. Includes coverage of historical development of theory.

ENGL 673 CONTEMPORARY TRENDS IN LITERATURE *3 semester hours*

Focuses on contemporary development of the creative genres, with primary emphasis on fiction. Particular emphasis on works by women, indigenous people, and minority groups whose contributions to literature have been recognized only in the relatively recent past.

ENGL 675 YOUNG ADULT LITERATURE *3 semester hours*

An in-depth examination of the field of young adult literature. Includes examining practical and creative applications of course content in order to enhance the study of literature in the secondary classroom.

ENGL 690 THESIS I *3 semester hours*

Composition of a prospectus for a research and analytical thesis on a subject appropriate to the degree.

ENGL 691 THESIS II *3 semester hours*

Development of a research and analytical thesis on a subject appropriate to the degree. After the student takes ENGL 690, this course must be taken in successive semesters until the thesis is complete. Prerequisite: ENGL 690

MASTER OF ARTS

RELIGION

COORDINATOR: DR. EDDIE STEPP

The M.A. in Religion is a thirty-six semester-hour program. It includes eighteen hours taken from a common core offered by the Department of Religion Studies and Philosophy. Students select an additional twelve hours in the department in a biblical Studies/Languages concentration, or they select a concentration outside the department in the School of Psychology and Counseling, Department of English Language and Literature, School of Divinity, or School of Education. The Department of Religious Studies and Philosophy must approve these concentrations. Students must also meet all requirements established by the departments/schools involved for taking courses outside of the Department of Religious Studies. Students also select six hours from one of two tracks: the research track (thesis research and writing) or the teaching track (a pedagogy course and an internship in university teaching).

ADMISSION REQUIREMENTS

In addition to the basic requirements for admission to the University's Graduate School (a bachelor's degree from a regionally accredited institution of higher learning, transcripts, satisfactory scores on either the Graduate Record examination or the Miller Analogies Test, and three positive letters of recommendation), full admission is granted to students who have met the following requirements:

1. Demonstrated proficiency in the biblical languages (normally this proficiency will be achieved through three semesters of Greek and three semesters of Hebrew with a "C" or better in all language courses);

2. A major in religious studies or the equivalent with a GPA of 2.75 or greater;

3. Submit a 15-20 page research paper with documented research on a topic in the field of Religious Studies. This essay can be something the applicant has written previously for an academic assignment. The essay must be submitted electronically in Rich Text Format by email to the Graduate School.

4. A successful departmental interview to determine academic preparation and vocational appropriateness of the degree for the prospective student (students desiring to work in pastoral ministry are directed to a Master of Divinity program rather than the M.A. in Religion).

Students lacking the appropriate undergraduate background or language proficiency may be admitted provisionally until prerequisites are met through the completion of a prescribed program.

PURPOSE

The purpose of the program is the academic (rather than parish ministry) study of religion in order to prepare students for one or more of the following possibilities:

1. Meeting Ph.D. entrance requirements
2. College teaching on the freshman and sophomore levels
3. Teaching in private schools

GOALS

The Master of Arts in Religion program is designed to meet the following goals:

1. Graduate students will develop the research and writing skills essential for scholars in the field of religious studies.
2. Graduate students will become conversant on the philosophical assumptions, classical and modern theories, and current research in the field of religious studies.
3. Graduate students will demonstrate proficiency in expressing scholarly ideas through either a written thesis or a supervised teaching experience.

COURSE REQUIREMENTS

A. Common Core (18 semester hours)

- RELI 600 Research Seminar 3 hrs.
- RELI 605 Biblical Studies Seminar 3 hrs.
- RELI 640 Theological Studies Seminar 3 hrs.
- RELI 660 World Religions Seminar 3 hrs.
- RELI 680 Literature and Religion Seminar 3 hrs.

One of the following three courses:

- RELI 650 Philosophy of Religion Seminar 3 hrs.
- RELI 630 Historical Studies Seminar 3 hrs.
- RELI 670 Psychology of Religion Seminar 3 hrs.

B. Research or Teaching Track (6 hours)

Advances Research Track: OR Teaching Track:

- RELI 695 Thesis 6 hrs.
- RELI 685 Religious Instruction Seminar 3 hrs.
- RELI 690 Graduate Internship 3 hrs.

C. Concentrations (12 hours)*

(1) Biblical Studies/Languages within the Department

RELI 610 Advanced Hebrew Exegesis Seminar 3 hrs.

RELI 620 Advanced Greek Exegesis Seminar 3 hrs.

RELI 615 Old Testament Seminar 3 hrs.

RELI 625 New Testament Seminar 3 hrs.

OR

(2) Out of Department

With approval from the Department of Religious Studies and Philosophy and permission of the appropriate department/school, twelve graduate hours may be taken from the Department of English Language and Literature, School of Divinity, School of Education, or School of Psychology and Counseling. These hours may be taken from one department/school or from a combination, based upon the student's vocational interests.

*Students may choose a combination of courses from the Biblical Studies/Languages concentration along with out-of-department electives. However, students desiring to meet Ph.D. entrance requirements in the area of biblical studies/languages are strongly encouraged to follow the Biblical Studies/Languages concentration and to examine the requirements of the specific Ph.D. program to which they wish to apply.

EXIT CRITERIA

In order to graduate, all students in the program must pass comprehensive written examinations on their course work. These students in the thesis track must pass a successful oral defense of their thesis. Those students in the teaching track must pass a successful written or oral defense of their internship.

M.DIV./M.A. IN RELIGION DEGREE

Gardner-Webb offers a combined M.DIV./M.A. in Religion degree. For details about this degree and for the policy on dual degree programs, see the Master of Divinity section of the catalog (pp. 145-150).

Dual degree students must apply to the Graduate School as well as to the School of Divinity, following the admission requirements of the respective programs, and be accepted to each in order to pursue both degrees. Also, when academic policies and standards differ between the two schools (e.g., grades required for maintaining good academic standing and for graduation), the policies and standards of the appropriate school apply to the respective portion of the dual degree.

DESCRIPTION OF COURSES

RELIGION

RELI 600 RESEARCH SEMINAR *3 semester hours*

A study of the appropriate tools, procedures and resources for research in the field of religion.

RELI 605 BIBLICAL STUDIES SEMINAR *3 semester hours*

A study of contemporary approaches to interpreting the Biblical text.

RELI 610 ADVANCED HEBREW EXEGESIS SEMINAR *3 semester hours*

An intensive study of selected portions of the Hebrew Bible.

RELI 615 OLD TESTAMENT SEMINAR *3 semester hours*

An intensive study of selected topics in the Old Testament.

RELI 620 ADVANCED GREEK EXEGESIS SEMINAR *3 semester hours*

An intensive study of selected documents in the Greek New Testament.

RELI 625 NEW TESTAMENT SEMINAR *3 semester hours*

An intensive study of selected topics in the New Testament.

RELI 630 HISTORICAL STUDIES SEMINAR *3 semester hours*

A study of selected topics in Christian history, Baptist history and American Christianity.

RELI 640 THEOLOGICAL STUDIES SEMINAR *3 semester hours*

A study of selected topics and issues in theology studies.

RELI 650 PHILOSOPHY OF RELIGION SEMINAR *3 semester hours*

A study of selected issues and problems found in philosophy of religion.

RELI 660 WORLD RELIGIONS SEMINAR *3 semester hours*

A study of selected religions in terms of origins, leading figures and historical development.

RELI 670 PSYCHOLOGY OF RELIGION SEMINAR *3 semester hours*

A study of various philosophical and empirical paradigms in the study of psychology of religion.

RELI 680 LITERATURE AND RELIGION SEMINAR *3 semester hours*

A study of the interpretations of various literary forms with an emphasis on religious and moral significance.

RELI 685 RELIGIOUS INSTRUCTION SEMINAR *3 semester hours*

A study of teaching methods and instructional design appropriate for college level teaching.

RELI 690 GRADUATE INTERNSHIP *3 semester hours*

A supervised experience in teaching an approved religion course in a university classroom setting.

RELI 695 THESIS *6 semester hours*

Development of a thesis on an approved topic in the student's concentration, under the guidance of a faculty advisor within the Department of Religious Studies.

MASTER OF ARTS

SPORT SCIENCE AND PEDAGOGY

COORDINATOR: DR. KEN BAKER

The Sport Science and Pedagogy program includes thirty semester hours in five components: methodology, science, socio-culture, administration, and elective. The primary focus of the program is instructional expertise in sport-related settings. The elective component of the program consists of six hours of subject area work that may be programmed to meet the specific needs of individual students. This program does not include recommendation for graduate-level NC teaching licensure.

ADMISSION REQUIREMENTS

Admission requirements are the same as those for entry into other master's degree programs in the Graduate School at Gardner-Webb with one addition. Students without undergraduate coursework in teaching methodology and exercise science/physiology will be required to take pre-approved undergraduate courses in these areas prior to full admission.

PURPOSE

Graduate courses for the Master of Arts in Sport Science and Pedagogy are designed to assist in the advanced preparation of individuals who are involved with sport and fitness-related endeavors. These fields of endeavors may include physical education programs, coaching environments, fitness centers, sport clubs, and other physical activity settings. The development of skills will be accomplished through coursework, research, and pedagogical experience. Students will benefit from a synthesis of current and applicable information derived from both theory and practice.

GOALS

The Master of Arts in Sport Science and Pedagogy is designed to meet the following goals:

1. Provide advanced preparation for leadership in the field of sport and fitness instruction.
2. Develop the skills essential for the research of various aspects of sport science and pedagogy.
3. Develop the capacity to interpret and then apply the findings of sport-related research to actual practices.
4. Develop skills and understandings of the numerous teaching styles used in sport instruction.
5. Foster the development of individual potential for becoming optimally effective as a teacher, coach, instructor or sport administrator.

COURSE REQUIREMENTS

A. Methodology (6 semester hours)

SPED 600 Research in Sport Pedagogy 3 hrs

SPED 601 Instructional Strategies 3 hrs

B. Science (6 semester hours)

SPED 602 Scientific Principles of Human Performance 3hrs.

SPED 603 Contemporary Concepts of Wellness 3 hrs.

C. Socio-Culture (6 semester hours)

SPED 604 Sport in Society 3 hrs.

SPED 605 Sport and Physical Education for Diverse Populations 3 hrs.

D. Administration (6 semester hours)

SPED 606 Sport and Physical Education Administration 3 hrs.

SPED 607 Legal Issues of Sport and Physical Education 3 hrs.

E. Elective (6 semester hours)

SPED 608	Psychology of Sport 3 hrs.
SPED 609	Supervision and Evaluation of Instruction 3 hrs.
SPED 610	Theories of Motor Development 3 hrs.
SPED 611	Physical Education Seminar 3 hrs.
SPED 555	Special Topics 3 hrs.

DESCRIPTION OF COURSES

SPORT SCIENCE AND PEDAGOGY

SPED 555 SPECIAL TOPICS *3 semester hours*

A study of significant issues, trends, and/or practical problems in education. Content varies according to student interest and need.

SPED 600 RESEARCH IN SPORT PEDAGOGY *3 semester hours*

A course designed to prepare the student to access, interpret, and apply practical aspects of research, with emphasis on the development of skills which will enable effective presentation, communication, and understanding.

SPED 601 INSTRUCTIONAL STRATEGIES *3 semester hours*

An in-depth study of the development and utilization of innovative teaching strategies in physical education and sport instruction. Prerequisite: Undergraduate course in teaching methodology.

SPED 602 SCIENTIFIC PRINCIPLES OF HUMAN PERFORMANCE

3 semester hours

A study of the most recent developments in the field of exercise physiology is the major focus of this class, with emphasis on the related fields of biomechanics and motor learning. Prerequisite: Undergraduate course in exercise science/physiology.

SPED 603 CONTEMPORARY CONCEPTS OF WELLNESS *3 semester hours*

A study of the relationships among the components of wellness, as well as an examination of recognized approaches to effective instruction in lifetime physical fitness. Prerequisite: Undergraduate course in exercise science/physiology.

SPED 604 SPORT IN SOCIETY *3 semester hours*

An examination of the issues and problems associated with play, games, and sport in a socio-cultural context.

SPED 605 SPORT AND PHYSICAL EDUCATION FOR DIVERSE POPULATIONS

3 semester hours

A study of the implications for those involved in the instruction and provision of sport opportunities for diverse populations. These populations include the handicapped, the gifted, the elderly, and other groups with identifiable special needs.

SPED 606 SPORT AND PHYSICAL EDUCATION ADMINISTRATION

3 semester hours

A study of specific issues involved in the organization and administration of sport and physical education programs.

SPED 607 LEGAL ISSUES OF SPORT AND PHYSICAL EDUCATION

3 semester hours

An exploration of the legal issues in sport and physical education. Emphasis will be placed on liability issues relevant to educational, recreational, and athletic settings.

SPED 608 PSYCHOLOGY OF SPORT *3 semester hours*

An analysis of the psychological aspects of sport with an emphasis on application and implications for teachers and coaches.

SPED 609 SUPERVISION AND EVALUATION OF INSTRUCTION *3 semester hours*

A study of the basic issues relevant to instructional supervision. Particular attention will be given to methods of evaluating instruction by means of systematic observation.

SPED 610 THEORIES OF MOTOR DEVELOPMENT *3 semester hours*

A study of motor, physical, and neuromuscular development from the prenatal period to old age. Emphasis will be placed on stages of development, motor system, and development of specific movement patterns.

SPED 611 PHYSICAL EDUCATION SEMINAR *3 semester hours*

A class for practicing physical educators, designed to be taught in a workshop format. The specific content will vary based upon instructor, students and setting. The purpose will be to examine and to apply practices necessary in developing instructional expertise.

ACCREDITATION

Gardner-Webb University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) 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 programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and are approved by the North Carolina Department of Public Instruction. The School Counseling and Mental Health Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Master of Science in Nursing Program is accredited by the National League for Nursing Accrediting Commission (NLNAC) 3343 Peachtree Road, NE, Suite 850, Atlanta, Georgia 30326.

MASTER OF SCIENCE IN NURSING

DIRECTOR: DR. VICKIE WALKER

INTRODUCTION

The Master of Science in Nursing (MSN) Program is a 30 to 36 semester-hour program offered in two areas of study: Nursing Administration and Nursing Education. In addition to the two areas of concentrated study, the MSN program offers the MSN/MBA dual degree and the RN to MSN option. The Master of Science in Nursing with a concentration in Education is designed to prepare students to become professional educators in an academic or health care setting.

The Master of Science in Nursing with a concentration in Administration is offered in collaboration with the Graduate School of Business. This program of study seeks to prepare the professional nurse for leadership roles in health care organizations.

The RN to MSN program is designed to facilitate an accelerated and integrated progression for students enrolled in the RN to BSN Program to the Master of Science in Nursing Program. This program of study allows nurses to apply six hours of graduate course credit to the BSN degree.

The MSN/MBA dual degree program is a 63-semester-hour program. This interdisciplinary program combines nursing leadership with a working knowledge of business and managerial skills.

The courses in the MSN programs of study are offered in a logical sequence from the core requirements of theory, issues, research, statistics, and caring to courses in the major area of concentration. Elective requirements allow students to expand their educational perspective to other disciplines. The MSN educational experience culminates in a capstone course requiring the application of knowledge in a thesis. Post-Master's Nursing Education and Nursing Administration Certificates are also offered. (See pp. 87-88 for details.)

PURPOSE

The Master of Science in Nursing program provides opportunities for students to provide care from an interdisciplinary perspective with a diverse population. The specialization of practice areas allow the nurse to integrate knowledge from administration and education with the theoretical underpinnings of nursing. The MSN thesis allows nursing students to synthesize prior learning through research in the practice arena.

GOALS

The MSN Program is designed to provide individuals with an opportunity to meet the following goals within a Christian environment:

1. Practice advanced nursing in direct and indirect provider roles in a variety of health care and educational settings.
2. Apply advanced knowledge of nursing theory, research, and health policy from a caring perspective.
3. Synthesize multi-disciplinary knowledge and scientific research to accomplish evidence-based nursing practice.
4. Integrate nursing knowledge and experiences in varied health care settings.
5. Implement competent practice to meet the challenges of the changing healthcare environments through application of advanced knowledge, critical thinking, and decision making.
6. Communicate effectively with health care providers both locally and globally.
7. Acquire the knowledge and expertise that meet basic requirements for entry into doctoral study.

CRITERIA FOR ADMISSION

Application for admission to the MSN Program should be made through the Graduate School. Application for admission to the MSN/MBA Program should be made to the Graduate School and to the Graduate School of Business. In order to enroll students from a variety of backgrounds with the greatest potential for successfully completing the program, the following criteria for acceptance will be used:

1. A Baccalaureate Degree in nursing from a regionally accredited institution with a nationally accredited program. (*RN Applicants with a Baccalaureate Degree in another field may be accepted but must meet additional requirements for graduation: an undergraduate general statistics course, a nursing health assessment course, and a community health course or nursing leadership/management course.*)
2. Current unrestricted licensure to practice as a Registered Nurse.
3. GPA of 2.70 on all undergraduate work.
4. Satisfactory scores on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). (GRE required for the MSN/MBA Program.)
5. Transcripts of all previous college studies.
6. Three letters of reference.
7. Proof of satisfactory criminal background check with a residence verification statement.
8. Immunizations as required by the university.

COURSE REQUIREMENTS

A. Required Common Core

- NURS 500 Theoretical Basis for Advanced Practice 3 hrs.
- NURS 501 Nursing and Health Care Systems and Issues 3 hrs.
- NURS 502 Methods of Advanced Research 3 hrs.
- NURS 503 Perspectives of Caring 3 hrs.
- STAT 501 Statistical Techniques for Graduate Research 3 hrs.

B. Required Courses by Concentration

Nursing Education

- NURS 600 The Nurse Educator 3 hrs.
- NURS 601 Curriculum Theory and Application 3 hrs.
- NURS 602 Instructional and Evaluation Strategies 3 hrs.
- Elective Course relevant to degree focus 3 hrs.

Nursing Administration

- NURS 606 Nursing Economics and Finance 3 SH
- NURS 607 Administration of Nursing and Health Care Organizations 3 hrs.
- BADM 641 Health Care Law and Ethics 3 hrs.
- Elective Course relevant to degree focus 3 hrs.

C. Capstone Courses

- NURS 616 Advanced Nursing Specialty Practicum 6 hrs.
- NURS 610 Thesis 3 hrs.

ADDITIONAL GRADUATION REQUIREMENTS (NURSING PREREQUISITES)

FOR THE RN WITH A BACCALAUREATE DEGREE IN ANOTHER FIELD:

- Completion of a graduate or undergraduate general statistics course which Includes probability theory, inferential statistics, and descriptive statistics.
- Completion of a nursing health assessment course.
- For the Master's in Nursing Education, completion of a community health course is required.
- For the Master's in Nursing Administration, completion of a nursing leadership/management course is required.

MSN/MBA

Dual degree students must apply to the Graduate School as well as to the Graduate School of Business, following the admission requirements of the respective programs, and be accepted to each in order to pursue both degrees. Also, when academic policies and standards differ between the two schools, the policies and standards of the appropriate school apply to the respective portion of the dual degree. Candidates for the dual degree must complete the requirements for both degrees prior to graduation.

Should a student choose not to pursue one of the degrees to completion, he or she will be responsible for paying any difference in the per course rate(s) actually charged based on pursuing the dual degree and the rate(s) which would have been charged for courses applied toward the selected degree. The student will also be responsible for repaying any scholarships or grants received based on pursuing a dual degree for which the student would not have been eligible based on the selected degree. Additional financial obligations must be satisfied before the student can be awarded the selected degree. In no case will the University refund money when a student opts out of a dual degree program.

A. Nursing component, in addition to the required common core:

- NURS 606 Nursing Economics and Finance 3 SH
- NURS 607 Administration of Nursing and Health Care Organizations 3 SH
- NURS 616 Advanced Nursing Specialty Practicum 6 SH
- NURS 610 Thesis 3 SH

B. Business courses

- ACCT 600 Managerial Accounting 3 SH
- BADM 610 Managerial Economics 3 SH
- BADM 620 Managerial Finance 3 SH
- BADM 625 Marketing Management 3 SH
- BADM 630 Organizational Behavior 3 SH
- BADM 633 Entrepreneurial Management 3 SH
- BADM 635 Production and Operations Management 3 SH
- BADM 640 Business Law and Ethics 3 SH
- INTL 650 International Business 3 SH
- BADM 690 Strategic Management 3 SH
- Elective Restricted to BADM or INTL courses 6 SH

If a person has already completed an MBA degree and wants an MSN/MBA degree he/she must complete the fifteen hours of the MSN core and the fifteen hours of the nursing component.

If a person has an MSN degree in Nursing Administration and wants an MSN/MBA degree, he/she must complete thirty hours of the MBA core courses, in addition to the six hours of MBA courses already completed within the MSN program.

4. RN TO MSN PROGRAM

Registered Nurses must be accepted into the BSN Program. Students should notify their BSN advisor of their intent to enter the RN to MSN accelerated course of study. Upon approval by the BSN advisor, two courses in the MSN curriculum (NURS 503 Perspectives of Caring In Nursing and NURS 501 Nursing and Health Care Systems and Issues) will be substituted for two courses in the BSN curriculum (NURS 495 Nursing Elective and NURS 303 Trends in Healthcare), respectively. Students will receive the Bachelor of Science in Nursing degree upon completion of the BSN requirements with the substituted courses. Students may then apply to the MSN program to complete the remaining 30 hours of MSN course requirements.

MSN PROGRAM COURSE DESCRIPTIONS

NURS 500 THEORETICAL BASIS FOR ADVANCED PRACTICE *3 semester hours*

Analysis and evaluation of nursing theory and the relatedness of theory to nursing research. Application of theory in nursing research as the basis for the provision of evidence-based practice.

NURS 501 NURSING AND HEALTH CARE SYSTEMS AND ISSUES

3 semester hours

Examination of local, national, and global health care delivery systems and the societal issues and trends which impact the delivery of health care. Analysis of the impact of direct and indirect nursing roles on health care policy.

NURS 502 METHODS OF ADVANCED RESEARCH *3 semester hours*

Analysis of nursing research and methodological approaches utilized in health care.

Utilization of computer searches and databases as a method of inquiry into nursing research to provide evidence-based nursing practice in a variety of settings.

NURS 503 PERSPECTIVES OF CARING *3 semester hours*

Consideration of the concept of caring as it relates to the spiritual and cultural components of relationship-centered care. Examines the perspective of caring from the standpoint of the nurse and the client as individuals, families, communities, and/or populations.

NURS 555 SPECIAL TOPICS IN NURSING *3 semester hours*

Exploration of a current issue, trend, and/or problem in nursing practice and/or health care. Topic will vary according to student interest and need.

NURS 600 THE NURSE EDUCATOR *3 semester hours*

Examines the competencies of the nurse educator in academic and practice settings. Explores educational theories and principles which provide the foundation for nursing education. Emphasizes the application of innovative, evidence-based, teaching/learning strategies in academic, staff development, or similar settings. Pre- or Co-requisite: NURS 500, 501, 502, 503, STAT 501.

NURS 601 CURRICULUM THEORY AND APPLICATION *3 semester hours*

Exploration of the development of a context-relevant curriculum that includes philosophy, model, design, teaching approaches and evaluation strategies utilizing both theory and practical application. Pre- or Co-requisite: NURS 500, 501, 502, 503, STAT 501.

NURS 602 INSTRUCTIONAL AND EVALUATION STRATEGIES *3 semester hours*

Examination and evaluation of the concepts and methods of measurement and evaluation learning in nursing education. Emphasis on developing, scoring, analyzing and evaluating various assessment techniques. Pre- or Co-requisite: NURS 500, 501, 502, 503, STAT 501.

NURS 606 NURSING ECONOMICS AND FINANCE *3 semester hours*

Exploration and application of the basic finance and economic concepts of nursing management. Emphasis on budget development, cost, supply and demand, profit and strategic planning as management functions related to economics and patient outcomes. Pre- or Co-requisite: NURS 500, 501, 502, 503, STAT 501.

NURS 607 ADMINISTRATION OF NURSING AND HEALTH CARE ORGANIZATIONS *3 semester hours*

Analysis of the organizational structure and behavior of complex integrated health care systems. Emphasis on patient-centered care, quality improvement, collaboration, ethics, marketing, and information technology. Pre-or Co-requisite: NURS 500, 501, 502, 503, STAT 501.

NURS 608 INDEPENDENT STUDY *1-3 semester hours*

Exploration of a particular aspect of nursing or health care that relates to the student's major research focus.

NURS 610 THESIS *3 semester hours*

Synthesis of prior learning in the conduct of research as a response to a problem related to nursing practice in a variety of settings. Culminates in a written thesis and document suitable for submission to a peer-reviewed journal. The student must register for this course each semester until the thesis is defended or the student withdraws from the program. All NURS 500-level courses and NURS 600,601,602 or NURS 606, 607,BADM 641. Nursing pre- or co- requisite must be met.

NURS 616 ADVANCED NURSING SPECIALTY PRACTICUM *1-3 semester hours*

Preceptor-guided experience in the application of advanced educational or administrative principles and theories. Study and application of selected knowledge and concepts from nursing theories appropriate to nursing practice. (30 to 90 hours of practicum) Pre-or Co-requisite: All NURS 500 level courses and NURS 600,601,602 or NURS 606, 607,BADM 641. Nursing prerequisites must be met.

STAT 501 STATISTICAL TECHNIQUES FOR GRADUATE RESEARCH *3 semester hours*

Provides graduate students familiar with the principles of elementary statistics additional insight and skills to perform the types of real statistical analysis encountered in graduate research, in both the discipline's literature and individual thesis research. Provides a conceptual framework for choosing appropriate statistical descriptions and analyses to use for a wide range of common types of data sets. Student also learns to perform statistical analyses using appropriate statistical software. Pre-requisite: An undergraduate general statistics course and NURS 500, 501 or 502.

NURSING CERTIFICATE PROGRAMS: ADMINISTRATION AND EDUCATION

POST-MASTER'S CERTIFICATES

ADMISSION REQUIREMENTS:

1. Current, unrestricted license to practice as a registered nurse.
2. Official transcripts documenting completion of a master's degree in nursing from an accredited institution.
3. Completed application to the Graduate School.

Students will receive academic credit for all courses taken in the certificate program. A grade of B or better is required to receive course credit. Each certificate program requires 10 hours of course work.

POST-MASTER'S NURSING ADMINISTRATION CERTIFICATE PROGRAM

PURPOSE:

The purpose of the Post-Master's Nursing Administration Certificate Program is to provide the opportunity for registered nurses currently holding a master's degree in nursing to expand their professional role by gaining specialized knowledge in the area of nursing administration. Students completing the Post-Master's Nursing Administration Certificate Program are academically prepared to take a national certification examination for Nurse Executives.

COURSE REQUIREMENTS:

NURS 606 Nursing Economics and Finance	3 SH
NURS 607 Administration of Nursing and Healthcare Organizations	3 SH
BADM 641 Healthcare Law and Ethics	3 SH
NURS 616 Advanced Nursing Specialty Practicum	1 SH

NURSING EDUCATION CERTIFICATE PROGRAM

PURPOSE:

The purpose of the Post-Master's Nursing Education Certificate Program is to facilitate the education of master's-prepared nurses for roles as nurse educators in an academic or clinical setting. Students completing the Post-Master's in Nursing Education Certificate Program are academically prepared to take a national certification examination for Nurse Educators.

COURSE REQUIREMENTS:

NURS 600 Nurse Educator	3 SH
NURS 601 Curriculum Theory and Application	3 SH
NURS 602 Instructional and Evaluation Strategies	3 SH
NURS 616 Advanced Nursing Specialty Practicum	1 SH

POST-BACCALAUREATE CERTIFICATE

The following certificate program will begin January 2012 pending approval from the U.S. Department of Education:

POST-BACCALAUREATE NURSING EDUCATION CERTIFICATE PROGRAM

PURPOSE:

The purpose of the Post-Baccalaureate Nursing Education Certificate Program is to allow students to meet the North Carolina Board of Nursing requirement for nurse educators teaching in pre-licensure programs. Students completing the Post-Baccalaureate Nursing Education Certificate Program are academically prepared to take a national certification examination for Nurse Educators.

ADMISSION REQUIREMENTS:

1. Students must meet all requirements for admission to the MSN Program.
2. Students will receive academic credit for courses taken with a grade of B or better, which may be applied toward their MSN Degree.

COURSE REQUIREMENTS:

NURS 600 Nurse Educator	3 SH
NURS 601 Curriculum Theory and Application	3 SH
NURS 602 Instructional and Evaluation Strategies	3 SH
NURS 616 Advanced Nursing Specialty Practicum	1 SH



DOCTOR OF EDUCATION

CURRICULUM AND INSTRUCTION

COORDINATOR: DR. DOUG EURY

The Doctor of Education Degree (Ed.D.) in Curriculum and Instruction at Gardner-Webb University is a 63-semester-hour program designed for potential and practicing curriculum facilitators who wish to develop and refine their curriculum skills to be used in complex organizations. Organizations are dynamic institutions whose practice is shaped by powerful and influential interests. As a result, the economic, political, social, and technological environment of organizations is always changing. Curriculum, written and practiced, will play a vital role in how organizations deal with constant change. The Doctor of Education Degree program is designed to equip candidates with the knowledge, skills, attitudes, values, and beliefs that will enable them to function effectively in curriculum roles by contributing to the planning, implementing and evaluating of curriculum.

PURPOSE

The purpose of the Doctor of Education in Curriculum and Instruction is to develop curriculum leaders through courses, research, seminars, and internships conducted in an environment based on Christian principles and values.

GOALS

1. To engage candidates in critical analysis of curriculum theory and practice;
2. To engage candidates in disciplined inquiry in the field of curriculum and instruction;
3. To prepare candidates for making contributions to curriculum theory and practice;
4. To prepare candidates to become curriculum leaders in organizations.

COURSE REQUIREMENTS

EDCI 700	Theory Development Module 6 hrs.
EDCI 701	Seminar 1 hr.
EDCI 702	Issues and Models in Curriculum Module 6 hrs.
EDCI 703	Seminar 1 hr.
EDCI 704	Research Design and Methods Module 12 hrs.
EDCI 705	Seminar 1 hr.
EDCI 706	Reform and Change Theory Module 6 hrs.
EDCI 707	Seminar 1 hr.
EDCI 708	Assessment and Evaluation Module 6 hrs.
EDCI 709	Seminar 1 hr.
EDCI 710	Curriculum/Instruction Module 12 hrs.
EDCI 711	Seminar 1 hr.
EDCI 712	Dissertation Module I 6 hrs.
EDCI 713	Dissertation Module II 3 hrs.
EDCI 714	Dissertation (Continuing) 3 hrs. (if needed)

DOCTOR OF EDUCATION IN CURRICULUM AND INSTRUCTION

EDCI 700 THEORY DEVELOPMENT MODULE *6 semester hours*

This module examines the historical context of curriculum development and organizational structure. In addition to the historical emphasis, the course facilitates investigation of current and future theories associated with organizational change and curriculum reform from a systematic approach. An integrated approach is used in the study of common theories and philosophies.

EDCI 702 ISSUES AND MODELS IN CURRICULUM MODULE *6 semester hours*

This module develops knowledge and understanding of historical and current trends in curriculum and instruction as they relate to past, present, and future educational design. An integrated approach to study will be utilized with an emphasis on analysis, decision making, management and problem-solving. Common theories and practice along with innovative practice provide required knowledge.

EDCI 704 RESEARCH DESIGN AND METHODS MODULE *12 semester hours*

Schools function as professional learning communities, thus making decisions based in inquiry and collaboration. This module develops the skills for individual and organizational inquiry.

EDCI 706 REFORM AND CHANGE THEORY MODULE *6 semester hours*

This module examines the historical background of curriculum reform and the impact upon teaching and learning in the educational environment. Emphasis will be placed on effectiveness, curriculum reform models, and successful leadership of managing curriculum change in turbulent times.

EDCI 708 ASSESSMENT AND EVALUATION MODULE *6 semester hours*

This module creates knowledge and understanding of various assessment and evaluation strategies used in classrooms to determine student learning. A research-based approach will provide students with proven strategies to study, develop, apply, and evaluate best practices. Included will be state and national accountability systems and their use and impact on schools and classrooms. Students will determine best practice in the use of state and national accountability information including ethical standards.

EDCI 710 CURRICULUM/INSTRUCTION MODULE *12 semester hours*

This course is designed for doctoral-level students who are pursuing a career in curriculum and instructional supervision at the school or system level. The main purpose of the course is to develop creative leadership skills that will enable the supervisor to promote teacher development and build professional community among teachers. Students will analyze the nature, focus, and attributes of instructional and supervisory leadership with attention to federal and state legislation such as NCLB and the ABCs. The course focuses on the knowledge, skills and practices of the professional instructional supervisor who must provide an appropriate education for students who represent diverse races, cultures, abilities, and interests.

EDCI 701, 703, 705, 707, 711 MODULE SEMINAR/INTERNSHIP

1 semester hour each

Each module incorporates a one (1) hour seminar designed for students as a means of enhancing the module experience and expanding the level of engagement.

EDCI 712 DISSERTATION MODULE I *6 semester hours*

EDCI 713 DISSERTATION MODULE II *3 semester hours*

These modules allow the student to examine, through quantitative and qualitative methods, a topic of interest with the approval and guidance of a dissertation committee.

EDCI 714 DISSERTATION (CONTINUING) *1-3 semester hours*

In order to continue to receive university assistance and consultation throughout the dissertation process, the candidate will register for this course each semester until the dissertation is successfully defended or until the candidate withdraws from the program. The dissertation advisor will determine the number of hours for which the candidate must register.

EDUCATIONAL LEADERSHIP

COORDINATOR: DR. DOUG EURY

The Doctor of Education Degree in Educational Leadership (Ed.D.) at Gardner-Webb University is a 63-semester-hour program designed for potential and practicing educational leaders who wish to develop and refine their leadership skills in complex organizations. Schools are dynamic institutions whose practice is shaped by powerful and influential interests. As a result, the economic, political, social, and technological environment of schools is always changing. The Doctor of Education Degree program is designed to equip candidates with the knowledge, skills, attitudes, values, and beliefs that will enable them to function effectively in leadership roles in this fluctuating environment.

PURPOSE

The purpose of the Doctor of Education in Educational Leadership is to develop educational leaders through courses, research, seminars, and internships conducted in an environment based on Christian principles and values.

GOALS

1. To engage candidates in critical analysis of educational theory and practice;
2. To engage candidates in disciplined inquiry in the field of education;
3. To prepare candidates for making contributions to educational theory and practice;
4. To prepare candidates to become leaders in educational institutions; and
5. To meet proficiency levels in licensure requirements.

COURSE REQUIREMENTS

EDLS 700	Theory Development Module 6 hrs.
EDLS 701	Seminar 1 hr.
EDLS 702	Operational and Managerial Module 6 hrs
EDLS 703	Seminar 1 hr.
EDLS 704	Research Module 12 hrs.
EDLS 705	Seminar 1 hr.
EDLS 706	Reform and Change Module 6 hrs.

EDLS 707	Seminar 1 hr.
EDLS 708	Organizational Behavior Module 6 hrs.
EDLS 709	Seminar 1 hr.
EDLS 710	Instructional Module 12 hrs.
EDLS 711	Seminar 1 hr.
EDLS 712	Dissertation Module I 6 hrs.
EDLS 713	Dissertation Module II 3 hrs.
EDLS 714	Dissertation (Continuing) 3 hrs. (if needed)

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

EDLS 700 THEORY DEVELOPMENT MODULE *6 semester hours*

This module examines the historical context of curriculum development and organizational structure. In addition to the historical emphasis, the course facilitates investigation of current and future theories associated with organizational change and curriculum reform from a systematic approach. An integrated approach is used in the study of common theories and philosophies.

EDLS 702 OPERATIONAL AND MANAGERIAL MODULE *6 semester hours*

This module examines finances and facilities from the perspective of educational leaders who must determine the needs and functions of the fiscal operations. An integrated approach is used to establish the necessary leadership skills to create a cooperative working environment. The module also emphasizes a business management appreciation of the complexity and magnitude of education as an important resource in the public sector. A thorough examination includes an understanding of how the American economy provides funding for public education, how funds are administered, and trends toward the efficient utilization of resources.

EDLS 704 RESEARCH MODULE *12 semester hours*

Schools function as professional learning communities, thus entering into decision-making processes that are inquiry and collaboratively based. This module develops the skills for individual and organizational inquiry.

EDLS 706 REFORM AND CHANGE MODULE *6 semester hours*

This module examines the historical background of school reform and the impact upon change in the educational environment. In addition, emphasis will be placed on effectiveness, reform models, and the leadership implications of managing change efforts.

EDLS 708 ORGANIZATIONAL BEHAVIOR MODULE *6 semester hours*

This module surveys historical and contemporary works in ethics and legal issues as they relate to the educational setting. The course explores managerial and governance roles of the school leader who creates a positive environment for an educational organization.

EDLS 710 INSTRUCTIONAL MODULE *12 semester hours*

The purpose of this module is to develop creative leadership and skills for supervising educational programs and personnel. This course analyzes the nature, focus, and attributes of leadership. Furthermore, it explores theory and practices of leadership and various leadership inventories. The course focuses on the techniques, skills, and practices of the professional supervisor.

EDLS 701, 703, 705, 707, 711 MODULE SEMINAR/INTERNSHIP *1 semester hour each*
Each module incorporates a one (1) hour seminar designed for students as a means of enhancing the module experience and expanding the level of engagement.

EDLS 712 DISSERTATION MODULE I *6 semester hours*

EDLS 713 DISSERTATION MODULE II *3 semester hours*

These modules allow the student to examine, through quantitative and qualitative methods, a topic of interest with the approval and guidance of a dissertation committee.

EDLS 714 DISSERTATION (CONTINUING) *1-3 semester hours*

In order to continue to receive university assistance and consultation throughout the dissertation process, the candidate will register for this course each semester until the dissertation is successfully defended or until the candidate withdraws from the program. The dissertation advisor will determine the number of hours for which the candidate must register.

POST MASTER'S DOCTOR OF NURSING PRACTICE

DIRECTOR: DR. VICKIE WALKER

The Doctor of Nursing Practice (DNP) is a post-masters 36-semester hour program designed for nurses holding a Master of Science in Nursing degree who are working professionals with expertise and experience in advanced practice nursing including Nursing Education, Nursing Administration, or Advanced Nursing Practice in a specialty area. The program is presented in an executive format, which includes 21 to 24 hours of on-campus classes for each three-semester-hour course followed by online course work using Gardner-Webb University's distance learning system. Students enrolled in the Post Master's DNP Program at Gardner-Webb University acquire knowledge in nursing theory, research, policy, statistics, epidemiology, informatics, and nursing education or administration. Graduates are prepared to improve healthcare outcomes through evidence based practice as they assume leadership roles as managers of quality initiatives, executives in healthcare organizations, and directors of clinical and academic programs.

PURPOSE

The purpose of the post Master's Doctor of Nursing Practice is to provide superior graduate education to develop nursing leaders through meaningful intellectual thought, critical analysis and spiritual challenge. Post Master's DNP students add to our diverse community of learning and are prepared to make significant contributions for God and humanity in a global community.

GOALS

1. To prepare advanced practice nurses who are educationally prepared with a master's degree to become leaders in evidence-based practice in a variety of healthcare, business, government, and educational organizations.
2. To engage students in innovative, scholarly evidence-based practice inquiry in their chosen field of nursing.
3. To provide MSN graduates with the necessary skills to become competent in translating research into practice, evaluating evidence, applying research in decision making, and implementing innovations to improve health and healthcare outcomes.
4. To prepare students to make contributions to the knowledge and practice of nursing, meet demands of the increasing complexity of the healthcare system, improve the quality of patient care delivery and outcomes, and influence health care policy.

ADMISSION REQUIREMENTS FOR D.N.P. PROGRAM

Application for admission to the DNP Program is made through the Gardner-Webb University Graduate School. In order to enroll students from a variety of nursing backgrounds with the greatest potential for successfully completing the program, the following criteria will be used for consideration of acceptance:

1. Graduate School Application (available and submitted online).
2. Current unrestricted licensure to practice as a Registered Nurse (verified online by Graduate Admissions).
3. Cumulative GPA of 3.20 on all previous graduate coursework as evidenced by official graduate transcripts.

4. MSN Degree from a regionally accredited institution with a nationally accredited program as evidenced by official graduate transcripts.
5. Certifications in practice area (if applicable).
6. Verification of immunizations submitted on provided form.
7. Three letters of recommendation (professional and academic) submitted on provided form.
8. Validation of the number of hours of nursing practice completed post-baccalaureate as part of a supervised academic program submitted on provided form.
9. Validation of the number of years of specialty practice experience by employment completed post-master's (employer(s) signature submitted on provided form).
10. Current curriculum vitae.
11. Written essay addressing your goals related to doctoral education in nursing, including description of a practice research interest.
12. Current, official, satisfactory Criminal Background Check results from the STATE in which you reside AND any other state lived in during the past five years.

Please mail the above by February 15th to:

GRADUATE ADMISSIONS
P.O. BOX 7256
GARDNER-WEBB UNIVERSITY
BOILING SPRINGS, NORTH CAROLINA, 28017

Upon receipt of your Application Packet and Criminal Background Check results, your documents will be reviewed by the School of Nursing Admission Committee for admission consideration. The highest qualified applicants will be invited to participate in interviews with the School of Nursing Admission Committee. Applicant folders must be complete for consideration.

COURSE REQUIREMENTS

CORE MODULE

NURS 700 Theoretical & Conceptual Foundation for Advanced Nursing Practice 3 SH
NURS 701 Philosophy and Foundations of Evidence-Based Practice Research 3 SH
NURS 702 Advanced Research Utilization 3 SH
NURS 703 Advanced Statistics: Multivariate Analysis 3 SH
NURS 704 Leadership in Development and Analysis of Health Care Policy 3 SH
NURS 705 Theoretical Foundations of Nursing Informatics 3 SH

LEADERSHIP MODULE

Management and Leadership Specialty

NURS 706 Management Leadership in Advanced Practice Nursing 3 SH
NURS 708 Epidemiology and Disease Control 3 SH

Education Specialty

NURS 707 Advanced Curriculum Theory and Development in Nursing 3 SH
NURS 709 Theoretical Foundations: Instructional and
Evaluation Systems and Methods 3 SH

CAPSTONE MODULE

NURS 711 Professional Internship/Practice Immersion Experience 6 SH
NURS 712 Capstone Project 6 SH

POST-MASTER'S DNP COURSE DESCRIPTIONS

NURS 700 THEORETICAL AND SCIENTIFIC UNDERPINNINGS OF EVIDENCE BASED NURSING PRACTICE *3 semester hours*

Examination and application of theory to research and advanced nursing practice. The interrelationship of theory, research, and practice will be analyzed.

NURS 701 PHILOSOPHY AND FOUNDATIONS OF EVIDENCE-BASED PRACTICE RESEARCH *3 semester hours*

Exploration and inquiry into the philosophies and theories underlying Advanced Nursing Practice from an inter-disciplinary perspective. Paradigms in nursing will be examined in relation to advanced nursing practice.

NURS 702 ADVANCED RESEARCH UTILIZATION *3 semester hours*

Analysis of research methodology as a basis for practice including purpose, significance, method, data collection, ethics, and measurement.

NURS 703 ADVANCED STATISTICS: MULTIVARIATE ANALYSIS *3 semester hours*

Introduction to multivariate research design and data analysis procedures necessary for research in the health sciences. Emphasis will be on the use of scientific approaches to analyze population data to better understand determinants of health and illness.

NURS 704 LEADERSHIP IN DEVELOPMENT AND ANALYSIS OF HEALTH CARE POLICY *3 semester hours*

Examination of health care policy and legal issues from philosophical and analytical perspectives including the knowledge, skills, and attitudes to support advocacy and policy development. Pre-requisites: NURS 700 and 702

NURS 705 THEORETICAL FOUNDATION OF NURSING INFORMATICS *3 semester hours*

Exploration of the integration of informatics knowledge, skills, and attitudes to support culturally sensitive, evidence-based practice at the leadership level. Pre-requisites: NURS 700, 701, 702, 703, and 704

NURS 706 MANAGEMENT LEADERSHIP IN ADVANCE PRACTICE NURSING *3 semester hours*

Examination and application of management theory, healthcare finance and economics, and organizational and systems leadership principles as they apply to advanced practice nursing in a variety of healthcare settings. Pre-requisites: NURS 700, 701, 702, 703, 704, and 705

NURS 707: ADVANCED CURRICULUM THEORY AND DEVELOPMENT IN NURSING *3 semester hours*

Exploration of past and present issues and trends related to curriculum theory and development and the effects of political, social, and economical influences that impact nursing education at the local and national level. Pre-requisites: NURS 700, 701, 702, 703, 704, and 705

NURS 708: EPIDEMIOLOGY AND DISEASE CONTROL *3 semester hours*

Analysis of epidemiological, bio-statistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health. Pre-requisites: NURS 700, 701, 702, 703, 704

**NURS 709: THEORETICAL FOUNDATIONS: INSTRUCTIONAL AND
EVALUATION SYSTEMS AND METHODS** *3 semester hours*

An overview of educational measurement and evaluation modalities. Emphasis is placed on program evaluation including teaching effectiveness, student learning, student performance and program outcomes. Pre-requisites: NURS 700, 701, 702, 703, 704, 705

NURS 711: PROFESSIONAL INTERNSHIP/PRACTICE IMMERSION EXPERIENCE
3 semester hours

This capstone practicum course allows experiential application of advanced knowledge in a practice setting. This 3 semester hour course must be taken twice. Pre-requisites: NURS 700, 701, 702, 703, 704, 705, and 706 or 707

NURS 712: CAPSTONE PROJECT *3 semester hours*

This capstone course allows the student to translate research into practice to improve healthcare outcomes for a group, population or community. This 3 semester hour course must be taken twice. The student must register for this course each semester until the Capstone Project is defended or the student withdraws from the program. Pre-requisites: NURS 700, 701, 702, 703, 704, 705, and 706 or 707, 708 or 709

THE GRADUATE SCHOOL OF BUSINESS

ADVANCED STUDY OF BUSINESS IN A CHRISTIAN ENVIRONMENT

INTRODUCTION

The Graduate School of Business currently offers master degree programs in Master of Business Administration (MBA), Master of Accountancy (MAcc), and International Master of Business Administration (IMBA). Two other degree programs are jointly offered with the M. Christopher White School of Divinity (MDiv/MBA) and the School of Nursing (MSN/MBA). In addition, the Graduate School of Business offers an MBA Plus Certificate Program. The Graduate School of Business requires a minimum of 36 semester hours of graduate credits for an MBA or IMBA degree and 30 semester hours for a MAcc degree. The programs are specifically structured to accommodate the needs of working professionals - people who are seeking new ways to remain competitive in the changing environment of business and accounting. Each face-to-face class meets only one evening a week for an entire semester and two evenings a week during the summer sessions. Many courses are offered online.

LOCATIONS

The MBA Program is offered on the main campus in Boiling Springs, North Carolina. The MBA Program is also offered in Statesville, Winston-Salem, Charlotte, and Spartanburg, South Carolina. The MAcc and IMBA programs are currently offered at the main campus, Charlotte, and Statesville centers. In addition, the MBA, IMBA, and MAcc degree programs, as well as the MBA Plus Certificate program, are offered entirely online.

MISSION

The Godbold School of Business provides undergraduate and graduate professional training within the scope of a Christian-based, liberal arts university, building on the skills in learning and critical thinking that the liberal arts foster.

VISION

The Godbold School of Business functions to support the mission of Gardner-Webb University by providing both graduate and undergraduate professional training in the business disciplines to a diverse student population. It enhances the scope of the university by applying the learning and analytical skills fostered by the liberal arts and the moral and ethical values of the Christian faith to the practice of business activities in the domestic and world-wide arenas. It also encourages both its faculty and its students to pursue life-long learning, to value service to God and humanity, and to build character in students.

MOTTO:

“FOR GOD AND HUMANITY THROUGH BUSINESS”

GOALS AND OBJECTIVES

The overall goals and objectives for the Graduate Business Programs are to prepare students for the business world who are:

1. Able to adapt themselves ethically in advanced professional careers in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills beyond those traditionally provided by undergraduate programs are vital for success.
2. Able to respond to change in a dynamic, global marketplace.
3. Able to become productive citizens within their respective communities.

The Graduate School of Business attempts to meet the above goals and objectives by offering Master of Business Administration, International Master of Business Administration, and Master of Accountancy degrees.

FACULTY

Members of the Graduate Business Faculty hold doctoral degrees from major universities throughout the country and world. They have varied business experiences and bring to the classroom a mixture of practical and theoretical experience and training. The faculty is committed to providing a program of study which clearly gives its participants an advantage when competing with others in today's business climate.

Classes are generally small at Gardner-Webb University and faculty members are accessible. Professors' priorities are given to teaching and serving the program's participants. Professors also engage in consulting and research activities; these pursuits are then used in the classroom to make lectures up-to-date and meaningful. This environment of personal attention and dedication to teaching distinguishes the programs from other universities.

GARDNER-WEBB UNIVERSITY AND FREE ENTERPRISE

The University has been supported greatly over the years by Baptist churches, the Baptist State Convention of North Carolina, and men and women who gave their time and resources to provide students with an excellent Christian learning environment. Some of these supporters were successful business people who shared in Gardner-Webb University's commitment to the teaching of love and appreciation for the American free enterprise system. Many other small and large business entrepreneurs have made financial contributions that have enriched the University's campus community and enhanced its course offerings.

The graduate and undergraduate business programs provide opportunities for students to understand and experience the free market system. Student business organizations, on-campus seminars, and executive lectures help prepare students for successful business careers.



STUDY ABROAD PROGRAM

International Master of Business Administration (IMBA) majors are required to participate in a foreign study program offered through the Graduate School of Business. Other majors in the Graduate School of Business are encouraged to participate. Several programs are offered every year, over time including the major continents of the world, including Europe, Asia, Africa and South America. This program provides the individual with practical international educational experience regarding culture, customs, language, and the impact of international business. It is a unique educational opportunity for enrichment of the participants.

GRADUATE SCHOOL OF BUSINESS (GSB)/EXECUTIVE ASSOCIATION

The GSB/Executive Association is an organization of current Graduate School of Business students, alumni and business executives united to provide network services to its members, and further develop and enhance the partnership between the University and the business community. The association is a self-supporting, not for profit organization, committed to meeting the needs of its members, the University and industry. The association objectives are:

- To provide social and professional activities for its members.

- Provide networking capabilities for its members, including employment opportunities.

- Invite nationally and world renowned speakers to the campus.

- Promote a positive image of Gardner-Webb worldwide and increase public awareness.

- Maintain a strategic planning process that is conducive to addressing the current and future needs of the program; to meeting changing academic and business requirements.

- Develop stronger relationships with the business community.

- Provide availability of resources for consulting or problem resolution.

STUDENT LIFE

Students enrolled in a graduate program at Gardner-Webb University are typically working professionals. Therefore, programs are carefully designed to accommodate their needs, especially as they relate to work schedules. Graduate students have representation on the Graduate Council and are entitled to attend campus events, receive campus publications, and request services which are offered to students at Gardner-Webb. Services offered include guidance and counseling, placement services, and the mail delivery of textbooks from the Campus Shop to students. Graduate students are invited to participate in campus life to the maximum extent of their desire and interest.

THE ADMISSION PROCESS

Admission to the University's Graduate School of Business program is selective. An admission decision is based on a balanced appraisal of the applicant's total academic and professional record, his/her Graduate Management Admissions Test score or Graduate Record Examinations score, and overall excellence. While the Admissions Committee looks for responsible academic performance and excellence on test scores as evidence of the applicant's ability to do well in graduate study, it also looks for qualities of personal development which are relevant to career success. Extra-curricular involvement and leadership in college, useful assignments in military service, or substantial work experience will strengthen the application.

APPLICATION PROCEDURES

Persons wishing to apply for admission to the Graduate School of Business Programs should request application materials from the Office of Graduate Admissions, or additional information can be found on the Graduate School of Business Admissions website <http://www.gardner-webb.edu/gsb>.

No single criterion will be decisive, but each item will be considered in relation to the applicant's total qualifications. Gardner-Webb University seeks to enroll students from a variety of economic, occupational, racial, social, religious, and geographic backgrounds. To apply for initial admission to a graduate business program, the applicant should complete the following:

1. Submit an application form to the Office of Graduate Admissions along with a \$40 nonrefundable processing fee. The \$40 fee will be waived for alumni and for all prospective students applying online.
2. Submit a detailed resume of professional experience.
3. Arrange for an official transcript of all previous academic work beyond high school to be sent directly from each institution attended. The Privacy Act requires that each student request in writing that transcripts be released and sent to Admissions. Photocopies might help to expedite the admission process, but full admission will not be granted until original documents have been filed.
4. Have three evaluators mail confidential recommendation forms (downloadable from the website) directly to Graduate School of Business Admissions: (1) current or past professor, (2) current or past supervisor, (3) academic or business professional, or any combination thereof.
5. Arrange for submission of an official report of graduate admissions test scores. The Graduate Management Admission Test (GMAT) is preferred, but the Graduate Record Examinations (GRE) is acceptable (See GMAT and GRE section for details). Photocopies might help to expedite the admission process, but full admission will not be granted until original documents have been filed.

INTERNATIONAL STUDENTS' REQUIREMENTS

International students are strongly encouraged to apply for admission to Gardner-Webb University's Graduate School of Business. In addition to the standard application procedure several additional steps must be taken.

- a. TOEFL - A TOEFL (Test of English as a Foreign Language) score of at least 500 must be submitted for a paper-based test, or Minimum 173 for computer-based, or minimum 61 for internet-based. Required for international students only if English is not first language.
- b. WES - (Evaluation of Foreign Educational Credentials) Transcripts from institutions outside the United States must first be submitted to World Education Services, Inc. for a course-by-course evaluation before being mailed to the Director of Admissions.
- c. PASSPORT - International students must provide to the office of admissions a copy of their passport as part of their admission material.

ONLY international applicants planning to immigrate to the U.S.A. need to submit the following documentation in addition to items listed above:

- d. VISA - International student must provide to the office of admissions a copy of their current Visa status as part of their admission material. Acceptable Visas eligible to study at GWU graduate business programs include: F1 student visa and H1B work/employment visa. Permanent Residents need to supply a copy of their permanent residency card.
- e. Documents to Support Sponsor Financial Responsibility - Provide a copy of the most recent Bank Statement and one of the following: Recent tax return OR copies of the last three pay stubs.

f. I-20 Request Form - International applicant will need to complete this form and submit with other required documents before an I-20 can be issued. Once received, the I-20 will enable the student to apply for a visa with the embassy.

g. International Student Transfer form (if coming from another U.S. institution, a copy of I-94 and I-20 are required)

International student forms such as the I-20 Request Form and the International Student Transfer Form, may be found online at www.gardner-webb.edu/gsb.

PREREQUISITES FOR ADMISSION FOR ALL MAJORS

An undergraduate business degree is not required for admission to the graduate business programs, but specific course material is required. The School of Business offers 500-level prerequisite courses (or Foundation Courses) each semester for students with prerequisite deficiencies. These courses earn undergraduate credit and will not count towards the graduate GPA. Students who have already taken the prerequisites must demonstrate mastery of the material normally taught in the following prerequisite courses either by offering a transcript demonstrating that the course has been completed with a grade of "C" or better, or through a waiver by successfully passing an exam:

MBA AND IMBA PREREQUISITES:

• Principles of Accounting I	3 sem. hrs.
• Principles of Accounting II	3 sem. hrs.
• Financial Management	3 sem. hrs.
• Principles of Marketing	3 sem. hrs.
• Microeconomics	3 sem. hrs.
• Macroeconomics	3 sem. hrs.
• Microcomputers (or proficiency)	3 sem. hrs.
• Statistics or Business Statistics	3 sem. hrs.
• Management Science	3 sem. hrs.

MAcc PREREQUISITES:

In addition to the above prerequisites, the MAcc Program requires:

• Intermediate Accounting I	3 sem. hrs.
• Intermediate Accounting II	3 sem. hrs.
• Auditing	3 sem. hrs.
• Accounting Information Systems	3 sem. hrs.
• Cost Accounting	3 sem. hrs.
• Income Tax	3 sem. hrs.

All students must meet the above prerequisite requirements to take courses in the MBA, IMBA, and MAcc programs or have the approval of the Director of Business Graduate Programs. Students who have not completed these requirements may be given applicant status and after satisfactorily completing business prerequisite deficiencies at Gardner-Webb University or elsewhere may be granted full admission. The Graduate School of Business offers fast-track foundations to meet the MBA and IMBA prerequisites. See Foundation (Prerequisite) Courses for MBA, IMBA, and MAcc section below for details.

GMAT OR GRE

Students are required to take a graduate admissions test in order to be admitted to graduate business studies. The Graduate Management Admission Test (GMAT) is preferred, but the Graduate Record Examinations (GRE) is acceptable. A GMAT or GRE score can be used for evaluation only if the test has been taken within the last five years. Students must request GMAT or GRE scores to be sent directly to Gardner-Webb University by the testing agency. Applications for taking the GMAT or GRE may be obtained from the websites for the tests. Specific testing locations and additional information for the GMAT may be found on the web site at <http://www.mba.com>. Specific testing locations and additional information for the GRE may be found on the website at <http://www.ets.org/bin/getprogram.cgi?test=gre>. There is not a minimum requirement for the GMAT or GRE scores. The GMAT or GRE score in combination with the GPA (or GPA of the last 64 credit hours) are accepted as general minimum criteria for admission to the Graduate Business Programs based on the following Quantitative Acceptance Index (QAI) formula:

$QAI = [GMAT + (200 \times GPA) > 950]$. Similarly, if the applicant submits the GRE score, the QAI criteria will be: $QAI = GRE + (200 \times GPA) > 1400$ or 695 after 8/1/2011.

LOW-SCORE GMAT OR GRE APPEAL

If the QAI is less than the minimum for the applicable graduate admissions test, the student can appeal to an Admissions Committee of the Graduate School of Business (ACGSB) faculty for admission based on some other strong indication of success in the program, since admission is based on an indication that the student will succeed in the graduate program.

TYPES OF ENROLLMENT STATUS

Enrollment for graduate study in business is granted in the following categories.

FULL ADMISSION

An applicant who meets all of the formal requirements for admission to the MBA, MAcc or IMBA degree program is granted full admission. These requirements are listed in the Application Procedure section, and, among other things, include the following specific requirements:

1. Graduate from a regionally accredited institution of higher education with a bachelor's degree;
2. Complete undergraduate course prerequisites or equivalents with a "C" or better. Persons who have not completed this requirement may be given "applicant admission," and after satisfactorily completing the required courses at Gardner-Webb University or elsewhere may be granted full admission (see Course of Instruction section);
3. Present a minimum cumulative undergraduate grade point average (GPA) of 2.5 on a 4.0 scale for MBA, IMBA or MAcc Program on all undergraduate course work completed or the last 64 hours of undergraduate or graduate work attempted;
4. Original transcripts;
5. Detailed resume of professional experience;
6. Three confidential letters of recommendation on official Gardner-Webb graduate admissions forms;
7. A satisfactory GMAT or GRE score according to the Quantitative Acceptance Index (QAI) formula.

PROVISIONAL ADMISSION

Applicants who show potential for graduate study but do not meet the criteria for Full Admission may be admitted for up to 6 hours of graduate work under Provisional status. Deficiencies may include low graduate admission test scores, or low undergraduate grade point average. All students must complete the GMAT or GRE test to be considered for Provisional Admission. No student may be admitted to a degree program who has a grade point average lower than 2.25 on all college work attempted or on the last 64 hours of work attempted. The Admission Committee strives to take a holistic view of the applicant in order to determine the likelihood for success in the graduate business programs. The Admission Committee of the Graduate School of Business may grant Provisional status based on the following:

(A) QAI-GMAT between 750-949 or a QAI-GRE between 1050-1399; or QAI-GRE between 770-792 for exam taken after August 2011, or

(B) Acceptable GPA and proof of significant years of experience or substantive managerial/leadership experience that may be evidenced through resumé review, employer recommendations, personal interviews, or telephone interviews.

A student admitted with provisional status must meet any condition attached to his/her admission before being granted full admission. The Admissions Committee may elect to place additional application requirements on the student, including submission of a written essay, taking extra prerequisite classes, among others.

A student admitted with provisional status may be granted permission to register for no more than six graduate credit hours. The student's progress will be monitored and the student may be granted full admission status if all other requirements for admission are met and the student receives an "A" or "B" in both courses. If a "C" is made, the student may be given one opportunity to repeat the course with the "C" grade. If the student does not make an "A" or "B" on the second attempt, the student will be barred from continuation in any of the programs. Credit earned will be considered graduate level work but may not be counted toward any of the degree programs at Gardner-Webb University until the student meets admissions criteria after all credentials are assessed, or until the student has full admission. Students must have full admission in order to register for graduate course work beyond six-credit hours, and must submit all supporting documentation.

APPLICANT STATUS

An applicant with undergraduate course prerequisite deficiencies may be granted "Applicant Status" and permission to register for undergraduate business course prerequisites from any of the programs prior to the completion of the admission procedure. Gardner-Webb University generally offers undergraduate courses encompassing Accounting, Economics, Finance, Marketing, Statistics, and Management Science at various times throughout the year. An individual having prerequisite deficiencies may not enroll in any of the program's graduate courses until all deficiencies have been removed.

The table on p.111 presents the requirements for Full Admission, Provisional Status, or Applicant Status. Applicants will be considered under any one of the following criteria:

Requirement or Condition	FULL ADMISSION	PROVISIONAL STATUS	APPLICANT STATUS
1. GMAT score exceeds 500 or GRE score exceed 1000	√		
2. QAI-GMAT ≥ 950 or QAI-GRE $\geq 1400^{**}$ or QAI-GRE ≥ 793 for GRE taken after August 01, 2011	√		
3. QAI-GMAT between 750-949 or QAI-GRE between 1050-1399** or QAI-GRE between 770-792 for exam taken after August		√	
4. Acceptable undergraduate GPA from an accredited school and two or more years of relevant professional experience as determined by Admission Committee of the Graduate School of Business (see Provisional Admission)		√	
5. Students will be granted Applicant status due to undergraduate course prerequisite deficiencies. A student having prerequisite deficiencies may not enroll in any of the graduate program's courses until all deficiencies have been removed or the student has been granted Provisional or Full Status.			√

****QAI-GMAT** = $[GMAT + (200 \times GPA) > 950]$ or **QAI-GRE** = $[GRE + (200 \times GPA) > 1400]$ or **QAI-GRE** = $[GRE + (200 \times GPA)] > 793$, for exam taken after August

SPECIAL STUDENT

A student entering any of the programs to take courses for professional or career enhancement as a non-degree seeking student is granted special admission. Although students may earn as many credit hours as is desired to fulfill their professional or personal goals, a maximum of six semester hours of credit may be earned as a Special Student and applied toward any of the degree programs at Gardner-Webb University.

TRANSIENT STUDENT

Transient status is assigned to an applicant from another recognized graduate institution who desires enrollment at Gardner-Webb University to take courses for transfer to the institution in which he or she is enrolled as a degree candidate. A transient student must submit an application for admission and a letter that indicates good standing from the director or dean of the MBA, IMBA, or MAcc program in which he or she is currently enrolled.

TRANSFER OF COURSES FOR GRADUATE CREDIT

With approval, a maximum of six semester hours may be accepted from a regionally accredited MBA, IMBA or MAcc program toward the fulfillment of requirements for the MBA, IMBA or MAcc degree at Gardner-Webb University. Credit will not be given for courses taken more than six calendar years before applying for admission to graduate study. Only courses with a grade of "B" or "A" will be considered for transfer and must be substantially parallel to Gardner-Webb University courses. Credit will not be given for courses taken to obtain another

master's degree. Students currently enrolled in any of the programs at Gardner-Webb University must have prior written approval to take courses from another institution for transfer credit. Courses accepted in transfer admission are recorded as credit only. Grades are recorded on a transfer evaluation form, but no grade points or grade point averages are computed. The grade point average used for administering policy and for graduation is computed on academic credit earned at Gardner-Webb University. The Registrar interprets the transfer policy and certifies students for graduation. The primary purpose of the transfer credits policy is to grant incoming students credit for work previously completed. Students are expected to take the appropriate courses offered by Gardner-Webb University once they enter the program. Permission may be granted to take courses offered by other institutions when the appropriate course is not offered by Gardner-Webb University or when it is more convenient for the University to approve a course for transfer than to offer the course by special arrangement.

Strong undergraduate students at Gardner-Webb University may be permitted, under special circumstances, to register for graduate courses with the permission of the Dean, Associate Dean, or Director of Graduate Studies in Business. Graduate-level courses may not be counted toward both the bachelor's and master's degrees.

A student seeking to transfer courses must fill out the Request for Transfer of Credit Form available at <http://www.gardner-webb.edu/academics/departments/godbold/gsb/resources/index.html>

GRADES AND REPORTS

ACADEMIC RENEWAL POLICY

(For the above, see pp. 18-19 of this catalog.)

ACADEMIC PROBATION, SUSPENSION, DISMISSAL

GRADUATE SCHOOL OF BUSINESS

A student must have an average of 3.0 overall GPA to be awarded the M.B.A., IMBA, and MAcc degrees, as well as the MBA-Plus Certificate. When the GPA falls below 3.0, the student is placed on probation. The program graduate faculty makes the decision on the stipulations that will apply to the probation status.

If the student does not attain a 3.0 overall GPA by failing to meet the stipulations, the student will be suspended from the program. The student may reapply after one year.

A student on academic probation who earns an "I" grade will be suspended until the "I" is replaced by a regular grade, at which time other probation and suspension rules will be applied.

@F GRADE

Any admitted student receiving a grade of @F in a graduate business course will be suspended from the business program in which the grade was received. The student may reapply to that program after one year. Dual degree-seeking students who receive an @F in a course that applies to both programs will be suspended from both programs. The School of Business graduate faculty makes the decision on whether to readmit, and, if readmitted, the stipulations that will apply. If readmitted, the student must repeat at Gardner-Webb the course in which he or she received the @F, making at least a B. The course must be repeated the first time it is offered at the student's site or online after the student's return. Only the higher grade will be counted in computing the student's grade point average, although the @F grade will remain on the student's official transcript. In calculating the hours to meet the degree requirements, only the hours earned from the repeated course will be included.

F GRADE

Any admitted student receiving a grade of F in a graduate business course will be suspended from the program in which the grade was received. The student may reapply to that program after one year. Dual degree-seeking students who receive an F in a course that applies to both programs will be suspended from both programs. The School of Business graduate faculty makes the decision on whether to readmit, and, if readmitted, the stipulations that will apply. If readmitted, the student must repeat at Gardner-Webb the course in which he or she received the F, making at least a B. The course must be repeated the first time it is offered at the student's site or online after the student's return. Both the failing grade and the grade earned by repeating the course will appear on the transcript and both will be used to calculate the student's grade point average. However, only the hours earned from the repeated course will be included in the calculation of hours to meet the degree requirements.

REPEATING @F OR F COURSES

No more than one @F or F grade may be repeated. If a student makes more than one @F or F grade, the student will be dismissed from the Graduate School of Business.

C GRADE

A student who receives nine hours of C grades will be suspended from the graduate business program in which the grades were received. The student may reapply to that program after one year. The School of Business graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply. If readmitted, the student must repeat at Gardner-Webb the course in which he or she received the C, making at least a B. A student may repeat once any business graduate course in which a C grade was earned; the second grade will count for GPA purposes but will not replace the initial C grade. Only one of the courses will count toward degree requirements. If the student earns only a total of 9 semester hours of C in different graduate programs, the program faculty may stipulate not to suspend the student and to allow continued work, on probation status, until the 3.0 is reached.

ACADEMIC DISMISSAL

A student may receive no more than one suspension and have the opportunity to be readmitted. A second suspension results in academic dismissal from the program in which the suspension was received. Dual degree-seeking students who are dismissed from the graduate business program may continue to pursue their degree in the other program.

REPEATING PASSED COURSES

If a student decides that his/her mastery of a previously passed graduate business course will be improved by retaking the course, he or she may do so. All grades received for each course retaken will appear separately on the transcript in addition to the original grade, and will be used to calculate the student's grade point average. Only the hours earned from the repeated course will be included in the calculation of hours to meet the degree requirements.

TRANSFER COURSES WHILE ON SUSPENSION OR PROBATION

A student may not take courses for transfer credit from another institution while on suspension or probation.

ACADEMIC GRIEVANCE AND APPEAL PROCEDURES

A student who experiences a problem concerning a grade or any other aspect of a course, including issues relating to but not limited to academic dishonesty, should:

- 1) Discuss the matter with the professor.
- 2) If the problem is not resolved, the student should go next to the Director of Graduate Business Programs. In some instances, the Director may take the matter to the Graduate School of Business Committee (GSBC). The GSBC consists of the Director of Graduate Business Programs, who serves as chair, and two Graduate School of Business faculty members.
- 3) If the issue is not resolved by the Director (or GSBC), the case will be taken to the Associate Dean or Dean, who will hear only those parties involved and make a decision in the case.
- 4) Finally, if the student is not satisfied with the decision regarding his or her academic matter, the case will be referred to the Chair of the Graduate Council.

To initiate an appeal, the dissatisfied party should complete the Appeal Form and address it to the Director of Graduate Business Programs. If the student and/or the professor are asked to appear before the committee, he or she at that time may bring a representative from within the University to act as counsel. The deadline for an academic dishonesty appeal is seven days after the date of the decision being appealed. The Deadline for an academic dishonesty appeal is seven days after the date of the decision being appealed. Grade appeals must be completed on or before the last day of the following semester. Deadline for all other types of academic appeals is eighteen months after the date of the decision being appealed.

The Appeal Form is available on the Graduate School of Business website.

ACADEMIC HONESTY AND PERSONAL INTEGRITY

It is presupposed that all persons enrolling in the School of Business, at whatever level of admission, will exemplify a high level of Christian commitment as well as a high degree of academic and personal integrity. It is expected that this commitment will be reflected in personal relationships, academic performance, and conduct inside and outside of the classroom. A student's continuing enrollment may become the subject of a formal review if any of the above expectations are not being fulfilled. A member of the administrative staff, faculty member, or student may request a formal review and action by the Dean or Associate Dean of the Godbold School of Business. Upon the conclusion of the formal review, the Dean or Associate Dean may take action, which may include but is not limited to probation, suspension, or counseling. If any party to the review, including the student, faculty member, or administrator, is not satisfied with the decision of the Dean or Associate Dean, he or she may request a hearing by the Appeals Committee, whose decision is final.

(See Code of Academic Integrity, pp. 21-23.)

READMISSION OF FORMER STUDENTS

Any student who does not register for three consecutive terms (the two summer sessions count as one term) must apply for readmission before resuming graduate work. The Graduate Business office keeps inactive files for a year after which students applying for readmission must submit all new application materials, including transcripts and letters of recommendation, GMAT score and interview. The student will be notified by the Graduate Business office of his/her new status. No application fee is charged for readmission.

TIME LIMITS

Students have a time limit of six calendar years to complete their degree from the beginning of the term in which they are initially accepted.

PROGRAMS

MASTER OF BUSINESS ADMINISTRATION (MBA)

Gardner-Webb University is committed to providing a program of study that clearly gives its MBA graduates an advantage when competing among others in today's dynamic business environment.

The University's 36-semester-hour course of study is structured to provide students with a working knowledge of business and the managerial skills needed for successful departmental, divisional, and organizational leadership. Students who begin in August and successfully complete two courses each fall, spring, and summer will graduate at the end of their second summer of study, two years after beginning the program. Courses are offered during evening hours and on Saturdays and are offered online.

Visitors to the University are welcome at all times; administrative offices are open Monday through Friday from 8:00 a.m. until 5:00 p.m. For more information, please call the Graduate Business Director of Admissions: (704) 406-3988 or (704) 406-4489 or (800) 457-4622.

The MBA is recognized as the professional graduate degree designed to enhance effectiveness in upper-level managerial positions in a business setting. Many persons having career goals in non-profit settings also pursue the MBA degree. Graduate study in business not only helps individuals meet their goals of career development and personal growth but also contributes to their enhanced appreciation of the private enterprise market system.

PURPOSE

Effective managerial behavior depends on the knowledge and skills used in decision making. A successful administrator not only must know about his/her own professional area, but he/she also must have considerable understanding of the professional areas of others. Students in the MBA program are expected to develop a working knowledge of accounting, finance, human relations and behavior, economics, marketing, production, business law and international business.

The applied nature of the MBA program provides training in management through the use of practical techniques that can be readily utilized by the students in their existing positions. Students learn to be innovative in their approaches to solving problems and making decisions. The program offers a unique opportunity to study with others who have similar interests and learn from others who have had varying work experiences.

The Master of Business Administration Program was developed to meet the following goals:

- Goal 1: Prepare individuals for careers in business administration with advanced training in specific areas built on an understanding of business in global and domestic environments.
- Goal 2: Provide practical skills and technological competencies to analyze and communicate alternative solutions to business problems involving economic, financial, social, legal, political, global, and ethical factors.
- Goal 3: Encourage students to exhibit Christian faith, service, and leadership in business decision-making and problem solving.

STUDENT LEARNING OUTCOMES

In order to meet each of the above goals, the Graduate School of Business has identified the following student learning outcomes:

Student Learning Outcome

- Goal 1:a. Students will demonstrate a strategic understanding of the key functions of business, accounting, economics, finance, international business, management, management information systems, marketing, operations, and statistics.
- b. Students will demonstrate leadership and business decision-making skills required within both global and domestic business environments.
- c. Students will gain experience in the application of business concepts through internships, service opportunities, course projects, course simulations, and interaction with business leaders.
- Goal 2:a. Students will demonstrate individual and team-related problem analysis and decision-making through the use of contemporary case-related and classic business examples.
- b. Students will use current and appropriate technology for communications, problem solving, and decision-making, orally and/or in writing.
- c. Students will understand the organization of corporate initiatives to maximize the return on human capital.
- Goal 3:a. Students will demonstrate the application of Christian values and problem-solving skills in business decision-making, developed within an environment of Christian ethics.
- b. Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience.

MBA CURRICULUM

Today, managers need skills in analysis, problem solving, interaction, and communication. Approaches to problem solving are stressed throughout the program through the use of practical applications of academic concepts and theories. Students learn to be innovative in their approaches to problem solving through assignments requiring teamwork, communication skills and computer applications.

The Program is structured, having 36 semester credit hours of graduate level studies with 30 hours in the core and six hours of electives in an area of emphasis. Each course is three credit hours.

All students must meet the undergraduate business prerequisite requirements to take graduate courses in the MBA, IMBA, MAcc and MBA-Plus programs or have the approval of the Director of Business Graduate Programs.

CORE CURRICULUM

These fundamental courses are required of all MBA students:

ACCT600 Managerial Accounting	3 sem. hrs.
BADM610 Managerial Economics	3 sem. hrs.
BADM620 Managerial Finance	3 sem. hrs.
BADM625 Marketing Management	3 sem. hrs.
BADM630 Organizational Behavior	3 sem. hrs.
BADM633 Entrepreneurial Management	3 sem. hrs.
BADM635 Production Research and Operations Management	3 sem. hrs.
BADM640 Business Law and Ethics	3 sem. hrs.
BADM690 Strategic Management (Capstone Course)	3 sem. hrs.
INTL650 International Business	3 sem. hrs.

EMPHASIS AREAS: *(The following are not exhaustive lists of all applicable courses for each emphasis, so the student should consult with the advisor about other courses.)*

ACCOUNTING EMPHASIS ELECTIVES (6 HOURS)

ACCT 601 Federal Income Tax *	3 sem. hrs.
ACCT 604 Estate, Gifts, and Trust Planning *	3 sem. hrs.
ACCT 612 Accounting Theory and Practice *	3 sem. hrs.
ACCT 619 Cases in Taxation *	3 sem. hrs.
ACCT 625 Current Topics in Accounting *	3 sem. hrs.
ACCT 630 Fraud Examination *	3 sem. hrs.
BADM 644 Accounting Legal Issues and Ethics	3 sem. hrs.
INTL 622 Seminar in International Accounting	3 sem. hrs.

* *Must meet MAcc Program prerequisites.*

BANKING AND FINANCE EMPHASIS ELECTIVES (6 HOURS)

ACCT 620 Cases in Financial/Managerial Accounting	3 sem. hrs.
BADM 621 Investment Portfolio Management	3 sem. hrs.
BADM 622 Financial Institution Management	3 sem. hrs.
BADM 692 Economics of Money, Banking and Financial Markets	3 sem. hrs.
BADM 697 Topics in Finance	3 sem. hrs.
INTL 651 International Finance	3 sem. hrs.

ECONOMICS EMPHASIS ELECTIVES (6 HOURS)

BADM 611 Health Care Economics	3 sem. hrs.
BADM 645 Seminar in International Economics	3 sem. hrs.
BADM 648 Seminar in Economic Development	3 sem. hrs.
BADM 692 Economics of Money, Banking and Financial Markets	3 sem. hrs.
BADM 696 Topics in Economics	3 sem. hrs.
INTL 653 International Trade *	3 sem. hrs.

* *Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.*

HEALTH CARE MANAGEMENT EMPHASIS ELECTIVES (6 HOURS)

BADM 605 Health Care Administration	3 sem. hrs.
BADM 606 Health Care Organization	3 sem. hrs.
BADM 611 Health Care Economics	3 sem. hrs.
BADM 626 Health Care Marketing	3 sem. hrs.
BADM 628 Managerial Epidemiology	3 sem. hrs.
BADM 641 Health Care Law and Ethics	3 sem. hrs.

HUMAN RESOURCE MANAGEMENT EMPHASIS ELECTIVES (6 HOURS)

BADM608 Leadership: Theory and Practice	3 sem. hrs.
BADM609 Organizational Staffing	3 sem. hrs.
BADM612 Motivation and Reward Systems	3 sem. hrs.
BADM 615 Human Judgment and Decision Making	3 sem. hrs.
BADM632 Human Resource Management	3 sem. hrs.
BADM 636 Managerial Communications	3 sem. hrs.
BADM642 Employment Law	3 sem. hrs.

INTERNATIONAL BUSINESS EMPHASIS ELECTIVES (6 HOURS)

BADM 645 Seminar in International Economics	3 sem. hrs.
INTL622 Seminar in International Accounting	3 sem. hrs.
INTL643 International Trade Law	3 sem. hrs.
INTL651 International Finance	3 sem. hrs.
INTL652 International Marketing	3 sem. hrs.
INTL653 Seminar in International Trade	3 sem. hrs.
INTL695 Topics in International Business	3 sem. hrs.

MANAGEMENT INFORMATION SYSTEMS (6 HOURS)
(MIS) EMPHASIS ELECTIVES

ACCT 610 Advanced Accounting Information Systems	3 sem. hrs.
BADM 634 Management Information Systems	3 sem. hrs.
BADM 637 Technical Trends in Management Information Systems	3 sem. hrs.
BADM 638 E-Commerce and Network Resource Planning	3 sem. hrs.
BADM 639 E-commerce and Internet Laws	3 sem. hrs.
BADM 647 Advanced Database and System Development	3 sem. hrs.
BADM 660 Advanced Data Communications, Networking, and Business Programming	3 sem. hrs.
BADM 698 Topics in Management Information Systems	3 sem. hrs.

MARKETING (6 HOURS)

BADM 625 Marketing Management	3 sem. hrs.
BADM 626 Health Care Marketing	3 sem. hrs.
BADM 654 Promotion Strategies	3 sem. hrs.
BADM 658 Pricing Strategies	3 sem. hrs.
BADM 695 Topics in Marketing	3 sem. hrs.
INTL 652 International Marketing	3 sem. hrs.

MBA DEGREE REQUIREMENTS:

Overall minimum grade point average of 3.0 in graduate studies.

Satisfactory completion of a total of 36 graduate hours: 30 core hours (10 courses) and the 6 elective graduate hours (2 courses) within six calendar years.

Application for graduation by the dates published by the Registrar.

Participation in Hooding Ceremony and Commencement exercises if desired.

It is the student's responsibility to be familiar with the preceding requirements for graduation.

MBA PROGRAM GUIDELINES

ACCT600, BADM610, BADM625 and BADM633 should be scheduled early in the program.

Preferred electives should be scheduled whenever they will be offered according to the two-year rotation.

Strategic Management, BADM690, should culminate the program. A minimum of 24 hours of MBA core courses that include ACCT 600, BADM 610, 620, 625, 630, 633, and 635 are required prior to enrollment.

A student receiving a final grade of less than "B" must repeat BADM690.

It is the student responsibility to Plan the Degree in accordance with the program requirements using the two-year-course rotation and the degree planning form available from the advisor.

MASTER OF ACCOUNTANCY (MAcc)

The Master of Accountancy (MAcc) Program offered by the Graduate School of Business at Gardner-Webb University is structured to prepare students for the significant changes that are impacting the accounting profession. The MAcc is recognized as the professional graduate degree designed to enhance effectiveness in upper-level accounting and financial positions in public accounting, private industry or government.

The flexibility of the MAcc degree provides for the creation of career-specific degree tracks. The degree tracks available are general accounting and taxation. Courses are offered only in the evenings, on Saturdays, and online to accommodate working professionals.

PURPOSE

Today's global business environment is dynamic. There are significant challenges facing accountants. Today's accountant is expected to know more and do more than ever before. It is not enough to know accounting rules and regulations. To be successful in providing value to employers and clients alike, today's accountant must demonstrate a combination of technical competence, oral and written communication skills, analytical problem-solving skills, technology skills and people skills. The intensive, applied nature of this MACC Program provides training in accounting through the use of practical techniques that can readily be utilized by the students in their existing positions. The program will also provide students with an educational experience to meet the North Carolina State Board of Public Accountancy's 150-hour requirement to obtain the Uniform Certified Public Accounting Examination.

The Master of Accountancy Program was developed to meet the following goals:

- Goal 1: Prepare individuals for careers in accounting with advanced training in specific areas built on an understanding of business in global and domestic environments.
- Goal 2: Provide practical skills and technological competencies to analyze and communicate alternative solutions to business problems involving economic, financial, social, legal, political, global, and ethical factors.
- Goal 3: Encourage students to exhibit Christian faith, service, leadership in business decision-making and problem solving.

STUDENT LEARNING OUTCOMES

In order to meet each of the above goals the Graduate School of business has identified the following student learning outcomes:

Goal: Student Learning Outcome

- 1.a. Students will demonstrate a strategic understanding of the key functions of accounting as they relate to economics, finance, international business, management, management information systems, marketing, operations, and statistics.
- b. Students will demonstrate leadership and business decision-making skills required within both global and domestic accounting environments.
- c. Students will gain experience in the application of accounting concepts through internships, service opportunities, course projects, course simulations, and interaction with business leaders.
- 2.a. Students will demonstrate individual and team-related problem analysis and decision-making through the use of contemporary case-related and classic business examples.
- b. Students will use current and appropriate technology for communications, problem solving, and decision-making, orally and/or in writing.
- c. Students will understand the organization of corporate initiatives to maximize the return on human capital.
- 3.a. Students will demonstrate the application of Christian values and problem solving skills in business decision-making, developed within an environment of Christian ethics.
- b. Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience.

MACC CURRICULUM

The program requires a minimum of 30 semester credit hours of graduate studies: 12 hours in the required core, 12 accounting elective hours and six graduate business elective hours. A student may take the 12 accounting elective hours by selecting an emphasis, or a combination of both areas.

All students must meet the undergraduate business prerequisite requirements to take graduate courses in the MBA, IMBA, MAcc and MBA-Plus programs or have the approval of the Director of Business Graduate Programs.

REQUIRED CORE COURSES (12 HOURS)

ACCT 601	Federal Income Tax	3 sem. hrs.
ACCT 610	Advanced Accounting Information Systems	3 sem. hrs.
ACCT 611	Advanced Auditing (Capstone course)	3 sem. hrs.
ACCT 612	Accounting Theory and Practice	3 sem. hrs.

ACCOUNTING EMPHASIS ELECTIVES (12 HOURS)

TAX EMPHASIS:

ACCT 602	Advanced Federal Income Tax	3 sem. hrs.
ACCT 603	Partnership and S Corporation Taxation	3 sem. hrs.
ACCT 604	Estate, Gifts, and Trust Planning	3 sem. hrs.
ACCT 606	Tax Research/Planning	3 sem. hrs.
ACCT 607	State and Local Taxation	3 sem. hrs.
ACCT 619	Cases in Taxation	3 sem. hrs.

GENERAL EMPHASIS:

ACCT 600	Managerial Accounting	3 sem. hrs.
ACCT 620	Cases in Financial/Managerial Accounting	3 sem. hrs.
ACCT 621	Government and Not-For-Profit Accounting	3 sem. hrs.
ACCT 625	Topics in Accounting	3 sem. hrs.
ACCT 630	Fraud Examination	3 sem. hrs.
BADM 644	Accounting Legal Issues and Ethics	3 sem. hrs.
INTL 622	Seminar in International Accounting	3 sem. hrs.

BUSINESS ELECTIVES (6 HOURS)

The elective courses are chosen from the large number of Accounting, Master of Business Administration (MBA) and International Master of Business Administration (IMBA) courses. These courses allow the student to address functional weaknesses or pursue additional specialization. For example, a student could take a group of courses related to health care management or banking and finance or international business. Students with no baccalaureate degree in accounting are encouraged to take more accounting electives in place of the business electives.

MACC DEGREE REQUIREMENTS:

Overall minimum grade point average of 3.0 in graduate studies.

Satisfactory completion of 30 graduate hours: 12 core graduate hours (four courses), 12 accounting emphasis elective graduate hours (four courses), and six business elective graduate hours (two courses) within six calendar years for the MAcc.

Application for graduation by the dates published by the Registrar.

If desired, participation in the hooding ceremony and commencement exercises.

It is the student's responsibility to be familiar with the preceding requirements for graduation.

MACC PROGRAM GUIDELINES

ACCT601, 610, 612, should be scheduled early in the program. Preferred electives should be scheduled whenever they will be offered according to the two-year rotation.

Advanced Auditing, ACCT 611, should culminate the program. A minimum of 21 hours of Macc program courses that include ACCT 601, 610, 612 are required prior to enrollment in ACCT 611. A student receiving a final grade of less than "B" must repeat ACCT 611.

It is the student's responsibility to plan the degree in accordance with the program requirements using the two-year-course rotation and the degree planning form available from the advisor.

INTERNATIONAL MASTER OF BUSINESS ADMINISTRATION (IMBA)

The International Master of Business Administration (IMBA) Program offered by the Graduate School of Business at Gardner-Webb University is structured to provide a strong academic foundation in international business through a comparative approach to global business. The IMBA is recognized as the professional graduate degree designed to enhance effectiveness and provide comprehensive knowledge and skills involved in managing international profit and nonprofit organizations.

The 36 credit hour curriculum includes 15 hours of graduate international business courses, 12 hours of required general Master of Business Administration (MBA) core courses and nine hours of electives from the Graduate School of Business offerings. The two-year outline of courses has a logical sequence progressing from required courses of international business, international marketing, international finance, international trade law, corporate and intercultural communication, seminar in international trade to courses in the major emphasis area.

PURPOSE

The global competitive market is continuously changing, and the magnitude and speed of the changes and their strategic implications for firms, irrespective of location or product/service, is unprecedented. The aggregate impact of these changes and the competitive responses of individual firms on individual country and regional economies is equally powerful. To be an effective global manager, one must be equipped with the necessary tools for the challenges ahead. The IMBA program at the Graduate School of Business offers a cutting edge graduate international business education that prepares students for these challenges. The intensive, applied nature of this IMBA program provides training in international business through the use of practical techniques, foreign country experience and other important tools that can readily be utilized by the students in their existing positions.

The International Master of Business Administration Program was developed to meet the following goals:

Goal 1: Prepare individuals for careers in international business administration with advanced training in specific areas focusing on the relationship between business in global and domestic environments.

Goal 2: Provide practical skills and technological competencies to analyze and communicate alternative solutions to business problems involving economic, financial, social, legal, political, global, and ethical factors.

Goal 3: Encourage students to exhibit Christian faith, service, leadership in business decision-making and problem solving.

STUDENT LEARNING OUTCOMES

In order to meet each of the above goals the Graduate School of business have identified the following student learning outcomes:

Goal: Student Learning Outcome

- 1:a. Students will demonstrate a strategic understanding of the key functions of business, accounting, economics, finance, international business, management, management information systems, marketing, operations, and statistics in the global marketplace.
- b. Students will demonstrate leadership and business decision-making skills required within both global and domestic business environments.
- c. Students will gain experience in the application of international business concepts through internships, service opportunities, course projects, course simulations, and interaction with business leaders.
- 2:a. Students will demonstrate individual and team-related problem analysis and decision-making through the use of contemporary case-related and classic business examples.
- b. Students will use current and appropriate technology for communications, problem solving, and decision-making, orally and/or in writing.
- c. Students will understand the organization of corporate initiatives to maximize the return on human capital.
- 3:a. Students will demonstrate the application of Christian values and problem solving skills in business decision-making, developed within an environment of Christian ethics.
- b. Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience.

IMBA CURRICULUM

All students must meet the undergraduate business prerequisite requirements to take graduate courses in the MBA, IMBA, MAcc and MBA-Plus programs or have the approval of the Director of Business Graduate Programs.

INTERNATIONAL BUSINESS REQUIRED (15 HOURS)

INTL643	International Trade Law	3 sem. hrs.
INTL650	International Business	3 sem. hrs.
INTL651	International Finance	3 sem. hrs.
INTL652	International Marketing	3 sem. hrs.
INTL653	Seminar In International Trade (Capstone Course)	3 sem. hrs.

MBA REQUIRED COURSES (12 HOURS)

ACCT600	Managerial Accounting	3 sem. hrs.
BADM610	Managerial Economics	3 sem. hrs.
BADM620	Managerial Finance	3 sem. hrs.
BADM633	Entrepreneurial Management	3 sem. hrs.

INTERNATIONAL BUSINESS ELECTIVES (9 HOURS)

BADM625	Marketing Management	3 sem. hrs.
BADM639	E-Commerce and Internet Law	3 sem. hrs.
INTL622	Seminar In International Accounting	3 sem. hrs.
INTL636	Corporate and Intercultural Communications	3 sem. hrs.
INTL695	Topics in International Business	3 sem. hrs.

*These electives are not an exhaustive list of all applicable courses. Students should consult with the academic advisor about other possible electives.

IMBA DEGREE REQUIREMENTS:

Overall minimum grade point average of 3.0 in graduate studies.

Satisfactory completion of 36 graduate hours: 12 core graduate hours (four courses), 24 hours of international business graduate hours (eight courses) within six calendar years for the IMBA.

Application for graduation by the dates published by the Registrar.

If desired, participation in the hooding ceremony and commencement exercises. It is the student's responsibility to be familiar with the preceding requirements for graduation.

IMBA PROGRAM GUIDELINES

INTL 650, 651, 652, and BADM 633 should be scheduled early in the program.

Preferred electives should be scheduled whenever they will be offered according to the two-year rotation. Seminar in International Trade, INTL 653, should culminate the program. A minimum of 18 hours of IMBA program courses that include INTL 650, 651, 652, and BADM 633 are required prior to enrollment in INTL 653. A student receiving a final grade less than "B" must repeat INTL 653.

It is the student's responsibility to plan the degree in accordance with the program requirements using the two-year-course rotation and the degree planning form available from the advisor.

MBA PLUS CERTIFICATE

The MBA Plus is a certificate program that provides graduates of an accredited graduate business program the opportunity to update their business education and explore new career paths in teaching by meeting the basic accreditation standard of having earned a minimum of 18 graduate hours in a discipline in order to teach a college-level course. The MBA Plus provides business professionals who hold master's degrees in business with a means for keeping up with the ever-changing business environment and remaining competitive.

MBA PLUS EMPHASIS OPTIONS:

- Accounting*
- Economics
- Finance
- Human Resources
- International Business
- Management Information Systems
- Marketing
- International Business
- Healthcare Management

***Undergraduate MACC Prerequisites are required.**

REQUIREMENTS:

The MBA Plus Certificate requires completion of 18 graduate semester hours (six courses) in the area of emphasis, at least twelve of which must be earned at Gardner-Webb University. Students will be allowed to take more than the minimum number of credit hours if they wish. Students can transfer in up to 6 hours towards the 18-hour requirement for the certificate. Accounting emphasis students should meet the prerequisite requirements of the MAcc program in order to take MBA-Plus accounting courses.

ADMISSION PROCEDURES:

Prospective students must submit the following in order to be considered for the MBA Plus Program:

- Graduate School of Business application
- Official transcripts indicating master's degree or equivalent awarded by a regionally accredited institution (transcript not required from GWU alumni)

ADMISSION PROCEDURES FOR INTERNATIONAL STUDENTS:

Prospective international students must submit the following in order to be considered for the MBA Plus Program:

- Graduate School of Business application
- Official transcripts indicating master's degree or equivalent awarded by a regionally accredited institution (transcript not required from GWU alumni)
- A copy of the most recent bank statement and one of the following: recent tax return OR copies of the last three pay stubs.
- For additional requirements, see the "International Students' Requirements" section above.

MBA PLUS COURSES:

ACCOUNTING

• ACCT 600	Managerial Accounting
• ACCT 601	Federal Income Tax*
• ACCT 602	Advanced Federal Income Tax*
• ACCT 603	Partnership & S Corporation Taxation*
• ACCT 604	Estate, Gifts, & Trust Planning*
• ACCT 606	Tax Research/Planning*
• ACCT 607	State and Local Taxation*
• ACCT 610	Advanced Accounting Information Systems*
• ACCT 611	Advanced Auditing (Capstone)*
• ACCT 612	Accounting Theory & Practice*
• ACCT 619	Cases in Taxation*
• ACCT 620	Cases in Financial/Managerial Accounting*
• ACCT 621	Government & Not-For-Profit Accounting*
• ACCT 625	Topics in Accounting*
• ACCT 630	Fraud Examination*
• BADM 644	Accounting Legal Issues and Ethics
• INTL 622	Seminar in International Accounting

** Must have all MAcc program prerequisites.*

ECONOMICS

• BADM 610	Managerial Economics
• BADM 611	Health Care Economics
• BADM 645	Seminar in International Economics
• BADM 648	Seminar in Economic Development
• BADM 692	Economics of Money, Banking, and Financial Markets
• BADM 696	Topics in Economics
• INTL 653	International Trade *

** Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.*

FINANCE

• ACCT 620	Cases in Financial/Managerial Accounting*
• BADM 620	Managerial Finance
• BADM 621	Investment and Portfolio Management
• BADM 622	Financial Institution Management

- BADM 692 Economics of Money, Banking, and Financial Markets
- BADM 697 Topics in Finance
- INTL 651 International Finance

** Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.*

HEALTH CARE MANAGEMENT

- BADM 605 Health Care Administration 3 sem. hrs.
- BADM 606 Health Care Organization 3 sem. hrs.
- BADM 611 Health Care Economics 3 sem. hrs.
- BADM 626 Health Care Marketing 3 sem. hrs.
- BADM 628 Managerial Epidemiology 3 sem. hrs.
- BADM 641 Health Care Law and Ethics 3 sem. hrs.

** Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.*

HUMAN RESOURCES MANAGEMENT

- BADM 608 Leadership: Theory and Practice 3 sem. hrs.
- BADM 609 Organizational Staffing 3 sem. hrs.
- BADM 612 Motivation and Reward Systems 3 sem. hrs.
- BADM 613 Labor Relations and Force Governance 3 sem. hrs.
- BADM 615 Human Judgment and Decision Making 3 sem. hrs.
- BADM 630 Organizational Behavior 3 sem. hrs.
- BADM 632 Human Resource Management 3 sem. hrs.
- BADM 636 Managerial Communications 3 sem. hrs.
- BADM 642 Employment Law 3 sem. hrs.

** Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.*

INTERNATIONAL BUSINESS

- BADM 645 International Economic Issues
- INTL 622 Seminar In International Accounting*
- INTL 636 Corporate And Intercultural Communications
- INTL 643 International Trade Law
- INTL 650 International Business
- INTL 651 International Finance
- INTL 652 International Marketing
- INTL 653 Seminar In International Trade (Capstone)
- INTL 695 Topics In International Business

** Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.*

MANAGEMENT INFORMATION SYSTEMS

- ACCT 610 Advanced Accounting Information Systems* 3 sem. hrs.
- BADM 634 Management Information Systems 3 sem. hrs.
- BADM 637 Technical Trends in Management Information Systems 3 sem. hrs.
- BADM 639 E-commerce and Internet Laws 3 sem. hrs.
- BADM 647 Advanced Database and System Development 3 sem. hrs.
- BADM 660 Advanced Data Communications, Networking, and Business Programming 3 sem. hrs.
- BADM 698 Topics in Management Information Systems 3 sem. hrs.

** Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.*

MARKETING

- | | |
|------------|-------------------------|
| • BADM 625 | Marketing Management |
| • BADM 626 | Health Care Marketing |
| • BADM 654 | Promotion Strategies |
| • BADM 658 | Pricing Strategies |
| • BADM 695 | Topics in Marketing |
| • INTL 652 | International Marketing |

** Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.*

MBA PLUS CERTIFICATE REQUIREMENTS:

- Overall minimum grade point average of 3.0 in graduate studies.
- Satisfactory completion of a total of 18 graduate hours in the selected emphasis.
- Application for Completion of MBA PLUS Certificate. Due dates are published by the Registrar and are the same as graduation application.
- If desired, participation in the presentation of Certificate during Hooding Ceremony.

It is the student's responsibility to be familiar with the preceding requirements for graduation.

For MBA-Plus Policies on Grades and Reports and Transfer Courses While on Suspension and Probation, see the Academic Information section of the catalog.

COURSES OF INSTRUCTION

FOUNDATION (PREREQUISITE) COURSES FOR MBA, IMBA, AND MACC

An undergraduate business degree is not required for admission to the Masters of Business Administration or International Masters of Business Administration programs, but specific course material is required. The School of Business offers 500 level prerequisite courses each semester for students with prerequisite deficiencies. These courses are undergraduate courses and will not count towards the graduate GPA. Students who have already taken the prerequisites must demonstrate mastery of the material normally taught in the following prerequisite courses either by offering a transcript demonstrating that the course has been completed with a grade of "C" or better, or through a waiver by successfully passing an exam. All foundation courses have an ethics component included.

MBA, IMBA, and MacC foundation (prerequisite) requirements for students with a non-accounting undergraduate degree:

BADM 501 FOUNDATIONS OF ACCOUNTING AND FINANCE 3 semester hours

An introduction to financial accounting, accounting transactions, the accounting cycle, financial statement preparation, partnerships, corporations, debt and equity financing, cash flow, working capital and financial statement analysis, profit planning, asset valuation, time value of money, and capital budgeting. Introduction to management accounting, including job order and process costing, budgeting, and variance analysis. This foundation is equivalent to the Principles of Accounting I, Principles of Accounting II and Financial Management undergraduate prerequisites. Prerequisite: none. 3-0-3.

BADM 502 FOUNDATIONS OF MARKETING AND ECONOMICS 3 semester hours

Explores the economics implications, history and philosophy of the free enterprise system with special attention to national income theory; money, banking and the Federal Reserve system; Keynesian and Classical theories and the mechanics of the business cycle. Also includes study of microeconomic concepts and marketing economics, such as price

theory, behavior of the firm, market structure, marketing processes, marketing systems, and income distribution. This foundation is equivalent to the Microeconomics, Macroeconomics, and Principles of Marketing undergraduate prerequisites. Prerequisite: none. 3-0-3.

BADM 503 FOUNDATIONS OF MANAGEMENT SCIENCE AND STATISTICAL METHODS *3 semester hours*

An introduction to linear programming and sensitivity analysis, decision theory, inventory control methods, queuing theory, and statistical methods. In addition, it provides an understanding of some of the tools that enable a manager to analyze information, including data analysis, probability distributions, statistical inference and hypothesis testing, and multivariate regression analysis. This foundation is equivalent to the Business Statistics and Management Science undergraduate prerequisites. Prerequisite: Mathematics 105. 3-0-3.

GRADUATE COURSE DESCRIPTIONS

ACCOUNTING COURSES

ACCT 600 MANAGERIAL ACCOUNTING *3 semester hours*

A study of the techniques used to present management with information for decision making and financial reporting. Topics include methods of cost estimation, cost-volume-profit analysis, planning and control, and capital expenditure decisions. Prerequisite: All Foundation courses or MBA/IMBA Prerequisites.

ACCT 601 FEDERAL INCOME TAX *3 semester hours*

Integration of advanced theory, planning and research of federal income tax provisions from both and business and personal perspective emphasizing the multidisciplinary aspects of taxation with a focus on the model tax curriculum of the AICPA. Prerequisite: All MAcc Program Prerequisites.

ACCT 602 ADVANCED FEDERAL INCOME TAX *3 semester hours*

Integration of advanced theory, planning and research of federal income tax provisions from a business entities perspective emphasizing advanced entity and jurisdictional issues, tax accounting timing issues, taxation for exempt entities and business succession planning for certain entities. Prerequisite: All MAcc Program Prerequisites and either ACCT 601 or permission of the instructor.

ACCT 603 PARTNERSHIP & S CORPORATION TAXATION *3 semester hours*

An examination of tax implications of forming and operating conduit type businesses, with emphasis on planning for tax minimization. Topics such as concept of income (legislative and judicial) and impact on investment decisions, choice of business entity and capital structure (corporations vs. conduits; debt vs. equity), and compensation and retirement program planning (ESOPs, IRAs, Pensions, 401Ks, Stock options) will be examined. Prerequisite: All MAcc Program Prerequisites and either ACCT 601 or permission of the instructor.

ACCT 604 ESTATE, GIFTS, & TRUST PLANNING *3 semester hours*

A study of the gift tax and income taxation of estates and trusts, including federal transfer tax laws with emphasis on family tax planning. Prerequisite: All MAcc Program Prerequisites and either ACCT 601 or permission of the instructor.

ACCT 606 TAX RESEARCH/PLANNING *3 semester hours*

Research-oriented course designed to emphasize the need for tax planning. Topics to be covered include practical applications of tax research methods, writing skills needed for tax research, in-depth review of legislative, judicial and regulatory sources of precedential tax law; and hands-on training experience with commercial tax services (RIA Online Tax Service; CCH Online Tax Services and Kleinrock Tax Services) with a focus on the model tax research curriculum required for the CPA certification. Prerequisite: All MAcc Program Prerequisites and either ACCT 601 or permission of the instructor.

ACCT 607 STATE AND LOCAL TAXATION *3 semester hours*

Examines the structure and function of state and local entity income taxation as opposed to federal entity income taxation. The impact of specific multi-state taxation, as well as North Carolina tax law on personal and business entity transactions are emphasized. Content is particularly useful for those who enter public practice or industry due to coverage of both single- state and multi-state operational compliance and planning issues. Prerequisite: All MAcc Program Prerequisites and either ACCT 601 or permission of the instructor..

ACCT 610 ADVANCED ACCOUNTING INFORMATION SYSTEMS *3 semester hours*

The integration of advanced applications in Accounting Information Systems including the understanding of appropriate computer technology in accounting, systems design and evaluation, systems controls, and systems implementation. Prerequisite: All MAcc Program Prerequisites.

ACCT 611 ADVANCED AUDITING (MAcc CAPSTONE COURSE) *3 semester hours*

An integrative course designed to enable the student to employ knowledge of the various functional areas of accounting as policy decisions are considered from the view-point of the auditor. An in-depth examination of the standards and principles of internal and external auditing, regulatory agency promulgations, and application of the standards and principles to preparation of auditing. ASB pronouncements and application of GAAS to an audit (public, internal, and governmental) engagement will also be examined. Case methods of instruction lend realism to exercises in decision making. A student receiving a final grade of less than a "B" must repeat the course. Prerequisites: Minimum of 21 hours of required MAcc program courses that include ACCT 601, 610, and 612, twelve hours of emphasis or permission of the Director of the Graduate Program or Associate Dean.

ACCT 612 ACCOUNTING THEORY & PRACTICE *3 semester hours*

The study of advanced accounting topics and theory, financial accounting standards and principles, regulatory agency promulgations, preparation of financial accounting reports and application to special accounting topics and problems. Prerequisite: All MAcc Program Prerequisites.

ACCT 619 CASES IN TAXATION *3 semester hours*

Cases precipitate a consideration of the effects of federal taxation on business policy and decision making. Draws from other business disciplines as fact patterns are analyzed and recommendations are made based on tax legislation and legal interpretation by the courts. Prerequisite: ACCT 601 Federal Income Tax or permission of the instructor. Prerequisite: All MAcc Program Prerequisites and either ACCT 601 or permission of the instructor.

ACCT 620 CASES IN FINANCIAL/MANAGERIAL ACCOUNTING *3 semester hours*

Integration of the conceptual and computational aspects of income determination, financial statement analysis and preparation. Readings, problem solving and cases will be the core of this course. Prerequisite: All MAcc Program Prerequisites or permission of the Director of the Graduate Program.

ACCT 621 GOVERNMENT & NOT-FOR-PROFIT ACCOUNTING *3 semester hours*

Budgeting, fund accounting, internal auditing concepts, financial reporting and techniques for planning and control with special emphasis to government and not-for-profit sectors of the economy. Prerequisite: All MAcc Program Prerequisites.

ACCT 625 TOPICS IN ACCOUNTING *3 semester hours*

Intended to provide a forum for the consideration of contemporary issues facing the business and accounting community. Allows students to concentrate on issues such as leadership in the accounting profession, white collar crime, the taxation of estates, or the tax effects of taxation on business organization. May be repeated for credit when content varies. Prerequisite: All MAcc Program Prerequisites.

ACCT 630 FRAUD EXAMINATION *3 semester hours*

Discussion of proactive and reactive fraud examination, including the board of directors audit committee and liability-related issues. Investigative decision making for preventing, detecting, investigating, and reporting of fraud. The study of risks and controls relative to the deterrence, prevention, and detection of beneficial and detrimental fraud. Prerequisite: All MAcc Program Prerequisites.

BUSINESS ADMINISTRATION COURSES

BADM 605 HEALTH CARE ADMINISTRATION *3 semester hours*

An introduction to the principles of administration within health care organizations and the basic concepts of organizational theories relevant to effective administration of health care institutions.

BADM 606 HEALTH CARE ORGANIZATION *3 semester hours*

An overview of the organizations, structure, and financing of the health care delivery system in the United States. Issues in health care resourcing, institutions, and system organization will be examined.

BADM 607 ORGANIZATION POWER AND POLITICS *3 semester hours*

Examines sources and uses of power in relationships that occur between individuals in small groups and in large complex organizations. Skills and knowledge relating to the acquisition and constructive use of power to manage effectively are emphasized. Organizational change is viewed as a manifestation of the exercise of power. Methods of change behavior in organizations are explored in lectures, discussions, and case studies.

BADM 608 LEADERSHIP: THEORY AND PRACTICE *3 semester hours*

Critical examination of various leadership theories (trait, situational, organizational, power, vision) and research evidence based on those theories. Students also develop an assessment of their own leadership skills and develop those skills in class exercises.

BADM 609 ORGANIZATIONAL STAFFING *3 semester hours*

Examination of alternative organization staffing strategies-recruitment and hiring, training and development, promotion and transfer - potential advantages of each in a variety of settings. Analysis of specific techniques for effective application of different strategies for human resource staffing - selection, performance appraisal, human resource planning, training, and career counseling.

BADM 610 MANAGERIAL ECONOMICS *3 semester hours*

The application and use of economic models in analyzing and solving selected problems of the firm such as product pricing, product mix, demand forecasting and market analysis.

BADM 611 HEALTH CARE ECONOMICS *3 semester hours*

An introduction to economic concepts as they apply to the unique specifics of the health care industry. The course will focus on the interrelationships of social policy, political processes, health insurance fundamentals, and health care delivery system with emphasis on economic principles and perspectives.

BADM 612 MOTIVATION AND REWARD SYSTEMS *3 semester hours*

Analysis of approaches to the motivation of individual and work team performances through systems of reward. Examination of approaches to setting wage structures, design of incentives, and the administration of reward system. Economics and psychological theories are applied in these analyses.

BADM 613 LABOR RELATIONS AND WORK FORCE GOVERNANCE

3 semester hours

Examination of issues in governance of the work force - employment contracts, work rules, wage systems, grievance settlement - and alternative systems of governance, such as collective bargaining, work councils, worker participation and collegial systems. Analysis of likely consequences for work force cooperation and productivity.

BADM 614 LABOR IN THE ECONOMY AND SOCIETY *3 semester hours*

Examines the evolution and current status of labor and human resources in American industry. The changing structure of the labor force and its deployment among occupations and industries are examined, as well as the evolution of the American labor movement and collective bargaining. Public policy concerning employment and collective bargaining is considered. Current topics such as employment discrimination, the future of the labor movement, alternatives to collective bargaining, and the impact of automation upon the labor force are also considered.

BADM 615 HUMAN JUDGMENT AND DECISION MAKING *3 semester hours*

Social, psychological, economic, and political aspects of individual and group decision making. Decision making under uncertainty; emphasis on descriptive rather than normative theories. Prospect theory, decision regret, decision heuristics, causal attribution, perception, multi-criteria decision making. Lectures and seminar.

BADM 616 NEGOTIATION *3 semester hours*

Covers the characteristics of negotiation, the interactions which can benefit from negotiation, and the interdependence and relationships among people which lead to the need for negotiation. The course also covers the dynamics and techniques of conflict management and resolution

BADM 620 MANAGERIAL FINANCE *3 semester hours*

A study of financial management concepts and techniques and their application to financial decision-making through case analysis. Topics include asset valuation, capital budgeting, dividend policy, capital structure analysis, and financing decisions.

BADM 621 INVESTMENT AND PORTFOLIO MANAGEMENT *3 semester hours*

An examination of the investment in both the personal and corporate setting. Emphasis is placed on the analysis of risk and return trade-offs of various investment alternatives, portfolio selection and management, and tax considerations.

BADM 622 FINANCIAL INSTITUTION MANAGEMENT *3 semester hours*

Introduces graduate students to the dynamics of managing financial institutions within a competitive and quickly changing marketplace. Topics will include: regulation, asset-liability management, off-balance sheet management, liquidity, risk management, product pricing, and the lending process. Lectures and assigned problems will be supplemented by the standard Bank Game, an interactive computer-simulation program which allows students to learn experientially by managing a virtual bank.

BADM 625 MARKETING MANAGEMENT *3 semester hours*

An analysis of the marketing management decision process, with particular emphasis on market opportunity analysis, strategy development, planning, and the integration of marketing with overall corporate strategy.

BADM 626 HEALTH CARE MARKETING *3 semester hours*

An introduction to the foundations, principles, and basic applications of health care marketing. Topics will include the development of marketing strategies and programs as well as general health care planning. Marketing research, product development, and physician marketing will be covered.

BADM 628 MANAGERIAL EPIDEMIOLOGY *3 semester hours*

Designed to improve decision making in the planning and management of health services by increasing understanding of the health of populations and communities and their impact on the cost and quality of healthcare as well as by increasing understanding of evidence-based management. Students will gain knowledge about developing preventive programs and addressing overall ongoing health concerns using epidemiological data and then applying the principles of management. Prerequisites: A course in basic healthcare management and a course in statistics.

BADM 630 ORGANIZATIONAL BEHAVIOR *3 semester hours*

An intensive investigation of human behavior on the individual, group and organizational levels. Perspectives from psychology, sociology, and business administration are all considered. Topics include personality and perception, decision-making, motivation, leadership, group dynamics, power and politics, and organizational design and development.

BADM 631 APPLIED QUANTITATIVE METHODS *3 semester hours*

An intensive survey and application of mathematical techniques in solving business problems. Topics include decision theory, inventory control methods, linear programming, queuing theory, network models, simulation, and optimization. Computer applications will be used in many topics.

BADM 632 HUMAN RESOURCE MANAGEMENT *3 semester hours*

An examination of the theories involved in selecting, placing, evaluating, and compensating the employees of an organization. Topics include human resource planning, employment law, job analysis and design, recruiting, compensation and benefits, and employee health and safety.

BADM 633 ENTREPRENEURIAL MANAGEMENT *3 semester hours*

An examination of how entrepreneurial managers discover and take advantage of innovative opportunities. Topics emphasized are the entrepreneurial process, starting new ventures, and developing entrepreneurship in large corporations.

BADM 634 MANAGEMENT INFORMATION SYSTEMS *3 semester hours*

Focuses on application of information technologies (IT) to increase strategic advantage and organizational effectiveness. Topics include current information technologies, systems development process, evaluation of cost and benefits of IT, and general concepts of information systems.

BADM 635 PRODUCTION RESEARCH AND OPERATIONS MANAGEMENT

3 semester hours

An analysis of management functions related to production; planning, design, construction control, and operational control. Special topics will include forecasting, project management via CPM/PERT, plant location and layout, production scheduling, quality control, inventory management, decision theory, inventory control methods, linear programming, queuing theory, network models, simulation, and optimization.

BADM 636 MANAGERIAL COMMUNICATIONS *3 semester hours*

The nature and problems of individual, interpersonal, and organizational communication in business. Various techniques such as concise writing, presentations, graphics and public speaking will be developed and practiced for effective organizational and individual performance.

BADM 637 TECHNICAL TRENDS IN MANAGEMENT INFORMATION SYSTEMS

3 semester hours

Examines recent trends and innovations in management information systems. Topics will include latest information technologies to be determined at the time of offering. The emphasis is on understanding these technical topics and their managerial and organizational implications.

BADM 639 E-COMMERCE AND INTERNET LAW *3 semester hours*

Focuses on the legal and ethical environment related to doing business over the internet. Recent developments, court decisions, federal and state statutes, administrative rulings, and the legal literature regarding internet law will be covered.

BADM 640 BUSINESS LAW AND ETHICS *3 semester hours*

The application of law to managerial decisions. Topics include business torts and crimes, corporate social responsibilities to the consuming public, employees and competitors, real and personal property transactions, product liability, antitrust law, and the governmental regulations of business.

BADM 641 HEALTH CARE LAW AND ETHICS *3 semester hours*

An examination of the major legal issues encountered in the health care field by administrators and practitioners. Topics to be covered include: principles of liability, medical ethics, and legislative and regulatory factors in health care delivery.

BADM 642 EMPLOYMENT LAW *3 semester hours*

An in-depth study of the legislative, executive, and judicial law that govern the employment practices of today. Major laws included in this course are the FLEA, CRA-Title VII, ADA, FMLA, NLRA, OSHA. Issues of discrimination, harassment, health and safety, labor relations, and due process will be addressed.

BADM 644 ACCOUNTING LEGAL ISSUES AND ETHICS *3 semester hours*

Subject matter prepares the student for areas of law addressed on the CPA exam including contracts, uniform commercial code, secured transactions, fraud, commercial paper, and accountant's legal liability. Explores the relationship between taxation and law.

BADM 645 SEMINAR IN INTERNATIONAL ECONOMICS *3 semester hours*

Study of the foundations of trade theory as well as modern international economics issues. Starting from the basic theories of the cause of international trade and an understanding of foreign exchange, this course moves on to consider the role of international trade and finance.

BADM 647 ADVANCED DATABASE AND SYSTEM DEVELOPMENT *3 semester hours*

In-depth coverage of database management and system design, including theories, techniques, tools, and methodologies for the entire process of database/information system design and development. Topics include relational database model, normalization, system analysis, design, and implementation.

BADM 648 SEMINAR IN ECONOMIC DEVELOPMENT *3 semester hours*

Examines the causes and prerequisites of economic development. A survey of economic theory of development. Topics could include approaches to development theory, planning models, research and infrastructure, urban and rural labor markets, population, trade, and political context. This course requires use of mathematics, statistics and historical knowledge.

BADM 654 PROMOTION STRATEGIES *3 semester hours*

Successful and award-winning promotional campaigns take much more than flashes of inspired creativity. In this course you will learn the importance of problem solving, researching and gathering information, targeting diverse markets, assessing the competition, planning strategy, and writing platforms for all types of media. You will discover that creating great promotions is a manageable process that can be broken down into achievable steps. Using team projects, promotion games, real-world cases and new technology, the course will prepare you to ethically plan and execute effective integrated promotional campaigns in today's complex and diverse markets.

BADM 658 PRICING STRATEGIES *3 semester hours*

Provides a practical systemic process for creating, communicating and capturing value, price setting, discounting, tracking competitive pricing information, determining customer purchase patterns, and negotiation in which pricing serves as a strategic lever to drive profitable growth. Students will be introduced to pricing strategies, best practices and the latest technology.

BADM 660 ADVANCED DATA COMMUNICATIONS, NETWORKING, AND BUSINESS PROGRAMMING *3 semester hours*

Comprehensive coverage of data communications, networking, and programming for business. Explores key issues in the field, including principles, design approaches and applications in business, object-oriented concepts, programming logic, and program analysis.

BADM 690 STRATEGIC MANAGEMENT (Macc CAPSTONE COURSE) *3 semester hours*

An integrative course designed to enable the student to employ knowledge of the various functional areas of business administration as policy decisions are considered from the viewpoint of executive management. Case methods of instruction lend realism to exercises in decision-making. A student receiving a final grade of less than B must repeat the course. Prerequisites: minimum of 24 hours of required MBA courses that include ACCT 600, BADM 610, 620, 625, 630, 633, and 635, or permission of the Director of Graduate Business Programs or Associate Dean.

BADM 691 BUSINESS INTERNSHIP *3 semester hours*

Provides the opportunity to gain valuable insight into actual business operations to be better able to correlate academic experience with professional experience. Implementation is accomplished by facilitating professional responsibilities with business or non-profit organizations, under careful supervision by a faculty advisor. Prerequisites: minimum of 12 hours of required MBA/IMBA/MAcc core courses or permission of the Director of Graduate Business Programs or the Associate Dean.

NOTE: This class will not count toward the 36-hour MBA or IMBA or the 30-hour MAcc program requirements. This class will need to be taken as an additional elective over and above degree program requirements.

BADM 692 ECONOMICS OF MONEY, BANKING, AND FINANCIAL MARKETS

3 semester hours

Examines the critical role of money, financial markets and financial institutions from an economics perspective. The course is composed of three general sections. First, it considers how individual consumers and investors make decisions based on what they expect will give them the highest level of satisfaction (maximizing returns). Second, the course examines the nature and behavior of financial institutions (banks, credit unions, etc.) to see how they try to maximize profits while considering potential costs and government regulations. Finally, the course analyzes various theories of monetary economic policy and their implications for financial markets and the economy.

BADM 695 TOPICS IN MARKETING *3 semester hours*

In-depth study of selected topics in marketing. Topics could include, among others, marketing theory, advanced marketing research, consumer behavior, brand management, internet marketing, consumer satisfaction/dissatisfaction and loyalty, and service marketing. May be repeated for credit when content varies.

BADM 696 TOPICS IN ECONOMICS *3 semester hours*

Examines current events in economic and world affairs using selected economic issues, research techniques, materials and policies. Specific topics are determined at the time of offering. Examples of potential topics include: custom unions and free-trade areas, capital mobility and other globalization issues, monetary integration, and stabilization policies. May be repeated for credit when content varies.

BADM 697 TOPICS IN FINANCE *3 semester hours*

In-depth coverage of selected topics in finance. Specific topics are determined at the time of offering. Examples of potential topics include: theory of financial intermediation and bank uniqueness; bank regulation; contracting in public versus private markets; credit rationing; universal banking; credit channel of monetary policy; capital structure; bankruptcy and reorganization; payment policy; capital acquisition; corporate control. May be repeated for credit when content varies.

BADM 698 TOPICS IN MANAGEMENT INFORMATION SYSTEMS

3 semester hours

Investigates special topics and current issues in management information systems. Specific topics are determined at the time of offering. Examples of potential topics include: management of IT functions, advanced IT project management, management and evaluation of information systems, and MIS research. May be repeated for credit when content varies.

INTERNATIONAL BUSINESS COURSES

INTL 622 SEMINAR IN INTERNATIONAL ACCOUNTING *3 semester hours*

An examination of various international accounting topics, including foreign currency translation, analysis of foreign financial statements, financial reporting and disclosure, transfer pricing and international taxation, harmonization of accounting standards, and comparative accounting systems. Prerequisites: All MAcc program prerequisites and either ACCT 601 or permission of instructor or Director of Graduate Business Programs.

INTL 636 CORPORATE AND INTERCULTURAL COMMUNICATIONS

3 semester hours

Corporate and Intercultural Communications addresses crisis communications, public relations, media relations, intercultural communications, and current topics. Other topics include business writing and presentations.

INTL 643 INTERNATIONAL TRADE LAW *3 semester hours*

Exploration of the legal and ethical framework within which organizations operate to transact business across national borders. Topics include an introduction to legal and quasi-legal organizations (NAFTA, GATT, ECU, WTO, World Bank and others); Federal (U.S.) laws regulating the conduct of U.S. citizens abroad; and ethical issues raised by the conduct of business in a foreign cultural context.

INTL 650 INTERNATIONAL BUSINESS *3 semester hours*

An overview of the major forms of international business with special attention to exports and imports, overseas investments, production and basic marketing operations, licensing, financing and other international business services.

INTL 651 INTERNATIONAL FINANCE *3 semester hours*

An in-depth study of the financial management of a firm including the acquisition, control, taxation and investment of funds under international influences, such as fluctuating exchange rates and institutional differences.

INTL 652 INTERNATIONAL MARKETING *3 semester hours*

An advanced study of marketing in the global marketplace, including methods of opportunity assessment, strategies required when marketing in various cultural, economic, legal and political environments and approaches to managing global marketing operations. Prerequisites: BADM 625, BADM 650 or permission of instructor.

INTL 653 SEMINAR IN INTERNATIONAL TRADE (IMBA CAPSTONE COURSE)

3 semester hours

The capstone course required for all students obtaining the IMBA degree. Presentations and discussions will concern current problems affecting international trade and the development of professionalism in the discipline. One or more sections of this course may include an international travel component. While on the trip, the class will visit foreign firms, meet with a variety of business and academic leaders and study issues particular to that region of the world. Prerequisites: Students enrolling for INTL 653 must have already completed a minimum of 18 hours of IMBA program courses that include INTL 650, 651, 652, and BADM 633 or have permission of the Coordinator of the program. A student receiving a final grade of less than "B" must repeat the course. This course is normally offered only in Summer face-to-face and/or online.

INTL 695 TOPICS IN INTERNATIONAL BUSINESS *3 semester hours*

A specialized study of various international developments. Topics will vary from semester to semester. May be repeated for credit when content varies.

THE M. CHRISTOPHER WHITE SCHOOL OF DIVINITY

STRETCHING THE MIND, STIRRING THE HEART, SERVING THE CHURCH

INTRODUCTION TO THE SCHOOL OF DIVINITY

On October 22, 1992, the Board of Trustees unanimously approved the establishment of the Gardner-Webb University Divinity School, believing that such an action was an appropriate response for Gardner-Webb University given the needs of the denomination, the changes in theological education, the heritage of the University, and the strength of the University's support. On October 23, 1998, the University's Board of Trustees named the School the M. Christopher White School of Divinity in honor of the University's president.

The School of Divinity, one of five schools offering graduate degrees within the academic program of Gardner-Webb University, has close ties to the Baptist State Convention of North Carolina, the Cooperative Baptist Fellowship, and the Cooperative Baptist Fellowship of North Carolina.

SCHOOL OF DIVINITY MISSION

The School of Divinity as an academic unit of Gardner-Webb University is Baptist in origin and commitment, ecumenical in outlook, and has as its mission the preparation of persons for Christian ministries. To achieve this end, the School of Divinity offers courses of study in which, under the leadership of dedicated and competent teachers, students engage in the study of and reflection upon the data, meaning, and implications of the Christian faith, beginning at its biblical base; enter into thoughtful and critical assessments of church history and theology; become involved in the process of spiritual formation personally, socially, and vocationally; and participate in the study and practice of various expressions of Christian mission and ministry.

DOCTRINAL STATEMENT

The M. Christopher White School of Divinity at Gardner-Webb University is founded upon the affirmation of ultimate commitment and loyalty to the God disclosed most fully and completely in the person and work of Jesus Christ. The School of Divinity stands in the mainstream of the Baptist tradition within Christian heritage. The hallmark of Baptist faith commitment is the centrality and authority of the Bible in matters of faith.

The faculty of the M. Christopher White School of Divinity affirms the centrality of the Bible to the mission of the School by the symbolic placement of a commemorative copy of the sacred Scriptures in the School with the names of all faculty inscribed therein. In so doing, the faculty bears witness to their commitment that the Scriptures constitute the final authority in matters of faith.

ACCREDITATION

The School of Divinity is accredited by the Commission on Accreditation of the Association of Theological Schools (The Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA 15275-1110, 412-788-6505). The following degree programs are approved by the Commission on Accrediting: Master of Divinity and Doctor of Ministry.

PITTMAN CENTER FOR CONGREGATIONAL ENRICHMENT

In 1999 the University launched the Center for Congregational Enrichment as an auxiliary of the School of Divinity. In the fall of 2004, the Center was renamed the James and Gaynell Pittman Center for Congregational Enrichment. The Pittman Center's purpose is to address the need for competent leadership in the local church by providing quality religious educational opportunities for laity and continuing education for clergy who are not enrolled as degree-seeking students in the School of Divinity. The Pittman Center offers classes, seminars, and conferences on the Gardner-Webb University campus and at various off-campus sites.

THE C.O. AND ELIZA GREENE LECTURESHIP

The C.O. and Eliza Greene Endowed Lectureship was established in 1993 in honor of the Reverend and Mrs. C.O. Greene of Lawndale, North Carolina. The Reverend Greene served for approximately fourteen years as Director of Missions for the Kings Mountain Baptist Association. Prior to that ministry, he served as pastor of four churches in Cleveland County and of two other churches in North Carolina. The lectureship, administered by the School's Center for Congregational Enrichment and funded by family members, friends, and members of churches where the Reverend Greene served as pastor, was established to preserve the legacy of excellence in pastoral ministry which characterized his ministry. The lectureship addresses various dimensions of pastoral ministry.

THE DANIEL E. GOODMAN ACADEMIC RESEARCH AWARD

This award assists a student presenting a paper at a meeting such as the National Association of Baptist Professors of Religion, the regional meeting of the American Academy of Religion and Society of Biblical Literature, or another scholarly guild. It may be presented annually to a student who is recommended by any faculty member of the School of Divinity and approved by the full faculty.

CHAPEL AND FORMATIONS

Chapel is provided by faculty, students, and staff working together to plan regular worship experiences. Formations is a small group experience led by a faculty member within the context of spiritual formation (DSSF) classes. As the name Formations suggests, relevant issues of ministerial formation are addressed.

BIBLELAND STUDY

Believing that travel and study in the lands of Israel, Greece and Turkey greatly enhance the study and future ministry of School of Divinity students, the University provides substantial financial support for qualified students to participate. For details contact the Dean of the School of Divinity.

FOREIGN MISSIONS OPPORTUNITY

A goal of the School of Divinity is to assist each student with an opportunity to participate in an international mission/study experience under the leadership of qualified supervisors. In order to facilitate these experiences the School of Divinity is establishing formal relationships with Baptist seminaries around the world.

THE SCHOOL OF DIVINITY SETTING

Students in the School of Divinity will find that the University setting affords them many advantages such as NCAA Division I athletic events, concerts and dramatic productions. In addition, the University sponsors the Concert of Prayer and the Staley Lecture Series.

Recreational facilities including the Suttle Wellness Center, weight room, indoor and outdoor jogging tracks, basketball courts, tennis courts, racquetball courts, and swimming pool are open to all School of Divinity students. Admission to University athletic and cultural events is provided through student identification cards.

STUDENT ASSOCIATION

All students who are enrolled in graduate studies in the School of Divinity at Gardner-Webb University are members of the Student Association. The mission of the Student Association is to work in cooperation with the faculty and administration of the School of Divinity of Gardner-Webb University to develop and promote excellence in ministry education, innovation, and pace setting leadership in the Christian community in which all these students serve.

DEGREE PROGRAMS AND ACADEMIC INFORMATION

MASTER OF DIVINITY, PROGRAM DESCRIPTION

The Master of Divinity, a three-year course of study, is recognized by The Association of Theological Schools in the United States and Canada (ATS) as the basic professional degree. The theological education associated with this degree has service to the church as its central focus. Predicated on the assumption that ministers in the church should share a common theological substructure irrespective of their particular calling, the School of Divinity offers the Master of Divinity degree (M.Div.) in five concentrations, each sharing a common 60-hour core comprised of biblical studies, historical/theological studies, spiritual formation, and ministry studies. Beyond the core, students may choose, by means of a 30-hour concentration, to earn the M.Div. degree with a concentration in Pastoral Studies, Biblical Studies, Christian Education and Formation, Pastoral Care and Counseling or Missiology.

Emphasizing theological reflection and ministerial formation, this course of study is designed to provide men and women with a comprehensive, in-depth knowledge of the body of divinity and to help ministers develop the skills necessary for effective ministry. "Real world" ministry situations, surfaced by the students themselves, serve as catalysts for theological reflection in interdisciplinary courses, team-taught seminars, and spiritual formation experiences.

Moreover, not only does the curriculum seek to bridge the gap between "theory" and "practice" in ministry, but also to help the student to synthesize and integrate the theological content of the various disciplines of the body of divinity.

The School of Divinity's "Be, Know and Do Statement," encapsulated in the M. Div. "Program Objectives" (see page 136), is the guiding document around which the curriculum is built.

CORE CURRICULUM

The M.Div. core curriculum is designed to be integrative, inductive, and interactive. Seeking to move beyond the artificial dichotomy between “theory” and “practice” that has often characterized theological education, the curriculum requires students to reflect theologically on the practice of ministry while they are actually engaged in ministry. The common core of divinity means that every student, irrespective of his/her ultimate vocational ministry, will share the same biblical/theological substructure for ministry, thus making “shared ministry” and “pastoral teamship” less an ideal and more a reality. Moreover, such an approach fosters a genuine appreciation for ministerial diversity and the rich variety of the ministries of the church.

A guiding principle behind the core curriculum is that effective ministry is not simply a function of what the minister knows, or even what the minister does, but must also include what the minister is, both personally and vocationally.

Assessment of who students “are,” what students “know,” and what students can “do” is informed by pre- and post-tests, specific assignments and assessment interview/conferences associated with the following core courses:

- Introduction to Theological Education for Ministry (to be taken during first year of study)
- Spiritual Formation: The Christian Journey
- Old Testament
- New Testament
- Christian History
- Christian Theology
- Administration and Leadership in the Church
- Ethics
- Introduction to Preaching
- Introduction to Worship in the Church
- Mission in Biblical-Theological Perspectives
- Introduction to Pastoral Care and Counseling
- The Theory and Practice of Ministry and Capstone Seminar

CONCENTRATIONS

Beyond the 60-hour core, students must choose one of six concentrations each requiring a further 30 hours: Pastoral Studies, Biblical Studies, Christian Education and Formation, Pastoral Care and Counseling, Missiology, or Intercultural Studies; or in place of a concentration the student may pursue one of four dual degree programs – the M.Div./M.B.A., the M.Div./M.A. in English, the M.Div./M.A. in English Education, or the M.Div./M.A./Ed.S. in Mental Health Counseling.

MINISTERIAL FORMATION

Recognizing the importance of ministerial formation, each student’s progress is tracked throughout his or her divinity school experience. Evidence of movement toward maturity in spiritual and ministerial formation is gathered into a student portfolio. Such vehicles as the Profiles of Ministry Instrument Stage I, Annual Mentor Conference, Formations small group experiences, Assessment Interviews and a Capstone Conference each emphasize that genuine spiritual formation involves healthy relationships toward self, others, the material world, and God.

While Chapel attendance is voluntary, participation in a Formations group is a component of each of the four core spiritual formations courses: Introduction to Theological Education for Ministry (DSSF100), Spiritual Formation: The Christian Journey (DSSF200), The Theory and Practice of Ministry (DSSF300), and Capstone Seminar (DSSF301). Faculty, students, and staff work together to plan, lead, and participate in weekly Chapel worship experiences.

A small group Formations experience is led by each student's faculty mentor (and by the instructor of the DSSF100 night class) in conjunction with all spiritual formation classes. As the name Formations suggests, relative issues of ministerial formation are addressed, such as integrity, stress, worship, ministerial identity, and spiritual discipline.

In consultation with the faculty mentor the student selects for inclusion in the Student Portfolio three to five examples of his/her best work done at various junctures during the course of study. Anecdotal items such as journal entries or faculty comments may also be included in the portfolio. A Ministry Formation Notation, should one be given, may likewise be placed in the Student Portfolio any time a matter of ministerial formation should be noted by a faculty member. These items become discussion points at Spring Mentor Conferences, the Assessment Interview and the Capstone Conference. The portfolio becomes the property of the School of Divinity for a period not to exceed ten years, with a copy provided to the student at the student's request.

SUPERVISED MINISTRY EXPERIENCE

Students will also participate in an approved Supervised Ministry Experience (SME). During two consecutive semesters of his/her M.Div. degree program, each student will serve in a ministry position, either volunteer or paid, which will involve the student in significant leadership opportunities requiring responsibility in planning, administering, leading, and evaluating.

These two semesters of SME will be taken in conjunction with The Theory and Practice of Ministry and Capstone Seminar (DSSF300 and DSSF301) in which each student will serve a minimum of 10 hours weekly in the ministry placement. Proposed SME placement must be approved by the Associate Dean of the School of Divinity who administers the program and oversees student progress in a ministry setting.

PROGRAM OBJECTIVES

The program objectives for the Master of Divinity degree are to help students know at a rudimentary level the basic body of divinity including:

- a knowledge of the facts, histories, principles, philosophies, and current discussions in each of the following disciplines: biblical studies, biblical languages, Christian and Baptist history, hermeneutics, homiletics, ethics, philosophy of religion, missiology, evangelism, worship, pastoral ministry, pedagogy, church administration, church policy and denominational organization, psychology, counseling, anthropology, and sociology;
- a grasp of the various aspects of ministry and how these relate to the needs of church and society;
- an understanding of personal gifts, talents, and abilities, and how these relate to ministry;
- a commitment to personal growth and development;
- the development of a lifestyle of healthy ministry and continuing educational preparation for effective Christian ministry;
- an understanding and development of expertise in leadership skills, organizational principles, and conflict management;
- an evaluation and improvement of interpersonal skills; and
- the ability to write and speak with clarity and persuasiveness.

ADMISSION POLICIES

REQUIREMENTS FOR FULL ADMISSION

1. A baccalaureate degree from a regionally accredited college or university. Applicants are expected to have had broad baccalaureate preparation including studies in world history, philosophy, languages and literature, the natural sciences, the social sciences, the fine arts, and religion. In cases where the applicant's undergraduate preparation is deemed deficient, additional baccalaureate work may be required for full admission.
2. A grade point average (GPA) of 2.5 on a 4.0 scale in baccalaureate work.
3. A stated and demonstrated commitment to ministry.
4. A Background Record Check. Prior to admission, a satisfactory "Criminal Record Check" for all states of residence for the past five (5) years must be submitted to the School of Divinity Office of Admissions with a residence verification statement. Criminal background histories obtained for employment purposes are not acceptable for admission to the School of Divinity. Information received pertaining to criminal background histories will become part of the student's permanent academic file. Any conviction or pending criminal charges cited in the criminal history will be reviewed by the School of Divinity Faculty Admissions Committee. Any allegations or charges of misdemeanor(s) or felony(s) that occur after the Criminal Record Check has been submitted must be reported immediately to the School of Divinity Office of Admissions and the Dean of the School of Divinity. Failure to report allegations of such charges may result in immediate dismissal from the program.

CRITERIA FOR ADMISSION

Applicants for admission are evaluated on:

- academic attainment
- writing skills
- promise for ministry
- vocational clarity and commitment.

PROCEDURE FOR ADMISSION

1. Request application materials from the Office of Graduate Admissions.
2. Submit a completed Application for Admission with a \$40 non-refundable application fee to Office of Graduate Admissions, Campus Box 7256, Gardner-Webb University, Boiling Springs, NC 28017. Applications for any fall term may be submitted by August 1. Applications for any spring term may be submitted by January 1.
3. Request that official transcripts of all previous baccalaureate and any graduate-level work be sent directly to the Office of Graduate Admissions.
4. Submit three recommendations from persons who know the applicant well. These recommendations should be submitted on the reference forms provided by the School of Divinity. One recommendation must be completed by a supervisor or professor in the student's major area. The remaining two recommendations should reflect either personal or professional relationships.
5. Submit a completed Church Approval Form. The form must come from the church where the applicant is a member in good standing.
6. Submit a completed Immunization History Form.
7. Provide proof of satisfactory criminal background record check for all states of residence for the past five (5) years with a residence verification statement.
8. Students for whom English is a second language must take the TOEFL examination. The minimum acceptable score is 550 on the paper-based test.

Applicants will be considered for admission when the above mentioned conditions have been met. All applicants are strongly urged to come for a visit and interview prior to final admission. Arrangements can be made through the office of the Director of Admissions for the School of Divinity.

ACCEPTANCE OF ADMISSION

Acceptance into the School of Divinity is good for one academic year. If an applicant wishes to enroll after one year, the student may be asked to re-submit part or all of the application. Because of the confidential nature of some items of information required for admission, the University reserves the right to reject any application without stating a reason.

Types of Admission

FULL ADMISSION

To be considered for Full Admission, an applicant must complete the requirements as outlined under the "Procedure for Admission" section. Final decisions regarding admission will be made by the Admissions Committee. The applicant's file should be completed a minimum of 30 days prior to registration.

PROVISIONAL ADMISSION

In some cases as determined on an individual basis, Provisional Admission may be granted:

- when the baccalaureate degree has not yet been granted but the applicant is within six hours of completion;
- when the student does not come from a regionally accredited college or university;
- when the process for Full Admission has not been completed prior to the beginning of the term, but information sufficient to support the applicant's request for admission has been received.

PROBATIONARY ADMISSION

If an applicant is deemed marginal based on the criteria for admission, a student may be admitted under probationary status. The Admissions Committee may require one or all of the following conditions for a student admitted under probation:

- The student may be asked to interview with the Admissions Committee;
- Maintain a minimum GPA of 2.5 in the first semester of course work;
- Restrict the number of hours a student may take during the first semester;
- Require the student to take remedial coursework;
- Require the Graduate Record Examination or the Miller Analogies Test to determine their readiness for study.

At the end of the first semester of enrollment, the Admissions Committee will review the status of all students granted provisional or probationary admission and will (1) grant full admission to the degree program, (2) maintain the student in provisional or probationary status for one additional semester, or (3) terminate student status.

SPECIAL/TRANSIENT/OTHER

Individuals who wish to take courses for credit but who do not choose to pursue a degree may apply for Special Status.

APPLICANTS FOR SPECIAL STATUS

Special status may be granted for only one semester. Individuals accepted as Special Students must pay full tuition. Both grades and credit will be recorded on the student's transcript. Students seeking "Special Status" must:

1. complete an application form and submit it with the application fee;
2. submit an official transcript of the last degree earned; and
3. submit an Immunization History form if taking 4 or more hours.

APPLICANTS FOR TRANSIENT STATUS

Students enrolled in other recognized graduate institutions who wish to take courses for transfer of credit to their home institutions may apply for Transient Status. Applicants for Transient Status must:

1. submit an application for admission;
2. pay the application fee; and
3. submit a letter from the dean or director of the program in which the applicant is regularly enrolled indicating good standing.

APPLICANTS FOR OTHER STATUS

Students enrolled in Gardner-Webb University's undergraduate program or another graduate program may apply for Other Status. Students applying for Other Status must:

1. secure written approval from the student's academic advisor;
2. secure written approval from the Dean or the Associate Dean of the School of Divinity; and
3. return written approvals to the student's academic advisor and complete the registration process specific to the program in which the student is enrolled.

APPLICANTS TO AUDIT

Individuals who wish to audit classes in the School of Divinity must:

1. contact the Director of Admissions;
2. complete the Application for Admission to Audit;
3. pay a fee of \$150 per course; and
4. meet requirements for auditors established by the professor of the course.

Permission to audit classes is subject to space availability.

READMISSION OF FORMER STUDENTS

Students who are not in attendance for one or more semesters or who withdraw during a semester for any reason must submit an application for readmission. No application fee is required. An exception will be made for students enrolled in dual degree programs (M.Div/MBA, M.Div./M.A., M.Div/M.A./Ed.S.) in which they are working on the non-M.Div. portion of the degree.

Those seeking readmission after having not attended for as long as one calendar year will be required to follow degree requirements currently in effect.

The Admissions Committee is responsible for reviewing, evaluating, and acting on all applications for admission to degree programs offered by the School of Divinity. The committee is comprised of the Director of Admissions, one of the School of Divinity deans and a faculty member.

INTERNATIONAL STUDENTS

International students holding baccalaureate degrees from regionally accredited colleges or universities within the United States will follow the procedure for admission under the "Requirements for Full Admission" section.

International students holding degrees from institutions outside the United States will follow the usual procedure for admission with these additions:

1. Applicants must submit their transcripts to the World Evaluation Service (P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745) for evaluation before they mail them to the School of Divinity.
2. The U.S. Department of Justice form, "Affidavit of Support," must be completed, signed, and accompanied by a letter from the student's or sponsor's bank indicating sufficient funds to support one year of graduate study. A copy of this form is available from the School of Divinity.
3. Once the applicant's file is completed and an admission decision has been made, an I-20 Form will be sent, enabling the student to apply for a visa.

ACADEMIC POLICIES

RESIDENCY REQUIREMENTS

A minimum of thirty-six (36) hours of credit toward the M.Div. degree must be earned in the School of Divinity at Gardner-Webb University. These hours are exclusive of any hours gained through testing for Credit by Examination. The final twenty-four (24) hours must be earned consecutively at Gardner-Webb University unless the student obtains permission from the Dean of the School of Divinity.

TRANSFER OF CREDIT

Graduate-level credits earned in institutions accredited by the Association of Theological Schools in the United States and Canada, regional accreditation associations and/or recognized specialized agencies may be considered for transfer credit toward degree programs of students enrolled in the M.Div. program of the School of Divinity at Gardner-Webb University. A request for a transcript evaluation must be submitted to the office of the Dean of the School of Divinity for adjudication. Each course considered for transfer is required to have a grade of at least C (2.0 on a 4.0 scale) and must be substantially parallel to a School of Divinity requirement. All other requests for transfer of credit must be approved by the faculty of the School of Divinity. Graduate-level credits earned at institutions outside the United States and Canada will be evaluated on an individual basis. The evaluation will take into account the institution where the work was taken, the level of the work, and the grades earned.

COURSE SUBSTITUTION

Students may substitute up to nine hours of graduate level courses from outside the School of Divinity for credit toward the M.Div. degree. Students must make their requests in writing to the Associate Dean, who will convene the Academic Policies Committee to evaluate the request. Courses for substitution must meet the accreditation standards stated in the Transfer of Credit policy above.

SCHOOL OF DIVINITY PROBATION AND SUSPENSION POLICY

A student must have at least a 2.0 overall Grade Point Average to be awarded a degree in the School of Divinity. When the GPA falls below 2.0, the student is placed on academic probation and is so notified. In order to be removed from academic probation, the student may enroll for a maximum of nine semester hours in the following semester and attain a cumulative GPA of 2.0. If at the completion of this semester the student has not attained a 2.0 GPA, the student may be placed on academic suspension. Students placed on academic suspension will be required to withdraw for at least one semester (not including summer sessions). After that time, students wishing to resume studies may seek readmission to the degree program. Students who are readmitted after having been placed on academic suspension will be allowed to take no more than six hours and must earn a semester grade point average of 2.50. Students failing to meet this stipulation may be subject to academic dismissal.

SCHOOL OF DIVINITY ACADEMIC DISMISSAL POLICY

Students who fail to satisfy the requirements for removal of academic suspension after having been readmitted will be required to withdraw from enrollment in the degree program. Students who are dismissed under these conditions are not eligible for readmission.

REPEATING COURSES

Only courses with a grade of "D," "F" or "WF" may be repeated and then only once. When a course is repeated at the School of Divinity, only the higher grade is counted in computing the student's overall grade point average, although the lower grade remains on the official transcript.

CREDIT BY EXAMINATION

Applicants holding a baccalaureate degree or the equivalent from a regionally accredited college or university may be granted up to fifteen hours of Credit by Examination toward their Master of Divinity degree. Requirements for Credit by Examination are:

1. Credit by Examination will be determined by a standardized examination in each course requested. The Associate Dean's office administers all exams. (Examinations are currently available in the following areas: Greek and Hebrew, Christian History, Old Testament, New Testament.)
2. The applicant must (a) have completed an undergraduate course in the discipline attaining a minimum 3.0 on a 4.0 scale, (b) make a written request to the Associate Dean for an examination, (c) pay fee of \$100 per credit hour, and (d) score a minimum of 75% on the objective part of the exam and complete satisfactorily a written essay component.
3. The request and examination must precede the applicant's enrollment in subject areas where consideration for Credit by Examination is requested.
4. In no case will Credit by Examination be awarded during the student's final semester.
5. After successful completion of the examination(s), the Dean or the Associate Dean of the School of Divinity will send a memo to the Registrar and to the student confirming that the student should receive the credit hours for the course.

COURSE BY ARRANGEMENT/INDEPENDENT STUDY

Courses within both the core curriculum and selected concentrations are scheduled on a rotating basis and in such a manner that students may graduate within three years (six fall and spring semesters consecutively) of study. All courses offered by the School of Divinity are found within the current catalog.

A Course by Arrangement is a course found in the current catalog but which is not being offered in the published schedule during the semester in question. A course of Independent Study is a course not found in the current catalog but which a student seeks permission to take.

Course by Arrangement

Courses by Arrangement are not encouraged and may occur only due to exceptional circumstances when the following criteria are met:

1. The course being requested must be in the current catalog but not found in the currently published schedule.
2. The request must be made in writing to the Dean.
3. If the request is approved, the Dean will enlist a faculty member for the course.

Independent Study

Independent Studies are not encouraged and may occur only due to exceptional circumstances when the following criteria are met:

1. The course being requested is not found in the current catalog.
2. The request must be made in writing to the Dean.
3. If the request is approved, the Dean will enlist a faculty member for the course.

ACADEMIC APPEALS

A student who experiences a problem concerning a grade or any other aspect of a course, including issues relating to but not limited to academic dishonesty, should first discuss the matter with the professor. If the problem is not resolved, the student should go next to the Associate Dean of the School of Divinity. If the student or the professor is not satisfied with the decision of the Associate Dean, either party may take the matter to the Appeals Committee, whose decision is final.

The Appeals Committee consists of the Dean of the School of Divinity, who serves as chair, and two School of Divinity faculty members.

To initiate an appeal, the dissatisfied party should address a letter to the Dean of the School of Divinity, stating the reason for the appeal and explaining the circumstances. The Dean will convene the Appeals Committee. If the student or the professor is asked to appear before the committee, he or she at that time may bring a representative from within the University to act as counsel. The deadline for an academic dishonesty appeal is seven days after the date of the decision being appealed. The deadline for other types of academic appeals (except for grade appeals) is eighteen months after the date of the decision being appealed. Grade appeals must be completed prior to the last day of the following semester. Grade appeals relating to courses taken during the summer must be made prior to the last day of the following fall semester.

ACADEMIC HONESTY AND PERSONAL INTEGRITY

All work submitted by students in each course is presumed to be the student's own. Cheating, plagiarism, or any other expression of dishonesty will be subject to the University's policy in academic dishonesty (see Student Handbook).

It is presupposed that all persons enrolling in the School of Divinity, at whatever level of admission, will exemplify a high level of Christian commitment as well as a high degree of academic and personal integrity. It is expected that this commitment will be reflected in personal relationships, academic performance, and conduct inside and outside of the classroom. A student's continuing enrollment may become the subject of a formal review if any of the above expectations are not being fulfilled. A member of the administrative staff, faculty member, or student may request a formal review and action by the Associate Dean of the School of Divinity. Upon the conclusion of the formal review, the Associate Dean may take action which may include but is not limited to probation, suspension, counseling, etc. If any party to the review, student, faculty, or administrator, is not satisfied with the decision of the Associate Dean, he or she may request a hearing by the Appeals Committee, whose decision is final.

GRADUATION REQUIREMENTS

Students must meet the above requirements and have maintained a grade point average of 2.0 or better on a 4.0 scale.

TIME LIMITS

The minimum time for completion of the M.Div. degree is three years. The maximum time allowed for completion is six years from the date of first enrollment. Beyond the six-year time limit, students may petition the faculty for an extension of time.

STYLE GUIDE FOR WRITING ASSIGNMENTS

A Manual for Writers of Research Papers, Theses, and Dissertations, 7th Edition, by Kate L. Turabian, Chicago: University of Chicago Press, 2007.

GRADING SCALE

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C=84-70

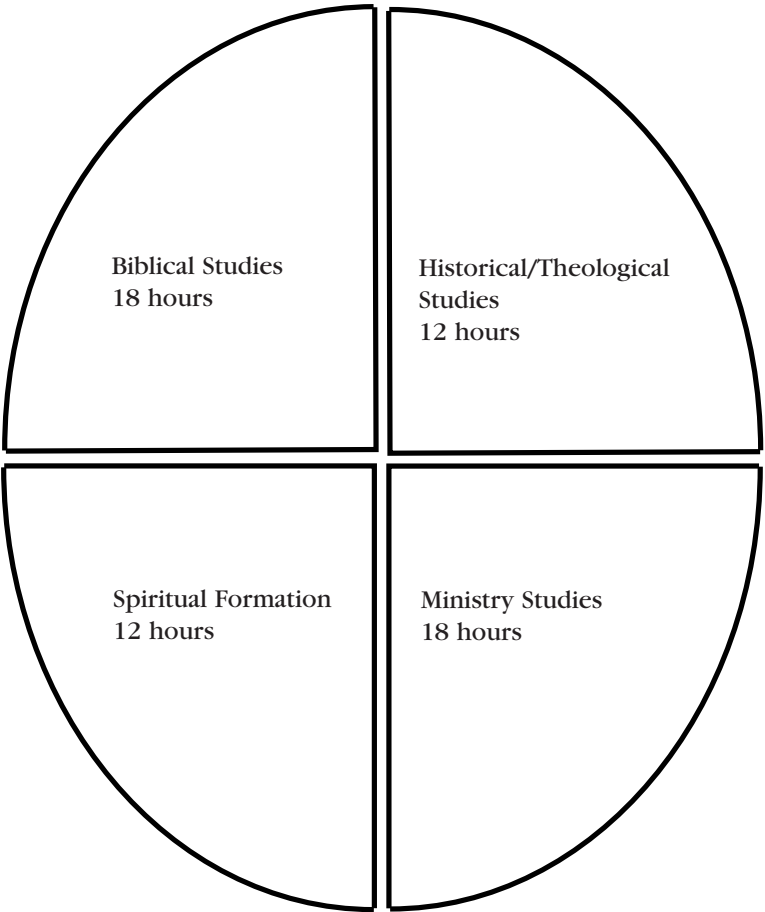
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B=93-85

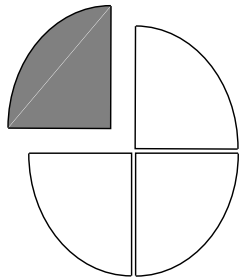
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DEGREE REQUIREMENTS FOR THE MASTER OF DIVINITY

CORE CURRICULUM



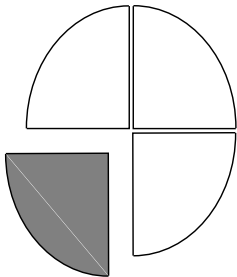
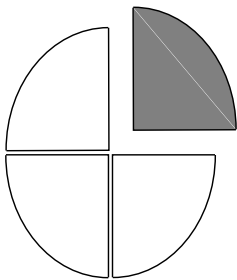
Total Hours in Core: 60 hours



Biblical: 18 hours	
Old Testament I and II	6 hrs.
New Testament I and II	6 hrs.
Greek I	3 hrs.
Hebrew I	3 hrs.

Historical/Theological: 12 hours

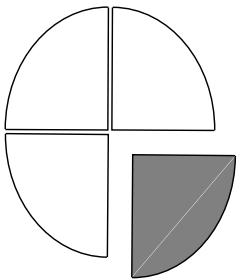
Christian History I and II	6 hrs.
Christian Theology I and II	6 hrs.



Spiritual Formation: 12 hours	
Introduction to Theological Education for Ministry	3 hrs.
Spiritual Formation: The Christian Journey	3 hrs.
The Theory and Practice of Ministry and Capstone Seminar	6 hrs.
Chapel/Formations/Mentor Conferences	

Ministry: 18 hours

Administration and Leadership in the Church	3 hrs.
Pastoral Care & Counseling	3 hrs.
Mission in Biblical-Theological Perspectives	3 hrs.
Christian Ethics	3 hrs.
Introduction to Worship	3 hrs.
Introduction to Preaching	3 hrs.



Total Hours in Core: 60 hours

MASTER OF DIVINITY CONCENTRATIONS

PASTORAL STUDIES

The Pastoral Studies concentration, designed primarily, though not exclusively, with a view toward pastoral ministries (pastor, associate pastor, etc.) extends the basic M.Div. core curriculum by adding courses in advanced biblical languages, advanced biblical electives, advanced historical/theological electives, and courses focusing on the more practical aspects of ministry in a local church setting.

Biblical Electives	6 hrs.
Biblical Languages (Advanced Greek and Hebrew)	6 hrs.
Historical/Theological Electives	6 hrs.
Practical Ministry Electives	6 hrs.
The Life and Work of the Minister	3 hrs.
General Electives (Selected from the School of Divinity Catalog)	3 hrs.
TOTAL in the concentration	30 hrs.
M.Div. Core	60 hrs.
TOTAL for the M.Div. Degree	90 hrs.

BIBLICAL STUDIES

The Biblical Studies concentration offers specialized training for persons who wish to emphasize in their ministry the study and the teaching of Scripture. With additional hours of Old Testament and New Testament electives (including biblical languages), as well as seminars that focus on pedagogy (teaching), research, and writing for publication, this concentration also prepares students for graduate research programs in Biblical Studies.

Biblical Hermeneutics	3 hrs.
Teaching and Learning in the Church	3 hrs.
Biblical Languages Hebrew 2	3 hrs.
Greek 2	3 hrs.
(Students in the Biblical Studies concentration must also take at least 1 Hebrew or Greek exegetical elective as part of their 15 hours of electives)	
Biblical Studies Electives	15 hrs.
Writing for Publication Seminar	3 hrs.
TOTAL in the concentration	30 hrs.
M.Div. Core	60 hrs.
TOTAL for the M.Div. Degree	90 hrs.

CHRISTIAN EDUCATION AND FORMATION

The Christian Education and Formation concentration offers specialized training for those entering the field. Through this study, one acquires an overview of age-group work, tools in designing a church's curriculum, and principles in organizing a church for mission and ministry.

CHRISTIAN EDUCATION AND FORMATION CONCENTRATION

REQUIRED COURSES:

Teaching and Learning in the Church	3 hrs.
The Church Preparing for Mission and Ministry	3 hrs.
Leadership with Volunteers in the Church	3 hrs.

REQUIRED ELECTIVES:

(TWO OF THE FOUR)

Designing Curriculum for Education and Formation	3 hrs.
Education and Formation with Youth	3 hrs.
Education and Formation with Children	3 hrs.
Education and Formation with Adults	3 hrs.

TWO FROM THE FOLLOWING:

Creating Education and Formation Curricula
Communicating Inside and Outside the Church
Readings in Spiritual Classics
Selected Topics in Education and Formation
Writing for Publication Seminar
Church Planting and Development
Urban Missiology
Pastoral Care of Families
Interpersonal Relationships in Ministry
Conflict Ministry in Church and Community
Life and Work of the Minister

An additional nine credits (three courses) from any concentration (electives)

PASTORAL CARE AND COUNSELING

The Pastoral Care and Counseling concentration offers specialized training for persons who desire to emphasize in their ministry the pastoral role of the minister as counselor and care-giver, whether in a parish setting or in an institutional setting. The program gives attention both to theory and to clinical experience under supervision.

Clinical Pastoral Education (one unit)*	6 hrs.
Pastoral Care and Counseling Practicum*	3 hrs.
Interpersonal Relationships*	3 hrs.
Pastoral Care of Families	3 hrs.
Crisis Intervention in Pastoral Care	3 hrs.
Grief, Loss, Death, and Dying	3 hrs.
Pastoral Theology	3 hrs.
Health and Spirituality	3 hrs.
General Electives	9 hrs.

(Selected from the School of Divinity Catalog)

TOTAL in the concentration	30 hrs.
M.Div. Core	60 hrs.
TOTAL in the M.Div. in Pastoral Care and Counseling Degree	90 hrs.

*In circumstances where CPE is not an option for the student, with professor's approval, DSPC400 Pastoral Care and Counseling Practicum (3 hrs.) and DSPC204 Interpersonal Relationships (3 hrs.) may be substituted for DSPC200.

MISSIOLOGY

The Missiology concentration offers specialized training to persons who will serve in a variety of mission related ministries. The program includes biblical, historical, theological and practical issues that must be addressed by missionaries in the 21st Century. The concentration will address both religious and cultural pluralism in an effort to equip persons for a variety of cross-cultural situations.

One of the following courses:	
Urban Missiology	3 hrs.
Diaspora Ministries	3 hrs.
Each of the following courses	
Mission in Historical Perspectives	3 hrs.
Mission in Contemporary Perspectives	3 hrs.
World Religions	3 hrs.
Evangelism	3 hrs.
Church Planting & Development	3 hrs.
Cultural Anthropology	3 hrs.
One of the following courses:	
Mission Immersion Experience	3 hrs.
Mission Case Studies	3 hrs.
General Electives	6 hrs.
(select from the School of Divinity Catalog)	
 TOTAL in the concentration	 30 hrs.
M.Div. Core	60 hrs.
TOTAL in the M.Div. in Missiology	90 hrs.

INTERCULTURAL STUDIES

The Intercultural Studies concentration offers specialized training to persons who will serve in cultures other than their own. The program aims to develop students' knowledge, skills, and overall competence necessary for intercultural engagements in North America and overseas using the paradigm of change. The course would equip students to become effective agents of change in the face of the 21st Century religious pluralism, cultural relativism, urbanization, global diaspora, and globalization.

One of the following courses:	
Urban Missiology	3 hrs.
Diaspora Ministries	3 hrs.
Each of the following courses	
Worldview Studies	3 hrs.
Mission in Historical Perspectives	3 hrs.
Mission in Contemporary Perspectives	3 hrs.
Transformation Studies	3 hrs.
Community Development	3 hrs.
Cultural Anthropology	3 hrs.
ICS Practicum	3 hrs.
General Electives	6 hrs.
(select from the School of Divinity Catalog)	
 TOTAL in the concentration	 30 hrs.
M.Div. Core	60 hrs.
TOTAL in the M.Div. in Missiology	90 hrs.

DUAL DEGREE PROGRAMS

INTRODUCTION

The School of Divinity offers five dual degrees: the M.Div./M.B.A., M.Div./M.A./Ed.S. in Mental Health Counseling, the M. Div./M.A. in English, the M.Div./M.A. in English Education, and the M.Div./M.A. in Religion. These degrees are designed to offer ministry students the opportunity to gain additional skills and expertise in areas that will enhance the students' ministry. Students will register for these courses through the Divinity School and will be awarded the dual degrees upon completion of the requirements for both degrees.

Candidates for the dual degree must complete the requirements for both degrees prior to graduation. Should a student opt not to pursue one of the degrees before completion, he or she will be responsible for paying any difference in the per course rate(s) actually charged based on pursuing the dual degree and the rate(s) which would have been charged for courses applied toward the selected degree. The student will also be responsible for repaying any scholarships or grants received based on pursuing a dual degree which the student would not have been eligible for based on the selected degree. Additional financial obligations must be satisfied before the student can be awarded the selected degree. In no case will the University refund money when a student opts out of a dual degree program.

Dual degree students must apply to the Graduate School as well as to the School of Divinity, following the admission requirements of the respective programs, and be accepted to each in order to pursue both degrees. Also, when academic policies and standards differ between the two schools (e.g., grades required for maintaining good academic standing and for graduation), the policies and standards of the appropriate school apply to the respective portion of the dual degree.

MASTER OF DIVINITY/MASTER OF BUSINESS ADMINISTRATION

The M.Div./M.B.A. program is designed to enhance the administrative skills and expertise of ministers by permitting them to earn a second degree, the M.B.A., instead of the usual M.Div. concentration. The program has three potential student populations in view: (1) the minister who desires greater expertise in business administration, (2) the church administrator in a large church; or (3) the bi-vocational minister.

Foundational courses in accounting, microeconomics, statistics, finance, and microcomputers are pre-requisite to the program. Students lacking academic preparation in these areas may take accelerated non-credit courses at the University to satisfy these requirements (see the M.B.A. section of this catalog for course descriptions).

M.B.A. REQUIREMENTS

M.B.A. CORE:

BADM600	Managerial Accounting	3 hrs.
BADM610	Managerial Economics	3 hrs.
BADM620	Managerial Finance	3 hrs.
BADM625	Marketing Management	3 hrs.
BADM630	Organizational Behavior	3 hrs.
BADM633	Entrepreneurial Management	3 hrs.
BADM635	Production Research and Operations Management	3 hrs.

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BADM640	Business Law & Ethics	3 hrs.
BADM650	International Business	3 hrs.
BADM690	Strategic Management	3 hrs.
Restricted M.B.A. Electives		6 hrs.
M.B.A. REQUIREMENTS		
	Biblical Studies Electives	6 hrs.
	Historical/Theological Electives	3 hrs.
	Practical Ministry Electives	3 hrs.
	M.Div. Core	60 hrs.
TOTAL in the M.Div./M.B.A. Degree		108 hrs.

MASTER OF DIVINITY/MASTER OF ARTS/EDUCATION SPECIALIST IN MENTAL HEALTH COUNSELING

The M.Div/M.A./Ed.S. in Mental Health Counseling dual degree is designed to meet the needs of individuals who seek to integrate theology, faith and spirituality with counseling theory and clinical experience in the mental health field. The program is designed to meet the educational requirements of licensure as professional counselors in North Carolina and in most other states.

Students will complete **60 hours** of Core courses in the School of Divinity and **60 hours** in the School of Psychology and Counseling. (For **School of Divinity Core Requirements**, see pp.140-141). The **School of Psychology and Counseling** portion of the degree includes a **Professional Component** of 24 hours of which 3 hours is the capstone experience and is taken the last semester the student is enrolled in the program, a **Skill Component** of 27 hours of which nine hours are electives, and an **Applied Component** of nine hours of which 3 hours are the Practicum and 6 hours are required Internship in Mental Health Counseling.

A. PROFESSIONAL COMPONENT

CEDU610	Counseling Theories	3 hrs.
CEDU620	Methods of Research and Program Evaluation	3 hrs.
CEDU650	Legal, Ethical and Professional	
CEDU665	Multicultural Counseling	3 hrs.
CEDU640	The Counselor as Professional, Practitioner, and Consultant	3 hrs.
CEDU635	Advanced Psychopathology	3 hrs.
CEDU605	Advanced Human Growth and Development	3 hrs.
CEDU699	Professional Development of The Mental Health Counselor	3 hrs.

B. SKILL COMPONENT

CEDU616	Methods of Assessment and Evaluation	3 hrs.
CEDU615	The Helping Profession	3 hrs.
CEDU625	Group Counseling	3 hrs.
CEDU655	Psychodiagnostics and Treatment Planning	3 hrs.
CEDU621	Crisis Intervention Counseling	3 hrs.
CEDU630	Individual Psychological Assessment and Measurement	3 hrs.

CEDU645	Career Development:Theory and Practice	3 hrs.
CEDU646	Couples and Family Counseling	3 hrs. (elective)
CEDU647	Child and Adolescent Counseling	3 hrs. (elective)
CEDU660	Substance Abuse Counseling Seminar	3 hrs. (elective)
CEDU667	Seminar on Contemporary Issues in Counseling	3 hrs.
CEDU692	Internship in Mental Health Counseling	3 hrs. (elective)

C. APPLIED COMPONENT

CEDU670	Practicum in Mental Health Counseling	3 hrs.
CEDU690	Internship in Mental Health Counseling	3 hrs.
CEDU691	Internship in Mental Health Counseling	3 hrs.

The Mental Health requirement allows for 9 hours of electives. Students enrolled in the dual degree program may choose to take the following courses from either the School of Divinity or the School of Psychology and Counseling:

School of Divinity:

DSPC115 Pastoral Care of Families
DSPC125 Grief, Loss, Death and Dying

School of Psychology and Counseling:

CEDU646 Couple and Family Counseling
CEDU667 Seminar on Contemporary Issues

TOTAL IN THE M.Div./M.A./Ed.S. DEGREE:

120 HRS.

MASTER OF DIVINITY/MASTER OF ARTS IN ENGLISH OR ENGLISH EDUCATION

The M.Div./M.A. degree is designed to enhance divinity students' literary skills by permitting them to earn a second degree, the M.A., instead of the usual M.Div. concentration. This degree provides students with a broad and rich literary context from which to do ministry and provides them with a common frame of reference with which to connect with persons of diverse culture and background. Moreover, it provides students with enhanced critical and analytical skills with which to reflect on life and the world while providing them with additional literary models with which to understand and interpret the Scriptures.

The degree has two potential student populations in view: (1) the minister who desires greater background in the literary arts as a context for ministry, and (2) the minister who serves in a small church situation and finds it necessary to supplement church-derived income through secular employment. In the latter case an advanced degree in a non-ministerial discipline will be of significant value.

The M.Div./M.A. is housed in the School of Divinity and requires completion of the 60 hour core, 6 hours biblical studies electives, 6 hours historical/theological electives, 3 hours practical ministry electives of the M.Div. degree and the 30 hour M.A. in English degree.

M.A. IN ENGLISH REQUIREMENTS

ENGL671	Literary Criticism	3 hrs.
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27 additional hours from the following: (Seminar and topics courses in English may be repeated with approval of the program coordinator.)

ENGL555	Special Topics	3 hrs.
ENGL611	Seminar in Brit. Lit.	3 hrs.
ENGL613	Brit. Lit. Selected Authors	3 hrs.
ENGL631	Seminar in American Lit.	3 hrs.
ENGL633	American Lit. Selected Authors	3 hrs.
ENGL651	Literature: A World Perspective	3 hrs.
ENGL673	Contemporary Trends in Lit.	3 hrs.
ENGL675	Young Adult Lit.	3 hrs.
ENGL683	The Teaching of Writing	3 hrs.
ENGL690/691	Thesis	6 hrs.

M.Div. REQUIREMENTS

Biblical Studies Electives	6 hrs.
Historical/Theological Electives	6 hrs.
Practical ministry Elective	3 hrs.
M.Div. Core	60 hrs.

TOTAL in the M.Div./M.A. in Eng.	105 hrs.
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*The M.A. in English may be done in one of two configurations: either 24 hours of course credit plus six hours of thesis credit, or 30 hours of course credit with no thesis. All candidates for the M.A. in English must write a comprehensive examination at the conclusion of coursework. Details are available from the program coordinator.

M.Div./M.A. IN ENGLISH EDUCATION**

Required

ENED 690/691/692	The English Teacher as Researcher	3/1/2 hrs.
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Methodology in English Education (Select 6 semester hours)

ENED 681	Seminar in Current Issues and Methods of Teaching English	3 hrs.
ENED 683	The Teaching of Writing	3 hrs.
ENED 685	The Reading/Writing Connection	3 hrs.

English Content Area Electives (Select 18 semester hours - Seminar and topics courses in English may be repeated with approval of the program coordinator.)

ENGL 555	Special Topics	3 hrs.
ENGL 611	Seminar in British Literature	3 hrs.
ENGL 613	British Literature: Selected Authors	3 hrs.
ENGL 631	Seminar in American Literature	3 hrs.
ENGL 633	American Literature: Selected Authors	3 hrs.
ENGL 651	Literature: A World Perspective	3 hrs.
ENGL 671	Literary Theory	3 hrs.
ENGL 673	Contemporary Trends in Literature	3 hrs.
ENGL 675	Young Adult Literature	3 hrs.

Biblical Studies Electives	6 hrs.
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Historical/Theological Electives	6 hrs.
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Practical Ministry Elective	3 hrs.
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M.Div. Core	60 hrs.
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Total in the M.Div./M.A. in English Education	105 hrs.
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** As a Capstone Experience, a Professional Reflections Portfolio is prepared at the end of the program's coursework, presented to English faculty and graduate students, and evaluated by a faculty committee. Details of this requirement are available from the coordinator of the English Education program.

The M.A. in English Education program leads to a recommendation for graduate-level NC Teaching License for those with initial licensure in 9-12 English. Graduate students who do not have initial licensure may obtain the degree but not the graduate-level license. However, students must be teaching some aspect of the discipline of English in a real-world context in order to complete the requirements for this program.

MASTER OF DIVINITY/MASTER OF ARTS IN RELIGION

The M.Div. /M.A. in Religion is designed to enhance divinity students with advanced biblical language and research skills by permitting them to earn a second degree, the M.A. in Religion, instead of the usual M.Div. concentration. This degree provides students with a broadened and deepened context in the biblical languages, the academic study of religion, and opportunities in either thesis writing or teaching internship. The breadth of this type of study would enhance the understanding, interpretation, and application of the Scriptures as well as increase understanding of working with diverse persons within and outside parish ministry.

The M.Div. /M.A. in Religion is housed in the School of Divinity. Students wishing to pursue the dual degree of Master of Divinity and a Master of Arts in Religion must have the concentration in biblical studies/languages within the Department of Religious Studies and Philosophy. The M.Div. /M.A. in Religion requires completion of the 60 hour core, 6 hours of biblical studies electives, 3 hours of historical and theological studies electives, 3 hours of practical ministry electives of the M.Div. degree, and the 36 hour M.A. in Religion for a total of 108 hours. Students must also meet all requirements established by the departments/schools involved for taking courses outside of the Department of Religious Studies and Philosophy. Students also select six hours from one of two tracks: the research track (thesis research and writing) or the teaching track (a pedagogy course and an internship in university teaching).

Dual degree students must apply to the Graduate School as well as to the School of Divinity, following the admission requirements of the respective programs, and be accepted to each in order to pursue both degrees. Also, when academic policies and standards differ between the two schools (e.g., grades required for maintaining good academic standing and for graduation), the policies and standards of the appropriate school apply to the respective portion of the dual degree.

ADMISSION REQUIREMENTS

In addition to the basic requirements for admission to the University's Graduate School (a bachelor's degree from a regionally accredited institution of higher learning, transcripts, satisfactory scores on either the Graduate Record examination or the Miller Analogies Test, and three positive letters of recommendation), full admission is granted to students who have met the following requirements:

1. Demonstrated proficiency in the biblical languages (normally this proficiency will be achieved through three semesters of Greek and three semesters of Hebrew with a "C" or better in all language courses);
2. A major in religious studies or the equivalent with a GPA of 2.75 or greater;
3. Submit a 15-20 page research paper with documented research on a topic in the field of Religious Studies. This essay can be something the applicant has written previously for an academic assignment. The essay must be submitted electronically in Rich Text Format by email to the Graduate School.
4. A successful departmental interview to determine academic preparation and vocational appropriateness of the degree for the prospective student (students desiring to work in pastoral ministry are directed to a Master of Divinity program rather than the M.A. in Religion).

Students lacking the appropriate undergraduate background or language proficiency may be admitted provisionally until prerequisites are met through the completion of a prescribed program.

PURPOSE

The purpose of the program is the academic (rather than parish ministry) study of religion in order to prepare students for one or more of the following possibilities:

1. Meeting Ph.D. entrance requirements
2. College teaching on the freshman and sophomore levels
3. Teaching in private schools

GOALS

The Master of Arts in Religion program is designed to meet the following goals:

1. Graduate students will develop the research and writing skills essential for scholars in the field of religious studies.
2. Graduate students will become conversant on the philosophical assumptions, classical and modern theories, and current research in the field of religious studies.
3. Graduate students will demonstrate proficiency in expressing scholarly ideas through either a written thesis or a supervised teaching experience.

COURSE REQUIREMENTS

A. Common Core (18 semester hours)

- RELI 600 Research Seminar 3 hrs.
- RELI 605 Biblical Studies Seminar 3 hrs.
- RELI 640 Theological Studies Seminar 3 hrs.
- RELI 660 World Religions Seminar 3 hrs.
- RELI 680 Literature and Religion Seminar 3 hrs.

One of the following three courses:

- RELI 650 Philosophy of Religion Seminar 3 hrs.
- RELI 630 Historical Studies Seminar 3 hrs.
- RELI 670 Psychology of Religion Seminar 3 hrs.

B. Research or Teaching Track (6 hours)

Advances Research Track: OR Teaching Track:

- RELI 695 Thesis 6 hrs. RELI 685 Religious Instruction Seminar 3 hrs.
- RELI 690 Graduate Internship 3 hrs.

C. Concentrations (12 hours)*

(1) Biblical Studies/Languages within the Department

- RELI 610 Advanced Hebrew Exegesis Seminar 3 hrs.
- RELI 620 Advanced Greek Exegesis Seminar 3 hrs.
- RELI 615 Old Testament Seminar 3 hrs.
- RELI 625 New Testament Seminar 3 hrs.

OR

(2) Out of Department

With approval from the Department of Religious Studies and Philosophy and permission of the appropriate department/school, twelve graduate hours may be taken from the Department of English Language and Literature, School of Divinity, School of Education, or School of Psychology and Counseling. These hours may be taken from one department/school or from a combination, based upon the student's vocational interests.

*Students may choose a combination of courses from the Biblical Studies/Languages concentration along with out-of-department electives. However, students desiring to meet Ph.D. entrance requirements in the area of biblical studies/languages are strongly encouraged to follow the Biblical Studies/Languages concentration and to examine the requirements of the specific Ph.D. program to which they wish to apply.

Biblical Studies Electives (M.Div.) 6 hrs.

Historical/Theological Electives (M.Div.) 3 hrs.

Practical Ministry Electives (M.Div.) 3 hrs.

M.Div. Core 60 hrs.

TOTAL in the M.Div./M.A. in Religion 108 hrs.

EXIT CRITERIA

In order to graduate, all students in the program must pass comprehensive written examinations on their course work. These students in the thesis track must pass a successful oral defense of their thesis. Those students in the teaching track must pass a successful written or oral defense of their internship.

COURSE DESCRIPTIONS

BIBLICAL STUDIES

BIBLICAL BACKGROUNDS

DSTT400 STUDY TOUR OF ISRAEL AND THE MIDDLE EAST *3 semester hours*

A guided study tour of Israel and the Middle East with emphasis upon the historical, geographical, archaeological, and biblical orientation of each site.

DSTT410 STUDY TOUR OF GREECE AND TURKEY *3 semester hours*

A guided study tour of Greece and Turkey with an emphasis upon the historical, geographical, archaeological, cultural, and biblical orientation of each site.

OLD TESTAMENT STUDIES AND HEBREW

DSHB100 HEBREW I *3 semester hours*

An introduction to the grammar and syntax of biblical Hebrew.

DSHB101 HEBREW II *3 semester hours*

An inductive examination of the grammar and syntax of biblical Hebrew. The course will introduce more advanced principles of Hebrew grammar and syntax by means of the exegetical study of a selection of narrative Hebrew. Prerequisite: Introduction to Biblical Hebrew (DSHB100) or its equivalent.

DSHB200 HEBREW EXEGESIS: GENESIS *3 semester hours*

An exegetical study of Genesis. Prerequisite: DSHB101 (Hebrew Syntax and Exegesis) or its equivalent.

DSHB203 HEBREW EXEGESIS: AMOS *3 semester hours*

An exegetical study of Amos. Prerequisite: DSHB101 (Hebrew Syntax and Exegesis) or its equivalent.

DSHB205 HEBREW EXEGESIS: EXODUS *3 semester hours*

An exegetical study of Exodus. Prerequisite: DSHB101 (Hebrew Syntax and Exegesis) or its equivalent.

DSHB206 HEBREW EXEGESIS: PSALMS *3 semester hours*

An exegetical study of Psalms. Prerequisite: DSHB101 (Hebrew Syntax and Exegesis) or its equivalent.

DSHB401 SELECTED READINGS IN HEBREW *3 semester hours*

The translation and interpretation of various biblical and extra-biblical Hebrew texts. Prerequisites: Hebrew I and II or their equivalent.

DSOT100 INTRODUCTION TO THE OLD TESTAMENT I *3 semester hours*

An introductory survey of the Pentateuch and historical books of the Old Testament with attention to background, history, contents, and major themes.

DSOT101 INTRODUCTION TO THE OLD TESTAMENT II *3 semester hours*

An introductory survey of the prophets and writings in the Old Testament with attention to background, history, contents, and major themes.

DSOT200 GENESIS *3 semester hours*

A study of the English text of Genesis, with attention given to its composition, historical background, theological content, and hermeneutical application.

DSOT201 EXODUS *3 semester hours*

A study of the English text of Exodus, with attention to composition, historical background, theological content, and hermeneutical application.

DSOT203 THE DEUTERONOMISTIC HISTORY *3 semester hours*

A study of the English texts of Joshua - 2 Kings, with special attention to the role of historiography in the Old Testament canon. Historical issues will be addressed as well as the way the "history" of Israel in these texts is given interpretive force in the life of the community.

DSOT205 ISAIAH *3 semester hours*

A study of the English text of Isaiah, with attention given to its composition, historical background, theological content, and hermeneutical application.

DSOT206 JEREMIAH *3 semester hours*

A study of the English text of Jeremiah. The course will examine the thematic units of the book as well as the theological and hermeneutical application of its message.

DSOT300 PSALMS *3 semester hours*

A study of the English text of the Psalms, with attention to their place in Israel's worship, the specific literary genres represented in the psalter, and application of these texts to the worship and devotional life of the believing community.

DSOT308 AMOS AND HOSEA *3 semester hours*

A study of the English texts of Amos and Hosea, with attention to composition, historical background, theological content, and hermeneutical application.

DSOT400 OLD TESTAMENT THEOLOGY *3 semester hours*

The general purpose of this course is to provide a basic introduction to Old Testament Theology. The course will explore how theological discourse occurs when guided by the Old Testament text itself. The study will be historical and exegetical at the primary level. The exegetical work will be done with the assumption that exegesis is not complete until it is moved beyond the historical into relevant concerns of the church and the world. The enhancement of the ability to interpret and use Old Testament texts in ways that are theologically meaningful for the contemporary church is a major objective. Prerequisite: DSOT 100 and DSOT 101 or their equivalent.

DSOT401 SELECTED TOPICS IN OLD TESTAMENT *3 semester hours*

An exegetical, historical, or theological study of a particular Old Testament writing, author, literary tradition, or theme. May be repeated if course content is different.

DSOT402 HEBREW MESSIANIC THOUGHT *3 semester hours*

The purpose of this course is to examine the Hebrew concept of "messiah" from several different perspectives. An attempt will be made to identify origins of messianic thought in Israel and to trace the development of messianism into the Christian era, noting the continuing stream of messianism in both Judaism and Christianity. Attention will be given to New Testament treatment of Old Testament texts as "messianic." Specific Old Testament texts will be examined to demonstrate various ways messianic thought originated and developed.

DSOT404 OLD TESTAMENT APOCALYPTIC *3 semester hours*

The course explores the development of apocalyptic writings in the context of the Old Testament canon. Attention is given to the foundational aspects of the Old Testament message which give rise to apocalyptic. Major focus is given to the body of texts which are generally identified with Old Testament apocalyptic literature. One aspect of the course will focus attention upon the origins of messianic thought as a related feature to Old Testament apocalyptic literature. Prerequisite: DSOT 100 and DSOT 101 or their equivalent.

DSOT405 THE WISDOM LITERATURE OF THE OLD TESTAMENT

3 semester hours

This course is a study of the wisdom texts which are a part of the canon of the Old Testament. The course includes an introduction to Ancient Near Eastern wisdom writings with special attention to the texts which share features with biblical wisdom. The major focus of the course is a theological and hermeneutical exploration of the biblical books of Proverbs, Job and Ecclesiastes. Brief attention is also given to the apocryphal works which properly belong in this category of the Hebrew tradition. Prerequisite: DSOT 100 and DSOT 101 or their equivalent.

NEW TESTAMENT STUDIES AND GREEK

DSGK100 GREEK I *3 semester hours*

A study of the basics of biblical Koiné Greek. In addition to learning elementary grammar, forms, and vocabulary, selected texts from the Greek New Testament will be translated.

DSGK101 GREEK II *3 semester hours*

A continuation and expansion of Greek I with special attention given to the translation of passages from the Greek New Testament. Prerequisite: Greek I or equivalent course-work.

Key to Subject Designations for Courses:

DSCE	Christian Education
DSET	Christian Ethics
DSGK	Greek
DSHB	Hebrew
DSHS	Christian History
DSLГ	Languages
DSMN	Christian Ministry
DSMS	Missions, Evangelization and World Religions
DSNT	New Testament
DSOT	Old Testament
DSPC	Pastoral Care and Counseling
DSPH	Philosophy of Religion
DSSF	Spiritual Formation
DSTH	Christian Theology
DSTT	Biblical Backgrounds

DSGK200 GREEK III *3 semester hours*

An intermediate study of New Testament Greek focused upon syntactical issues, vocabulary acquisition, and, above all, translation of passages from and identification of forms within the Greek New Testament. Prerequisites: Greek I and II or equivalent course-work.

DSGK201 GREEK IV *3 semester hours*

A continuation and intensification of Greek III, including readings from the Greek New Testament, the Septuagint, and extra-biblical Koine Greek. Prerequisites: Greek I and II or equivalent course-work.

DSGK202 GALATIANS *3 semester hours*

An exegetical and theological study of the Epistle in Greek, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. Prerequisite: Greek I and II or equivalent.

DSGK203 EPHESIANS *3 semester hours*

An exegetical and theological study of the Epistle in Greek, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. Prerequisite: Greek I and II or equivalent.

DSGK204 LUKE *3 semester hours*

An exegetical and theological study of the Gospel of Luke in Greek, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. Prerequisite: Greek I and II or equivalent.

DSGK205 COLOSSIANS *3 semester hours*

An exegetical and theological study of the Epistle in Greek, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. Prerequisite: Greek I and II or equivalent.

DSGK206 1 CORINTHIANS *3 semester hours*

An exegetical and theological study of the Epistle in Greek, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. Prerequisite: Greek I and II or equivalent.

DSGK401 SELECTED READINGS IN GREEK *3 semester hours*

The translation and interpretation of various biblical and/or extra-biblical Greek texts. Pre-requisite: Greek I and II or equivalent.

DSNT100 INTRODUCTION TO THE NEW TESTAMENT I *3 semester hours*

A study of the background, history, literary genre, and theology of the canonical Gospels beginning with the inter-biblical period.

DSNT101 INTRODUCTION TO THE NEW TESTAMENT II *3 semester hours*

A study of the background, history, literary genre, and theology of the Book of Acts, the Letters of Paul, the General Letters, and Revelation.

DSNT201 MATTHEW *3 semester hours*

An exegetical and theological study of the Gospel of Matthew, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing.

DSNT202 MARK *3 semester hours*

An exegetical and theological study of the Gospel of Mark, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing.

DSNT206 1 CORINTHIANS *3 semester hours*

An exegetical and theological study of 1 Corinthians, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing.

DSNT209 GALATIANS *3 semester hours*

An exegetical and theological study of Galatians, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing.

DSNT210 EPHESIANS *3 semester hours*

An exegetical and theological study of Ephesians, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing.

DSNT220 JAMES *3 semester hours*

An exegetical and theological study of James, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing.

DSNT306 ROMANS *3 semester hours*

An exegetical and theological study of Romans, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing.

DSNT310 REVELATION *3 semester hours*

An exegetical and theological study of the Apocalypse, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing.

DSNT401 SELECTED TOPICS IN NEW TESTAMENT *3 semester hours*

An exegetical historical, or theological study of a particular New Testament writing, author, literary tradition, or theme. May be repeated if course content is different.

DSNT404 THE THEOLOGY OF MARK *3 semester hours*

A literary and theological study of the major themes and emphases employed by the author of Mark. Prerequisite: Introduction to New Testament I and II.

DSNT405 THE THEOLOGY OF LUKE-ACTS *3 semester hours*

A literary and theological study of the major themes and emphases employed by the author of Luke-Acts. Prerequisite: Introduction to New Testament I and II.

DSNT406 NEW TESTAMENT SOTERIOLOGY *3 semester hours*

A study of the various models employed by New Testament writers to understand and to articulate the significance of the death of Jesus. Prerequisite: Introduction to New Testament I and II.

DSNT407 STUDIES IN PAULINE THEOLOGY *3 semester hours*

A study of the various theological motifs, themes, and emphases of the Apostle Paul as expressed in his epistles. Prerequisite: Introduction to New Testament I and II.

DSNT408 STUDIES IN JOHANNINE THEOLOGY *3 semester hours*

A study of the theological emphases of the various Johannine communities as reflected in their writings in the New Testament. Prerequisite: Introduction to New Testament I and II.

DSNT409 THE JEWISH-CHRISTIAN WRITINGS OF THE NEW TESTAMENT

3 semester hours

A study of those New Testament texts that reflect early Jewish Christianity, particularly as represented in the general epistles. Attention will also be given to the role of ancient Jewish Christianity in the process of canonization, the formation of Christian doctrine, and the challenges of orthodoxy and heterodoxy in the second century. Prerequisite: Introduction to New Testament I and II.

DSNT412 THE PARABLES OF JESUS *3 semester hours*

An advanced study of the parables of Jesus, including an examination of the distinctive elements of the parable as oral form, a review of the history of parable interpretation, a detailed analysis of the parables in the gospels, and a consideration of the challenges for preaching the parables today. Prerequisite: Introduction to New Testament I and II

DSNT414 BIBLICAL HERMENEUTICS *3 semester hours*

A Study of Classical and contemporary approaches to the interpretation of scripture, including an analysis of how these methods of interpretation inform the development of various models of Christian theology and practice. Prerequisite: Introduction to New Testament I and II.

HISTORICAL/THEOLOGICAL STUDIES

CHRISTIAN ETHICS

DSET100 CHRISTIAN ETHICS *3 semester hours*

Biblical and historical studies of Christian ethics, with contemporary applications.

DSET101 MINISTERIAL ETHICS *3 semester hours*

This course addresses the ethical and moral challenges that Christian ministers face.

DSET305 MORAL ISSUES IN THE EPISTLE OF JAMES *3 semester hours*

An exegesis of the book of James with a view to finding its moral implications in a postmodern context.

DSET401 SELECTED TOPICS IN ETHICS *3 semester hours*

An exegetical, historical, or theological study of a particular religious writing, ethical tradition, or contemporary moral issue. May be repeated if course content is different.

CHRISTIAN HISTORY

DSHS100 INTRODUCTION TO CHRISTIAN HISTORY I *3 semester hours*

The purpose of this course is to introduce the major people, events, ideas, and/or issues in Christian history from the beginning of the New Testament church to the eve of the Reformation.

DSHS101 INTRODUCTION TO CHRISTIAN HISTORY II *3 semester hours*

The purpose of this course is to introduce the major people, events, ideas, and/or issues in Christian history from the Reformation to the present. Baptist history will be highlighted.

DSHS201 THE ENGLISH REFORMATION *3 semester hours*

The purpose of this course is to introduce the major people, events, ideas, and issues of the English Reformation. An attempt is made to place the English Reformation in the wider context of the European Reformations and also to evaluate the impact of the English Reformation on the New England colonies.

DSHS310 THE CHANGING FACE OF BAPTISTS *3 semester hours*

The purpose of the course is three-fold: to survey the historical, sociological, and theological background of the controversy within the Southern Baptist Convention since 1979 and the bibliography that has emerged; to assess the impact of the key leaders; and to analyze the consequences of the controversy, especially the restructuring of the SBC and formation of alternative groups.

DSHS401 SELECTED TOPICS IN CHURCH HISTORY *3 semester hours*

A historical, sociological, or theological study of a particular period, movement, figure, or tradition in Church History. May be repeated if course content is different.

CHRISTIAN THEOLOGY

DSTH200 INTRODUCTION TO CHRISTIAN THEOLOGY I *3 semester hours*

In this course students will be introduced to one-half of the biblical foundations for the historical and philosophical development of the systematic theology of the Christian church. Attention will be concentrated on the classical doctrines of the Christian faith. When appropriate, Baptist contributions will be highlighted.

DSTH201 INTRODUCTION TO CHRISTIAN THEOLOGY II *3 semester hours*

This course is a continuation of Introduction to Christian Theology I.

DSTH300 WOMEN IN MINISTRY *3 semester hours*

A survey of the biblical, theological, and sociological concepts of women and their roles in society and the Church. Emphasis will be given to the understanding of God's call to ministry and ways for developing the ministry to which one is called.

DSTH301 THE CROSS *3 semester hours*

The course will be an examination of the biblical material that has been used to interpret the cross, not only that found in the New Testament, but also the sacrificial system of the Old Testament and the Suffering Servant passages. Particular emphasis will be given to the concept of sin-bearing, asking what sin-bearing may have meant during the time of the New Testament and how the concept has been understood throughout Christian history.

DSTH401 SELECTED TOPICS IN CHRISTIAN THEOLOGY *3 semester hours*

A biblical, historical, or theological study of a particular Christian doctrine, theological tradition, or institution. May be repeated if course content is different.

DSPH100 PHILOSOPHY OF RELIGION *3 semester hours*

This course treats the perennial questions of philosophy as they pertain to theological inquiry including the nature of religious experience, the rationality of religious belief, and arguments for and against the existence of God. Additionally, the course includes a research component which allows students to engage critically such questions as the problem of religious language, the compatibility of religion and science, and the problem of religious diversity.

SPIRITUAL FORMATION

DSSF100 INTRODUCTION TO THEOLOGICAL EDUCATION FOR MINISTRY

3 semester hours

A study of the nature of Christian ministry both in terms of biblical sources and historical/theological models. An orientation to theological education will be provided including an overview of the theological curriculum; issues in spiritual formation, including call; and an introduction to theological reflection and research. Chapel and Formations are requirements for this course.

DSSF200 SPIRITUAL FORMATION: THE CHRISTIAN JOURNEY *3 semester hours*

A study of Christian spirituality in its biblical, historical, contemporary, contemplative and relational expressions accompanied by an exploration of the nature of human relationship with God, fellow human beings and the world. Chapel and Formations are requirements for this course.

DSSF201 READINGS IN SPIRITUAL CLASSICS *3 semester hours*

The reading and analysis of selected voices from A.D. 100-Present. Attention is given to the historical and theological contexts of these selected voices. Pre-requisites are Spiritual Formation: Introduction to Theological Education, and Spiritual Formation: The Christian Journey.

DSSF202 CREATING CHRISTIAN EDUCATION AND FORMATION CURRICULA

3 semester hours

An exploration of the organizing principle and actual production of curriculum resources for Bible teaching, camps, spiritual formation retreats, or any other formative event related to the overall curricula of the church. Prerequisites are Spiritual Formation: The Christian Journey, and 3 hours of biblical studies or 3 hours of theology.

DSSF300 THE THEORY AND PRACTICE OF MINISTRY *3 semester hours*

Students, while engaged in the practice of ministry, will reflect theologically on theory and practice, the correlation of the various theological disciplines, the nature of ministry, and themselves as ministers. The final component of the course will be an assessment interview in which selected members of the faculty and representatives from the ministry setting will review with the student his/her written, personal assessment of strengths and weaknesses in ministry. Prerequisites: An approved ministry placement and successful completion of Introduction to Theological Education for Ministry, Old Testament I and II, New Testament I and II, Christian History I and II, Christian Theology I, Spiritual Formation: The Christian Journey. Chapel and Formations are requirements for this course.

DSSF301 CAPSTONE SEMINAR *3 semester hours*

A continuation of The Theory and Practice of Ministry (DSSF300). Ministry reflection will be focused on Self-Awareness, Interpersonal Relationships, Articulation and Integration of Theology and Ministry, and Professional/pastoral Identity and Skill Development. At the conclusion of the seminar, the student will complete a capstone conference which will include an evaluation of the student portfolio and reflection upon progress relative to the strengths and weaknesses identified in The Theory and Practice of Ministry (DSSF300). Prerequisites: An approved ministry placement and successful completion of The Theory and Practice of Ministry (DSSF300). Chapel and Formations are requirements for this course.

MINISTRY STUDIES

CHRISTIAN EDUCATION AND FORMATION

DSCE105 TEACHING AND LEARNING IN THE CHURCH *3 semester hours*

A study of how to design lesson goals/objectives, structure content, design interactive activities, and use evaluative tools to assess learning. Emphases are also given on a variety of age appropriate teaching methodologies, learning styles, biblical and theological basis for teaching in the church, and a formulation of a philosophy of teaching.

DSCE110 THE CHURCH PREPARING FOR MISSION AND MINISTRY

3 semester hours

A study and analysis of the role of the Christian church in the world. Attention is devoted to analyzing and evaluating the appropriateness of a variety of church organizational models. The course considers the preparation, leadership, and space required for each model.

DSCE115 ADMINISTRATION AND LEADERSHIP IN THE CHURCH

3 semester hours

An examination of church polity with particular attention given to the free-church tradition. Other components of the course will include the enlistment and training of leadership, principles of administration, systems theory, conflict management, and public relations. The course will also deal with church staff configurations, supervision, and performance reviews.

DSCE200 CHRISTIAN EDUCATION AND FORMATION WITH YOUTH

3 semester hours

A study of the adolescent years, youth cultures in this country, the church's biblical, theological, and practical role in the Christian education and formation of youth in an inter-generational context. Resources and ministry models are examined, focusing on the design of curricula for youth in all aspects of church life: proclamation, worship, education, service and fellowship. Learners will develop skills needed for effective practice.

DSCE206 CHRISTIAN EDUCATION AND FORMATION WITH CHILDREN

3 semester hours

A study of the developmental stages of the child. Attention is given to the church's biblical, theological, and practical role in the Christian education and formation of children, in an inter-generational context. Attention will be given to evaluation of resources and to design curricula for children. Learners will develop skills needed for effective practice.

DSCE210 CHRISTIAN EDUCATION AND FORMATION WITH ADULTS

3 semester hours

A study of stages, transitions, and complexities of the adult life, evaluated in a biblical and theological context. Attention is given to the role of the designed curricula for education and formation with adults, focusing on the weaving of one's life story into the story of the community of faith biblically and historically in the areas of proclamation, worship, education, service and fellowship. Learners will develop skills needed for effective practice.

DSCE310 LEADERSHIP WITH VOLUNTEERS IN THE CHURCH *3 semester hours*

An examination of the theological bases for the ministry of volunteers in the church. Attention is given to enlisting, placing, inspiring, and supervising volunteers in the church.

DSCE315 COMMUNICATING INSIDE AND OUTSIDE THE CHURCH

3 semester hours

A study of the biblical and theological bases for internal and external communications. Included in the course are: the philosophy of publicizing, promoting, building relationships with media outlets and the unchurched. Attention is given to verbal and non-verbal communication.

DSCE400 CHRISTIAN EDUCATION SPECIALIZATION PRACTICUM

6 semester hours

Persons pursuing a Master of Divinity degree in Christian Education may choose a practicum. This will involve working with a person in this field, developing a job description for this position, performing weekly tasks under the supervision of the mentor, and receiving feedback on a weekly basis. This on-site job training will come near the end of the three-year track. A practicum may be chosen in one of the following fields: Minister of Christian Education, Minister of Youth Education, Minister to Children, Minister to Preschoolers, Minister to Preschoolers and Children, Church Business Administrator, or Director of Weekday Early Childhood Education.

DSCE401 SELECTED TOPICS IN CHRISTIAN EDUCATION AND FORMATION

3 semester hours

A theological, theoretical, historical, and practical study of a particular issue/challenge related to the vocation of Christian Education. This course may be repeated for credit if course content is different.

DSCE451 WRITING FOR PUBLICATION SEMINAR *3 semester hours*

This seminar aids students in developing professional writing skills for theological publications. Students are instructed in how to write scholarly book reviews and articles for journals. Prerequisites: Teaching and Learning in the Church, and 9 hours of biblical studies electives.

CHRISTIAN MINISTRY

DSMN100 LIFE AND WORK OF THE MINISTER *3 semester hours*

A practical and theoretical examination of ministry in a postmodern, globalized context. This course offers an opportunity for students to interact with experienced practitioners who model effective ministry.

DSMN201 INTRODUCTION TO PREACHING *3 semester hours*

This course is an introduction to basic Christian preaching. It gives attention to the theology of preaching, method of preaching, delivery techniques, and pulpit planning in the local church. Diverse homiletic theories and models will be explored and encouraged. Part of the course will involve a preaching lab in which every student will gain practical experience in preparing and preaching an original sermon.

DSMN202 INTRODUCTION TO WORSHIP *3 semester hours*

This course is an introduction to worship in the local church including the nature, history, and practice of worship. Part of the course will involve a lab experience in which students will gain practical experience in the celebration of the ordinances as well as other rituals of faith.

DSMN300 PREACHING FROM THE GOSPELS *3 semester hours*

This course will examine the ways in which Matthew, Mark, Luke, and John can be used in proclamation. Particular attention will be given to the unique literary structures and themes of each gospel. Also, emphasis will be put on the issues of spiritual formation and leadership. How do these concerns affect both the shaping of the messenger as well as the message?

DSMN301 PREACHING PRACTICUM *3 semester hours*

This course features advanced preaching theory and practice techniques. Particular emphasis will be given to preaching lectionary texts, honing delivery skills, and appropriate planning and assessment within a congregational setting. Prerequisite: Introduction to Preaching.

DSMN401 SELECTED TOPICS IN CHRISTIAN MINISTRY *3 semester hours*

A practical, historical, or theological study of a particular issue/challenge related to the vocation of Christian ministry. May be repeated if course content is different.

MISSIOLOGY

DSMS200 WORLD RELIGIONS *3 semester hours*

This course will introduce the major religious traditions by studying their historical development, worldview and praxis. Students will also be challenged to explore Christian approaches to religious pluralism.

DSMS201 CONTEMPORARY RELIGIOUS MOVEMENTS *3 semester hours*

This course will introduce students to the major religious movements that have emerged in the last 200 years primarily in the United States and Europe. Students will also be challenged to explore Christian approaches to religious pluralism.

DSMS210 INTRODUCTION TO ISLAM *3 semester hours*

This course will introduce the students to the historical, theological, and practical developments in Islam. The course will focus on important events, movements, and figures that helped shape contemporary Islam. Students will also be challenged to explore Christian approaches to Islam.

DSMS300 EVANGELISM *3 semester hours*

This course will challenge students to discover the biblical and theological foundations of evangelism and explore how this impacts the evangelistic work of the church locally and abroad.

DSMS301 CHURCH PLANTING AND DEVELOPMENT *3 semester hours*

This course will enable students to examine the biblical foundations, historical development, and the contemporary principles and strategies of starting and developing churches. Students will also learn vision casting, creative leadership styles, relevant tools, effective strategies, and resources necessary for planting and developing healthy congregations.

DSMS302 URBAN MISSIOLOGY *3 semester hours*

This course will enable students to understand the unique challenges and mission opportunities in an urban setting. Students will learn about the profound impact of global urbanization throughout the world and explore how one can make an impact in these areas.

DSMS303 CULTURAL ANTHROPOLOGY *3 semester hours*

This course will introduce students to some of the basic practical cultural anthropological concepts. This knowledge will be used to understand how cultures impact religious expressions and address how to relate the gospel to persons from cultural backgrounds other than their own.

DSMS 304 JESUS IN A GLOBAL PERSPECTIVE *3 semester hours*

This course will provide a view of Jesus from the perspective of the major world religions and from the perspective of Two-Thirds World Christian writers. The course will be a seminar.

DSMS 305 DIASPORA MINISTRIES *3 semester hours*

This course will introduce students to the phenomenon of people's mobility within and outside their homelands. Students will learn the theoretical foundations and practical approaches to diaspora communities; discover the determinant factors behind people's geographic and demographic mobility; study the trends in international migration; and identify some of the challenges and missional opportunities of people on the move.

DSMS 310 MISSION IN BIBLICAL-THEOLOGICAL PERSPECTIVES *3 semester hours*

This course is an introduction to the foundation, nature, components, tasks, and strategies of mission and evangelization in the Bible. Students will also examine the various theological approaches to understanding God's redemptive plan and work as revealed in the Old and New Testaments.

DSMS 311 MISSION IN HISTORICAL PERSPECTIVES *3 semester hours*

This course is a survey of Christian mission and evangelization, its beginnings and development, including the major forces, personalities and circumstances that contributed to its expansion, and how it was understood and practiced throughout the history of the church.

DSMS312 MISSION IN CONTEMPORARY PERSPECTIVES *3 semester hours*

This course will enable students to identify, understand, and evaluate trends and issues that impact the contemporary practice of Christian mission and evangelization. Students will also examine the current debates on theologies of mission within the Roman Catholic, the Conciliar, and the Evangelical traditions.

DSMS400 MISSION IMMERSION EXPERIENCE *3 semester hours*

This course will provide students with a significant cross-cultural experience that helps them understand the challenges in cross-cultural ministry. Students may take this course as an elective or students can meet the core Mission and Evangelization course requirement. Mission Immersion Experiences must be developed with the Missiology professor.

DSMS401 SELECTED TOPICS IN MISSIOLOGY *3 semester hours*

A practical, historical, theological, or cross-cultural study of a particular issue/challenge related to the vocation of Missiology. May be repeated if course content is different.

INTERCULTURAL STUDIES

DSIS200 WORLDVIEW STUDIES *3 semester hours*

This is an introductory study of the historical development, basic assumptions, and praxis of major religious worldviews. Special attention will be given to the current debates on religious pluralism.

DSIS300 TRANSFORMATION STUDIES *3 semester hours*

This is a critical study of the religious and socio-cultural foundations of individual transformation based on a spiritual encounter and its impact on society.

DSIS302 URBAN STUDIES *3 semester hours*

This is a foundational study of the unique challenges and opportunities for transformation in an urban setting. Students will examine current trends and issues that shape the directions of global urbanization and explore how one can make an impact in these areas.

DSIS301 COMMUNITY DEVELOPMENT *3 semester hours*

This is a practical study of the principles, tools, and resources of organizing, leading, and developing a local community. Particular attention will be given to character, vision, skills, leadership styles, tools, strategies, and resources necessary for congregational growth and development.

DSIS303 CULTURAL ANTHROPOLOGY *3 semester hours*

This is a practical study of the cultural concepts in anthropology. Students will learn how culture impacts people's religious expressions and address how they relate to people from cultural backgrounds other than their own.

DSIS305 DIASPORA STUDIES *3 semester hours*

This is a foundational study of the phenomenon of people's mobility within and outside their homelands. Students will learn the theoretical foundations and practical approaches to diaspora communities; discover the determinant factors behind people's geographic and demographic mobility; study the trends in international migration; and identify some of the challenges and opportunities of people on the move relevant to globalization.

DSIS310 MASS MOVEMENTS IN THE TEXTS *3 semester hours*

This is a textual study of the foundations, principles, and praxis of the religious encounters of individuals, people groups, and societies that have impacted and shaped early world civilizations. Special attention will be given to the paradigm of change that develops out of identity formation and the perceived calling and destiny of a particular mass movement based on the Judeo-Christian texts.

DSIS311 MASS MOVEMENTS IN HISTORICAL PERSPECTIVES *3 semester hours*

This is a historical study of the origin, development, and propagation of the message and tasks of Christian-oriented mass movements based on the paradigm of change in cultures around the world.

DSIS312 MASS MOVEMENTS IN CONTEMPORARY PERSPECTIVES

3 semester hours

This is a contemporary study of the major trends, issues, and challenges relevant to the various interpretations of the message and tasks of mass movements within a broader spectrum of a Christian tradition.

DSIS400 ICS PRACTICUM *3 semester hours*

This is a practical course that provides students significant experience in intercultural environment to prepare them to function, live, and work in cultures other than their own. This includes fieldwork for conducting case studies, ethnographic research, or applied linguistics. This course must be developed with the ICS professor. Non-ICS students may take this course as an elective.

PASTORAL CARE AND COUNSELING

DSPC100 INTRODUCTION TO PASTORAL CARE AND COUNSELING

3 semester hours

An introduction to the ministry of pastoral care and counseling. The course will explore the biblical, theological, and historical roots of spiritual care, examining contemporary trends and theories. Guided exercises will facilitate development of basic helping skills for ministry.

DSPC105 MINISTERING TO THE CHEMICALLY DEPENDENT AND THEIR

FAMILIES *3 semester hours*

A study of the dynamics of chemical dependency and how it affects the family, the church, and other community groupings. The course includes an introduction to and practice of skills useful in working with the chemically dependent and their families.

DSPC110 PASTORAL THEOLOGY *3 semester hours*

An attempt "to grasp the complexities of lived faith" while searching for theological understanding in the midst of life. Exploring the interface between theology, the behavioral/social sciences, and human experience, a framework for pastoral care and counseling will be suggested based on a foundation of a heuristic pastoral theology.

DSPC115 PASTORAL CARE OF FAMILIES *3 semester hours*

An overview of the diverse contexts of the family from theological and systems perspectives, the course will explore healthy and dysfunctional aspects of being family in biblical, historical, and contemporary contexts.

DSPC120 PASTORAL CARE TO PERSONS IN CRISIS *3 semester hours*

Attention is given to developing intentional pastoral strategies for persons in crisis. The course will address psychological and theological resources for common life traumas such as accidents, disasters, broken relationships, addictions, and physical/mental illness.

DSPC125 GRIEF, LOSS, DEATH, AND DYING *3 semester hours*

An examination of the mourning process in the context of various losses. Exploring multifaceted “faces” of grief, strategies for intervention will be suggested for pastor and congregation.

DSPC200 CLINICAL PASTORAL EDUCATION *3 or 6 semester hours*

Training in pastoral care under supervision in an off-campus clinical setting whose program is accredited by the Association for Clinical Pastoral Education. (1/2 unit = 3 hours; 1 unit = 6 hours) Prerequisite: Introduction to Pastoral Care and Counseling and Faculty Approval.

DSPC204 INTERPERSONAL RELATIONSHIPS IN MINISTRY *3 semester hours*

A study of the theory and practice of group dynamics, interpersonal relationships and conflict. The course will be both cognitive and interactive, and may only be taken with approval of the professor.

DSPC210 CHAPLAINCY MINISTRY *3 semester hours*

A study of various opportunities for the church's ministry in traditional and non-traditional settings such as military, industrial, campus, hospitals and hospice, etc.

DSPC220 TRAINING LAY COUNSELORS IN THE CHURCH *3 semester hours*

Attention will be given to teaching basic pastoral interventions and counseling skills to lay persons (volunteers, non-vocational persons) who desire to provide effective ministry as an extension of the church's care.

DSPC225 THE MINISTRY OF MARRIAGE AND FAMILY ENRICHMENT

3 semester hours

The course will prepare the student to develop and lead marriage and family enrichment retreats. Not a course in marital and family therapy, this course will address the “pressure points” of marriage/family, suggesting exercises and experiences which will facilitate healthy family life in church and community.

DSPC240 LEGAL AND ETHICAL ISSUES IN PASTORAL CARE AND COUNSELING *3 semester hours*

The course will examine ethical and legal issues which pertain to pastoral caregivers.

DSPC250 THE PSYCHOLOGY OF RELIGIOUS EXPERIENCE *3 semester hours*

A study of religious behavior utilizing insights from theology, philosophy, and the behavioral/social sciences. As “the study of the soul,” pastoral psychology explores religious issues of concern to both pastor and psychologist, such as motivation, faith, doubt, conversion and change, mysticism, guilt/shame, healing, vocation, etc. This course examines historical and contemporary scientific approaches (such as neuropsychology) that may help the minister understand religious experiences.

DSPC255 HUMAN BEHAVIOR AND PATHOLOGY/ADDICTION *3 semester hours*

This course will explore various aberrations of human behavior and pathology with attention given to theological understanding of “sin and sickness,” as well as assessment, interventions and referral protocol. This course is for the advanced student in pastoral care and counseling.

**DSPC260 PSYCHOLOGICAL TESTING/MEASUREMENT,
APPRAISAL AND ASSESSMENT** *3 semester hours*

This ministry course is designed to train the pastoral caregiver to utilize specific instruments for understanding and providing ministry in the context of the church. Students will be helped to understand, develop, and utilize research design, as well as to use a variety of assessment tools such as the Myers-Brigg Temperament Analysis, Strong Vocational Inventory, Beck Depression Scale, Firo-B, Prepare/Enrich, etc.

DSPC270 RELIGION, SPIRITUALITY, AND PERSONALITY *3 semester hours*

A study of various theories of personality and their implications for understanding the nature of personhood, the meaning of human existence as well as religious, spiritual, and faith development.

DSPC280 CONFLICT MINISTRY IN CHURCH AND COMMUNITY

3 semester hours

Exploring various dimensions of conflict including intrapersonal, interpersonal, and systemic conflict, this course will examine intervention strategies for attempting to prevent and manage conflict. The theological concepts of alienation and reconciliation, as well as psychological and sociological dimensions, provide a framework for understanding and addressing conflict.

**DSPC290 PASTORAL CARE AND LEADERSHIP IN THE AFRICAN AMERICAN
CHURCH** *3 semester hours*

This course examines the uniqueness of the African American churches (across denominational lines) in terms of congregational expectations and the unique skills needed for leadership and care.

**DSPC300 DEVELOPING CRISIS RESPONSE TEAMS FOR CHURCH AND
COMMUNITY** *3 semester hours*

This course explores the theory and strategies of developing crisis response teams. A variety of crises will be addressed including natural disasters and those caused by human error or brutality.

DSPC400 PASTORAL CARE AND COUNSELING PRACTICUM *3 semester hours*
Supervised practice of ministry in approved settings under an approved supervisor. Each practicum involves 400 hours of ministry with clinical reflection and peer interaction. Prerequisites: DSPC100 and approval of the professor.

DSPC401 SELECTED TOPICS IN PASTORAL CARE AND COUNSELING
3 semester hours

A clinical and theological study of a particular issue/challenge related to the vocation of Pastoral Care and Counseling. May be repeated if course content is different.

DSPC405 HEALTH AND SPIRITUALITY *3 semester hours*

An exploration of human health and healing in relation to the Christian concept of salvation, with attention to personal wellness, historical and theological perspectives, and implications for ministry.

DSPC411 PASTORAL CARE THROUGH THE LIFE CYCLE *3 semester hours*

A survey of basic concepts in the life cycle from the perspectives of theology and the behavioral/social sciences. An examination of the stages and tasks common to all persons throughout the life cycle will provide a framework for exploring ministry opportunities of the church.

ADDITIONAL STUDIES-LANGUAGES

DSL105 BIBLICAL ARAMAIC *3 semester hours*

An introduction to Biblical Aramaic and a study of its grammar, syntax, and vocabulary, including the reading of biblical texts written in Aramaic. Prerequisites: Introduction to Biblical Hebrew (DSHB100) and Hebrew Syntax and Exegesis (DSHB101) or their equivalents.

DSL115 THEOLOGICAL GERMAN *3 semester hours*

This course provides the foundational vocabulary, grammar, and syntax necessary for acquiring a basic reading knowledge of German scholarship in the theological, historical, and biblical disciplines. This course introduces the grammatical and syntactical issues necessary to comprehend German sentence structure. The course provides translation exercises of increasing difficulty and encourages the building of vocabulary that will equip students to begin working with German scholarship.

DOCTOR OF MINISTRY

PROGRAM DESCRIPTION

The D.Min. degree is an advanced professional degree designed to equip persons who are committed to Christian ministry to fulfill their calling at the highest level of excellence in the practice of ministry. The program of study requires a Master of Divinity degree from an accredited theological institution and sufficient experiences in ministry to insure a level of maturity appropriate to engage the intensity of the program design. The degree program identifies reflective thinking, or, more specifically, the ability to think theologically, as the primary skill essential to effective ministry. All aspects of the program build from that assumption. The degree program attempts to address ministry issues developing naturally from the global community which is the context for the 21st century church. Both by academic design and supervision elements, the degree intends to reflect the interactive, laity-involved, team-oriented nature of ministry required to address the needs of the 21st century church.

ADMINISTRATION OF THE PROGRAM

The D.Min. program operates under the guidance and administration of the Dean of the School of Divinity. Enforcement of all academic policies is at the discretion of the Dean in consultation with the Associate Dean and the Director of the D.Min. program. Instructional personnel, both adjunctive and residential, are appointed by the Dean to whom they are directly responsible.

DIRECTOR OF THE PROGRAM

The Director of the D.Min. program is responsible for the day to day administration of the program, and the D.Min. office is the primary communication portal for current candidates and prospective candidates.

COMPONENTS OF THE PROGRAM

The D.Min. degree is a 30-hour degree program comprised of three major components: seminars, supervision, and a ministry project.

SEMINARS

Five seminars are required of each candidate for which 18 credit hours will be earned. DSDM501 (The Ministry as Life-long Learning) and DSDM 510 (The Ministry of Biblical Interpretation) are required of all students and are prerequisites to all subsequent seminars. All seminars have some aspect of ministry as their primary focal point.

SUPERVISION

Each D.Min. candidate will complete a minimum of two semesters of Peer Learning Supervision (6 hrs.) under the direction of a School of Divinity appointed Field Supervisor. In lieu of one semester of Peer Learning Supervision, a candidate may substitute one basic unit of Clinical Pastoral Education (CPE), with prior approval of the D.Min. Director. Candidates will participate in structured supervised peer-learning experiences related to their ministry.

MINISTRY PROJECT

Candidates will design, implement, and reflect upon a self-directed, original project of ministry conducted in the minister's own ministry setting (minimum 6hrs. - Students who do not complete the project in two semesters must register for DSDM593 each semester until completion).

PROGRAM OBJECTIVES

The D.Min. degree seeks to enhance the capacity of the minister to engage in theological reflection in the real world in the service of the church. Given the diversity of ministry interests, candidates may design their courses of study with the following Program Objectives in mind. These seek to:

- develop an appropriate biblical theology of worship and, in light of that theology, a capacity to lead effectively the community of faith in corporate worship;
- develop an appropriate pastoral theology, a level of personal, interpersonal, and spiritual awareness commensurate with mature ministry, and the requisite skills to practice pastoral care in a ministry setting;
- develop an understanding of the processes of faith development and to administer within a ministry setting effective structures and systems for the nurturing of the same;
- develop an understanding of the church, and his/her role in it, within a global context, and the capacity to reflect theologically on the implications of that global context for the nature and mission of the church;
- understand the ministry as a commitment to life-long learning, and to develop appropriate educational strategies within the ministry setting to realize that commitment; and
- demonstrate the ability to reflect upon the nature of one's ministry by conceptualizing and executing an original project in ministry, reflecting theologically on that project, and defending the project to a committee of faculty and other ministry professionals.

DEGREE REQUIREMENTS

Seminars	(1 @ 2hrs., 4 @ 4 hrs. each)	18 hrs.
Supervision	(2 sems. @ 3 hrs. each)	6 hrs.
Ministry Project		minimum 6 hrs.*
Total Hours for D.Min. Degree		30 hrs.

PROGRAM COSTS

Tuition	(\$363 p/hr. X minimum 30 hrs.*)	\$10,890
R & A Administration Fee		\$ 250
R & A Proofreader Fee		\$ 100
Graduation Fee		\$ 125
Total		\$11,365

*Students who do not complete the Ministry Project in two semesters (minimum 6 hours) must register for DSDM 593, Ministry Project Extension, each semester until completion.

ADMISSION POLICIES

D.Min. applicants are required to meet admission standards which are both general to the School of Divinity and specific to the degree program. The processes for admission are described in detail as follows.

GENERAL ADMISSIONS CRITERIA

1. Original transcripts from all previous undergraduate and graduate study
2. Three references (one must be educational, the remaining two can be personal, professional, or educational)
3. Church recommendation form (must be filed before beginning first semester)

4. Immunization history (must meet North Carolina's immunization standards)
5. \$40.00 non-refundable application fee
6. Provide proof of satisfactory criminal background record check for all states of residence for the past five (5) years with a residence verification statement.

SPECIFIC ADMISSIONS CRITERIA

1. Completion of the Master of Divinity degree (or its equivalent) from an ATS-accredited institution
2. Minimum Grade Point Average of "B" (2.75 on 4.0 scale) in Master of Divinity (or its equivalent) studies
3. Three years significant ministerial experience beyond the first graduate theological degree
4. Placement in a full-time vocational ministry setting
5. Ministry Essay
 - The applicant will submit a 10-15 page double-spaced ministry essay.
 - The essay should discuss the applicant's call to ministry, theology of ministry, history in ministry, goals for ministry, and how he/she believes earning the D.Min. will enrich his/her ministry.
6. Personal Interview
 - Applicants deemed worthy will be invited to the M. Christopher White School of Divinity for a personal interview with the D.Min. Admissions Committee.
 - At this interview the applicant will be given the opportunity to share his/her understanding of ministry and the D.Min.
 - Based on the applicant's submitted materials, the D.Min. Admissions Committee will dialog with the applicant to assess his/her readiness for D.Min. study.
7. A Background Record Check.

Prior to admission, a satisfactory "Criminal Record Check" for all states of residence for the past five (5) years must be submitted to the School of Divinity Office of Admissions with a residence verification statement. Criminal background histories obtained for employment purposes are not acceptable for admission to the School of Divinity. Information received pertaining to criminal background histories will become part of the student's permanent academic file. Any conviction or pending criminal charges cited in the criminal history will be reviewed by the School of Divinity Faculty Admissions Committee. Any allegations or charges of misdemeanor(s) or felony(s) that occur after the Criminal Record Check has been submitted must be reported immediately to the School of Divinity Office of Admissions and the Dean of the School of Divinity. Failure to report allegations of such charges may result in immediate dismissal from the program.
8. Aptitude Tests
 - Test of English as a Foreign Language (TOEFL): This test is required for all candidates for whom English is a second language. The minimum acceptable score is 550 (non-computer test).
 - Graduate Record Exam: Although not required of all applicants, the D.Min. Admissions Committee may request an applicant take this test to evaluate more fully his/her readiness for D.Min. studies.
 - Miller Analogies Test: Although not required of all applicants, the D.Min. Admissions Committee may request an applicant take this test to evaluate his/her readiness for D.Min. studies.

PROVISIONAL ADMISSION

In some cases as determined on an individual basis, Provisional Admission may be granted when an applicant does not fully meet the criteria for admission.

At the end of the first semester of enrollment, the Admissions Committee will review the status of all individuals admitted provisionally and will (1) grant full admission to the degree program, or (2) terminate student status.

ACCEPTANCE FOR ADMISSION

1. The D.Min. Admissions Committee, consisting of the Dean or the Associate Dean of the School of Divinity, the Director of the D.Min. program, and the Director of Admissions of the School of Divinity, will meet concerning each applicant. His/her readiness for D.Min. studies will be evaluated on the basis of the materials submitted and a personal interview.
2. Evaluation of applications will be based on the following criteria:
 - Academic ability;
 - Theological preparation and readiness for advanced ministry studies;
 - Ministerial experience and maturity; and
 - Personal and professional integrity.

DEADLINES FOR ADMISSION

1. Candidates must complete the admissions criteria as listed above by sending all information to the Director of Admissions by April 1 prior to Fall matriculation. This insures consideration for acceptance into the program. Applications may also be submitted for admission in Spring or Summer terms. Contact the Director of Admissions for appropriate application deadlines.
2. Completed applications received after April 1 are NOT guaranteed consideration for the program.

Mailing Address: Office of Graduate Admissions
Gardner-Webb University School of Divinity
Box 7256
Boiling Springs, NC 28017

NOTIFICATION OF ADMISSION

Candidates for the D.Min. program will be notified of their admission status on or before May 15 prior to Fall matriculation. Because of the confidential nature of some items of information required for admission, the University reserves the right to reject any application without stating a reason.

ACADEMIC POLICIES

ORIENTATION

Orientation to Gardner-Webb University, the M. Christopher White School of Divinity, and the degree program is required of all candidates and is a component of the first D.Min. seminar, The Ministry as Life-Long Learning.

RESIDENCY REQUIREMENTS

Residency is required of candidates only during seminars. Currently, all D.Min. seminars are offered as on-campus experiences.

TRANSFER OF CREDIT

Eight (8) hours of doctoral level course work can be transferred into the D.Min. program from another ATS accredited institution upon the approval of the D.Min. Director. This work can be completed prior to entering the D.Min. program or while in the D.Min. program. If a candidate plans to study at another institution during his/her course of study, he/she should seek the approval of the D.Min. Director prior to matriculation at any other institution. Transfer of credit is not guaranteed.

FULL TIME STATUS

All students enrolled in the D.Min. program whose files are active are considered "full time" students. The minimum hour requirement to maintain full time status is 3 hours. There is no "part time" status in the D.Min. program.

INTERRUPTED STATUS

In special cases a candidate can petition the D.Min. Director to grant him/her interrupted status from the program. If interrupted status is granted, the time limits for completion of the degree are put on hold.

RETENTION POLICIES

All candidates are expected to maintain a GPA of 2.75. In the event that a candidate's GPA falls below a 2.75, he/she will be placed on probation until he/she is able to raise his/her GPA to 2.75.

If the candidate is unable to raise his/her GPA above 2.75 after two semesters of probation, or if it becomes mathematically impossible for him/her to improve his/her GPA above 2.75, he/she will be suspended from the D.Min. program.

APPEAL OF SUSPENSION

If a suspended candidate believes he/she has a legitimate appeal of his/her suspension, he/she may make a formal appeal to the Director of the D.Min. program. Upon request for an appeal of suspension, the D.Min. director will schedule a time for the D.Min. Admissions Committee to meet with the candidate. The candidate will be allowed to make his/her appeal to this committee. The appeal will be limited to 30 minutes. The candidate will be notified of the decision of the Committee within one week. The decision of the D.Min. Admissions (Appeals) Committee is final.

APPEALS COMMITTEE

The D.Min. Admissions Committee, composed of the Dean or Associate Dean (either of whom serves as chair), Director of the D.Min. program, and a faculty representative, will act as a suspension appeals committee.

INCOMPLETE WORK

A candidate can request an incomplete from a professor. The professor holds complete discretion concerning the granting of an incomplete. If an incomplete is granted, it must be cleared in accordance with University policy by mid-term of the following semester. A candidate will not be permitted to enroll in another seminar until all work from previous seminars is complete.

CERTIFICATION OF SATISFACTORY PERFORMANCE IN SUPERVISION

Certification of satisfactory performance in supervision is required for each component of supervision (Peer Learning and Self-Directed).

1. Certification of CPE (which may be substituted for the second semester of Peer Learning Supervision) will be granted when the Director of the D.Min. program is presented with documentation of a candidate's completion of one basic unit of Clinical Pastoral Education at an Association of Clinical Pastoral Education (ACPE) certified center;
2. Certification of Peer Learning Supervision will be granted by the D.Min. Director upon the recommendations of the Field Supervisor, the Peer Group, and the Ministry Consultation Committee. The criteria for satisfactory performance will be the candidate's progress and learning as outlined in the goals of his/her Ministry Development Covenant;
3. Certification of Self-Directed Supervision will be granted by the D.Min. Director upon the recommendation of the Faculty Advisor during the project phase of the D.Min. program. The criteria for satisfactory performance is the candidate's ability to manage his/her time effectively and follow his/her self-imposed time-line for completion of the program. The candidate will also present to the Faculty Advisor a description of assistance and expertise sought and secured.

APPEAL OF CERTIFICATION

If any area of supervision is not certified, the candidate has the right to appeal to the D.Min. Director. Upon appeal, the D.Min. Director will meet with the candidate, Field Supervisor, and others serving in a supervisory capacity with regard to the student as deemed appropriate. The candidate will be allowed to make his/her appeal to these individuals. The candidate will be notified within one week of the Director's decision which is final.

ACADEMIC HONESTY

All work submitted by candidates in each course is presumed to be the candidate's own. Cheating, plagiarism, or any other expression of dishonesty will be subject to the University's policy on academic dishonesty (see Student Handbook).

APPLICATION FOR GRADUATION

A candidate for the D.Min. degree makes application for graduation the fall before he/she anticipates graduating in the Spring. D.Min. degrees will be awarded only in the Spring Commencement. The application for graduation will be filed with the Registrar's Office according to the University academic calendar published annually.

GRADUATION REQUIREMENTS

A GPA of 2.75 is required for graduation as well as completion of all degree requirements.

TIME LIMITS

The D.Min. is designed to be completed in a minimum of three years with a maximum time limit of six years. Approval for an extension of time must be granted in advance by the D.Min. Director. The candidate is required to pay extension fees for every Fall and Spring semester beyond the Spring semester of the third year.

FORM AND STYLE

All written work should be submitted in formal style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th Edition, by Kate L. Turabian. Chicago: University of Chicago Press, 2007, unless the candidate is instructed otherwise by a professor.

GRADING SCALE

Grades will be given on a 4.0 scale with the letter grade “A” representing superior performance and the letter grade “F” representing unacceptable performance.

A=100-94

B=93-85

C=84-70

D=69-60

F=59 and below

DOCTOR OF MINISTRY COURSE DESCRIPTIONS

DSDM501 THE MINISTRY AS LIFE-LONG LEARNING *2 semester hours*

This seminar is an on-campus experience, taken as the candidate's first seminar experience, and prerequisite to all subsequent seminars, in which the candidate will receive general orientation to the degree program, to appropriate research methodologies to be utilized in the degree program, and to appropriate resources for developing successful strategies for life-long learning as a minister.

DSDM510 THE MINISTRY OF BIBLICAL INTERPRETATION *4 semester hours*

This seminar is a study of various historical interpretative approaches to both the Old and New Testaments.

DSDM511 PAULAS PARADIGM FOR MINISTRY *4 semester hours*

The seminar will examine Paul's message and ministry as evidenced in his epistles.

DSDM520 THE MINISTRY OF WORSHIP *4 semester hours*

Through a variety of pedagogical methods, the candidate will explore traditional understandings of worship within the larger Christian community, hermeneutical applications of the Bible as critical to proper worship, the components of worship such as proclamation, music, and the reading of scripture, the worship leader(s) and the worshiping community and planning and evaluation of worship.

DSDM521 THE MINISTRY OF PREACHING *4 semester hours*

The seminar will employ a variety of pedagogical methods, including lecture, video analysis of preaching events, small group experiences, and seminar preaching events. In particular the seminar will explore postmodernism as the contemporary context of preaching; a history of preaching with special emphasis on the rise of the so-called “New Homiletic”; a biblical theology of preaching; an exploration of the hermeneutical skills necessary for appropriate biblical interpretation in the service of sermon development; the method of sermon development with special attention to the day-by-day tasks of sermon preparation; methods, techniques, and strategies for effective sermon delivery; methods, resources, and strategies for developing an effective preaching plan for the parish and a pastoral theology of preaching including the place of preaching in the life of the pastor.

DSDM530 THE MINISTRY OF CHRISTIAN EDUCATION AND ADMINISTRATION *4 semester hours*

This seminar will probe the various components of effective Christian Education that significantly contribute to one’s faith development. Building community within the changing church paradigm requires leadership skills and the effective administration of resources. Developing these skills will be the focus of the seminar.

DSDM531 THE MINISTRY OF LEADERSHIP IN THE CHURCH *4 semester hours*

An evaluation of pastoral leadership focusing on, but not limited to, themes such as vocation, centeredness, vision-mission, church “culture” and its effect on strategic, operational or evaluative planning, pastoral tenure, and the supervisory role of staff (paid or volunteer). Contemporary models will be critically evaluated.

DSDM540 THE MINISTRY OF PASTORAL CARE *4 semester hours*

The role of the minister as pastoral care-giver and counselor is explored in this seminar, giving attention to the care of the self, care of the community of faith, and care of all others in the world who are objects of God’s loving care. Seminar participants will develop an appropriate pastoral theology, a level of personal, interpersonal, and spiritual awareness commensurate with mature ministry, and the requisite skills to practice pastoral care in a ministry setting.

DSDM541 CONFLICT RESOLUTION IN THE CHURCH *4 semester hours*

This seminar will examine the dynamics of conflict in the church. Attention will be given to assessing conflict from intrapersonal, interpersonal and systemic perspectives.

DSDM550 THE MINISTRY AND THE WORLD *4 semester hours*

This seminar will challenge the student to engage in the important missiological issues related to being a Christian witness in a culturally diverse context.

DSDM551 MISSION AND MINISTRY IN A PLURALISTIC WORLD

4 semester hours

This seminar focuses on the role of the minister as a representative of the church in the world external to the church (both local and global). Seminar participants will develop an understanding of the church, and his/her role in it, within a global context, and the capacity to reflect theologically on the implications of that global context for the nature and mission of the church.

DSDM552 MISSION AND CROSS CULTURAL MINISTRY *4 semester hours*

This seminar will challenge the student to engage the important missiological issues related to being a Christian witness in a culturally diverse context.

DSDM553 MISSION STRATEGIES FOR MINISTRY *4 semester hours*

This seminar seeks to equip the student to be effective in use of relevant mission and ministry strategies.

DSDM580 CLINICAL AND PASTORAL EDUCATION *3 semester hours*

This course provides training in pastoral care under supervision in an off-campus clinical setting whose program is accredited by the Association for Clinical Pastoral Education.

DSDM581 SUPERVISION I *3 semester hours*

Supervision will provide the candidate with a peer group experience that is intentional, collaborative, and theologically reflective. It will facilitate significant progress toward personal learning goals articulated by the candidate.

DSDM582 SUPERVISION II *3 semester hours*

This course in supervision is a continuation of DSDM581.

DSDM583 SUPERVISION III *3 semester hours*

This course in supervision is a remedial semester for certain students.

DSDM590 MINISTRY PROJECT PROPOSAL WORKSHOP *no credit hours*

This workshop assists the student in developing a project proposal to be submitted to the faculty for approval.

DSDM591 MINISTRY PROJECT DEVELOPMENT I *3 semester hours*

The approved project is implemented in this course under the direction of the student's project committee.

DSDM592 MINISTRY PROJECT DEVELOPMENT II *3 semester hours*

The approved project is completed, analyzed and defined by the student in this course under the direction of the student's project committee.

DSDM593 MINISTRY PROJECT EXTENSION *3 semester hours*

This course provides an additional semester, if necessary.

DOCTOR OF MINISTRY CONCENTRATION
IN PASTORAL CARE AND COUNSELING
AND
MEMBER CARE FOR MISSIONARIES

I. DSDM 560 LIFE LONG LEARNING. When taught within this concentration this course would include a segment on hermeneutics as interpreting stories-biblical stories, a person's own stories, and the stories of others. (2 hrs)

II. Either

A. DSDM 561 ISSUES IN ADVANCED PASTORAL CARE AND COUNSELING.

This course will address studies in pastoral theology, self-assessment (the person and professional minister), and selected issues, such as culture/ethnicity, gender/sexuality, career assessment, worship, and spiritual care. (4 hours)

—OR—

B. DSDM 562 THE MINISTRY OF MEMBER CARE/WELLNESS. This course will address such issues as the missionary selection process, field policy, missions in diverse cultures (i.e., Asia, Europe, South American, Africa, Middle East), remaining and returning to the field, MK families, pitfalls of multicultural mission teams, best practices, crisis contingency, burnout, worship, and spiritual care. (4 hours)

III. DSDM 563 CLINICAL ASPECTS OF CARE. This course will address issues of diagnosis/assessment (including spiritual assessments), pathology (DSM IV, TR Revised), addictions, and interventions. (4 hours)

IV. DSDM 564 INTERPERSONAL RELATIONSHIPS AND FAMILY SYSTEMS THEORY.

This course will address such issues as parent/child relationships, triangulation, family patterns, stepfamilies, healthy and dysfunctional families, MKs, and third culture kids. (4 hours)

V. DSDM 565 CRISIS INTERVENTION THEORIES. This course will address a variety of crises including complicated grief, mental illness, addictions, disaster interventions, conflict resolution, abuse, suicide, violence, disaster response, and PTSD. (4 hours)

VI. DSDM 581 AND 582 SUPERVISED MINISTRY I AND II. This seminar includes four hundred hours of supervised ministry, with at least one hundred of these hours in group/peer-experiences or individual supervision. The supervised ministry experience may be performed in an institutional setting (i.e., hospital, hospice, or prison) and may involve clinical pastoral education, pastoral (or marriage and family) counseling, a congregational setting, or member care with field missionary personnel. The department of Pastoral Care and Counseling shall approve the supervisor and field setting. (6 hours)

VII. DSDM 591 AND 592 MINISTRY PROJECT I AND II (6 hours)

VIII. DSDM 593 MINISTRY PROJECT EXTENSION

GARDNER-WEBB UNIVERSITY

MINISTERIAL BOARD OF ASSOCIATES

Terms Expiring December 31, 2009

Randy Bishop	First Baptist Church	Hamlet, NC
Chuck Brawley	First Baptist Church	Bessemer City, NC
John (Kenneth) Byrd, Jr.	First Baptist Church	Sylva, NC
Kent Cranford	Loray Baptist Church	Gastonia, NC
Rick Crouse	Dry Ponds Baptist Church	Granite Falls, NC
Wade Dellinger	First Baptist Church	Hudson, NC
Keith Dixon	GCCBA	Shelby, NC
Tim Elmore	Fallston Baptist Church	Fallston, NC
Scott Frady	East Belmont Baptist Church	Belmont, NC
Randy Gardner	First Baptist Church	Walterboro, NC
Mark Gaskins	Jonesboro Heights Baptist Church	Sanford, NC
Jeffrey Gibby	DOM Brunswick Baptist Association	Bolivia, NC
Elizabeth (Beth) Heffner	First Baptist Church	Rutherfordton, NC
Ron Hinson	College Avenue Baptist Church	Lenoir, NC
Billy Honeycutt	DOM Green River Baptist Association	Rutherfordton, NC
Brian Johnson	Normans Grove Baptist Church	Lawndale, NC
Bill Jones	First Baptist Church	Newland, NC
Rick Jordan	Cooperative Baptist Fellowship	Winston Salem, NC
Paul McManus	Boiling Springs Baptist Church	Boling Springs, NC
Maurice (Bobby) Morrow	III Pritchard Memorial Baptist Church	Charlotte, NC
Jeff Patterson	Aldersgate United Methodist Church	Shelby, NC
Lee Proctor, Jr.	Mint Hill Baptist Church	Mint Hill, NC
Paul Raybon	First Baptist Church	Black Mountain, NC
Harold (Hal) Schwantes	Morris Chapel United Methodist Church	Walkertown, NC
Robert Setzer	Mt. Pisgah Missionary Baptist Church	Gastonia, NC
Michael Shook	Grove Park Baptist Church	Clinton, NC
John Tagliarini	First Baptist Church	Bryson City, NC
Steven (Steve) Taylor	Antioch Baptist Church	Waynesville, NC
Allen Thomason	First Baptist Church	Spindale, NC
Patricia Turner	Wilkesboro Baptist Church	Wilkesboro, NC
Greg Whitlock	First Baptist Church	Hickory, NC

Terms Expiring December 31, 2010

Jody Griffin	David Baptist Church	Kings Mountain, NC
David Webb	First Baptist Church	Saluda, NC
Roy Vestal	Mill Creek Baptist Church	Winnabow, NC
Charlie Carter	First Baptist Church	Oak Island, NC
Dave Hawes	Sandy Plains Baptist Church	Shelby, NC
Tommy Justus	Mars Hill Baptist Church	Mars Hill, NC
Vernon Craig	Midway Baptist Church	Gaffney, SC
Jerome Cash	Mulls Memorial Church	Shelby, NC
David Blanton	Bethlehem Baptist Church	Kings Mountain, NC
Bob Lowman	DOM Metrolina Baptist Association	Charlotte, NC
Willie Rash	Central Baptist Church	Kannapolis, NC
Tom Cabaniss	First Baptist Church	Kannapolis, NC
Tommy James	East Sylva Baptist Church	Sylva, NC
Stella Perrin	New Hope Baptist Church	Hickory, NC
Perry Brindley	Mt. Zion Baptist Church	Canton, NC
Jeff Porter	First Baptist Church	Arden, NC
Jeff Porter	First Baptist Church	Statesville, NC
Rick Hamrick	Polkville Baptist Church	Polkville, NC

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Josh Hunt	Ross Grove Baptist Church	Shelby, NC
Phil Campbell	First Baptist Church	Lincolnton, NC
Jack Causey	CBFNC	Statesville, NC
Ladell Shields	Cliffside Baptist Church	Cliffside, NC
Ryan McCain	Macedonia Baptist Church	Waco, NC
Ray Lockhart	Ellis Chapel Baptist Church	Shelby, NC
Perry Holleman	First Baptist Church	Shelby, NC
James Smith	Palmer's Grove Baptist Church	Kingstown, NC
Pam Phillips	Covenant Baptist Church	Gastonia, NC
Scott Hammett	First Baptist Church	Blacksburg, SC
Robert Livingstone	Yadkin Baptist Church	Patterson, NC
Joel Sellers	First Baptist Church	Gaffney, SC
Katie Harris	Eastside Baptist Church	Shelby, NC
Roger Aycock	Grassy Pond Baptist Church	Gaffney, SC
Charles Turner	Moderator-Ebenezer Association	Shelby, NC
Ken Kessler	Baptist State Convention	Raleigh, NC

Terms Expiring December 31, 2011

Michael Aycock	Myers Park Presbyterian Church	Charlotte, NC
Michael Hensley	Morningside Baptist Church	Spartanburg, SC
Travis Smith	Casar Baptist Church	Casar, NC
John Barnhardt	First Baptist Church	Grover, NC
James Richardson	Pleasant Ridge Baptist Church	Shelby, NC
Andy Oliver	Sandy Run Baptist Church	Mooresboro, NC
Scott Haynes	Florence Baptist Church	Forest City, NC
Scott Hammett	First Baptist Church	Blacksburg, SC
T. David Phillips	First Baptist Church	Clyde, NC
Forest Gale	Lowe's Grove Baptist Church	Durham, NC
D. Larry Gregg	Calvary Baptist Church	Rutherfordton, NC
Todd Braswell	Lower Creek Baptist Church	Lenoir, NC
Charlie Sams	Starnes Cove Baptist Church	Asheville, NC
Stanley Spencer	First Baptist Church	Lincolnton, NC
Chip Sloan	First Baptist Church	Kings Mountain, NC
Barry Keys	First Baptist Church	Forest City, NC
Christina Whitehouse-Suggs	Kathwood Baptist/CBF of SC	Columbia, SC
Gerald Beardon	Hillcrest Baptist Church	Charlotte, NC
Jerry Welch	Carpenter Grove Baptist Church	Lawndale, NC
Charles Davenport	West Ave. Presbyterian Church	Gastonia, NC
John Saunders, Jr.	Yates Baptist Association	Durham, NC
Jeff Hensley	Kings Mountain Baptist Church	Kings Mountain, NC
Frank Smith	First Baptist Church	Greenville, SC
Robert Prince	First Baptist Church	Waynesville, NC
Lawrence Roseboro	Hopewell Baptist Church	Shelby, NC
Lynn Williamson	Round Hill Baptist Church	Union Mills, NC
Rit Varriale	Elizabeth Baptist Church	Shelby, NC
Wesley Smith	Boiling Springs Baptist Church	Boiling Springs, NC
Leland Kerr	Eastside Baptist Church	Shelby, NC
David Leary	First Baptist Church	Morganton, NC
Dale Fisher	Mount Zion Baptist Church	Hudson, NC
Eric Davis	Pleasant Ridge Baptist Church	Shelby, NC
Dewitt Clyde	Cherokee Ave. Baptist Church	Gaffney, SC

DIRECTORY AND APPENDICES

OFFICERS OF THE CORPORATION

C. Lorance Henderson, L.H.D., Chairman
H. Gene Washburn, M.D., '52, Vice Chairman
Max J. Hamrick, Secretary
Thomas E. Philson, Treasurer
A. Frank Bonner, Ph.D., President
Fred A. Flowers, J.D., Attorney
Ben C. Leslie, D.Theol., Assistant Secretary
Mike W. Hardin, '86, '00, Assistant Treasurer

BOARD OF TRUSTEES

TERMS EXPIRING DECEMBER 31, 2011

Robert H. Blalock, Jr., Gastonia, NC
Max J. Hamrick, Boiling Springs, NC
Nancy L. Kistler, Charlotte, NC
Maurice B. "Bobby" Morrow, III, Charlotte, NC
Frank Nanney, Rutherfordton, NC
Mailon D. Nichols, Taylorsville, NC
Thomas L. Warren, M.D., Hickory, NC
H. Gene Washburn, M.D., '52, Boiling Springs, NC
Marilyn W. Withrow, '69, '71, Charlotte, NC

TERMS EXPIRING DECEMBER 31, 2012

W.Thomas Bell, '71, Marietta, GA
William K. Gary, Mt. Holly, NC
John J. Godbold, Rock Hill, SC
Ronald W. Hawkins, '55, Cornelius, NC
Ryan D. Hendley, '71, Greenville, SC
Michael W. Kasey, '77, Asheville, NC
William W. Leathers, III, STD, Hickory, NC
Anthony N. Strange, '83, Richmond, VA
J. Linton Suttle, III, Shelby, NC

TERMS EXPIRING DECEMBER 31, 2013

Franklin V. Beam, Shelby, NC

Ronald R. Beane, '57, Lenoir, NC

Adelaide A. Craver, J.D., Shelby, NC

William M. Eubanks, M.D., Troutman, NC

George R. Gilliam, '76, College Park, GA

C. Lorance Henderson, L.H.D., Morganton, NC

James E. Robbins, Forest City, NC

John E. Roberts, '49, L.L.D., Litt.D, L.H.D., Greenville, SC

Wade R. Shepherd, Sr., L.H.D., Hickory, NC

Dorothy A. Spangler, '47, Shelby, NC

Frank A. Stewart, Gastonia, NC

TERMS EXPIRING DECEMBER 31, 2014

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

Candace "Candy" J. Arey, Shelby NC

Ralph L. Bentley, Statesville, NC

Billy C. Henry, Jr., Cornelius, NC

H. S. Keeter, Jr., Shelby, NC

Randall L. "Randy" Marion, Mooresville, NC

E. Harvey Rogers, Jr., '78, Mooresville, NC

Bob D. Shepherd, D.D., Morganton, NC

Carl S. Spangler, Jr., '52, Shelby, NC

FACULTY

THE GRADUATE SCHOOL

Ken Baker, 1999, Professor of Physical Education, Wellness and Sport Studies; Coordinator, Sport Science and Pedagogy Program; Chair, Department of Physical Education, Wellness, Sport Studies
B.A., Central Wesleyan College; M.A., Furman University; Ph.D., University of Georgia

Robert J. Bass, 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
A.S.N., Western Piedmont Community College; B.S.N., M.S.N., University of North Carolina at Charlotte; Ph.D., University of South Carolina

Donald L. Berry, 1999, Professor of World Religions; Director, Global Missions Resource Center
B.A., University of Kentucky; M.Div., Ph.D., The Southern Baptist Theological Seminary; Additional studies: University of Louisville, University of Chicago

Kent B. Blevins, 1998, Professor of Religion; Chair, Department of Religious Studies and Philosophy
B.A., Wake Forest University; M.Div., Ph.D., The Southern Baptist Theological Seminary. Additional Studies: The Catholic University of America

Frieda F. Brown, 1985, Professor of Psychology and Counseling
B.S., 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., University of North Carolina at Chapel Hill

Frances B. Burch, 2001, Professor of Physical Education, Wellness and Sport Studies; Dean, Graduate School
B.S., Lock Haven University; M.A. Eastern Kentucky University; Ph.D., University of Virginia

Janie M. Carlton, 1982, Professor of Nursing
B.S., Lenoir-Rhyne College; M.N., Emory University; Ed.D., North Carolina State University

David M. Carscaddon, 1990, Professor of Psychology and Counseling; 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

Christopher V. Davis, 2001, Associate Professor of English; Director, University Writing Center
B.A., High Point University; M.A., Ph.D., Florida State University

Cheryl A. Duffus, 2007, Assistant Professor of English; Coordinator, English Program
B.A., Hollins University; M.F.A., Emerson College; Ph.D., University of Mississippi

Allen Douglas Eury, 2001, Professor of Education; Dean, School of Education, Director of Center for Innovative Leadership Studies; Coordinator of Doctoral Studies
B.S., Appalachian State University; M.Ed., University of North Carolina at Charlotte; Ed.S., Ed.D., Appalachian State University

Willie C. Fleming, 2006, Associate Professor of Psychology and Counseling; Coordinator, Mental Health and School Counseling Programs at Statesville
B.S., M.A., Appalachian State University; Ph.D., University of South Carolina

Linda C. Greene, 2001, Associate Professor of Psychology and Counseling
B.S., University of North Carolina at Chapel Hill; M.S., Ph.D., North Carolina State University

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- Jeffrey M. Hartman, 2005, Assistant Professor of Physical Education
B.A., Bloomsburg University; M.Ed., Ph.D., The University of Virginia
- Shana V. Hartman, 2007, Assistant Professor of English; Coordinator, English Education Program
B.S., East Carolina University; M.A., Ph.D., University of North Carolina at Charlotte
- T. Perry Hildreth, 2006, Associate Professor of Philosophy
B.A., Gardner-Webb University; M.A., M.Div., Southwestern Baptist Theological Seminary;
Ph.D., The Southern Baptist Theological Seminary
- June H. Hobbs, 1994, Professor of English; Chair, Department of English
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
- Delores M. Hunt, 1978-80; 1982, Professor of Physical Education, Wellness and Sport Studies;
Vice President, Student Development
B.S., Auburn University; M.Ed., D.A., Middle Tennessee State University
- Sheila G. Ingle, 2006, Associate Professor of Education; Chair, Elementary Education, Licensure
Officer for the School of Education
B.A., Sacred Heart College; M.A., Western Carolina University; Ph.D., Capella University
- John A. Kaufhold, 2005, Professor of Education
B.S., West Chester University at Pennsylvania; M.S., Ed.D., University of Virginia
- Jane C. King, 2007, Assistant Professor of Education, Coordinator, Master of Arts in Elementary
Education Coordinator,
B.S., Western Carolina University; M.S., University of North Carolina at Charlotte;
Ed.S., Appalachian State University; Ed.D., University of North Carolina at Chapel Hill
- Janet S. Land, 1994, Professor of English, Director, Center for Excellence in Teaching and
Learning
B.S., University of North Carolina at Greensboro; M.A., East Carolina University;
Ph.D., University of South Carolina
- J. Robert Mayfield, 2008, Associate Professor of Education
B.S., M.Ed., Ed.D., Auburn University
- Lucenda M. McKinney, 1992, Professor of Education
B.S., M.A., Gardner-Webb University; Ph.D., Clemson University
- Marcia M. Miller, 1977-1987; 1994, Professor of Nursing
B.S.N., University of Michigan; M.S.N., University of North Carolina at Chapel Hill;
Ph.D., University of Texas at Austin
- James P. Morgan, Jr., 2008, Associate Professor of Psychology
B.A., University of Kentucky; M.S., Ph.D., Auburn University
- Ronald I. Nanney, 2000, Professor of Education
B.A., Carson-Newman College; M.Ed., University of North Carolina at Charlotte;
Ed.S., Western Carolina University; Ed.D., University of North Carolina at Chapel Hill
- David Reed Parker, 1997, Professor of English
B.A., Furman University; M.A., Ph.D., University of North Carolina at Chapel Hill
- Gayle Bolt Price, 1991, Professor of English; Associate Provost for Schools
B.A., M.Ed., Clemson University; Ed.D., Auburn University
- Paula F. Qualls, Ph.D., 1999, Professor of Religion
B.A., University of South Carolina; M.Div., Ph.D., The Southern Baptist Theological
Seminary

- Faye H. Rucker, 2002, Associate Professor of Education
B.S., Winston-Salem State University; M.A., University of North Carolina at Charlotte;
Ed.S., Appalachian State University; Ed.D., University of North Carolina at Chapel Hill
- Anita Sanders, 2010, Assistant Professor of Education; Coordinator, Evening Undergraduate
Education Program at Boiling Springs
B.S., North Carolina Central University; M.A., Fayetteville State University;
Ed.S., South Carolina State University; Ed.D., South Carolina State University
- Reimund Serafica, 2011, Assistant Professor of Nursing
A.A., M.S.N., Gardner-Webb University; Ph.D. candidate, University of Hawaii, Manoa
- Scott E. Shauf, 2009, Assistant Professor of Religious Studies
B.A., University of Richmond; M.S., University of North Carolina at Chapel Hill;
M.T.S., Duke University; Ph.D., Emory University
- David W. Shellman, 2003, Associate Professor of Education; Chair, Executive Leadership Studies
(K-12) Program
B.S., Appalachian State University; M.HDL., University of North Carolina at Charlotte;
Ed.S., Winthrop University; Ed.D., University of North Carolina at Greensboro
- J. Carroll Smith, 2001, Associate Professor of Education
B.S., M.S., East Carolina University; Ed.D., Virginia Polytechnic Institute and State
University
- Laura W. Smith, 2003, Professor of Psychology and Counseling; Coordinator, School Counseling
Program at Boiling Springs
A.A., Peace College; B.A., University of North Carolina at Chapel Hill; M.Ed., University of
North Carolina at Charlotte; Ed.D., University of Virginia
- Shonna Snyder, 2010, Assistant Professor of Physical Education, Wellness, and Sport Studies
B.S., Wilmington College; M.Ed., University of Cincinnati; Ph.D., Purdue University
- Gail D. Stowe, 2002, Associate Professor of Education;
B.S., University of North Carolina at Greensboro; M.HDL., University of North Carolina at
Charlotte; Ed.S., Winthrop University; Ed.D., University of North Carolina at Greensboro
- LaShea S. Stuart, 2009, Assistant Professor of English
B.A., Troy State University; M.A., Ph.D., Auburn University
- Kelly Taylor, 2010, Instructor in Education; Chair, Middle Grades Education
B.S., East Carolina University; M.A., Gardner-Webb University
- Matthew D. Theado, 1995, Professor of English
B.A., M.A., James Madison University; Ph.D., University of South Carolina
- Jeffrey L. Tubbs, 1982, Professor of Physical Education, Wellness and Sport Studies; Vice
President for Planning and Institutional Effectiveness
B.A., Bryan College; M.S., D.A., Middle Tennessee State University
- Vickie G. Walker, 2003, Assistant Professor of Nursing, Director of Graduates Studies
L.P.N., Central Piedmont Community College; A.D.N., Gaston Community College;
B.S.N., M.S.N., Gardner-Webb University; D.N.P., Case Western Reserve University
- Shannon P. Warden, 2010, Assistant Professor of Psychology and Counseling, Coordinator,
Mental Health Counseling Program at Boiling Springs
B.A., Elon College; M.A., Wake Forest University; Ph.D., University of North Carolina at
Greensboro
- Deborah M. Ware, 2005, Associate Professor of Physical Education
B.S., East Stroudsburg State College; M.A.T., Livingston University; Ed.D., University of
Central Florida

Catalog of Graduate Programs / 196

R. Lane Wesson, 2000, Associate Professor of Education; Coordinator of Teacher Education Program at Gardner-University at Statesville
B.S., Western Carolina University; M.A., Gardner-Webb University; Ph.D., University of North Carolina at Greensboro

Jimmy D. Whitlow, 1996, Professor of Psychology and Counseling
A.A., Anderson College; B.A., Carson-Newman College; M.R.E., Th.M., Ed., D., New Orleans Baptist Theological Seminary

Ronald W. Williams, 1998, Professor of Religion
B.A., Western Kentucky University; M.Div., Ph.D., The Southern Baptist Theological Seminary

GRADUATE SCHOOL ADJUNCT FACULTY

Joyce C. Brown, GWU Professor Emerita of English
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi

Joe M. Bullis, Adjunct Professor of Education
B.A. Appalachian State University; M.A. Gardner-Webb University;
Ed.D. Gardner-Webb University

Mark W. Burcham, Adjunct Professor of Education
B.S., Gardner-Webb University; M.A., Gardner-Webb University;
Ed.D., Gardner-Webb University

Ginny D. Carpenter, Adjunct Professor of Education
A.B., Pfeiffer University; M.A., University of North Carolina at Charlotte;
Ed.S., Appalachian State University; Ed.D., Appalachian State University

Larry W. Cartner, Adjunct Professor of Education
B.A., Pfeiffer College; M.M.E., Ed.S., Winthrop University; Ed.D., Peabody College of Vanderbilt University

Jeffrey R. Church, Adjunct Professor of Education
B.S., Appalachian State University; M.A., Gardner-Webb University;
Ed.D., Gardner-Webb University

David C. Clarke, Adjunct Professor of Education
B.S., Western Carolina University; M.A., Winthrop University;
Ed.D. University of North Carolina at Charlotte

Rachel N. Clarke, Adjunct Professor of Education
B.M., Winthrop University; M.A., Winthrop University; Ed.D., Gardner-Webb University

Collette W. Deviney, Adjunct Professor of Education
B.S., M.A., Gardner-Webb University; Ed.D., University of North Carolina at Greensboro

E. Ray Dockery, Adjunct Professor of Education
B.A., Anderson University; M.A.T., East Tennessee University;
Ed.D., University of Tennessee

Wendy Edney, Adjunct Professor of Education
B.S., David Lipscomb University; M.A., Western Carolina University;
Ed.D., Western Carolina University

William R. Elmore, Adjunct Professor of Education
B.A., M.A., East Carolina University; Ph.D., University of Georgia

Nathaniel L. Felder, Adjunct Professor of Education
B.A., Livingstone College; M.A., University of Connecticut; Ph.D., University of Michigan

Gregory A. Firn, Adjunct Professor of Education
B.A., Washington State University; M.S., United States Sports Academy;
Ed.D., Seattle Pacific University

- Kelly W. Gwaltney, Adjunct Professor of Education
B.S., Appalachian State University; M.A., University of North Carolina at Charlotte;
Ed.D., Gardner-Webb University
- Robin L. Hardy, Adjunct Professor of Education
B.A., University of South Carolina; M.Ed., University of South Carolina;
Ed.D. Nova Southeastern University
- Sheila B. Huckabee, Adjunct Professor of Education
B.A., Winthrop University; M.A., Winthrop University; Ed.D., Gardner-Webb University
- Elaine D. Jenkins, Adjunct Professor of Education
B.A., University of North Carolina at Greensboro; M.Ed., Winthrop University;
Ed.S., University of North Carolina at Charlotte; Ed.D., University of North Carolina at Charlotte
- Kenneth D. Jenkins, Adjunct Professor of Education
B.A., University of Florida; M.Ed., University of Miami; Ed.D., University of Miami
- Dale S. Lamb, Adjunct Professor of Education
B.S., North Carolina State University; M.Ed., North Carolina State University;
Ed.S., Appalachian State University; Ed.D., University of North Carolina at Chapel Hill
- Kristen C. Lanier, Adjunct Professor of Education
B.S., North Carolina State University; M.A., University of North Carolina at Charlotte;
Ed.D., Gardner-Webb University
- Christopher Law, Adjunct Professor of Education
B.S., University of North Carolina at Charlotte; M.A., Queens University and Gardner-Webb University; Ed.D., Gardner-Webb University
- Timothy Y. Lee, Adjunct Professor of Education
B.A., University of North Carolina at Greensboro; M.S., North Carolina A&T State University; Ed.D., University of North Carolina at Greensboro
- Kathy W. Lindsey, 2003, Assistant Professor of Nursing; Director, 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.
- David A. Martin, Adjunct Professor of Education
B.S., University of North Carolina, Pembroke; M.Ed., University of North Carolina, Chapel Hill; Ph.D., University of North Carolina, Chapel Hill
- Donald L. Martin, Jr., Adjunct Professor of Education
B.A., Duke University; M.A.T., Duke University; Ed.D., University of Kentucky
- Johnnie C. Martin, Adjunct Professor of Education
B.S., M.A., Gardner-Webb College; Ed.S., Appalachian State University; Ed.D., University of North Carolina at Greensboro
- C.E. McCary, Adjunct Professor of Education
B.A., Yale University; M.S., Southern Connecticut State University;
Ed.D., Harvard University
- Shelly A. Meyers, Adjunct Professor of Education
B.S., Missouri Valley College; M.S., Walden University; Ed.D., Gardner-Webb University
- Samuel W. Misher, Adjunct Professor of Education
B.S., Appalachian State University; M.S., North Carolina Agricultural and Technical State University; Ed.D., Nova Southeastern University
- Richard E. Moore, Adjunct Professor of Education
B.S., University of North Carolina, Greensboro; M.Ed., University of North Carolina, Greensboro; Ed.D., University of North Carolina, Greensboro

Catalog of Graduate Programs / 198

Lory D. Morrow, Adjunct Professor of Education

B.A., University of North Carolina at Wilmington; M.A., Gardner-Webb University;
Ed.D., Gardner-Webb University

Patricia E. Murray, Adjunct Professor of Psychology and Counseling

B.S., Geneva College; M.A., West Virginia University; Ph.D., University of South Carolina

Anita L. Owenby, Adjunct Professor of Education

B.S., East Carolina University; M.A., East Carolina University;
Ed.S., Western Carolina University; Ed.D., Western Carolina University

Denise Q. Patterson, Adjunct Professor of Education

B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina
at Charlotte; M.A., Gardner-Webb University; Ed.D., Gardner-Webb University

Jeffrey P. Peal, Adjunct Professor of Education

B.A., West Liberty State College; M.A., Gardner-Webb University;
Ed.D., Gardner-Webb University

Stephen R. Pickard, Adjunct Professor of Education

B.S., Campbell University; M.A., Appalachian State University;
Ed.S., Appalachian State University; Ed.D., Gardner-Webb University

Philip R. Rapp, Adjunct Professor of Education

B.A., Wake Forest University; M.Ed., University of North Carolina at Greensboro;
Ed.S., Appalachian State University; Ed.D., University of North Carolina at Chapel Hill

Kathy G. Revis, Adjunct Professor of Education

B.A., University of North Carolina at Asheville; M.Ed., Western Carolina University;
Ed.S., Western Carolina University; Ed.D., Western Carolina University

John S. Reynolds, Adjunct Professor of Education

B.A., Akron State University; M.S., Appalachian State University; Ed.D., University of
Tennessee

Jane Hill Riley, Adjunct Professor of Psychology

B.A., St. Andrews Presbyterian College; M.S., Winthrop College; Ph. D., University of
Georgia

Mary Beth Roth, Adjunct Professor of Education

B.S., Appalachian State University; M.Ed., University of North Carolina at Charlotte;
Ed.D., University of North Carolina at Charlotte

Tammie Sexton, Adjunct Professor of Education

B.A., University of North Carolina at Chapel Hill; M.A., North Carolina Central University;
Ed.D., Gardner-Webb University

Monica Shepherd, Adjunct Professor of Education

B.S., Appalachian State University; M.A., Gardner-Webb University; Ed.D., Gardner-Webb
University

Sandra L. Sikes, Adjunct Professor of Education

B.A., University of North Carolina at Greensboro; M.Ed., University of North Carolina
at Greensboro; Ph.D., University of North Carolina at Greensboro

Phyllis R. Tallent, Adjunct Professor of Education

B.S., Appalachian State University; M.A., Appalachian State University;
Ed.S., Appalachian State University; Ed.D., East Tennessee State University

Gregory E. Thornton, Adjunct Professor of Education

B.S., Temple University; M.A., Salisbury State University; Ed.D., Nova Southeastern
University

Barbara R. Todd, Adjunct Professor of Education

B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina
at Greensboro; Ph.D., University of North Carolina at Greensboro

- F Dennis Triplett, Adjunct Professor of Education
B.A., University of North Carolina; M.A., Appalachian State University; Ed.S., Winthrop University; Ph.D., University of South Carolina
- David R. Walker, Adjunct Professor of Education
B.S., Appalachian State University; M.A., Gardner-Webb University;
Ed.D., Gardner-Webb University
- Anita F Ware, Adjunct Professor of Education
B.S., Appalachian State University; M.S., Southern Illinois University at Carbondale;
Ed.D., Appalachian State University
- W. Earl Watson, Adjunct Professor of Education
B.S., East Carolina University; M.A., East Carolina University;
Ed.S., East Carolina University; Ed.D., Duke University
- Tanya Watson, Adjunct Professor of Education
B.A., University of North Carolina at Charlotte; M.A., Gardner-Webb University;
Ed.D., Gardner-Webb University
- Goldie F Wells, Adjunct Professor of Education
B.S., Hampton Institute; M.S., North Carolina Agricultural and Technical State University;
Ed.D., University of North Carolina at Chapel Hill
- Valerie D. Williams, Adjunct Professor of Education
B.S., St. Augustine's College; M.B.A., East Carolina University; Ed.S., East Carolina University; Ed.D., University of North Carolina at Greensboro
- Craig Witherspoon, Adjunct Professor of Education
B.M.E., Virginia Commonwealth University; M.S., Old Dominion University;
Ed.S., Ed.D., George Washington University
- Barbara H. Zwadyk, Adjunct Professor of Education
B.A., Greensboro College; M.Ed., University of North Carolina at Greensboro;
Ed.D., University of North Carolina at Greensboro

GRADUATE SCHOOL OF BUSINESS

- I. Glenn Bottoms, 1983, Professor of Economics and Management Information Systems
B.A., Emory University; M.A., University of Ottawa; Ph.D., Georgia State University;
Post-doctoral study, George Washington University
- Sue C. Camp, 1976, Professor of Business Administration;
B.S., Gardner-Webb University; M.A.T., Winthrop University; Ed.D., University of Tennessee at Knoxville
- Donald W. Caudill, 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
- Earl H. Godfrey, Jr., 1992, Professor of Business Administration
B.S., University of South Carolina; M.B.A., Winthrop University;
D.B.A., Nova Southeastern University
- R. Van Graham, 1999-2002, 2005, Associate Professor of Business Law and Management:
Associate Dean of the Godbold School of Business
B.A., Asbury College; J.D., Baylor University
- Steven G. Johnson, 2005, Associate Professor of Business Administration
B.S., Northwestern Louisiana State University; Ph.D., Louisiana Tech University
- Thomas J. Meaders, 2002, Associate Professor of Information Systems
B.S., New Mexico State University; Ph.D., University of Alabama at Huntsville

Catalog of Graduate Programs / 200

- C. Mickey Metcalf, 2004, Associate Professor of Business Administration
B.A., Oglethorpe University; M.B.A., University of South Carolina, Columbia;
J.D., Wake Forest University
- James W. Nall, 2006, Assistant Professor of Business
B.A., East Carolina University; M.A., Webster University; M.B.A., Pepperdine University;
D.B.A., Nova Southeastern University
- Anthony I. Negbenebor, 1989, Professor of Economics and International Business, Dover
Chair; Dean, Godbold School of Business
B.S., M.Sc., Ph.D., Mississippi State University
- Felice Policastro, 2004, Associate Professor of International Business; Director, Graduate
Programs in Business
B.S., University De Oriente; M.B.A., Edgewood College; Ph.D., The University of Texas
Pan American
- E. Denise Smith, 2006, Assistant Professor of Business
B.S., Gardner-Webb University; M.B.A., Brenau University;
D.H.A., Medical University of South Carolina
- Robert K. Spear, 2011, Professor of Accounting
B.A., University of New Hampshire; M.B.A., College of William and Mary; Ph.D., Virginia
Polytechnic Institute and State University
- Li Xiao, 2007, Assistant Professor of Management Information Systems
B.E., University of International Business and Economics, Beijing, China;
Ph.D., George Washington University

GRADUATE SCHOOL OF BUSINESS ADJUNCT FACULTY

- Robert James Bass, Adjunct Professor of Business Administration
B.S., University of North Carolina at Charlotte; M.S., Ph.D., University of North Carolina
at Chapel Hill
- Avery H. Henline, Jr., Adjunct Professor of Accounting
B.S., Lenoir Rhyne College; M.B.A., Campbell University; M.B.A., Certificate in
Accounting, University of North Carolina at Charlotte
- Penelope E. Nall, Adjunct Professor of Business Administration
A.S., Polk Community College; B.S., Gardner-Webb University;
M.B.A., Gardner-Webb University; D.B.A., Nova Southeastern University;
Post-doctoral study, Nova Southeastern University
- Jeffrey Douglas Penley, Adjunct Professor of Business Administration
A.B., J.D., University of North Carolina at Chapel Hill
- John E. Young, Adjunct Professor of Business Administration
B.S., Kent State University; M.B.A., Duke University
- Oscar Zamora, Adjunct Professor of Business Administration
B.S., Ch.E., M.B.A., University of Texas, Austin

M. CHRISTOPHER WHITE SCHOOL OF DIVINITY

- Sheryl Ann Dawson Adams, 1995, Professor of Theology and Church History
B.M.E., Northeast Louisiana State University; M.Ed., Louisiana State University;
M.Div., Th.D., New Orleans Baptist Theological Seminary. Additional studies:
Southwestern Baptist Theological Seminary

Robert W. Canoy, 2000, Professor of Christian Theology; Dean, M. Christopher White School of Divinity

B.A., Mississippi College; M.Div., Ph.D., The Southern Baptist Theological Seminary
Additional Studies: Hebrew Union College and Jewish Institute of Religion

Tereso C. Casiño, 2010, Professor of Missiology

B.Th., Luzon Nazarene Bible College; M.Div., Asia-Pacific Nazarene Theological Seminary;
Th.D., Asia Baptist Graduate Theological Seminary; Ph.D., Asian Center for Theological
Studies and Mission

Douglas M. Dickens, 2000, W. Randall Lolley Professor of Pastoral Studies

B.A., Ouachita Baptist University; M.Div., Ph.D., Southwestern Baptist Theological
Seminary. Additional studies: University of Arkansas College for Medical Sciences, Texas
Christian University, Baylor University Medical Center; Samara State Medical University,
Samara Russia; Harvard University

Larry D. George, 2009, Associate Professor of New Testament Interpretation

B.S., University of California at Davis; M.Div., Spring Valley Bible College and Seminary;
M.Div., San Francisco Theological Seminary; M.A., Ph.D., Vanderbilt University

Gerald L. Keown, 1996, Professor of Old Testament Interpretation; Associate Dean,

M. Christopher White School of Divinity
B.S., University of Alabama at Tuscaloosa; M.Div., Ph.D., The Southern Baptist Theological
Seminary. Additional studies: Hebrew Union College, Cincinnati, Ohio; Goethe Institute,
Rothenberg, Germany; University of Chicago

James R. McConnell, Jr., 2009, Assistant Professor of New Testament Interpretation

B.S.E.E., North Carolina State University; M.Div., Gordon-Conwell Theological Seminary;
Ph.D., Baylor University

Warren C. Robertson, 2007, Assistant Professor of Biblical Studies

B.A., College of Charleston; M.Div., Southern Baptist Theological Seminary;
Th.M., Harvard University; M.Phil., Drew University; Ph.D., Drew University

Sophia Gomes Steibel, 1994, Professor of Christian Education

B.A., Gardner-Webb University; M.A., Ph.D., Southwestern Baptist Theological Seminary

Danny M. West, 2002, Associate Professor of Preaching and Pastoral Studies, Executive Director,
Doctor of Ministry Program

B.A., Carson-Newman College; M.Div., Th.M., Ph.D., The Southern Baptist Theological
Seminary

Jimmy D. Whitlow, 1996, Professor of Pastoral Care and Counseling

A.A., Anderson College; B.A., Carson-Newman College; M.R.E., Th.M., Ed.D.,
New Orleans Baptist Theological Seminary

DIVINITY VISITING AND ADJUNCTIVE FACULTY

Lisa Wimberly Allen

B.A., Converse College; M.Div., The Southern Baptist Theological Seminary;
Ph.D., Boston University

Randy McKinney

B.S., North Carolina State University; M.Div., Southeastern Baptist Theological Seminary;
D.Min., M. Christopher White School of Divinity, Gardner-Webb University

Jeffrey M. Porter

B.A., Gardner-Webb University; M.Div., M. Christopher White School of Divinity of
Gardner-Webb University

B. Andrew Roby, Adjunct Professor of Religion

B.M., Union University; M.C.M., D.M.A., The Southern Baptist Theological Seminary

Catalog of Graduate Programs / 202

Guy Sayles

B.A., Georgia Southern University; M. Div., Southern Baptist Theological Seminary;
D. Min., Candler School of Theology of Emory University

DIVINITY ADJUNCTIVE FACULTY FROM THE UNIVERSITY

Kent B. Blevins, 1998, Professor of Religion; Chair of Religious Studies and Philosophy

B.A., Wake Forest University; M.Div., Ph.D., The Southern Baptist Theological Seminary.
Additional studies: The Catholic University of America

Claude Douglas Bryan, 2002, Professor of Religious Education; Assistant Provost for Academic Services

B.A., Furman University; B.S., Howard Payne University; M.A.R.E., G.S.R.E., Ph.D.,
Southwestern Baptist Theological Seminary

Joseph W. Collins, Assistant Professor of Religious Studies

B.S., B.A., Southeastern Baptist Theological Seminary; Ed.D., North Carolina State
University

Anthony I. Negbenebor, 1989, Professor of Economics and International Business, Dover Chair;
Dean, Godbold School of Business

B.S., M.Sc., Ph.D., Mississippi State University

Paula F. Qualls, 1999, Professor of Religion

B.A., University of South Carolina; M.Div., Ph.D., The Southern Baptist Theological
Seminary

Edwin B. Stepp, 2003, Associate Professor of Religious Studies and Philosophy

B.A., Baylor University; M.Div.BL., Southwestern Baptist Theological Seminary;
Ph.D. Baylor University

Ronald W. Williams, 1998, Professor of Religion

B.A., Western Kentucky University; M.Div., Ph.D., The Southern Baptist Theological
Seminary

ADMINISTRATIVE STAFF EMERITI

James E. Crawley, 1994, Dean Emeritus, School of Business

Darlene J. Gravett, 1989, Associate Provost Emerita

Robert L. Lamb, 1962, Dean Emeritus, M. Christopher White School of Divinity

Shirley P. Toney, 1965-90, 1992, Dean Emerita, School of Nursing

ADMINISTRATIVE OFFICERS AND STAFF

PRESIDENT

A. Frank Bonner, B.A., M.A., Ph.D., President

Glenda S. Crotts, Senior Assistant to the President

Sandra C. Earl, Secretary to President's Senior Assistant

M. Lansford Jolley, A.A., B.A., M.A., Ed.S., L.H.D., University Historian

PROVOST

Ben C. Leslie, B.A., M.Div., Th.M., D. Theol., Provost and Executive Vice President

Rebekah L. Wright, A.A., Administrative Assistant to the Provost and Executive Vice President

C. Earl Leininger, B.A., B.D., Ph.D., Associate Provost for Arts and Sciences

Gayle B. Price, B.A., M.Ed., Ed.D., Associate Provost for Professional and Graduate Studies

C. Douglas Bryan, B.A., B.S., M.A.R.E., G.S.R.E., Ph.D., Associate Provost for Academic Services

Barbara G. Cox, A.A., B.S., M.P.A., Assistant Provost for Adult and Continuing Education

Mary Roby, B.Mus., M.L.S., Dean of Libraries

LouAnn Scates, B.A., Registrar

ASSOCIATE PROVOST FOR ARTS AND SCIENCES

C. Earl Leininger, B.A., B.D., Ph.D., Associate Provost for Arts and Sciences

Karen C. Ferree, A.A., Administrative Assistant to the Associate Provost for
Arts and Sciences

COLLEGE OF ARTS AND SCIENCES

School of Performing and Visual Arts, Interim Dean, James W. Thomas

Department of Art, Chair, Doug Knotts

Department of Music, Chair, Patricia C. Sparti

Department of Theatre, Chair,

Department of Communication Studies, Chair, Robert J. Carey

Department of English Language and Literature, Chair, June H. Hobbs

Department of World Languages, Literatures and Cultures, Chair, Ute S. Lahaie

Department of Mathematical Sciences, Chair, Tammy C. Hoyle

Department of Natural Sciences, Chair, Venita L. Totten

Department of Physical Education, Wellness, Sport Studies, Chair, R. Ken Baker

Department of Religious Studies and Philosophy, Chair, Kent B. Blevins

Department of Social Sciences, Chair, Timothy W. Vanderburg

DEPARTMENTAL SECRETARIES

Kim Murray, A.A., Department of Music

TBA, Department of Physical Education, Wellness, Sport Studies

Diane Guffey, Department of Math and Natural Sciences

Debbie Hill, Department of English and Department of World Languages,
Literatures, and Cultures

Annette Spurling, A.A., Department of Communication Studies and
Department of Social Sciences

Amy Sue Franklin, B.S., Department of Religious Studies and Philosophy and
School of Performing and Visual Arts

DIRECTOR OF INTERNATIONAL PROGRAMS

Helen L. Tichenor, B.A., M.A., Ph.D.

DIRECTOR OF CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

Janet S. Land, B.S., M.A., Ph.D.

FACULTY CHEMICAL HYGIENE ADVISOR

Venita Laverne Totten, B.A., Ph.D.

ARMY RESERVE OFFICERS TRAINING CORPS (ROTC)

Maj. Jackson T. Salter, Assistant Professor of Military Science

ASSOCIATE PROVOST FOR SCHOOLS

Gayle Bolt Price, B.A., M.Ed., Ed.D., Associate Provost for Professional and Graduate Studies

Karen C. Ferree, A.A., Administrative Assistant to the Associate Provost for Professional and Graduate Studies

GRADUATE SCHOOL

Frances Bailey Burch, B.S., M.A., Ph.D., Dean of the Graduate School

Laura R. Simmons, A.A., Office Manager

Judy Russell, Secretary

GODBOLD SCHOOL OF BUSINESS

Anthony I. Negbenebor, B.S., M.S., Ph.D., Dean of the Godbold School of Business

R. Van Graham, B.A., J.D., Associate Dean of the Godbold School of Business

Natetsa Lawrence, B.A., M.B.A., Administrative Assistant to the Dean

Felice Policastro, B.S., M.B.A., Ph.D., Director of Graduate Programs in Business

SCHOOL OF DIVINITY

Robert W. Canoy, Sr., B.A., M.Div., Ph.D., Dean of the Gardner-Webb University School of Divinity

Gerald L. Keown, B.S., M.Div., Ph.D., Associate Dean of the Gardner-Webb University School of Divinity

Selvia Brown, Administrative Assistant

Melissa Hollifield, Secretary to D.Min Program, Pittman Center for Congregational Enrichment, and Ministerial Referral Services

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Josh H. Cash Gate	53	Lutz-Yelton Convocation Center	20
GWU Football Center	51	Dover Theatre	
Greene-Harbison Stadium	58	Paul Porter Arena	
Hamrick Field House	54	Frank Nanney Hall	28
Coach Norman Harris Football Field	55	Noel Hall	8
Henderson Family Gate	56	Noel House	15
Bill Masters Baseball Field	63	Post Office	33
John Henry Moss Baseball Stadium	64	Poston Center	12
Paul Porter Arena	20	Reception Area	
Practice GCCSA/ Intramural Field	66	University Police	
Practice Football Field	50	Graduate School Office	
Practice Soccer Field	57,	Pottery Center and	
61		Grounds Department	73
Practice Soccer Field/ Intramural Field	60	Springs Area	24
Physical Development Complex	21	Studio 150	39
Bost Gymnasium		Suttle Hall	32
Bost Pool		Tucker Student Center (Spring 2012)	22
Suttle Wellness Center		Washburn Hall	34
Ernest W. Spangler Football Stadium	52	Washburn Memorial House	17
Springs Athletic Facility	62	Webb Hall	2
Softball Complex Varsity Softball Field	67	Williams Observatory	59
Webb Tennis Complex	65	Withrow Mathematic & Science Hall.....	27
Wrestling Facility	71		

Buildings

Alumni Affairs	68
Art Center	72
Boiling Springs Family Care	46
Communication Studies Hall	70
Craig Hall	29
Crawley Memorial Hospital	45
Dept. of Military Science	38
Dover Campus Center (DCC)	10
Dover Memorial Chapel	5
Dover Memorial Garden	14
Dover Memorial Library	16
Dover Theatre	20
Elliott Hall	6
Elliott House	36
WGWG Radio Station	
Creative Services	
University Communications	
O. Max Gardner Memorial Hall	30
GOAL House	37
Graduate Admissions Office	43
Hamrick Hall	7
Blanton Auditorium	
Tucker Library	
Hollifield Carillon	23

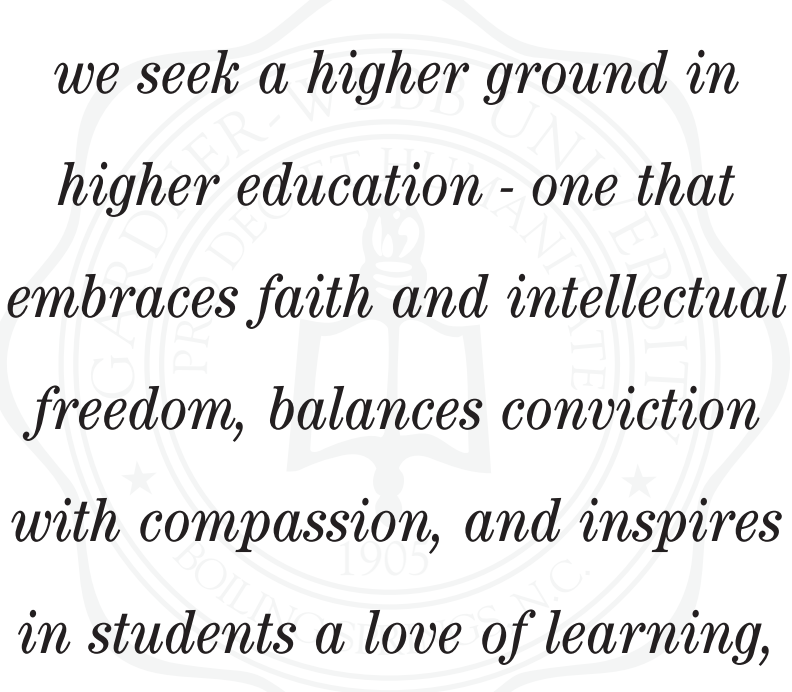
Residence Halls

Clubhouse	47
Decker Hall	11
H.A.P.Y. Hall	32
Honors House	42
Lutz-Yelton Hall	26
Mauney Hall	25
Myers Hall	18
Nanney Hall	41
Royster Hall	35
Spangler Hall	19
Stroup Hall	31
University Commons	
Student Apartments	
Apartments (A -F, H)	44
Suites (G, I, J)	48

Gates

Beason Gate (South Main St.)	4
Bridges Gate (South Main St.)	69
Dixon Gate (West College Ave).....	40
Jarrell Gate (South Main St.)	13
Spangler Gate (South Main St /College Ave)....	1





*At Gardner-Webb University,
we seek a higher ground in
higher education - one that
embraces faith and intellectual
freedom, balances conviction
with compassion, and inspires
in students a love of learning,
service, and leadership.*

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