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Gardner-Webb University

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GARDNER-WEBB UNIVERSITY

CATALOG OF GRADUATE PROGRAMS



GRADUATE SCHOOL

GRADUATE SCHOOL OF BUSINESS

M. CHRISTOPHER WHITE SCHOOL OF DIVINITY

2000-2001

Defining Quality for Students, Faculty, and Instruction

For information, write:
Candler-Wells University
P.O. Box 997
Boiling Springs, North Carolina 28012-0997

If a personal visit to campus is not possible, the latest information about campus life, academic programs, and other events making news at CWU can be accessed on the Internet at: www.candler-wells.edu. Prospective students may submit questions about graduate programs at Candler-Wells or apply for admission through the web site.

CALENDAR

FALL SEMESTER 2000

August 14 (Monday)
August 15-16 (Tues.-Wed.)
August 17 (Thursday)
August 21 (Monday)
August 25 (Friday)

August 28 (Monday)
August 28 (Monday)
August 29 (Tuesday)
September 1 (Friday)
October 14 (Saturday)
October 23-24 (Mon.-Tues.)
November 23-24 (Thurs.-Fri.)
December 5 (Tuesday)
December 7 (Thursday)
December 11-14 (Mon.-Thurs.)

New faculty orientation
Faculty workshop
New Divinity Student Orientation
Divinity school classes begin
Last day for Divinity late registration
Last day for Divinity schedule modification
Fall Commencement of the School of Divinity
Grad School classes and MBA classes begin
Fall Commencement of the University
Last Day for Grad School and MBA Late Registration
Homecoming
Fall Break
Thanksgiving Holidays
Last day of classes for Divinity School
Last day of classes for Grad School and MBA Programs
Examinations

SPRING SEMESTER 2001

January 4 (Thursday)
January 8 (Monday)
January 12 (Friday)

January 15 (Monday)
January 19 (Tuesday)
March 5-9 (Monday-Friday)
April 16 (Monday)
May 1 (Tuesday)
May 7 (Thursday)
Programs
May 7-10 (Mon.-Thurs.)
May 12 (Saturday)

New Divinity Student Orientation
Divinity School classes begin
Last day for Divinity late registration
Last day for Divinity schedule modification
Grad School and MBA classes begin
Last day for Grad School and MBA late registration
Spring Break
Easter Holiday Break
Last day of classes for Divinity School
Last day of classes for Graduate School and MBA

Examinations
Commencement

SUMMER SCHOOL 2001

First Term for Grad and MBA: May 23 - June 26

May 21-June 26

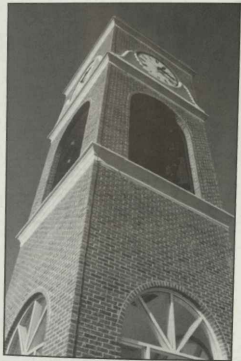
May 23 (Wednesday)
June 25-26 (Mon.-Tues.)

Divinity Classes meet on Monday and Tuesday for six weeks
Graduate School and MBA classes begin
Graduate School and MBA exams

Second Term for Grad and MBA: June 27 - July 31

June 27 (Wednesday)
July 9-27
July 30-July 31 (Mon.-Tues.)
August 4 (Saturday)

Graduate School and MBA classes begin
Divinity Term, schedule to be announced
Graduate School and MBA exams
Commencement



INTRODUCTION TO GARDNER-WEBB

Gardner-Webb University is a confessional, residential, church-related university on a beautiful campus just outside Shelby at 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 23,000, 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 major urban resources in nearby areas.

STUDENTS

Gardner-Webb University, founded by Baptists in 1905, has grown steadily to its current enrollment of over 3,000 students. The 1,400 undergraduates come from many states and 80 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 600 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 meaningful, 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 GCAL Program (evening classes taught in a number of locations for graduates of two-year colleges), and Graduate Programs.

Gardner-Webb University has a Graduate School (offering M.A. degrees in a variety of areas to teachers, counselors and social workers), a graduate School of Divinity (offering the M.Div. degree), and a graduate School of Business (offering the M.B.A. degree). For additional information on the on-campus undergraduate and GCAL programs, see the bulletins for each program.

Complementing the academic programs 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 percent of whom hold doctorates. The primary concern of the faculty is teaching. The faculty have been chosen because of their academic preparation, their Christian commitment, and their desire for excellence in teaching. Many of Gardner-Webb's faculty have 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 loving. The faculty:students ratio is 1:14.

ACADEMIC CALENDAR

The University's academic year is divided into two semesters and a summer school. The fall semester is a four-month term, ending prior to Christmas holidays. Following the four-month spring semester is a comprehensive summer school of two terms of five weeks each for the Graduate School and Graduate School of Business. The School of Divinity has one six-week session and an intensive week-long second 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 programs.

From a movement inspired by the Kings Mountain Baptist Association in 1923, and later joined by the Sandy Run Baptist Association, the Boiling Springs High School was chartered on December 2, 1925, 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 reorganized into the Boiling Springs Junior College in 1928. The Great Depression created many problems for the College, but its survival was secured by the sacrifice 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 1982 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 300 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 Naair Davis, 1928-32; Zeno Wall, 1932-32; James L. Jenkins, 1932-35; A.C. Lovelace, 1935-36; George J. Burnette, 1936-39; J.R. Carmell, 1939-43; Philip Lewis Elliot, 1943-61; E. Eugene Poston, 1961-76; Charles E. Williams, 1976-86; M. Christopher White, 1986-.

THE PURPOSE OF GARDNER-WEBB UNIVERSITY

Gardner-Webb is a private, coeducational university affiliated with the Baptist State Convention of North Carolina. Its purpose is to provide learning of distinction in the liberal arts and in professional studies within a caring community based upon Christian principles and values. Students, faculty and staff are part of a community of learning, and Gardner-Webb seeks to prepare and encourage students to make meaningful contributions to the global community in which we live. To this end, the University strives to develop students intellectually, spiritually, socially and physically. They should be able to think independently and critically, communicate effectively, relate well to persons of diverse backgrounds, understand the natural world, understand the development of civilization, understand and appreciate aesthetic values, and grow spiritually. To support this development and foster a community dedicated to life-long learning, Gardner-Webb emphasizes Christian values, academic freedom with responsibility, free intellectual inquiry and discussion, recognition of the dignity and worth of the individual, and strong faculty-student relationships. While pursuing these values, Gardner-Webb seeks to instill the traits of good citizenship in its students and strives to be a good institutional citizen.

TEMPLETON FOUNDATION

Gardner-Webb University is proud to have been consistently 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 (1806 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4521) as a member Association.

Baccalaureate and Master's degrees. 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 the North Carolina Department of Public Instruction. The M. Christopher White School of Divinity is accredited by the Association of Theological Schools in the United States and Canada. The University is authorized by the immigration authorities of the United States for the training of foreign students.

CAMPUS AND BUILDINGS

The Gardner-Whitb 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 1,500. 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.

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

Boys'Life Adventure Course, funded by the Boys'Life 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 Rolling Springs Elementary School, was acquired in 1992. It houses the Communication Studies Department offices, the Miller/Levin Playhouse and classrooms for journalism, photography, television, radio and theatre.

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

Ducker Hall, housing 140 women students, was named in memory of James Whitb Ducker Gardner, the son of the late Mr. and Mrs. O. Max Gardner, Sr. Built in 1948, the three-story brick structure was completely renovated in 1985.

Dover Campus Center, constructed in 1966, was completely renovated in 1992. It houses the cafeteria, lounges, the Campus Shop, the academic advising center, 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 Bell-Hill Computer Center. The computer center was provided by the William Ellis family of Shelby, N.C., and the Bell 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 McCabon of Winston-Salem and donated to the school as a teaching tool. Located across from the Library is the Kathleen Nolan Dixon Garden.

Dixon Memorial Chapel is a graceful and inspiring structure which stands at the formal entrance to the campus. Erected in 1971, the interior features a 136-seat sanctuary. The lower level houses the Social Sciences departments and classrooms.

Elliot Hall, originally constructed in 1932, honors the memory of the seventh president of the University. Renovated in 1985, the building houses the Nursing Program and classrooms.

Elliot House houses the University radio station WQWC, 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 Elliot House.

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 office.

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 Ransom, Jr. Auditorium.

Hoy-Anthony-Padgett-Young (H.A.P.Y.) Hall houses 120 women students and was completely renovated in 1986. The central section of the residence hall was constructed in 1946, and the wings were added in 1948 to form an open quadrangle. The east wing is named in memory of the Reverend John W. Sattle of Shelby, and the west wing is named in memory of A.W. McHenry of Shelby. Hoy-Anthony is the first floor of the central building, named in memory of Senator Clyde R. Hoy and his wife, Bess Gardner Hoy, of Shelby, and in memory of J.A. Anthony and his wife, Ollie Gardner Anthony, of Shelby. Padgett-Young is the second floor, named in memory of Tilden R. Padgett and his wife, Cleo King Padgett, of Forest City, and in memory of Dr. Ouflood Young and his wife, Florence Jackson Young, of Forest City.

Lake Hollifield Complex is named in honor of Mr. and Mrs. Hagley H. Hollifield, Gardner-Weid alumnae and trustee respectively. The lake is surrounded by walking trails, and a bell tower with a forty-eight bell carillon.

Lindsey 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.

Late-Yellow 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 1,000 for basketball games and various meetings. Classrooms, offices for athletic administration and coaches, sports information, handball courts and athletic training facilities complete the Center.

Late-Yellow Hall houses 100 men. This impressive building, completed in 1963, is named for the former Late-Yellow Companies of Shelby.

Mauvey Hall is a four-story brick structure completed in 1965. It houses 112 men and is named in honor of Mr. and Mrs. W.K. Mauvey, Sr., and in memory of Mr. and Mrs D.C. Mauvey of Kings Mountain.

Myers Hall, named in memory of Albert G. Myers, Sr., of Gastonia, was completed in 1967. The attractive two-story brick structure houses 64 students.

Natney Hall, completed in 1967 and renovated in 1983 is a two-story brick structure which houses 64 students. Natney Hall is named in memory of C.P. and Irene B. Natney of Gastonia.

Noel Hall, built in 1942, 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 the program for students with disabilities. 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.

Penton Center, named for Dr. Cerns Penton, Gardner-Webb's eighth president, contains a visitors' center, the Safety and Security Department offices and Alumni Relations.

Roxeter Hall, which houses 66 men students, was formerly Roxeter Memorial Hospital. When the Crawley Memorial Hospital was completed in 1977, the one-story brick building was renovated for residence hall use.

Soccer House, located on Highway 150, provides offices for the men's and women's soccer teams as well as the GCCSA (Greater Cleveland County Soccer Association).

Spongler Memorial Stadium, completed in 1966, includes a football stadium seating 8,000, a track, and a fully equipped field house. The facility is named in memory of Ernest W. and Verma Patrick Spongler of Shelby. The field house is named in honor of V.E. Hamrick of Shelby.

Spranger Hall was constructed in 1968 and houses 36 students. The three-story brick building is named in memory of R. Patrick Spranger 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.

Stroup Hall houses 100 women and was completely renovated in 1986. The three-story brick structure is named in memory of Mrs. Mae-Cline Stroup.

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 Commons is a student apartment complex of six buildings located on campus on Stadium Drive. Overlooking beautiful Lake Hollifield, the six building complex was built in 1997 and 1999. It offers superior accommodations including private bedrooms.

University Honors House was acquired in 1968, and an addition was made in 1974. The house provides residential and study space for students in the University Honors Program.

University Physical Development Complex. This complex consists of the Suttle Wellness Center, the Best Gymnasium and Pool, and the office suite for the Departments of Physical Education, Wellness and Sports Studies.

Washburn Hall was purchased and completely renovated in 1993. The building contains the offices of the College for Extended Professional Studies (CEPALS), the Graduate School, and Financial Planning. 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 Senator A. Washburn in memory of the Washburn families. Originally used as a library, the building now houses the Department of Foreign Languages.

Weld Hall was built by the C. Max Gardner Foundation in memory of Mrs. C. Max (Fay Weld) Gardner, her parents, grandparents, and great-grandparents. The first wing was completed in 1960, and the second wing was added in 1971. The building houses administrative offices, including the office of the president. In front of the Weld Hall is the Suttle-Wall Tower of Light. The tower, built in 1959, is in memory of Joseph Linson Suttle and Dr. Zeno Wall.

The Weld 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-Weld's ninth president Dr. Crockett 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.

SPECIAL ACADEMIES

THE BROTHELL ACADEMY FOR THE STUDY OF INDEPENDENT CONCEPTS

The Brothell Academy's programs are designed to help citizens examine basic concepts and issues, especially the preservation of individualism and a free economic system. Through a variety of conferences, symposia, and publications, the Academy provides information relative to economic, social, and ethical issues.

B.E. MORRIS ACADEMY FOR CHRISTIAN STUDIES

The academy sponsors special learning opportunities both on and off campus to assist church and denominational leaders in their ministries.

VISITOR'S 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 offices 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-Lenoire 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.

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 Diversity. See the sections on each school for academic information specific to that program.

COURSE REGISTRATION

Registration includes academic advising, selection of courses, and payment of fees. During preregistration, students should consult with their academic advisors on course selection and other degree requirements. However, it is the responsibility of the student, not the academic 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 advisors consider it essential, they should not change the schedule after registration.

LATE REGISTRATION

Students must register according to the information given in preregistration. Continuing students who register after the published add-in 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 CHANGING COURSES

Changes in a student's schedule may be made by telephoning the Registrar's Office. The Dean or Director, the Financial Planning Office, the Business Office, and the adviser are notified of the change. A fee will be charged unless the change is requested by the administration.

When a student officially withdraws from a course, a grade of "W" (withdraw) 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 "WF" (withdraw failing) or "W" (withdraw 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 "WF" grades.

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

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 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 semester hours during each regular semester. (Some students take six hours during each term.)

GRADUATE SCHOOL OF BUSINESS

A full course load is six semester hours during fall semester, spring semester, and three semester hours each summer semester. Most MBA students take six hours during fall and spring and three hours each summer semester. The maximum course load for MBA 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 MBA degree.

The definition of a full course 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.

SCHOOL OF DIVINITY

A maximum full-time course load for M.Div. degree students is two hours per semester. The maximum course load for M.Div. degree students is seventeen hours per semester. This definition of a full-time load is made for those students requiring certification of full-time status for participation in insurance programs, college loan deferral programs, the receipt of veteran's benefits, or the regulations of U.S. Immigration. A class load of more than fourteen hours per semester must be approved by the student's faculty advisor. It is suggested that new students restrict their class loads to ten to twelve hours in the initial semester.

AUDITING COURSES

Any Gardner-Webb student may audit a course for a \$100 fee. The auditee is expected to complete the special auditing 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.

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. In addition to the use of computers in the Computer Science and Management Information Systems programs, computers are an integral

part of programs such as English, Education, Psychology, and Business.

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

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 750,000, including 198,000 volumes, 495,000 microforms, and many other materials such as videos, compact discs, kits, and cd-roms. The library subscribes to 900 periodicals and is a selective depository for federal government documents.

In addition to its collections, the library provides numerous services to students and enhance the instructional process. Professional librarians are available for individual and group instruction. Interlibrary loan, microfilm, and production (lamination, transparencies, etc.) services are available. The Libraryhouse page at www.library.gardner-wealth.edu provides information about the Library, access to our automated catalog MAX, a virtual reference page linking to recommended Web sites. Patrons may use the Library computers to conduct general Internet research and research in the NC LIVE index and full-text databases, as well as to access the University's own collections.

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.

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 other work missed.

EXAMINATIONS AND REPORTS

Comprehensive final examinations are required to every course at the end of the semester. The only exceptions are courses which require major research papers as the primary activity of the course. A student who does not take the examinations 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.

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

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 - Superior	1	4
B - Satisfactory	1	3
C - Passing	1	2
D - Marginal (Divinity only)	1	1
F - Failing	1	0
I - Incomplete	1	0
IN - Incomplete in Internship or Practicum	0	0
W - Withdrawn without penalty	0	0
WF - Withdrawn passing	0	0
WF - Withdrawn failing	1	0

An **I** is assigned when course work is not complete because of circumstances beyond the control of the student. The student has until midterms of the following semester to complete the course work and remove the **I**; otherwise, the professor will assign an **F** grade.

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. After the first four weeks of the semester, a **WF** or **WF** is assigned by the professor based upon the professor's assessment of the student's work to date in the course.

ACADEMIC PROBATION AND SUSPENSION

GRADUATE SCHOOL AND GRADUATE SCHOOL OF BUSINESS

F GRADE

Any admitted student receiving a grade of **F** in a graduate course will be suspended. The student may reapply after one year. The department graduate faculty makes the decision on whether to readmit, and, if readmitted, the stipulations that will apply. If readmitted, the student must repeat at Graduate-Welch the course in which he or she received the **F**, making at least a **B**. Only the higher grade will be counted in computing the Graduate-Welch grade point average, although the lower grade will remain on the official transcripts. No more than one **F** may be repeated.

C GRADE

A student who receives nine hours of **C** grades will be suspended. The student may reapply after one year. The graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply.

REPEATING COURSES

Courses may be taken only once with the exception given under the **F** grade policy above.

SCHOOL OF DIVINITY

A student must have at least a 2.50 overall Grade Point Average to be awarded a degree in the School of Divinity. When the GPA falls below 2.50, the student is placed on academic probation and is so notified. In order to be removed from academic probation, the student must enroll for at least ten semester hours in the following semester and attain a cumulative GPA of 2.50. If at the completion of this semester the student has not attained a 2.50 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.

TRANSFER COURSES WHILE ON SUSPENSION OR PROBATION

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

RETENTION POLICY**GRADUATE SCHOOL AND GRADUATE SCHOOL OF BUSINESS**

A student must have an average of 3.0 overall to be awarded the M.A. or M.B.A. 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 department graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply.

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.

TRANSCRIPTS

The Registrar will furnish transcripts of credit upon written request. Official copies are \$5 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

Quaker-Wide 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: students 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

All work submitted by students in each course is presumed to be the student's own work. Cheating, plagiarism, or any other expression of dishonesty may result in failure in the course and possible dismissal from the University.

FAIR PROCESS

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 chair of the department or the coordinator/instructor of the particular graduate program, whichever is appropriate. If not satisfactorily resolved, the matter should be taken to the Dean or Director, who will hear only those parties involved and make a decision in the case.

ACADEMIC APPEALS

GRADUATE SCHOOL AND GRADUATE SCHOOL OF BUSINESS

If the student is not satisfied with the decision in his or her case, that student has a right to appeal. 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 in counsel. Deadline for an academic dishonesty appeal is seven days after the date of the decision being appealed. 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 on or before the last day of the following semester.

SCHOOL OF DIVINITY

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 in 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.

PROGRESS REVIEW

When the M.A. or M.Ed. 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 \$60.00 application for graduation fee is required; this includes the academic regalia, diploma, and administrative costs. Students submitting applications after the published deadline must pay a \$50 late fee.

COMMENCEMENT EXERCISES

Cardinal-Weber conducts commencement exercises at the conclusion of the spring semester and at the conclusion of summer school. Each candidate for a degree must be present for rehearsal 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 Vice President and Dean of Academic Affairs.

GRADUATE STUDENT REPRESENTATION ON THE GRADUATE COUNCIL

The Graduate Council is the governing body for all graduate programs at Cardinal-Weber except for the M.Div. degree. Graduate students are represented each year on the Graduate Council by a representative who has voting privileges on the Council.



STUDENT LIFE

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.

ATHLETICS

GARDNER-WEBB INTRAMURALS

The Gardner-Webb Intramural/Recreational Sports Program's purpose is to actively encourage, provide, and promote recreational activities to enrich the quality of physical, mental, spiritual, and social life for the Gardner-Webb "family."

INTERCOLLEGIATE

Gardner-Webb University is a member of the National Collegiate Athletic Association. The Athletics Department is in the process of reclassifying from NCAA Division II to NCAA Division I. Reclassification will be complete in September 2002. Intercollegiate teams compete in football, men's and women's basketball, baseball, men's and women's golf, men's and women's soccer, men's and women's cross-country, women's volleyball, women's softball, men's and women's tennis, wrestling, men's and women's track and field and women's swimming.

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.

CAMPUS MINISTRIES

While Gardner-Webb is committed to excellence in academics, it is equally committed to the spiritual growth of each of its students. To encourage and challenge the University community in their Christian growth, the Campus Ministries staff:

- Offers pastoral care to students, faculty, administration, and staff.
- Provides vocational counseling and placement assistance to students interested in church-related vocations.
- Assists students in finding a place of worship as they seek a family of faith with which to affiliate.

The Office of Campus Ministries provides numerous opportunities for the spiritual development of each student. Through student ministry organizations, students are encouraged and challenged in personal discipleship, corporate worship, and life-

changing ministry and mission experiences.

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 SICR-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 Job Bulletin, visit the website at www.careers.gardner-webb.edu. Bookmark the site and visit often, as the content of the site changes daily.

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

VOLUNTEERISM

The Office of Volunteerism 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 Volunteerism. These annual programs include the Volunteer Fair, annual food drive, Salvation Army Angel Tree, Make-A-Difference Day, and others.

In addition to providing campus wide service programs, the Office of Volunteerism 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.

NOEL PROGRAM FOR THE DISABLED

The Noel Program for the Disabled provides support services to deaf, blind, and other identified disabled students.

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.

RESIDENCE LIFE

The University strives to make residential living attractive, comfortable and developmental in nature. All of the residence halls are air conditioned. Students should bring linens, pillow, and other items to personalize their room. It is strongly suggested that they consult with their roommate about decor and items they want to bring.

Residence halls open the day before registration each semester and close after

classes at the end of the fall, spring and summer semesters. Residence halls close during Christmas break, except for international students or those participating in University sponsored events. Students must sign-up to stay during other breaks.

Room assignments are made through the Residence Life Office. Notification of room assignment will be made during the summer.

Each residence hall is staffed with an Area Director or Graduate Resident Director and Resident Advisors. The staff is available to assist students with a variety of situations and concerns. All halls are equipped with laundry rooms and vending machines for snacks and beverages. Each room has telephone and cable TV service with DC and International access convenient to all areas of campus. In addition, the campus is wired for internet use and voice mail.

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, engineering 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. The department also employs students who are uniformed.

VEHICLE REGISTRATION

All recreational 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 \$30.00 during registrations, orientations, and regular business hours from the Office of University Police. A summer-only registration fee is \$15. 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 1:00 P.M. until 10:00 P.M.

IDENTIFICATION CARDS

Identification cards can be obtained from the University Police department. If a campus visit is not possible, cards can be obtained by sending a photo (passport size or larger) to the Graduate School, Graduate School of Business, or School of Diversity Office. Identification cards are issued to first-time students free of charge, and replacement cards are available for \$5.00. Identification cards are valid for the duration of a student's enrollment at Gardner-Webb University.

STUDENT ACTIVITIES

The Office of Student Activities is responsible for the educational and entertainment programming for the students at Gardner-Webb University. A variety of pro-

gress is offered to help and encourage the student to grow socially, culturally and spiritually. All students are encouraged to attend and take part in campus activities.

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 Ross Gym and swimming pool, a full aerobics working 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 Dwyer Theatre and in the C. Man 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 assesses 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 offices 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, etc., etc.)
- Alcohol

is prohibited by students on Gardner-Webb University's property or in 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 sections 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. 14-289.2



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 2000-2001 ACADEMIC YEAR

Graduate School (M.A. Programs)	\$200/yr
Graduate School of Business (M.B.A. Programs)	\$250/yr
M. Christopher White School of Divinity (M.Div. Programs)	\$190/yr

EXPENSES

Application Fee (non-refundable)	\$25.00
Late Registration Fee	\$50.00
Schedule Modification Fee	\$5.00
Transcript Fee (per copy)	\$5.00
Replacement of I.D. card	\$5.00
Automobile Registration (per year)	\$30.00
Audit Fee (per course)	\$100.00
Challenge Examination and Examination for Advanced Standing Course Credit (per course)	\$150.00
Graduation Application Fee	\$60.00
Late Graduation Application Fee	\$50.00
Private music instruction: piano, voice, organ, and/or instrumental	
One 1/2 hour lesson/wk.	\$165.00
Two 1/2 hour lessons/wk.	\$270.00
(More than two lessons per week will be billed at \$100 per half hour of additional instruction time.)	
Student Activity Fee, per semester for all M.Div. students	\$20.00
(Payable to CPEU School of Divinity)	

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 D62PC 200 is through the School of Divinity. Applicable scholarships are available to the student through the Director of Admissions.

ROOM AND BOARD

- Option 1 - Full-time residents - Double occupancy room with board plan
\$2,880 per semester.
- Option 2 - Part-time residents - Double occupancy
 - A. Overnight accommodation - rate per night - \$13.
 - B. One night per week - per semester \$155.

C. Two nights per week - per semester \$310.

Each of the Option 2 plans is subject to space availability in the Residence Halls.

Option 3 Those who wish to live off-campus may inquire at the School of Divinity about availability and price of off-campus housing.

Option 4 Limited married student housing is available on a first-come, first-served basis. Individuals may contact the Director of Admissions for the School of Divinity for more information.

Graduates and part-time resident students may purchase meal tickets or individual meals from the University food service.

SCHOOL OF DIVINITY DEPOSIT

Advanced Deposit: Upon notification of admission to the School of Divinity, an applicant should submit a non-refundable deposit of \$150 to confirm higher education to attend the School of Divinity.

Balance of Account: The balance of the charges for the semester is due prior to enrolling for class. Those who cannot pay their accounts in full must make satisfactory financial arrangements with the University Business Office to obtain clearance to register.

CHARGE REDUCTION POLICY FOR CLASS WITHDRAWAL

Registration in any graduate program is considered a contract binding the student for charges for the entire semester. However, it is the policy of Gardner-Whit University to give pro-rata charge reductions through 60% of the enrollment period in the event a student **OFFICIALLY WITHDRAWS** from class(es). In order to withdraw officially, the student must contact the Registrar in person or by phone at 704-426-1966. Withdrawal must be completed prior to the end of the semester in order to be official.

Reductions will be computed on total charges for tuition, room and board but not on fees and textbooks. Students leaving for disciplinary reasons will not be eligible for any reduction and will be liable for the entire semester's charges. 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 reductions 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's 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 settled. 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

GRADUATE SCHOOL (M.A. PROGRAMS)

FINANCIAL AID

Some school systems and businesses assist Cardinet-Weiss graduate students in the payment of tuition and fees. Prospective students should inquire in their central offices as to the availability of such funds. 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.

ASSISTANTSHIPS

Financial assistance in the form of assistantships is available on a limited basis to on-campus graduate students. Inquiries may be made with the department in which the student intends to enroll or in the Graduate School Office.

GOALS FOR GRADUATE ASSISTANTSHIPS

1. Provide financial assistance and beneficial, appropriate work opportunities for academically strong graduate students.
2. Provide mature work assistance to academic programs, academic offices, and athletic programs.

POLICIES FOR ASSISTANTSHIPS

1. Applications for assistantships may be obtained from and submitted to the Graduate School Office.
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.
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 25 hours per week.
7. Students who are employed full time are not eligible for assistantships.

GRADUATE EDUCATION SCHOLARSHIP

Each fall a scholarship is awarded to a new student in one of the education graduate 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.

GRADUATE SCHOOL OF BUSINESS (M.B.A. PROGRAM)

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.

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) 426-4243.

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.

WORK STUDY

Positions are available having varied duties supporting daily operations in academic and non-academic departments.

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.

ANNUAL SCHOLARSHIPS

State Baptist Convention Scholarships and Grants

Baptist State Convention of North Carolina Grants: Grants of up to \$9,000 for a degree program are provided to students by the Baptist State Convention of North Carolina. The recipient must be Baptist, a member in good standing of a church cooperating with the Baptist State Convention of North Carolina, and take a minimum of six hours per semester. Policies and application forms are available through the Director of Admissions for the School of Divinity.

South Carolina Baptist Convention Scholarship: Full-time South Carolina students are eligible to apply each year for this scholarship. Students are to write to Dr. Carolee Driggers, Executive Director-Treasurer, General Board of the South Carolina Baptist Convention, 907 Richland Street, Columbia, SC 29201 for applications.

Cooperative Baptist Fellowship Scholarships

Scholarships are available through the Cooperative Baptist Fellowship (CBF) 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.

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:

Curtis and Joyce Bransell Christian Service Organization School of Divinity Scholarship was established in 1988 by Curtis and Joyce Bransell of Columbia, South Carolina. This scholarship was established in memory of Curtis Bransell's parents, the late Mr. and Mrs. Earl S. Bransell, and in honor of the Reverend Christopher Todd Bransell, a member of the first graduating class of the Gardner-Webb University School of Divinity.

Allen-Ginn-Elliott Scholarship: Established in 1994, the scholarship commemorates the special relationship which has existed between the Laurens Allen family, the Leonard Allen family, the Charles Ginn family, the Phil Elliott family, and Gardner-Webb University. First preference is given to students from western North Carolina.

Ellen Hanner Beam Scholarship: Established in December 1996, this Christian Service Organization scholarship provides assistance for worthy and/or needy students who have consumed their lives to full-time Christian service.

The T.F. and Doris Bridges Christian Service Organization School of Divinity Scholarship was established by T.F. and Doris Bridges of Shelby, North Carolina in 1999. This scholarship provides financial assistance to worthy and/or needy students attending the M. Christopher White School of Divinity.

Christopher-Butterworth Scholarship: Established in 1995, by A. Donald and Joyce A. Christopher of Wilmington, North Carolina, in honor of Mrs. Eva S. Butterworth and in memory of Mrs. Maggie T. Christopher, mothers of the donors.

Kenneth Howard Cole Memorial: Established in 1991, by Lucille Hanner Cole, in memory of her husband, this scholarship expresses her commitment to Christian higher education and assists students who have financial need.

Donald E. and Kaye A. Cook Scholarship: This scholarship was established in 2000 by the Christian Service Organization to honor Donald E. and Kaye A. Cook upon his retirement as Distinguished Professor of New Testament Studies in the M. Christopher White School of Divinity. This endowed fund utilizes gifts contributed previously by the Cooks and funds provided by the University.

J. Hugh and Mildred Cornwall Scholarship: Established in 1995, this scholarship was instituted to express commitment to Christian theological education and the values held by Gardner-Webb University.

The Ralph W. and Sybil Y. Dixon Christian Service Organization School of Divinity Scholarship was initiated in 1986 by Ralph W. Dixon, Jr. to honor his parents and to express his commitment to Christian higher education and the values held by Gardner-Webb University.

Charles W. "Buddy" Freeman Scholarship: Established in 1993, by friends of Buddy Freeman, Gardner-Webb alumnae and long-time staff member, the scholarship honors his commitment to the education of young people called by God into ministry.

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

The H.S. and Sandra Kover Christian Service Organization School of Divinity Endings Scholarship was established in 1988 by H.S. and Sandra Kover of Shelby, North Carolina to express their commitment to Christian higher education.

Bob and Betty Kersbach Scholarship: Established in 1995, by Bobby Joe and Betty B. Kersbach of Shelby, North Carolina, this scholarship provides financial assistance to worthy and/or needy students who are attending the School of Divinity.

Richard and Lois Leath Scholarship: This scholarship was established in 1997 by friends of Richard and Lois Leath of Shelby, North Carolina, to express appreciation for the lengthy and meaningful ministry of Richard and Lois Leath with the First Baptist Church of Shelby.

Robert H. and Betty Lutz Scholarship: Established in 1985, by the Lutz Foundation, this scholarship provides assistance to students preparing for full-time Christian service.

Thomas W. and Elene C. Martin Scholarship: Established in 1985, this scholarship provides assistance for worthy and/or needy students who are attending the Gardner-Webb University School of Divinity.

McLean-Smith-Best Scholarship: Instituted in 1993, by Herman and Margaret Best of Shelby, North Carolina, in memory of the Reverend Nedl McLean, father of Mrs. Best, and in honor of the Reverends Rockwell Smith and David Herman Best, brother-in-law and son of the Bests.

The Robert G. and Mary Frances Moore Christian Service Organization Endowed Scholarship was established in 1992 by Robert G. and Mary Frances Moore to convey their commitment to Christian higher education and their concurrence with the values held by Gardner-Webb University.

Don and Becky Morgan Christian Service Organization School of Divinity Endowed Scholarship: Established in 1998 by Dr. Robert E. Morgan in memory of his brother and sister-in-law, Don and Becky Morgan.

The Gilbert and Sue Morgan Memorial Endowed Christian Service Organization School of Divinity Scholarship was started in 1994 by their son, Dr. Robert E. Morgan. The purpose of this scholarship is to reflect the loyalty of his parents, Gilbert and Sue Morgan, to Christian theological education and the values held by Gardner-Webb University.

James A. and Carol Pizman Scholarship: The Reverend and Mrs. James A. Pizman of Brunswick Rapids, North Carolina, established this scholarship in 1994 to provide assistance to School of Divinity students.

James E. and Robin M. Robbins Scholarship: Established in 1994, by Mr. and Mrs. James E. Robbins of Rutherford County. He is a trustee of Gardner-Webb University and a supporter of ministerial education.

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

Ralph and Cleve Spangler Scholarship: Gardner-Webb Trustee Ralph Spangler and his wife Cleve Spangler established this endowment fund in 1990.

Addie Cross Sparks Scholarship: This scholarship was established in 1996 by Carl and Patsy Spangler to honor the memory of Mrs. Spangler's mother, Mrs. Addie Cross Sparks.

R. Wayne Stacy Scholarship: This scholarship was established in 1998 by Mrs. Stuart W. Upchurch of Raleigh, North Carolina, to honor her former pastor and the dean of the Gardner-Webb University School of Divinity, Dr. R. Wayne Stacy.

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

The M. Christopher and Linda F. White Christian Service Organization School of Divinity Endowed Scholarship was created by Dr. Christopher and Linda F. White as a means of expressing their longtime devotion to and support of Christian higher education.

The Paul Wilson Sunday School Class Christian Service Organization School of Divinity Endowed Scholarship was undertaken in 1995 by members and friends of the Paul Wilson Sunday School Class, from the First Baptist Church of Shelby, North Carolina.

Other Christian Service Organization Graduate Scholarships: Donald and Hazel Allen; Clara P. Angel Memorial; W. Anderson "Andy" and Shirley S. Bizzaro (Sacred Heart); F. Ulmer and Ray Gennard; John Ed and Sue D. Davis; Bill and Anne T. Gary; Mrs. Lillie Hester; Carl and Tynes Ivester

Memorial: Rev. James Jenkins, Randolph and Mattie Sue Lowery; R. Thad Parsons, III; R.E. and Bonnie S. Price, Jr.; Bruce and Diane Raborn; Dr. Charles H. and Juliana B. Raborn; Henry C. and Nemo L. Taylor Family; Lester and Bertie Taylor and Carl and Frances Shuck; David and Melissa White; and Roy and Joyce Wyatt.

SCHOOL OF DIVINITY ENDOWED SCHOLARSHIPS

As part of the overall endowment corpus the following scholarships have been funded:

Baptist State Convention of North Carolina School of Divinity Endowed Scholarship Trust Fund: Established in 1995, by action of the Baptist State Convention, this fund provides financial assistance to students in the School of Divinity who are members of churches duly affiliated and cooperating with the Baptist State Convention of North Carolina.

The Robert and Karen Blalock School of Divinity Endowed Scholarship: commenced in 1996 with the desire of Robert and Karen Blalock of Gastonia, North Carolina, to establish scholarship funds through Gardner-Webb University. First preference shall be given to students from Gaston County, North Carolina.

C. David Brant Scholarship: Established in 1996, this scholarship provides financial assistance to "worthy and/or needy students who are attending the Gardner-Webb University School of Divinity."

Lewis and Gladys Burroughs Endowed Scholarship: This scholarship was established in 1997 by Lewis and Gladys Burroughs of Greensboro, North Carolina, to assist worthy and/or needy students who have committed their lives to full-time Christian ministry.

J. Harold and Peggy Craig Scholarship: Established in 1995, by members of the Penelope Baptist Church of Hickory, North Carolina, in honor of J. Harold Craig and in memory of Mrs. Craig. The scholarship provides financial assistance to students whose studies include a special interest in sacred music.

Robert Z. and Jennie B. Falls Scholarship: Instituted in 1993, by Mr. and Mrs. Robert Z. Falls of Shelby, North Carolina, to assist School of Divinity students.

The Charles and Carolyn Horton School of Divinity Endowed Scholarship was founded in 1999 by Charles and Carolyn Horton of Orlando, Florida.

Nations Ford Baptist Church Scholarship: Established in 1993 by the Nations Ford Baptist Church of Charlotte, North Carolina, to provide financial assistance to students in the School of Divinity. First preference will be given to students from the Nations Ford Baptist Church enrolled in the School of Divinity, with second preference being given to African-American students from the Baptist Metropolitan Ministers Association who are preparing for foreign missions appointment.

Penelope Baptist Church Scholarship: Established in 1993, by the Penelope Baptist Church of Hickory, North Carolina, to provide financial assistance for students in the School of Divinity. First preference is given to School of Divinity students from the Penelope Baptist Church, with second preference being given to students in the School of Divinity from the Theron Rankin Baptist Association.

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

Underwood Wilson Scholarship: Established in 1994, by the Reverend James A. Primus and his wife, Camell, of Roanoke Rapids, North Carolina, 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.

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

The Dr. W. Wyne and Mrs. Emily D. Washburn School of Divinity Endowed Scholarship was launched in 1993 by Dr. and Mrs. W. Wyne Washburn of Boiling Springs, North Carolina.

Carlos L. and Germaine C. Young Scholarship. Established in 1993, by Mr. and Mrs. Carlos L. Young of Shelby, North Carolina, the scholarship reflects their interest in ministerial education.

H. Fields and Ruth B. Young, Jr. Scholarship. Established in 1993, by Mrs. H. Fields Young, Jr., of Shelby, North Carolina, in memory of her husband.

The Margaret B. and H. Fields Young, III School of Divinity Endowed Scholarship was entered into in 1999 by Margaret B. and H. Fields Young, III of Shelby, North Carolina, in order to express their dedication to Christian higher education and the values held by Gardner-Webb University.

Other Scholarships: First Baptist Church, Shelby, North Carolina; T. McFarland Larrison Memorial; Fred and Jane Mauney; Rev. J.L. and Mrs. Norris McClaren; Robert E. "Zeke" and Virginia Phillips; Adline C. Sparks, Springdale Baptist Church; Rev. Paul Bollington; and H. Fields and Margaret B. Young.

MATCHING SCHOLARSHIP PROGRAM:

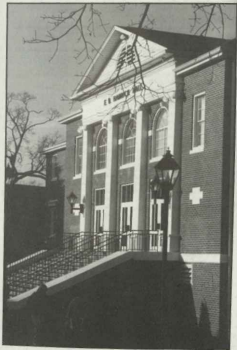
Scholarships for students who reside outside of North Carolina are available. The recipient must be a member in good standing of a Baptist church affiliated with the Southern Baptist Convention, and/or the Cooperative Baptist Fellowship. The church must provide a scholarship to the School of Divinity for the student. These scholarships provide assistance of up to \$3,600 toward the cost of the degree program to participating students. Policies and application forms are available through the School of Divinity Admissions Office.

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, Alexander Mills, NC
- Berea Baptist Church, Greenville, NC
- Boiling Springs Baptist Church, Boiling Springs, NC
- Brentwood Baptist Church,
High Point, NC
- Calvin Heights Baptist Church, Morganton, NC
- Camps Creek Baptist Church, Mooresboro, NC
- Carnel Baptist Church, Charlotte, NC
- Chadburn Baptist Church,
Chadburn, NC
- Double Shrub Baptist Church, Lenoirville, NC
- Double Springs Baptist Church, Shelby, NC

- Elizabeth Baptist Church, Shelby, NC
 Emorywood Baptist Church,
 High Point, NC
 First Baptist Church, Asheville, NC
 First Baptist Church, Boone, NC
 First Baptist Church, Clinton, NC
 First Baptist Church, Enfield, NC
 First Baptist Church, Fayetteville, NC
 First Baptist Church, Forest City, NC
 First Baptist Church, Gaffney, SC
 First Baptist Church, Gastonia, NC
 First Baptist Church, Goldsboro, NC
 First Baptist Church, Greensboro, NC
 First Baptist Church, Greenville, SC
 First Baptist Church, Hickory, NC
 First Baptist Church, Laurinburg, NC
 First Baptist Church, Lenoir, NC
 First Baptist Church, Lumberton, NC
 First Baptist Church, Morganton, NC
 First Baptist Church, Raleigh, NC
 First Baptist Church,
 Rutherfordton, 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
 First Hill Baptist Church, Shelby, NC
 Green Hill Baptist Church, Rutherfordton,
 NC
 Grove Park Baptist Church,
 Canton, NC
 Holly Springs Baptist Church,
 Rutherfordton, NC
 Jersey Baptist Church, Lincolnton, NC
 Knollwood Baptist Church,
 Winston-Salem, NC
 Lakeside Baptist Church,
 Rocky Mount, NC
 Lakewood Baptist Church,
 Durham, NC
 Lattimore Baptist Church, Lattimore, NC
 Levee Baptist Church,
 Mooresboro, NC
 Lawndale Baptist Church, Lawndale, NC
 Monrovia 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, Krip
 Mountain, NC
 Penelope Baptist Church,
 Hickory, NC
 Pleasant Ridge Baptist Church,
 Shelby, NC
 Providence Baptist Church,
 Charlotte, NC
 Ranseth Christal 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
 Weeview Baptist Church,
 Shelby, NC
 Wilson Baptist Church, Wilson, NC
 Yaden Baptist Church,
 Statesville, NC
 Zion Baptist Church, Shelby, NC



THE GRADUATE SCHOOL

THE PURPOSE OF THE GRADUATE SCHOOL

The purpose of the Graduate School is to provide high quality graduate programs to students who hold bachelor's degrees from regionally accredited institutions and who are, for the most part, full-time professionals (teachers, counselors, administrators) working in their fields. The curricula emphasize independent, critical thinking, effective communication, and the importance of the educator/counselor as theorist and practitioner.

The Graduate School is administered through the Graduate School Office, under the supervision of the Dean of the Graduate School. This office is responsible for the overall coordination of graduate programs leading to master's degrees in Agency Counseling, Elementary Education, English, English Education, Middle Grades Education, School Administration, School Counseling, and Sport Science and Pedagogy. The Dean of the Graduate School also administers the graduate assistantship program.

GOALS

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

1. To ensure that students receive high quality instruction from graduate faculty who encourage independent thinking, who integrate current trends and research into the classroom, and who model the professional as theorist and practitioner.
2. To ensure that the curricula for the various graduate programs provide students with both depth and breadth of content.
3. To ensure that students receive accurate, timely, and helpful advising information.
4. To ensure that graduate assistants are being used in a way that will increase skills and knowledge in their respective fields.

ADMISSION PROCEDURES

Application materials are available from the Graduate School Office. Students may enter at the beginning of any semester or summer term. To apply for initial admission to graduate study, the applicant should:

1. Submit an application to the Graduate School Office, Gardner-Webb University with a \$25 non-refundable processing fee.
2. Arrange for 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 all writing that transcripts be released to the Graduate School Office. (Use form provided with application.)
3. Arrange for submission of scores on either the Graduate Record Examination, National Teachers' Examination (Professional Knowledge and Specialty Area), PRAXIS II - Subject Assessment and PLT, or Miller Analogies Test.
4. Submit three professional references on graduate reference form.
5. For appropriate programs provide evidence of A level North Carolina Teacher's license or equivalent.

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 majors must schedule

an interview with the appropriate faculty members before formal admission. (See descriptions of these 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 admissions, 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.
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 Master of Arts degree program is granted full admission. These requirements include the following: a bachelor's degree from a regionally accredited institution of higher learning with a minimum 2.50 grade point average; or, A level teaching license or equivalent for those who are pursuing a graduate degree leading to graduate level licensure; satisfactory scores on either the Graduate Record Examination, National Teachers' Examination, PRAXIS, or the Miller Analogies Test; and three positive letters of evaluation (see the Counseling Program for additional requirements).

PROVISIONAL

An applicant who does not meet the formal requirements for full admission to a degree program may be granted provisional admission. A student admitted with provisional status must meet any conditions attached to further admission before being granted full admission. Deficiencies may include lack of undergraduate course prerequisites, 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 in the last 64 hours of undergraduate work attempted.

SPECIAL

A student entering a graduate program to take courses for professional or career enhancement as a non-degree worker 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 Department 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 and a letter from the dean or director of the program in which he or she is regularly enrolled indicating good standing.

APPLICANT

An applicant to a graduate program may be granted permission to register for one semester of course work prior to the completion of the admission procedure. Credit earned will be considered graduate level work but may not be counted toward a Master of Arts 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.

AUDITOR (SEE PAGE 14)

TRANSFER OF COURSES FOR GRADUATE CREDIT

The primary purpose of the transfer of credits policy is to grant incoming 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 arrangements. 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 chair of the major department 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 graduate degree at Gardner-Webb. A maximum of three semester hours may be accepted into counseling programs. Credit will not be given for courses taken more than six (6) calendar years before applying for admission to graduate study. 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. A student may not take courses for transfer credit from another institution while on suspension or on probation.

Students who earned a bachelor's degree at Gardner-Webb University may not transfer for graduate credit any 300- or 400-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 courses.

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 of six (6) calendar years to complete their degree from the beginning of the term in which they are initially accepted.

ACADEMIC INFORMATION

Gardner-Webb offers the Master of Arts (M.A.) degree in the following areas: Agency Counseling, Elementary Education (K-6), English, English Education (9-12), Middle Grades Education (6-8), School Administration (K-12), School Counseling (K-12), and Sport Science and Pedagogy.

The courses are offered in evenings 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 48 semester hours, depending upon the degree area.

LIBRARY SERVICE POLICY FOR GRADUATE STUDENTS AT FORSYTH AND SURRY CENTERS

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. An annual fee of ten dollars (\$10.00) per person will be charged by Winston-Salem State University for check-out privileges in the O'Kelly Library.
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 person'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 five cents per day; abuse of overdue and fine regulations will result in loss of check-out privileges.
5. Patrons are notified once each month of overdue items. Unpaid fines and lost 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 two-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.

Students attending off-campus classes may call Dover Memorial Library on campus at 800-253-6130 to request books and materials or access the library via internet at www.gardner-webb.edu.

CHALLENGE EXAMINATION POLICY

When, in the opinion of the appropriate graduate faculty, a student has experience and/or training comparable to that taught within a particular graduate program, 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 assessments of the student's ability to answer questions on course content. An acceptable grade on the examination will permit the student to apply for waiver of that course requirement. However, the student will be held responsible for all course material on the comprehensive examination.

To request the opportunity to take a challenge examination, the student must present, in writing, justification for such an examination. The graduate faculty for the student's specialty area will review the request and, if they deem appropriate, refer it to the course professor. Either the adviser or the professor may deny the request. If it is accepted, the challenge examination will be administered at the discretion of the course professor. If the examination results are acceptable, the program coordinator will notify the Dean of the Graduate School of Education and Counseling, who will send written confirmation of the approval to the student, his or her adviser, and the Registrar's Office. Upon payment of the \$150 per course challenge fee, the student will be credited with the appropriate number of hours for the approved course. No grade will be assigned or averaged into the quality point average.

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

COMPREHENSIVE EXAMINATIONS

The successful completion of a comprehensive examination is required for some graduate programs. 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 approved 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.

APPLICATION FOR GRADUATE LICENSURE

An application for the North Carolina graduate level license must be filed with the Licensing Agent, currently the Chair of the Department of Education, 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 licensure. Gardner-Whitell will not recommend students for a graduate level license unless they have completed an approved program and scored satisfactorily on the appropriate area exam of the NTE or PRAXIS 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 specialty area portion of the NTE or PRAXIS. Students applying for "licensure only" must meet the same requirements as those students applying for the complete degree. An application fee is required.

Certified 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 Department 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.

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 NCDEP 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 will be recommended for the North Carolina graduate license in the appropriate licensure area.

ELEMENTARY EDUCATION (K-6)

COORDINATOR: DR. DONNA SIMMONS

The master's program in Elementary Education includes thirty semester hours in four components: professional, instructional, elective, and capstone. 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 have or be eligible for initial level licensure in Elementary Education.

PURPOSE

Graduates of the Master of Arts in Elementary Education program are encouraged to be self-reflective, life-long learners who design, implement, and evaluate elementary school curriculum and instruction; interpret and apply current research findings; and conduct relevant classroom research. The program culminates with a capstone experience requiring synthesis of a student's products of learning in conjunction with an innovative project designed collaboratively by the student and graduate committee.

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 and model teachers as leaders who are agents of change in the schools and the 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

A. Professional Component (12 semester hours)

EDUC 600	Philosophical Foundations of Education 3 hrs.
EDUC 620	Curriculum Development 3 hrs.
EDUC 624	Measurement and Assessment 3 hrs.
EDUC 626	Methods of Research 3 hrs.

B. Instructional Component (15 semester hours)

EDUC 613	Teaching Students with Special Needs 3 hrs.
EDUC 615	Strategies of Teaching 3 hrs.
EDUC 625	Diagnostic Procedures in the Teaching of Communication Skills 3 hrs.

EDUC 635	Literacy, Literature, and the Learner 3 hrs.
EDUC 685	Seminar in Elementary Education 3 hrs.

C. Electives (3 semester hours)

EDUC 555	Special Topics 3 hrs.
EDUC 605	Technology Applications in Classroom Instruction 3 hrs.
EDUC 670	Teacher as Self 3 hrs.

D. Capstone Experience (2 semester hours)

Synthesis of Strands of Elementary Education Master's Degree Program

1. Each course in the Elementary program includes assignments for the final product of learning which requires students to synthesize and reflect on practices that are developmentally responsive for elementary classrooms.

2. The product of learning must be comprehensive, must demonstrate evidence of applying theory to practice and must contain evidence of technological proficiency. The product of learning will incorporate elements from INTASC standards, the expectations of the NBEPS, the NC elementary graduate guidelines, and the NC advanced technology competencies, connecting to the Theorist and Practitioner conceptual framework of the Gardner-Walsh University teacher preparation program.

3. The final product of learning/ project will be presented to education faculty and graduate students. The candidate's faculty committee will determine whether worthiness to be awarded the Master's Degree in Elementary Education.

ENGLISH EDUCATION (9-12)

COORDINATOR: DR. GAYLE B. PRICE

The English Education program (9-12) is designed to include thirty semester hours in professional and content area studies. It leads to a recommendation for graduate level Teaching License for those who possess A level licensure in 9-12 English. Graduate students who do not have A level licensure may obtain the degree but not the graduate level license. However, it is strongly recommended that only individuals with either student or other teaching experience pursue this program.

Admissions standards are the same as those for entry into other graduate programs at Gardner-Walsh. 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 planned so that participants will be able to:

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.

COURSE REQUIREMENTS

A. Curriculum Development/Education Foundations (3 semester hours selected from courses below)

EDUC 600	Philosophical Foundations of Education 3 hrs.
EDUC 610	Curriculum Development 3 hrs.
PSYC 600	Advanced Educational Psychology 3 hrs.

B. Research (3 semester hours)

ENGL 680	The English Teacher as Researcher 3 hrs.
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C. Methodology in English Education (6 semester hours selected from courses below)

ENGL 681	Methods of Teaching English 3 hrs.
ENGL 683	The Teaching of Writing 3 hrs.
ENGL 685	The Reading/Writing Connection in Secondary English 3 hrs.

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

ENGL 935	Special Topics 3 hrs.
ENGL 611	Seminar in British Literature 3 hrs.
ENGL 613	British Literature: Selected Masterpieces 3 hrs.
ENGL 631	Seminar in American Literature 3 hrs.
ENGL 633	American Literature: Selected Masterpieces 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.

E. Capstone Experience and Products of Learning (2 semester hours credit)

Professional Reflections Portfolio

1. Each course in the Methodology in English Education and Content Area

Elective components includes assignments for the portfolio which ask students to reflect in writing on the course's connection with the threads of the conceptual framework of Gardner-Weitz's teacher-education program and with the application of the course's theory to their own teaching situations—or to develop teaching plans which involve aspects of the course's content that can be applied in their teaching situations, with the use of technology encouraged when appropriate.

2. At the end of the program's course work, students are given tasks which require them to reflect on and synthesize all they have learned and all they do in their own classrooms. Many of these tasks are modeled after tasks required in the National Board Certification process so that completion of the Professional Reflections Portfolio could aid significantly in application for National Board Certification.

3. 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.

MIDDLE GRADES EDUCATION (6-9)

The Master's Degree in Middle Grades Education includes thirty semester hours in five components: professional, instructional, content area, elective, and capstone. 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 state 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 gain expertise in math, social studies, communication skills, or science. Students will benefit from a synthesis of current research and classroom applications. This program culminates in a capstone experience requiring an integrative 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 a study of the theoretical base, research, and exemplary practices of middle grades education.
2. Provide preparation in young adolescent development within cultural and social contexts (family changes, health and safety, risk behaviors).
3. Develop an understanding of the history and philosophy of middle grades education and theories about its future development, including organizational components and assessment and evaluation in the middle school setting.
4. Develop an understanding of middle school curriculum and practices appropriate for young adolescent learners.
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 a culminating project synthesizing middle school theory, research, and practice.

COURSE REQUIREMENTS

A. Professional (9 semester hours)

- EDUC 614 Measurement and Assessment 3 hrs.
 EDUC 620 Methods of Research 3 hrs.
 EDUC 622 Middle Level History, Philosophy, and Future 3 hrs.

B. Instructional (9 semester hours)

- EDUC 613 Teaching Students with Special Needs 3 hrs.
 EDUC 615 Strategies of Teaching 3 hrs.
 EDUC 619 Teaching Content in the Age of Accountability 3 hrs.

C. Content (9 semester hours)

- EDUC 630 The True Middle School 3 hrs.
 EDUC 640 Teaching Reading and Writing across the Curriculum 3 hrs.
 EDUC 690 Seminar in Middle Grades Education 3 hrs.

D. Elective (3 semester hours)

- EDUC 670 Teacher as Self 3 hrs.
 EDUC 680 Young Adolescents in Contemporary Society 3 hrs.
 EDUC 690 Gender Differences and the Young Adolescent 3 hrs.
 EDUC 555 Special Topics 3 hrs.

E. Capstone (0 semester hours)

Synthesis of Sounds of Middle-Level Education
 Master's Degree Program

1. Each course in the Middle Grades program includes assignments related to the final product of learning which requires students to synthesize and reflect on practices that are developmentally responsive for middle level classrooms.

2. The product of learning must be comprehensive, must demonstrate evidence of applying theory to practice and must contain evidence of technological proficiency. The product of learning will incorporate elements from INTASC standards, the propositions of the NBPTS, the NC middle level graduate guidelines, and the NC advanced technology competencies, connecting to the Theorist and Practitioner conceptual framework of the Gardner-Whitcomb University teacher preparation program.

3. The final product of learning/project will be presented to education faculty and graduate students. The candidate's faculty committee will determine whether worthiness to be awarded the Master's Degree in Middle Grades Education.

SCHOOL ADMINISTRATION (K-12)

COORDINATOR: DR. BENJAMIN B. CARSON

The focus of the School Administration (K-12) program is to prepare experienced teachers to serve as educational leaders; it is designed to relate to the needs of education in both theory and practice. A minimum of three years of successful experience as a classroom teacher is recommended for entry into this program. Those with bachelor's degrees may enter the two-year program leading to a master of arts degree in school administration (K-12), which is a 33-semester-hour program including a 3-hour internship. In order to be licensed by the state, students must make a satisfactory score on the State Standards Board Examinations for school administrators.

PURPOSE

The purpose of the Master of Arts degree in School Administration (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 School Administration 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 inspect and implement educational research in the total school program.
5. Provide preparation for service as instructional and educational leaders.

COURSE REQUIREMENTS

A. The Learner Component (6 semester hours)

EDUC 620	Methods of Research 3 hrs.
EDUC 614	Measurement and Assessment 3 hrs.

B. Curriculum and Instruction Competent (6 semester hours)

EDUC 650	Curriculum Development 3 hrs.
EDUC 615	Strategies of Teaching 3 hrs.

C. Administration Specialization (21 semester hours)

SAEM 618	Educational Leadership 3 hrs.
SAEM 640	Introduction to Educational Administration 3 hrs.
SAEM 650	School Law 3 hrs.
SAEM 655	School Finance and Budgeting 3 hrs.
SAEM 660	The Principalsip 3 hrs.
SAEM 665	Supervision of Instruction 3 hrs.
SAEM 695	Internship and Seminar 3 hrs.

MASTER OF ARTS

SCHOOL COUNSELING (K-12)

COORDINATOR: DR. PATRICIA W. PARTIN

PURPOSE

Within a caring and challenging environment, the 48-semester-hour School Counseling program strives to facilitate the acquisition and application of knowledge and skills which will help prepare graduate students to make appropriate contributions within the school setting as school counselors who are both theorists and practitioners. To do this, the program emphasizes acquisition and application of knowledge and skills, critical thinking and decision making, knowledge of the learner, and the importance of the social context of both the student and the school, as well as the examination of personal values and experiences and their potential influence in a variety of counseling situations. We strive to develop counselors who have a strong theoretical base and who can apply this to field-based school counseling practices and internship settings.

GOALS

1. Graduate students will have counseling knowledge and skills with the ability to apply them to school situations in the following areas: human growth and development; social and cultural foundations; the helping relationship; groups; life and career development; assessment; research and evaluation; multicultural awareness; professional orientation; and counseling in the school setting.
2. Graduate students will develop skills appropriate to beginning counseling in each of the areas specified above as required by the North Carolina Department of Public Instruction, by state and national professional associations, and by credentialing bodies.
3. Graduate students will demonstrate the acquisition of this knowledge and skill as well as an understanding of ethical, legal, and professional practice issues in appropriate school-based practicum and internship experiences.

The school program stresses developmental, preventative, and remedial services to students, parents, and staff and places strong emphasis on the acquisition of knowledge and the development of skills and competencies needed to fulfill the diverse roles played by school counselors in a multicultural society. Successful graduates will be recommended by the Department of Education for graduate-level licensure in school counseling.

The school counseling program accepts applicants without teacher licensure. Opportunities will be provided to strengthen students' knowledge of the school setting throughout the program as well as during the practicum and internship experiences.

ADMISSION REQUIREMENTS

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 at least two program faculty members is an absolute requirement for admission to the program. During this interview the faculty members will assess the academic background, personal qualities, and goals of applicants. Applicants will be admitted who meet the personal and academic requirements of the program.

Admission requirements include an undergraduate grade point average of 2.7 or better, an acceptable Graduate Record Exam or Miller Analogies Test score, and three positive letters of recommendation. An undergraduate course in Abnormal Psychology/Psychopathology is required and may be taken concurrently with graduate courses but must be completed before taking PSYC 635, Advanced Psychopathology. A teaching experience in classroom management is required of applicants without teacher licensure and may be taken concurrently with graduate courses but must be completed before practicum and internship placement.

COURSE REQUIREMENTS

A. Professional Component

CEDU 600	Theories of Counseling: Hrs.
CEDU 618	Counseling Services: Hrs.
CEDU 620	Methods of Research for Counselors: Hrs.
CEDU 650	Legal and Ethical Issues in Counseling: Hrs.
CEDU 665	Multicultural Counseling: Hrs.
PSYC 635	Advanced Psychopathology: Hrs.
PSYC 640	Advanced Human Growth and Development: Hrs.

B. Skill Component

CEUJ 613	The Helping Relationship: Sys.
CEUJ 616	Individual and Group Testing Sys.
CEUJ 625	Group Counseling Sys.
CEUJ 640	Counseling Sys.
CEUJ 645	Life and Career Planning Sys.
PSYC 621	Crisis Intervention Counseling Sys.

C. Applied Component

CEUJ 675	Practicum in School Counseling Sys.
CEUJ 695	Internship in School Counseling Sys.
CEUJ 696	Internship in School Counseling Sys.

All courses in both the school and agency 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 be sure that they include courses required to become LPC-credentialed.

MASTER OF ARTS

AGENCY COUNSELING

COORDINATORS: DRS. FRIEDA F. BROWN
AND JACKSON P. RAINER

PURPOSE

Within a caring and challenging environment, the 48-semester-hour agency 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, the program emphasizes acquisition and application of knowledge and skills, critical thinking and decision-making, as well as examinations of personal values and experiences and their potential influence in a variety of counseling situations. We strive to develop counselors who have a strong theoretical base and who have experience applying this in field-based counseling practicum and internships.

GOALS

1. Graduate students will have counseling knowledge and skills with the ability to apply knowledge in the following areas: human growth and development; social and cultural foundations; the helping relationship; groups; diagnosis and treatment planning; multicultural awareness; assessment; research and evaluation; professional conduct; and counseling in a variety of professional agency settings.
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.

Agency counseling is a professional counseling specialty which involves the application of principles of psychotherapy, human development, learning theory, group dynamics and the assessment of mental illness and dysfunctional behavior. Agency 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 within the community.

CRITERIA FOR ADMISSION

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 agency counseling program.

1. Bachelor's degree from a regionally accredited institution of higher education with a minimum 2.7 grade point average.
2. A minimum of 18 hours of psychology or related areas to include introductory, abnormal/psychopathology, personality theory, developmental, learning theory, assessment, and research.
3. Satisfactory test scores on either the Graduate Record Examination or the Miller Analogies Test.
4. Three positive letters of reference.
5. A successful interview by a minimum of two faculty within the program.

The requirements for the role of an agency counselor are both personal and intellectual. For this reason a successful interview with at least two program faculty is an absolute requirement for admission to the program. During this interview the faculty members 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.

COURSE REQUIREMENTS

A. Professional Component

CEIU 610	Theories of Counseling 3 hrs.
CEIU 620	Methods of Research for Counselors 3 hrs.
CEIU 650	Legal and Ethical Issues in Counseling 3 hrs.
CEIU 665	Multicultural Counseling 3 hrs.
PSYC 631	The Mental Health Counselor as Professional, Practitioner, and Consultant 3 hrs.
PSYC 635	Advanced Psychopathology 3 hrs.
PSYC 640	Advanced Human Growth and Development 3 hrs.

B. Skill Component

CEIU 614	Individual Assessment 3 hrs.
CEIU 615	The Helping Relationship 3 hrs.
CEIU 625	Group Counseling 3 hrs.
PSYC 602	Psychodiagnostics and Treatment Planning 3 hrs.
PSYC 621	Crisis Intervention Counseling 3 hrs.
PSYC 645	Advanced Clinical Methods 3 hrs.

C. Applied Component

PSYC 675	Practicum in Agency Counseling 3 hrs.
PSYC 685	Internship in Agency Counseling 3 hrs.
PSYC 686	Internship in Agency Counseling 4 hrs.

All courses in both the school and agency 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 be sure that they include courses required to become LPC credentialed.

MASTER OF ARTS

ENGLISH

COORDINATOR: DR. DAVID PARKER

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.

Admissions standards are the same as those for entry into other graduate programs at Gardner-Whit. Students who do not meet these standards will be evaluated on an individual basis.

PURPOSE

The purpose of the program is to offer capable students an advanced program which will enhance their careers as college instructors or administrators and which will prepare them for doctoral level study. The program will prepare its students to be scholars who have not only mastered a basic body of knowledge in the field, but who have also developed the research skills to be self-educating learners, whether it is in the context of a doctoral program or as a teacher-practitioner.

GOALS

The Master of Arts program in English 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 current area.

COURSE REQUIREMENTS

ENGL 671	Literary Criticism Req.
27 additional hours selected from the following:	
ENGL 555	Special Topics Req.
ENGL 611	Seminar in British Literature Req.
ENGL 613	British Literature: Selected Masterpieces Req.
ENGL 631	Seminar in American Literature Req.
ENGL 633	American Literature: Selected Masterpieces Req.
ENGL 651	Literature: A World Perspective Req.
ENGL 673	Contemporary Trends in Literature Req.
ENGL 675	Young Adult Literature Req.
ENGL 689	The Teaching of Writing Req.
ENGL 690	Thesis Req.*

*Students selecting the thesis option must repeat the course for a total of 6 hours.

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 paper 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.

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 state licensure.

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 3 hrs
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	
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 595	Special Topics 3 hrs.

DESCRIPTION OF COURSES

COUNSELOR EDUCATION

610 THEORIES OF COUNSELING

3 semester hours

An introduction to the theoretical bases and approaches to counseling, including psychoanalytical, behavioral, humanistic, and cognitive theories and the process of counseling within these approaches.

614 INDIVIDUAL ASSESSMENT

3 semester hours

A course designed to train students to administer and interpret a variety of tests and assessment approaches appropriate for use by the agency counselor. Included will be intelligence tests, personality assessment, and career counseling.

615 THE HELPING RELATIONSHIP

3 semester hours

Analysis and development of the basic helping skills including counselor and client characteristics, listening skills, action skills, goal setting, evaluation of outcome, and application of techniques from the humanistic, behavioral, cognitive, family systems, and psychoanalytic systems of psychotherapy for youth and adults.

616 INDIVIDUAL AND GROUP TESTING

3 semester hours

This course is designed to train counselors to administer and interpret a variety of instruments used by school counselors. An understanding of and the ability to help educators interpret and apply individual and group intelligence, diagnostic, or interest testing results will be included as well as group testing procedures and the implications for instruction. The ethics and limitations of testing will be included.

618 COUNSELING SERVICES

3 semester hours

This course focuses on issues of accountability including the development, maintenance, evaluation, and improvement of counseling services as well as the interrelationship of the counseling program to the total school program. Working with staff, parents and community resources is also emphasized.

620 METHODS OF RESEARCH FOR COUNSELORS

3 semester hours

A study of research techniques and methodology with emphasis on qualitative, quantitative, and historical research methods. Evaluation of research studies, methods of evaluating individual and group counseling program effectiveness as well as the evaluation and application of scholarly research to counseling practice will be included.

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.

640 CONSULTATION

3 semester hours

The many roles of the counselor as consultant including models, skills, and processes as well as evaluation of techniques and communication skill development.

645 LIFE AND CAREER PLANNING

3 semester hours

Philosophy, theory, and research in career development and vocational choice processes. Emphasis is placed on the use of a variety of assessment instruments, computer programs, and print resources.

650 LEGAL AND ETHICAL ISSUES IN COUNSELING

3 semester hours

A study of selected basic legal principles necessary for good practice as well as current legal and ethical issues confronting counselors with an emphasis on issues in the contemporary practice of counseling.

665 MULTICULTURAL COUNSELING

3 semester hours

Theory and practice of counseling culturally diverse clients. Client populations include, among others, African Americans, Asian Americans, Native Americans, and Hispanics. Topics include cultural assumptions, cultural values, counselor credibility, and prejudices and racism in the context of counseling. Strongly recommended: CEDU 602, 603, or permission of professor.

675 PRACTICUM IN SCHOOL COUNSELING

3 semester hours

A supervised field experience providing interaction and experience working with individuals and groups who seek help from school counselors. This is a minimum 390-clock-hour experience supervised by both an on-site counselor and a university supervisor.

695/696 INTERNSHIP IN SCHOOL COUNSELING

36 semester hours

A planned, supervised 300/600-clock-hour counseling experience in a school setting, in which the student will perform all activities expected of a professional school counselor. The intern will be supervised by both an on-site counselor and a university supervisor.

EDUCATION

555 SPECIAL TOPICS

1 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.

600 PHILOSOPHICAL FOUNDATIONS OF EDUCATION

1 semester hours

A study of the philosophical, cultural, and historical foundations of education.

601 TECHNOLOGY APPLICATIONS IN CLASSROOM INSTRUCTION

1 semester hours

An exploration of the applications of technology as an instructional strategy through the use of the Internet and the identification, evaluation, and selection of appropriate software.

610 CURRICULUM DEVELOPMENT

1 semester hours

An examination and analysis of curriculum development and legal issues as they relate to design, implementation, and evaluation within the learning community.

613 TEACHING STUDENTS WITH SPECIAL NEEDS

1 semester hours

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 classroom are explored throughout the course.

614 MEASUREMENT AND ASSESSMENT

1 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.

615 STRATEGIES OF TEACHING

1 semester hours

An examination of the variety of strategies of instruction with a focus on curriculum/content area integration within the classroom.

619 TEACHING CONTENT IN THE AGE OF ACCOUNTABILITY

1 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.

620 METHODS OF RESEARCH

3 semester hours

A study of quantitative and qualitative methodologies and research techniques applicable to the classroom teacher or school administrator.

622 MIDDLE LEVEL HISTORY, PHILOSOPHY, AND FUTURE

3 semester hours

A study of middle school history, philosophy, and future endeavors.

625 DIAGNOSTIC PROCEDURES IN THE TEACHING OF COMMUNICATION SKILLS

3 semester hours

A study of the diagnostic-prescriptive approach to teaching communication skills including experience in using formal and informal modes of assessment.

630 THE TRUE MIDDLE SCHOOL

3 semester hours

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.

640 TEACHING WRITING AND READING ACROSS THE CURRICULUM

3 semester hours

An examination diagnosing, stimulating, assessing and evaluating reading skills, strengths, and weaknesses. Strategies for writing in all content areas will be emphasized.

650 GENDER DIFFERENCES AND THE YOUNG ADOLESCENT

3 semester hours

An examination of gender-based classes, gender bias and equity as they relate to middle-level classroom practices.

655 LITERACY, LITERATURE, AND THE LEARNER

3 semester hours

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.

660 YOUNG ADOLESCENTS IN CONTEMPORARY SOCIETY

3 semester hours

An emphasis on the physical, emotional, moral, social, and intellectual development of young adolescents; health, safety, drug and alcohol use, and sexuality as they relate to students' educational progress.

670 TEACHER AS SELF

3 semester hours

An examination of characteristics of interpersonal skills with a focus on self-reflection. Designed to help educators discover how their own beliefs, values, self-concepts, and self-efficacy affect their approaches to teaching.

685 SEMINAR IN ELEMENTARY EDUCATION

3 semester hours

An emphasis on developmentally appropriate elementary education practices grounded in the standards of the professional learned societies (e.g., NAETC, IRA), INTASC, NBPTS, and the North Carolina State Board of Education programmatic guidelines and standards.

690 SEMINAR IN MIDDLE GRADES

3 semester hours

Emphasis on developmentally responsive middle level education grounded in the standards of the professional learned societies, INTASC, NBPTS, and the North Carolina Board of Education programmatic guidelines and standards.

ENGLISH

555 SPECIAL TOPICS

1-2 semester hours

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

611 SEMINAR IN BRITISH LITERATURE

3 semester hours

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

613 BRITISH LITERATURE: SELECTED MASTERPIECES

3 semester hours

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

631 SEMINAR IN AMERICAN LITERATURE

3 semester hours

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

633 AMERICAN LITERATURE: SELECTED MASTERPIECES

3 semester hours

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

651 LITERATURE: A WORLD PERSPECTIVE

3 semester hours

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

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.

671 CONTEMPORARY TRENDS IN LITERATURE

3 semester hours

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

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.

680 ENGLISH TEACHER AS RESEARCHER

3 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 must register in the first semester of their graduate program, 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 over time period needed for a meaningful project, with grade of IN assigned until research is completed and a formal written report is submitted. Must be completed before end of student's program.

681 SEMINAR IN CURRENT ISSUES AND METHODS IN 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 dealing with end-of-course tests and incorporating technology into the English class. High level of student participation required. Prerequisite: undergraduate teaching methods course.

683 THE TEACHING OF WRITING

3 semester hours

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

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.

690 THESIS

3 semester hours

Development of a research and analytical thesis on a subject appropriate to the degree. This course must be taken twice to fulfill the thesis option for the degree.

PSYCHOLOGY

600 ADVANCED EDUCATIONAL PSYCHOLOGY

3 semester hours

Designed for teachers and administrators, this course is an in-depth analysis of psychological foundations of education with emphasis given to theory and practice relating to cognition, motivation, individual differences, evaluation, and conflict management.

602 PSYCHODIAGNOSTICS & TREATMENT PLANNING

3 semester hours

Practical course designed to train the student to competently diagnose all types of psychopathology 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, PSYC 435

621 CRISIS INTERVENTION COUNSELING

3 semester hours

Didactic and experiential training in crisis interventions counseling with attention to all major types of crises. Developmental, cultural, racial, and gender issues explored. Prerequisite: CEDU 615

631 THE MENTAL HEALTH COUNSELOR AS PROFESSIONAL PRACTITIONER, & CONSULTANT

3 semester hours

Examination of the diverse roles of the mental health counselor. Particular emphasis will be given to the role of internal and external consultant. Additional topics include counseling specific populations and counseling specialties.

635 ADVANCED PSYCHOPATHOLOGY

3 semester hours

Advanced study of the major diagnostic groups included in the DSM currently published by the American Psychiatric Association.

640 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.

645 ADVANCED CLINICAL METHODS

3 semester hours

A course designed to train the student in advanced clinical case techniques. Emphasis will be on family systems therapy and cognitive behavior therapy. Prerequisites: CEDU 640, 615, recommended: CEDU 650

675 PRACTICUM IN AGENCY COUNSELING

3 semester hours

A supervised field experience providing instruction and experience working with individuals and groups who seek help from agency counselors. This is a minimum 100-clock-hour experi-

ence supervised by both on-site counselor and a university supervisor.

605/606 INTERNSHIP IN AGENCY COUNSELING

36 semester hours

A planned, supervised 30000-clock-hour counseling experience in an agency setting, in which the student will perform all activities expected of a professional agency counselor. The interns will be supervised by both an on-site counselor and a university supervisor.

609 SPECIAL TOPICS

3 semester hours

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

SCHOOL ADMINISTRATION

618 EDUCATIONAL LEADERSHIP

3 semester hours

Introduction to a theoretical foundation of organizational behavior. Exposure to systems theory, motivation, leadership styles, organizations, change and conflict, and decision making.

640 INTRODUCTION TO EDUCATIONAL ADMINISTRATION

3 semester hours

An examination of the aspects of educational administration, with a look at the federal, state, and local role from the legal, financial, and controlling aspects.

650 SCHOOL LAW

3 semester hours

An examination of the legal aspects of school and school systems operations. Special emphasis given to case law, discipline, personnel, and policies and procedures.

655 SCHOOL FINANCE AND BUDGETING

3 semester hours

A study of the theory and operations of school financial systems. Special emphasis will be given to local, state, and national revenue sources, and the budgeting methods and process used at the central and school levels.

660 THE PRINCIPALSHIP

3 semester hours

An overview of the responsibilities associated with the position with emphasis on the conceptual, technical, and human aspects. Numerous practical activities.

665 SUPERVISION OF INSTRUCTION

3 semester hours

An examination of the role of the principal relative to the instructional program, staff development, and curriculum evaluation with emphasis upon a clinical and developmental approach to supervision.

695 INTERNSHIP AND SEMINAR

3 semester hours

A culmination of the study of the principalship. Involvement with a diverse set of activities

appropriate to individual goals under the direction of university and site-based personnel.

SPORT SCIENCE AND PEDAGOGY

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.

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.

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.

603 CONTEMPORARY CONCEPTS OF WELLNESS

3 semester hours

A study of the relationships among the components of wellness, as well as an examination of integrated approaches to effective instruction of lifetime physical fitness.

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.

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.

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.

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.

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.

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.

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.

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.

613 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.



THE GRADUATE SCHOOL OF BUSINESS

LOCATIONS

The MBA Program is offered on the main campus in Bowling Springs, North Carolina. The MBA Program is also offered in Greenville, Winston-Salem, Veldos, and Spartanburg.

THE MBA PROGRAM

Carolina-Welch 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.

Visitors to the University are welcome at all times; administrative offices are open Monday through Friday from 8:00 a.m. until 5 p.m. For more information, please call the MBA 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 readily be 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 objectives:

- Prepare individuals for careers in business administration with admitted training in specific areas built on a broad understanding of business and its environment, both domestic and global.

- Provide individuals with the opportunity of gaining professional knowledge to attain their personal and career goals.
- Integrate business experience with current theories of management and explore new business concepts in various fields of the real world.
- Provide practical techniques to analyze alternative solutions to business problems involving economic, social, legal, political, and ethical factors.
- Develop practical skills for meeting the challenges of changing technology and managerial innovations.

UNDERGRADUATE BUSINESS DEFICIENCIES

Students who have not previously studied business are strongly encouraged to apply. Most likely, however, they will have some undergraduate deficiencies. The following undergraduate studies or equivalents, completed with a "C" or better, are required for full admission into the MBA program.

■ Accounting	2 semesters
■ Economics (Micro and Macro)	2 semesters
■ Statistics	1 semester
■ Microcomputers	1 semester (or proficiency)

Persons who have not completed these requirements may be given applicant status and after satisfactorily completing business foundation deficiencies at Carleton-Wilb University or elsewhere may be granted full admission.

BUSINESS FOUNDATION COURSES

WHAT ARE BUSINESS FOUNDATION COURSES?

Business Foundation Courses are designed to meet the needs of Master of Business Administration (MBA) students who are deficient in one or more of the business courses required for admission into the program. They are integrative and taught as accelerated courses. These courses are usually offered on Saturdays and have also been offered on weekdays based on demand. When offered on Saturdays, classes meet from 8 a.m. to 1 p.m. for five Saturdays. Upon completion of any of these courses, a grade of "P" for PASS or "F" for FAIL is assigned to the student depending on his or her performance in the course. A student who receives a grade of "P" earns a three-hour credit.

WHY A FOUNDATION COURSE?

It provides a student the opportunity to enroll immediately into the program and helps the student to move from a provisional status to full admission status upon successful completion of the course(s). It also provides that student the benefit of receiving quality instruction before actually enrolling for the full course of study.

WHO NEEDS A FOUNDATION COURSE?

Any student who is deficient in the follow courses:

- Principles of Accounting I and II
- Financial Analysis
- Principles of Economics I and II
- Statistical Analysis
- Management Information Systems

The first two courses - Principles of Accounting I and II, and Financial Analysis are combined as Foundation I. The last three courses - Principles of Economics I and II, Statistics and Management Information System represent Foundation II.

HOW DO I REGISTER FOR THESE COURSES?

Call your adviser or the MBA office at (704) 406-4622.

THE FACULTY

Members of the Graduate Business Faculty hold doctorate 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. The commitment of personal attention and dedication to teaching distinguishes the MBA program 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. Students business organizations, on-campus seminars, and executive lectures help prepare students for successful business careers. The University's Boothill Academy is dedicated to spreading an appreciation of free enterprise and teaching entrepreneurship.

WORLD TRADE RESOURCE CENTER

(The Free Enterprise Center)

The Gardner-Webb University World Trade Resource Center was established on October 2, 1991 as a resource base for businesses already competing or about to enter the global market. It is a non-profit organization which encourages the development of new businesses and foreign trade between and among all nations. Also, it serves as a practical resource base for students majoring in international business. The center's trade networks and other resources help simplify the theories of this discipline by disseminating global information about economic activity in the foreign arena. The center is located in the School of Business.

MBA EXECUTIVE ASSOCIATION

The MBA Executive Association is an organization of current MBA 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 Gaudier-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 Gaudier-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 Gaudier-Webb. Services offered include guidance and counseling, placement services, and the delivery of textbooks from the Campus Shop to off-campus centers. Graduate students are invited to participate in campus life to the maximum extent of their desire and interest.

THE CURRICULUM

Today, managers need skills in analysis, problem solving, innovation, 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 18 semester credit hours of graduate level studies with 30 hours in the core and six hours of electives. Each course is three credit hours.

CORE CURRICULUM

These fundamental courses are designed to prepare students to be effective managers and are required of all MBA students:

- Managerial Accounting
- Managerial Economics
- Managerial Finance
- Marketing Management
- Organizational Behavior
- Quantitative Methods
- Production/Operations Management
- Business Law and Ethics
- International Business
- Strategic Management

GENERAL ELECTIVES

- Investment and Portfolio Management
- Entrepreneurial Management
- Managerial Communication

- Organization Power and Politics
- Labor Relations and Workforce Governance
- Labor in the Economy and Society
- Human Judgement and Decision Making
- Organizational Staffing

INTERNATIONAL BUSINESS EMPHASIS ELECTIVES

- International Finance
- International Marketing
- International Trade Law
- Seminar in International Trade

HUMAN RESOURCE MANAGEMENT EMPHASIS ELECTIVES

- Human Resource Management
- Leadership: Theory and Practice
- Organizational Staffing
- Motivation and Reward Systems
- Employment Law

HEALTH CARE MANAGEMENT EMPHASIS ELECTIVES

- Health Care Administration
- Health Care Organization
- Health Care Economics
- Health Care Law and Ethics
- Health Care Marketing

MANAGEMENT INFORMATION SYSTEMS

(MIS) EMPHASIS ELECTIVES

- Management Information Systems
- E-Commerce and Network Resource Planning
- Technical Trends in Management Information Systems

BANKING AND FINANCE EMPHASIS ELECTIVES

- Investment Portfolio Management
- International Finance
- Financial Institution Management

THE ADMISSIONS PROCESS

Admission to the University's MBA program is selective. An admission decision is based on a balanced appraisal of the applicant's total academic and professional record, including Graduate Management Admissions Test 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 Master of Business Administration (MBA) Program should request application materials from the MBA Office of

Admissions. 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 the MBA program, the applicant should:

1. Submit an application and a detailed resume of professional experience to the MBA Director of Admissions along with a \$25 non-refundable processing fee.
2. 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 to the MBA Director of Admissions.
3. Arrange for submission of scores on the Graduate Management Admissions Test (GMAT).
4. Have three evaluation and recommendations directly to the MBA Director of Admissions: (1) current or past professor, (2) current or past supervisor, (3) academic or business professional, or any combination thereof.
5. Participate in a Graduate Business Administration Faculty interview.

GMAT

Students are required to take the Graduate Management Admission Test (GMAT) prior to full admission to the program. A GMAT score can only be used for evaluation if the test has been taken within the last five years.

Students must request the Educational Testing Service to send GMAT scores directly to Gardner-Webb University. The University ETS Code is 5242.

Applications for taking the GMAT may be obtained from the MBA Director of Admissions at Gardner-Webb University. Students may register by phone to take the test by calling 1-800-GMAT-NCW. Specific testing locations and additional information may be found on the web site at <http://www.gmat.org>.

INTERNATIONAL STUDENTS

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

1. Transcripts must first be submitted to World Education Services (PO Box 745, Old Chelsea Station, New York, NY 10113-0745) for a course by course evaluation before being mailed to the MBA Director of Admissions.
2. TOEFL score of at least 500 must be submitted unless English is the native language.
3. A Gardner-Webb University form, Statement of Financial Responsibility, must be completed, signed, and accompanied by a letter from the student's or sponsor's bank showing monies to cover one year of graduate study.
4. Once the student's file is completed and an admissions decision has been made, the MBA Director of Admissions will send the student an I-20 Form, enabling the student to apply for a visa.

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 degree program is granted full admission. These requirements include the following:

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 bet-

1997.

Persons who have not completed requirement number 2 may be given applicant admission, and after satisfactorily completing the foundation studies at Gardner-Webb University or elsewhere will be granted full admission (see Undergraduate Foundation Studies, page 14).

3. Present a minimum cumulative undergraduate grade point average (GPA) of 2.5 on a 4.0 scale on all undergraduate coursework completed and a satisfactory Graduate Management Admission Test (GMAT) score.

4. Be recommended by three evaluators.

5. Participate in a Graduate Business Administration Faculty interview resulting in a positive evaluation.

PROVISIONAL ADMISSION

An applicant who does not meet the formal requirements or standards for full admission may be granted provisional admission. A student admitted with provisional status must meet any condition attached to his/her admission before being granted full admission. Deficiencies may include lack of undergraduate foundation studies, low test scores, or low undergraduate grade point average.

For students admitted provisionally due to undergraduate course prerequisite deficiencies, Gardner-Webb University generally offers undergraduate foundation courses in Accounting, Microeconomics, and Statistics at various times throughout the year. An individual having foundation deficiencies may not enroll in an MBA course until all deficiencies have been removed.

A student with low test scores or a low undergraduate grade point average may be asked to take two core courses over the next two semesters following application. The student's progress will be monitored and the student will be granted full admission status if the student receives an "A" or "B" in both courses. The student will be barred from continuation in the MBA program with a grade lower than a "B" in either of these courses. No student may be admitted to the MBA program who has a grade point average lower than a 2.25 on all college work attempted or the last sixty-four hours of undergraduate work attempted.

APPLICANT

An applicant to the MBA program may be granted permission to register for one semester of course work prior to the completion of the admissions procedure. Credit earned will be considered graduate level work but may not be counted toward the MBA degree at Gardner-Webb University until the student meets admissions criteria when all credentials are assessed. All supporting documentation must be submitted and assessed in order for the student to register for a second term of course work.

SPECIAL STUDENT

A student entering the MBA program to take courses for professional or career enhancement as a non-degree seeking student is granted special admission. A maximum of six semester hours of credit may be earned as a Special Student and applied toward the MBA degree 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 from the director or dean of the MBA program in which he or she is regularly enrolled indicating good standing.

TRANSFER OF COURSES FOR GRADUATE CREDIT

With the approval of the Director of the MBA program, a maximum of six semester hours may be accepted from a regionally accredited MBA program toward the fulfillment of requirements for the MBA degree at Gaudreau-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 Gaudreau-Webb University courses. Students currently enrolled in the MBA program at Gaudreau-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 Gaudreau-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 Gaudreau-Webb University once they enter the program. Permission is granted to take courses offered by other institutions when the appropriate course is not offered by Gaudreau-Webb University or when it is more convenient for the University to approve a course for transfer than to offer the course by special arrangements.

Serving undergraduate students at Gaudreau-Webb University may be permitted, under special circumstances, to register for graduate courses with the permission of the Director of the MBA Program. Graduate level courses may not be counted toward both the bachelor's and master's degree.

READMISSION OF FORMER STUDENTS

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

TIME LIMITS

Students have a time limit of six (6) calendar years to complete their degree from the beginning of the term in which they are initially accepted.

THE ACADEMIC PROGRAM

DEGREE REQUIREMENTS:

- Overall minimum grade point average of 3.0 in graduate studies.
- Satisfactory completion of the 30 core graduate 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 Commencement exercises.

It is the student's responsibility to be familiar with the preceding requirements for graduation.

PROGRAM OF STUDY

FOUNDATION COURSES

BAIM501	Foundation of Business I	0 sem. hrs.
BAIM502	Foundation of Business II	0 sem. hrs.

CORE CURRICULUM

The Core Curriculum, required of all MBA students, consists of the following ten MBA courses:

BAIM600	Managerial Accounting	3 sem. hrs.
BAIM602	Managerial Economics	3 sem. hrs.
BAIM603	Managerial Finance	3 sem. hrs.
BAIM625	Marketing Management	3 sem. hrs.
BAIM630	Organizational Behavior	3 sem. hrs.
BAIM631	Quantitative Methods	3 sem. hrs.
BAIM635	Production and Operations Management	3 sem. hrs.
BAIM640	Business Law and Ethics	3 sem. hrs.
BAIM650	International Business	3 sem. hrs.
BAIM690	Strategic Management (Capstone Course)	3 sem. hrs.

ELECTIVES

Two electives comprise the remainder of a student's program of study. A student may take the six hours of electives in International Business or Health Care Management or Human Resource Management for an emphasis in the respective areas. These courses vary, including courses such as the following:

BAIM605	Health Care Administration	3 sem. hrs.
BAIM606	Health Care Organization	3 sem. hrs.
BAIM607	Organization, Power and Politics	3 sem. hrs.
BAIM608	Leadership: Theory and Practice	3 sem. hrs.
BAIM609	Organizational Staffing	3 sem. hrs.
BAIM611	Health Care Economics	3 sem. hrs.
BAIM612	Motivation and Reward Systems	3 sem. hrs.
BAIM613	Labor Relations and Workforce Governance	3 sem. hrs.
BAIM614	Labor in the Economy and Society	3 sem. hrs.
BAIM615	Human Judgment and Decision Making	3 sem. hrs.
BAIM621	Investment and Portfolio Management	3 sem. hrs.
BAIM626	Health Care Marketing	3 sem. hrs.
BAIM632	Human Resource Management	3 sem. hrs.
BAIM633	Entrepreneurial Management	3 sem. hrs.
BAIM634	Management Information Systems	3 sem. hrs.
BAIM636	Managerial Communication	3 sem. hrs.
BAIM637	Technical Trends in Management Information Systems	3 sem. hrs.
BAIM638	E-Commerce and Networks	3 sem. hrs.
	Resource Planning	3 sem. hrs.
BAIM641	Health Care Law and Ethics	3 sem. hrs.
BAIM642	Employment Law	3 sem. hrs.

ELECTIVE 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 financing, institutions, and system organization will be examined.

BADM 607 ORGANIZATION POWER AND POLITICS

3 semester hours

The course 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 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

flow analysis.

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, works 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 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

This course is designed to introduce 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 optional Bank Game, and interactive computer-simulation program which allows students to learn experientially by managing a virtual bank.

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 631 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.

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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

Examination of the strategic applications of computer-based systems for management of the organization. Topics include general concepts of information systems, a review of decision analysis, and discussion of representations and the modeling process.

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 include networking, world-wide web, object-oriented analysis, visual programming. The emphasis is on understanding these technical topics and their managerial and organizational implications.

BADM 638 E-COMMERCE AND NETWORK RESOURCE PLANNING

3 semester hours

The technical and managerial aspects of industrial and enterprise networks will be examined. Topics such as supply chain management, enterprise integration, and ordered cycle time will be examined.

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 FLSA, CRA/Title VII, ADA, FMLA, NLRA, CSOIA, issues of discrimination, harassment, health and safety, labor relations, and due process will be addressed.

BADM 640 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.

BADM 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. Prerequisites: BADM 620, BADM 630 or permission of instructor.

BADM 652 INTERNATIONAL MARKETING

3 semester hours

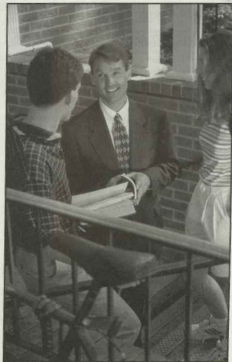
An advanced study of marketing functions in the global marketplace, including the techniques and strategies required when marketing in various cultural, economic, legal and political environments.

Prerequisites: BADM 625, BADM 650 or permission of instructor.

BADM 653 SEMINAR IN INTERNATIONAL TRADE

3 semester hours

Presentations and discussions concerned with current problems affecting international trade and the development of professionalism in the discipline. Prerequisites: BADM 650, BADM 651, BADM 652 or permission of instructor.



THE M. CHRISTOPHER WHITE SCHOOL OF DIVINITY

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. Dr. Robert L. Lamb was named the founding dean of the School of Divinity. On May 30, 1997, Dr. Robert Lamb retired as dean to return to the classroom, and Dr. R. Wayne Stacy was named the second dean of the School of Divinity. On October 23, 1998, the University's Board of Trustees renamed the School the M. Christopher White School of Divinity in honor of the University's president.

The School of Divinity, one of three schools offering graduate degrees within the academic program of Gardner-Webb University, has close ties to the Baptist State Convention of North Carolina and the Cooperative Baptist Fellowship.

SCHOOL OF DIVINITY PURPOSE

The School of Divinity is an academic unit of Gardner-Webb University is Baptist in origin and commitment, evangelical in outlook, and has as its purpose 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 basis; 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.

WORSHIP

Students, faculty, and staff work together to plan regular worship experiences for the School of Divinity community. Members of the larger University community are also invited to participate in these worship opportunities.

THE C.O. AND ELIZA GREENE LECTURESHIP

The C.O. and Eliza Greene Endowed Lectureship was established in 1991 in honor of the Reverend and Mrs. C.O. Greene of Lenoirville, North Carolina. The Reverend Greene served for approximately fourteen years as Director of Ministries 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, provided 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.

HOLYLAND STUDY

Believing that travel and study in the land of Israel 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.

THE SCHOOL OF DIVINITY SETTING

Students in the School of Divinity will find that the University setting affords them many advantages such as NCAA athletic events, concerts and dramatic productions. In addition, the University sponsors the Concert of Prayer and the Staley Lecture Series.

Recreational facilities including the 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.

ADMISSIONS

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. (See note to Provisional Admission pg. 82)

3. A stated and demonstrated commitment to ministry.

PROCEDURE FOR ADMISSION

1. Request application materials from the School of Divinity.

2. Submit a completed Application for Admission with a \$25 non-refundable application fee to the Director of Admissions, School of Divinity, Campus Box 1827, Gardner-Whit University, Boiling Springs, NC 28017.

3. Request that official transcripts of all previous baccalaureate and any graduate-level work be sent directly to the School of Divinity.

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 professor in the student's major area. The remaining two recommendations should reflect either personal or professional relationships.

3. Submit a completed Church Approval Form. The form must come from the church where the applicant is a member in good standing.
4. Submit a completed Transmission History Form.
5. Students for whom English is a second language must take the TOEFL examination. The minimum acceptable score is 190 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.

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 seven (7) members organized into five (5) sub-committees representing the four (4) M.Div. degree concentrations and the M.Div./M.R.A. program. Two members serve as the core of each sub-committee. The remaining members function according to their area of concentration.

Applicants for admission are evaluated on

- a. academic achievement,
- b. writing skills,
- c. promise for ministry, and
- d. vocational clarity and commitment.

INTERNATIONAL STUDENTS

International students holding baccalaureate degrees from regionally accredited colleges or universities within the United States will follow the procedure for admission found on page 80.

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 (WES, 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.

ADVANCED STANDING

Applicants holding a baccalaureate degree or the equivalent from a regionally accredited college or university may be granted up to fifteen hours of advanced standing credit toward their Master of Divinity degree.

Requirements for Advanced Standing

1. Advanced standing will be determined by a standardized examination in each course requested. Examinations are available in the following areas: Biblical Languages - Greek and Hebrew, Christian History, Old Testament, New Testament.
2. The applicant must make a written request to the Associate Dean for an advanced standing examination. The request and examination must precede the applicant's enrollment in subject areas where consideration for advanced standing is

requested.

3. A fee of \$150 per course must be paid in advance of taking *Advanced Standing* examinations.

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. programs of the School of Divinity at Gordon-Wells University. 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 have faculty approval.

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.

ACCEPTANCE OF ADMISSIONS

Upon notification of admission to the School of Divinity, applicants must confirm their intention to attend by means of a \$150 non-refundable deposit. Upon enrollment, the deposit will be credited to the applicant's account as partial payment.

TYPES OF ADMISSION

FULL ADMISSION

To be considered for **Full Admission**, an applicant must complete the requirements as outlined under "Procedure for Admission" found on page 80. 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;
 - in cases of academic deficiency (less than 2.5 GPA) when the applicant gives other indications of ability (see note);
 - 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; or
 - when an application is deemed marginal based on the criteria for admission listed on page 81.

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, (2) maintain the student in provisional status for one additional semester, or (3) terminate student status.

Note: Applicants whose undergraduate cumulative GPA is less than 2.5, may be asked to take either the Graduate Record Examinations or the Miller Analogies Test to determine their readiness for graduate study. Students may be required to do remedial work in areas where they are deemed deficient.

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 must:

1. complete an application form and submit it with the application fee;
2. submit an official transcript of the last degree earned;
3. submit an Immunization History form if taking 4 or more hours.

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 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.

Students enrolled in the undergraduate program or another graduate program of Gordon-Welch University 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 and the Associate Deans 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.

AUDITORS

Individuals who wish to audit classes in the School of Divinity must:

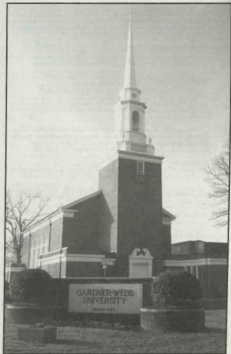
1. contact the Director of Admissions;
2. complete the Application for Admission to Audit;
3. pay a fee of \$100 per course; and
4. meet requirements for auditors established by the professor of the course.

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 withdrew during a semester for any reason must submit an application for readmission. No application fee is required.

Those seeking readmission after having not attended for as long as one calendar



PROGRAM OF STUDY

PROGRAM OBJECTIVES

The program objectives for the Master of Divinity degree are to help students:

- understand their own gifts, talents, and abilities, and how these relate to an area of ministry;
- grasp the various aspects of ministry and how these relate to the needs of church and society;
- understand the Christian's heritage and mission in the world;
- be committed to personal growth and development;
- understand and gain experience in counseling and pastoral care skills;
- understand and develop expertise in leadership skills, organizational principles, and conflict management;
- understand and become proficient in interpretation and exposition of both the Old and New Testaments and skilled in communicating these ideas to others;
- understand the basic principles of teaching, preaching, and evangelism, and become proficient in utilizing these skills of communications with others;
- develop a lifestyle of healthy ministry and continuing educational preparation for effective Christian ministry; and
- evaluate and improve interpersonal skills.

MASTER OF DIVINITY

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. It is designed to provide the student with a comprehensive, in-depth knowledge of the body of divinity and to help the student develop the skills necessary for effective ministry. The M.Div. with languages is the foundation for earning the Ph.D., typically required for service in academia. The M.Div. may also be followed with a Doctor of Ministry degree (D.Min.), an advanced professional degree designed for the person in local church or denominational ministry.

Pedicated on the assumption that ministers in the church should share a common theological substratum irrespective of their particular calling, the School of Divinity offers the Master of Divinity degree (M.Div.) in four concentrations, each sharing a common 62-hour core comprised of biblical studies, historical/theological studies, spiritual formation, and ministry studies. Beyond the core, students can choose, by means of a 29-hour concentration, to earn the M.Div. degree with a concentration in Pastoral Studies, Christian Education, Church Music, or Pastoral Care and Counseling.

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 it. Every student is required to have a ministry placement concurrent with much of their theological studies. "Real world" ministry situations, defined by the students themselves, serve as catalysts for theological reflection in a series of 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 students to synthesize and integrate the theological content of the various disciplines of the body of divinity. To that end, many of the courses in the so-called classical disciplines of the body of divinity have been integrated in the curriculum in order to assist the students in seeing the inter-

connectedness among them. For example, biblical hermeneutics is taught as a part of Old and New Testament. Preaching is taught as a part of Worship. Spiritual Formation is addressed in several courses in the core curriculum rather than in one course titled "Spiritual Formation." That is to say, theological reflection and ministry formation are taught "horizontally" throughout the curriculum rather than "vertically" in individual, isolated, and largely unrelated courses of study.

Moreover, spiritual formation is a process. Institutions can, at best, measure movement toward maturity in that process. Spiritual formation involves healthy relationships toward self, others, the material world, and God. Evidence of movement toward maturity in spiritual formation is gathered into a student portfolio that includes such vehicles as the Profiles of Ministry instrument (Stage I and Stage II), pre- and post-tests, and/or assignments in the following subjects:

- Old Testament
- New Testament
- Christian Theology
- Ethics
- Introduction to Theological Education for Ministry
- Spiritual Formation: The Inward Journey
- Spiritual Formation: The Outward Journey
- Theological Integration Seminar
- Introduction to Worship in the Church

In consultation with the faculty mentor the student selects three to five examples of higher best work for inclusion in the portfolio. Anecdotal items such as journal entries or faculty comments may also be included in the portfolio. 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.

Beyond the 62-hour core, students may choose one of four concentrations each requiring a further 29 hours: Pastoral Studies, Christian Education, Church Music, or Pastoral Care and Counseling; or in place of a concentration the student may pursue the M.Div./M.R.A. programs. The common core of divinity means that every student, irrespective of higher ultimate vocational ministry, will share the same biblical/theological substructure for ministry, thus making "shared ministry" and "pastoral teamwork" 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.

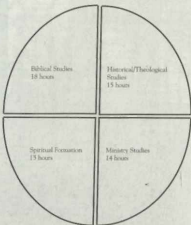
GLOBAL MISSIONS RESOURCE CENTER

The Global Missions Resource Center stands ready to assist students and local churches in the areas of mission education and mission opportunities. The Resource Center works in conjunction with the M. Christopher White School of Divinity to encourage a sense of Global Awareness as students begin to serve as Christ's ambassadors locally and abroad. For more information, contact Don Berry at 406-5840 or 114 Lindsay Hall.



DEGREE REQUIREMENTS FOR THE MASTER OF DIVINITY

CORE CURRICULUM



Total Hours in Core: 62

**Bible Studies 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 15 hours

Christian History I and II	6 hrs.
Christian Theology I and II	6 hrs.
Christian Ethics	3 hrs.

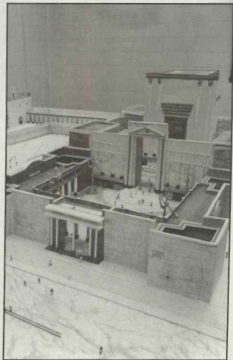
**Spiritual Formation 15 hours**

Introduction to Theological Education for Ministry	3 hrs.
Spiritual Formation: The Inward Journey	3 hrs.
Spiritual Formation: The Outward Journey	3 hrs.
Theological Integration Sem. I and II	6 hrs.
Chapel	
Faculty Mentoring/Student Portfolio	

**Ministry 14 hours**

Worship: Preaching, Liturgy, Music	5 hrs.
Administration and Leadership in the Church	3 hrs.
Pastoral Care & Counseling	3 hrs.
Ministry & Evangelism in Global Perspective	3 hrs.

**Total Hours in Core: 62 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, missionary, 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	4 hrs.
The Life and Work of the Minister	1 hr.
General Electives	1 hr.
TOTAL in the concentration	29 hrs.
TOTAL for the M.Div. Degree	91 hrs.

CHRISTIAN EDUCATION

The Christian Education concentration offers specialized training for those entering the field. Through this study, one acquires an overview of age-group work, such as designing a church's curriculum, and principles in organizing a church for mission and ministry. The practicum places the student with a significant mentor who is effectively doing ministry in the student's chosen field.

The Teaching Ministry of the Church	1 hr.
The Changing Family in the Changing Church	2 hrs.
The Church Organizing for Mission and Ministry	1 hr.
Ministry to the Young Child	2 hrs.
Ministry to the Older Child	2 hrs.
Ministry with Youth	2 hrs.
Ministry with Adults	2 hrs.
Enabling and Supervising Volunteers for the Church	2 hrs.
Communicating Inside and Outside the Church	2 hrs.
Designing a Church Curriculum	3 hrs.
Christian Education Specialization Practicum	6 hrs.
TOTAL in the concentration	29 hrs.
TOTAL for the M.Div. in Christian Education Degree	91 hrs.

CHURCH MUSIC

The Church Music concentration is designed to prepare persons for the practice of ministry through music. Students in this concentration will clarify a personal philosophy for ministry through music, acquire both cognitive knowledge and technical skills related to ministry through music, and demonstrate proficiency in a solo performance area.

It is recommended that students seeking to enroll in this concentration have a Bachelor of Music degree (B.M.), or its equivalent, from an institution accredited by the National Association of Schools of Music (N.A.S.M.). Students lacking the undergraduate preparation may be admitted provisionally, pending completion of an appropriate course of study equivalent to a bachelor's degree in music. The specific course of study for students in this situation will be stipulated by the School of Divinity faculty at the time of admission.

It is assumed that persons enrolling in this concentration have mastered the basic material contained in a typical undergraduate music curriculum. Therefore, applicants for the Church Music concentration must present an acceptable solo performance audition and successfully complete examinations in music theory and music history before full admission to the degree program will be granted. Current information about the solo performance audition and examinations may be obtained by contacting the School of Divinity.

Applied Music (three semesters of study at 2 hours per semester)	6 hrs.
An Introduction to Ministry Through Music	2 hrs.
Introduction to Hymnology	1 hrs.
Conducting	1 hrs.
Choral Techniques	1 hrs.
Pedagogy (related to the area of applied study)	2 hrs.
Music Ministry with Children	1 hrs.
Music Ministry with Youth and Adults	1 hrs.
Church Music Literature	1 hrs.
Ensembles (two semesters at 1 hour per semester)	2 hrs.
Residual Attendance	
TOTAL in the concentration	29 hrs.
TOTAL in the M.Div. in Church Music Degree	91 hrs.

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 of Families	1 hrs.
Crisis Intervention in Pastoral Care	1 hrs.
Grief, Loss, Death, and Dying	1 hrs.
Pastoral Theology	1 hrs.
Pastoral Care Exercises	11 hrs.
TOTAL in the concentration	29 hrs.
TOTAL in the M.Div. in Pastoral Care and Counseling Degree	91 hrs.

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, (3) the bi-vocational minister.

Foundational courses in accounting, microeconomics, statistics, finance, and micro-computers are pre-requisite to the program. Students lacking academic preparation in these areas may take accelerated non-credit courses (Foundation of Business I and Foundation of Business II) at the University to satisfy these requirements (see the M.B.A. section of this catalog for course descriptions).

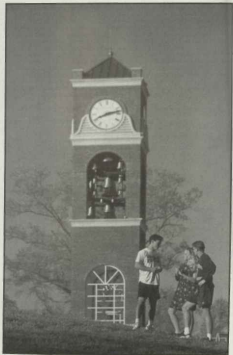
M.Div. Electives	11 hrs.
Managerial Accounting	3 hrs.
Managerial Economics	3 hrs.
Managerial Finance	3 hrs.
Marketing Management	3 hrs.
Organizational Behavior	3 hrs.
Quantitative Methods	3 hrs.
Production and Operations Management	3 hrs.
Business Law & Ethics	3 hrs.
International Business	3 hrs.
Strategic Management	3 hrs.
Restricted M.B.A. Electives	6 hrs.
TOTAL in the M.Div./M.B.A. Degree	109 hrs.

GRADUATION REQUIREMENTS FOR THE MASTER OF DIVINITY

To qualify for a Master of Divinity degree, students must meet the above requirements and have a grade point average of 2.50 or better on a 4.00 scale.

TIME LIMITS

The maximum time for completion of the Master of Divinity is three years. The maximum time allowed for completion is six years from the date of first enrollment. Beyond the six-year limit, students may petition the faculty for an extension of time.



COURSE DESCRIPTIONS

BIBLICAL STUDIES

BIBLICAL BACKGROUND

DSBT400 STUDY TOUR OF ISRAEL AND THE MIDDLE EAST

3 summer hours

A guided study tour of Israel and the Middle East with emphasis upon the historical, geographical, archaeological, and biblical orientation of each site.

OLD TESTAMENT STUDIES AND HEBREW

DSHB100 INTRODUCTION TO BIBLICAL HEBREW

3 semester hours

An introduction to the grammar and syntax of biblical Hebrew.

DSHB101 HEBREW SYNTAX AND EXEGESIS

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

2-3 semester hours

An exegetical study of Genesis. Prerequisite: DSHB101 (Hebrew Syntax and Exegesis) or its equivalent.

Key to Subject Designations for Courses

DSCM	Church Music
DSRE	Christian Education
DSBT	Christian Ethics
DGCK	Greek
DGHB	Hebrew
DSHS	Christian History
DSLCT*	Languages
DSMN	Christian Ministry
DSMR	Missions, Evangelism and World Religions
DSNT	New Testament
DSOT	Old Testament
DSPC	Pastoral Care and Counseling
DSRF	Spiritual Formation
DSRH	Christian Theology
DSTT	Biblical Backgrounds

D5HB201 HEBREW EXEGESIS: JONAH

2-3 semester hours

An exegetical study of Jonah. Prerequisite: D5HB101 (Hebrew Syntax and Exegesis) or its equivalent.

D5HB202 HEBREW EXEGESIS: RUTH

2-3 semester hours

An exegetical study of Ruth. Prerequisite: D5HB101 (Hebrew Syntax and Exegesis) or its equivalent.

D5HB203 HEBREW EXEGESIS: AMOS

2-3 semester hours

An exegetical study of Amos. Prerequisite: D5HB101 (Hebrew Syntax and Exegesis) or its equivalent.

D5HB204 HEBREW EXEGESIS: 1 SAMUEL

2-3 semester hours

An exegetical study of 1 Samuel. Prerequisite: D5HB101 (Hebrew Syntax and Exegesis) or its equivalent.

D5HB205 HEBREW EXEGESIS: EXODUS

2-3 semester hours

An exegetical study of Exodus. Prerequisite: D5HB101 (Hebrew Syntax and Exegesis) or its equivalent.

D8OT100 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.

D8OT101 INTRODUCTION TO THE OLD TESTAMENT II

3 semester hours

An introductory survey of the prophetic writings in the Old Testament with attention to background, history, contents, and major themes.

D8OT200 GENESIS

2 semester hours

A study of the English text of Genesis, with attention given to its composition, historical background, theological context, and hermeneutical application.

D8OT201 EXODUS

2 semester hours

A study of the English text of Exodus, with attention to composition, historical background, theological context, and hermeneutical application.

D8OT202 JUDGES

2 semester hours

A study of the English text of Judges, with special attention to historical background, theological context, and hermeneutical application.

DSOT203 THE DEUTERONOMISTIC HISTORY

2 semester hours

A study of the English texts of 1 Samuel - 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 ISAAH

2 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

2 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

2 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.

DSOT301 ESTHER AND RUTH

2 semester hours

A study of the English texts of Esther and Ruth. Special attention will be devoted to the perspective these texts offer on the role of women in the Old Testament world. Theological and hermeneutical issues will be examined.

DSOT308 AMOS AND HOSEA

2 semester hours

A study of the English texts of Amos and Hosea, with attention to composition, historical background, theological content, and hermeneutical application.

DSOT401 SELECTED TOPICS IN OLD TESTAMENT

2-3 semester hours

DSOT402 HEBREW MESSIANIC THOUGHT

2 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 the 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.

NEW TESTAMENT STUDIES AND GREEK

D8GK100 GREEK I

3 semester hours

A study of the basic elements of Koine Greek for beginners with special attention to vocabulary building and reading the Greek text.

D8GK101 GREEK II

3 semester hours

A continuation and expansion of Greek I utilizing 1 John for reading and exegesis.

D8GK200 MARK

2 semester hours

An exegetical and theological study of the Epistle in Greek. Prerequisite: Greek I and II or equivalent.

D8GK201 ROMANS

2 semester hours

An exegetical and theological study of the Epistle in Greek. Prerequisite: Greek I and II or equivalent.

D8GK202 GALATIANS

2 semester hours

An exegetical and theological study of the Epistle in Greek. Prerequisite: Greek I and II or equivalent.

D8GK203 EPHESIANS

2 semester hours

An exegetical and theological study of the Epistle in Greek. Prerequisite: Greek I and II or equivalent.

D8GK204 LUKE

2 semester hours

An exegetical and theological study of the Gospel of Luke in Greek. Prerequisite: Greek I and II or equivalent.

D8GK205 COLOSSIANS

2 semester hours

An exegetical and theological study of the Epistle in Greek. Prerequisite: Greek I and II or equivalent.

D8NT100 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.

D8NT101 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

2 semester hours

An exegetical and theological study of the Gospel of Matthew.

DSNT202 MARK

2 semester hours

An exegetical and theological study of the Gospel of Mark.

DSNT209 GALATIANS

2 semester hours

An exegetical and theological study of Galatians.

DSNT210 EPHESIANS

2 semester hours

An exegetical and theological study of Ephesians.

DSNT306 ROMANS

2 semester hours

An exegetical and theological study of Romans.

DSNT120 JAMES

2 semester hours

An exegetical and theological study of James.

DSNT310 REVELATION

2 semester hours

A study of the Apocalypse in its historical setting with particular attention to the Christology of the book.

DSNT401 SELECTED TOPICS IN NEW TESTAMENT

1-3 semester hours

DSNT404 THE THEOLOGY OF MARK

2 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

2 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

2 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

2 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

2 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

2 semester hours

A study of the various theological emphases of those New Testament writings that reflect early Jewish Christianity: the Gospel of Matthew, the Epistle of James and the "Epistle" to the Hebrews. 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

2 semester hours

This course addresses the ethical and moral challenges that Christian ministers face.

DSET305 MORAL ISSUES IN THE EPISTLE OF JAMES

2 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

2-3 semester hours

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.

D8H5101 INTRODUCTION TO CHRISTIAN HISTORY II

1 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.

D8H5310 THE CHANGING FACE OF BAPTISTS

2 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 1978 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.

D8H5401 SELECTED TOPICS IN CHURCH HISTORY

2-3 semester hours

CHRISTIAN THEOLOGY

D8TH200 INTRODUCTION TO CHRISTIAN THEOLOGY I

3 semester hours

In this course students will be introduced to 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.

D8TH201 INTRODUCTION TO CHRISTIAN THEOLOGY II

3 semester hours

This course is a continuation of Introduction to Christian Theology I.

D8TH300 WOMEN IN MINISTRY

2 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.

D8TH301 THE CROSS

2 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.

D8TH401 SELECTED TOPICS IN CHRISTIAN THEOLOGY

2-3 semester hours

SPIRITUAL FORMATION

D88F100 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 research, including use of the library.

D88F101 SPIRITUAL FORMATION: THE INWARD JOURNEY

3 semester hours

A study of Christian spirituality as self-awareness.

D88F103 SPIRITUAL FORMATION: THE OUTWARD JOURNEY

3 semester hours

A study of Christian spirituality as the practice of the spiritual disciplines.

D88FA00 THEOLOGICAL INTEGRATION SEMINAR I

3 semester hours

An integrative seminar led by a team of faculty representing various disciplines. 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 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 Inward Journey, and Spiritual Formation: The Outward Journey.

D88F301 THEOLOGICAL INTEGRATION SEMINAR II

3 semester hours

A continuation of Theological Integration Seminar I. At the conclusion of this seminar the student will complete an assessment conference with the faculty mentor which will include an evaluation of the student portfolio and reflection upon progress relative to the strengths and weaknesses identified in Theological Integration Seminar I. Prerequisite: Successful completion of Theological Integration Seminar I.

MINISTRY STUDIES

CHRISTIAN EDUCATION

D8ED105 THE TEACHING MINISTRY OF THE CHURCH

3 semester hours

An exploration of the dynamics of teaching in communities of faith. The course will explore various components: conceptualizing teaching; exploring the literature and research on teaching practice; teaching strategies in poor settings; and analyzing one's own experience of teaching and being taught.

DSED110 THE CHURCH ORGANIZING FOR MISSION AND MINISTRY

1 semester hours

This course will focus on an analysis of the faith community and how to plan to address the needs discovered through the analysis. Different models of organizational life will be probed with a criteria to evaluate the effectiveness of each. Leadership requirements and training needs will be assessed. Space utilization and stewardship base will be examined.

DSED115 ADMINISTRATION AND LEADERSHIP IN THE CHURCH

1 semester hours

An examination of church policy with particular attention given to the free-church tradition. Other components of the course will include the recruitment 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.

DSED200 MINISTRY WITH YOUTH

1 semester hours

This course explores the adolescent years, youth cultures in this country, and the church's ministry with youth. It will examine basic resources related to ministry with youth, establish disciplined ways of thinking, develop skills needed for effective practice, and outline a personal vision for ministry with youth.

DSED206 MINISTRY TO THE YOUNG CHILD

1 semester hours

The course will focus on the developmental stages of the preschool child and parent education issues related to this age child. Faith community ministries such as a preschool program and day care will be probed. Attention will be given to accreditation issues for the "through-the-week" school. Foundations for a nurturing faith for the young child will be addressed.

DSED207 MINISTRY TO THE OLDER CHILD

1 semester hours

This course will focus on the developmental stages of the elementary age child (grades one through six) with special attention given to higher cognitive and affective development in relationship to the Christian community. Programs and curricular needs will be addressed.

DSED210 MINISTRY WITH ADULTS

1 semester hours

This course will survey the developmental stages of adulthood and the tasks and tasks for faith development, spiritual formation, and Christian maturation. Implications of the various age perspectives within a congregation will be explored and avenues of implementation through the local church will be examined.

DSED215 THE CHANGING FAMILY IN THE CHANGING CHURCH

1 semester hours

A careful look at the changing family structures in society along with the changing church paradigms. The course will focus on the educational ministry of the church with adults and families and will provide guidance and resources toward the development of comprehensive programming. Parent education and inter-generational teaching will be explored as an option. Attention will be given to family life cycles.

DSED300 DESIGNING A CHURCH CURRICULUM

3 semester hours

The source of the church's curriculum impacts the entire life of the church—public and private worship, pastoral care, service, prophetic action, Bible study, music, theologizing, teaching, history, and story-telling. Responsibility for church curriculum rests with ministers and lay leaders. Students will explore the educational significance of the ways of pastoral life in local church settings and be involved in designing curriculum appropriate to those settings. This course will consider the key question, *What does one need to know, experience, do, or study in order to accomplish the church's mission at this unique place and time.*

DSED310 ENABLING AND SUPERVISING VOLUNTEERS FOR THE CHURCH

2 semester hours

This course will help leaders, lay and clergy, deepen their understanding and skills in working with and enabling church members to volunteer for the variety of tasks and ministries a congregation faces. Attention will be given to vocations/gifts and the biblical and theological bases for volunteer ministry, motivation for volunteering and continuing to do so, writing descriptions of volunteer positions, recruiting people, and identifying one's leadership style and ways to enable others.

DSED315 COMMUNICATING INSIDE AND OUTSIDE THE CHURCH

2 semester hours

This course will deal with the broad area of communicating to the church and to the community about the church. The course will deal with such practical subjects as how to design, edit and publish a church paper, designing publicity media about the church, the art of letter writing and communicating verbally via television and radio, and designing a web page for the Internet.

DSED400 CHRISTIAN EDUCATION SPECIALIZATION PRACTICUM

5 semester hours

Each person pursuing a Master of Divinity degree in Christian Education will 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 Administration, or Director of Weekly Early Childhood Education.

DSED401 SELECTED TOPICS IN CHRISTIAN EDUCATION

2-3 semester hours

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.

D5MN200 INTRODUCTION TO WORSHIP IN THE CHURCH: MUSIC, PREACHING, AND LITURGY

3 semester hours

This course, led by a teaching team, will provide a study of the history, nature, and practice of worship, including the role of preaching, prayer, church music, confessions, giving, rituals of faith, and scripture. A lab will be required in which the student will gain practical experience in preaching, celebration of the ordinances, and other rituals of faith.

D5MN401 SELECTED TOPICS IN CHRISTIAN MINISTRY

2-3 semester hours

CHURCH MUSIC

DSCM100 AN INTRODUCTION TO MINISTRY THROUGH MUSIC

3 semester hours

In this course students will become acquainted with the views and writings of leading thinkers and practitioners in the field of music ministry. Students will develop and articulate their own concepts of ministry through music. Also included will be an examination of the various facets of administering a comprehensive ministry through music and tools and resources beneficial to the church musician.

DSCM195 ENSEMBLE

1 semester hour

A mixed chorus that provides regular worship leadership in chapel and occasional programs of primarily church music.

DSCM200 CONDUCTING

2 semester hours

The study and practice of basic conducting techniques.

DSCM201 CHORAL TECHNIQUES

3 semester hours

The study and practice of choral conducting with attention given to rehearsal techniques, choral tone, and diction.

DSCM215 VOCAL PEDAGOGY

2 semester hours

DSCM300 INTRODUCTION TO HYMNOLOGY

3 semester hours

A study of hymns and their use in worship. This study will focus on the biblical, theological, historical, literary, and musical aspects of congregational song.

DSCM405 MUSIC MINISTRY WITH CHILDREN

3 semester hours

A study of the philosophy and organization of musical opportunities for children (age 3 through grade 6) in the church with attention given to methodologies, materials, and recruitment and training of lay leaders.

D8CM310 MUSIC MINISTRY WITH YOUTH AND ADULTS

3 semester hours

A study of the philosophy and organization of musical experiences for youth (grades 7 through 12) and adults. Attention will be given to methodologies and resources.

D8CM320 CHURCH MUSIC LITERATURE

3 semester hours

A survey of literature appropriate for use in the church for voices (solo and choral) and instruments (orchestral, piano, organ, and handbells).

D8CM401 SELECTED TOPICS IN CHURCH MUSIC

2-3 semester hours

Applied Music Instruction

Applied music instruction is available in the School of Divinity in the areas of piano, voice, organ, and orchestral instruments. Course numbers for applied study are based on the following formula:

The first digit denotes the type of study:

0=non-credit

1=study for elective credit

2=first semester of study for graduate credit

3=second semester of study for graduate credit

4=third semester of study for graduate credit

Study beyond the 400 level will continue to use the 400-level designation.

The second digit signifies the medium of performance:

0=piano

1=voice

2=organ

3=orchestral instrument

The third digit indicates the length of lesson per week:

1=1/2 hour lesson

2=1 hour lesson

MISSIONS, EVANGELIZATION AND WORLD RELIGIONS

DSMS310 MISSIONS AND EVANGELIZATION IN GLOBAL PERSPECTIVE

3 semester hours

An historical survey of how Christians have spread their faith, coupled with an analysis of the challenge to evangelize in a postmodern context.

DSMS401 SELECTED TOPICS IN MISSIONS

2-3 semester hours

PASTORAL CARE AND COUNSELING

DSPC100 INTRODUCTION TO PASTORAL CARE AND COUNSELING

3 semester hours

An exploration and supervised experience in the field of pastoral care and counseling in ministry. Normally, DSPC100 will be prerequisite for all subsequent Pastoral Care and Counseling courses.

DSPC105 MINISTERING TO THE CHEMICALLY DEPENDENT AND THEIR FAMILIES I

2 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.

DSPC106 MINISTERING TO THE CHEMICALLY DEPENDENT AND THEIR FAMILIES II

2 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 experience leading to an intermediate level of competency in working with the chemically dependent and their families. Prerequisite: Ministering to the Chemically Dependent and Their Families I (DSPC 105).

DSPC110 PASTORAL THEOLOGY

3 semester hours

DSPC115 PASTORAL CARE OF FAMILIES

3 semester hours

DSPC120 CRISIS INTERVENTION IN PASTORAL CARE

3 semester hours

DSPC125 GRIEF, LOSS, DEATH, AND DYING

3 semester hours

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.

DSPC205 PASTORAL CARE IN HEALTH CARE SETTINGS

3 semester hours

DSPC210 CHAPLAINCY MINISTRY

3 semester hours

DSPC215 COUNSELING AND CHRISTIAN MINISTRY

3 semester hours

DSPC220 TRAINING LAY COUNSELORS IN THE CHURCH

3 semester hours

DSPC225 MARRIAGE ENRICHMENT FOR PERSONS IN MINISTRY

2 semester hours

DSPC230 PASTORAL CARE OF THE DYING

2 semester hours

DSPC240 ETHICS AND COUNSELING

3 semester hours

DSPC250 PSYCHOLOGY OF RELIGION

3 semester hours

DSPC255 HUMAN BEHAVIOR AND PATHOLOGY/ADDICTION

3 semester hours

**DSPC260 PSYCHOLOGICAL TESTING/MEASUREMENT, APPRAISAL
AND ASSESSMENT**

3 semester hours

DSPC400 PASTORAL COUNSELING PRACTICUM

3 semester hours

**DSPC401 SELECTED TOPICS IN PASTORAL CARE AND
COUNSELING**

2-3 semester hours

DSPC405 HEALTH AND SALVATION

2 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.

DSPC410 PASTORAL CARE WITH OLDER ADULTS

2 semester hours

A survey of basic concepts of gerontology, with emphasis on theological perspectives on aging. The developmental tasks of aging serve as guides in developing goals and skills for pastoral care and other ministries.

DSPC415 REVELATION AND DREAMS

2 semester hours

ADDITIONAL STUDIES LANGUAGES

DSLGI00 INTRODUCTION TO AKKADIAN I

3 semester hours

An introduction to Akkadian including the study of its grammar, syntax, vocabulary, and writing system. The course will include the reading of ancient texts, such as the Code of Hammurabi, in the original cuneiform.

DSLGI01 INTRODUCTION TO AKKADIAN II

3 semester hours

A continuation of Introduction to Akkadian I.

DSLGI05 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. Prerequisite: Introduction to Biblical Hebrew (DSLH0100) and Hebrew Syntax and Idioms (DSLH001) or their equivalents.

DSLGI10 ECCLESIASTICAL LATIN

3 semester hours

A beginner's introduction to the form of Latin used historically by the Western Christian Church in its worship, theological and devotional literature and above all in the translation of the Scriptures known as the Vulgate. In addition to the necessary grammatical instruction, particular attention will be given to the liturgical, mystical and theological traditions within which ecclesiastical Latin developed.

ACADEMIC POLICIES

RESIDENCY REQUIREMENTS

At least thirty-six hours of credit toward the M.Div. degree must be earned in the School of Divinity at Gardner-Whell University. These hours are exclusive of any hours gained through testing for Advanced Standing. The last twenty-four hours must be earned consecutively at Gardner-Whell 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-Whell University. 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 have faculty approval.

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.

MASTER OF DIVINITY ADVANCED STANDING

Applicants holding a baccalaureate degree or the equivalent from a regionally accredited college or university may be granted up to fifteen hours of advanced standing credit toward their Master of Divinity degree.

REQUIREMENTS FOR ADVANCED STANDING

1. Advanced standing will be determined by a standardized examination in each course requested.
2. The applicant must make a written request to the Associate Dean for an advanced standing examination. The request and examination must precede the applicant's enrollment in subject areas where consideration for advanced standing is requested.
3. A fee of \$150 per course must be paid in advance of taking Advanced Standing examinations.

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 is the petitioner 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.

STUDENT ASSOCIATION

All students who are enrolled in graduate studies in the School of Divinity at Gardner-Whit 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-Whit University to develop and promote excellence in ministry education, innovation, and peer setting leadership in the Christian community in which all these students serve.

ACADEMIC HONESTY AND PERSONAL INTEGRITY

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 misconduct 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.

GARDNER-WEBB UNIVERSITY MINISTERIAL BOARD OF ASSOCIATES

Terms Expiring December 31, 2000

Phillip C. Campbell, First Baptist Church, Lincolnton, NC
Jerry L. Cloninger, Jr., Westmoreland Baptist Church, Charlotte, NC
Buddy Corbin, Calvary Baptist Church, Asheville, NC
L. Keith Driscoll, First HS Baptist Church, Shelby, NC
Warner Doles, Peckley Memorial Baptist Church, Lowell, NC
Rick Feltz, Shadybrook Baptist Church, Kannapolis, NC
Shelia B. Fennell
Bobby J. Gentry, Jr., Mountain Creek Baptist Church,
Rutherfordton, NC
Marvin D. Gobbie, Jr., Zion Baptist Church, Shelby, NC
Paul B. Hill, Fairview Baptist Church, Statesville, NC
Billy Honeysart, Green River Baptist Association,
Rutherfordton, NC
Leland Kerr, Kings Mountain Baptist Association, Shelby, NC
Lamar King, First Baptist Church, Boone, NC
Jonathan Lowery, Chapel Grove Baptist Church, Gastonia, NC
Craig T. McMahon, First Baptist Church, Burlington, NC
Patricia Mingo, Baptist State Convention of NC, Cary, NC
William W. Nash, Centerview Baptist Church, Kannapolis, NC
Michael Shock, Grove Park Baptist Church, Clinton, NC

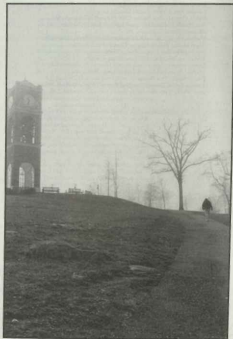
Terms Expiring December 31, 2002

David Best, First Baptist Church, Thomasville, NC
C. David Boon, College Avenue Baptist Church, Lenoir, NC
William J. Buggs, First Baptist Church, Denard, NC
Marcus Boudien, Baptist Methodist Ministries, Charlotte, NC
Joe Burrum, First Baptist Church, Charlotte, NC
Terry Cagle, Pleasant Ridge Baptist Church, Shelby, NC
R. Dennis Clyde, Gaffney, SC
Tillie Duncan, Sailsa Baptist Church, Charlotte, NC
Scott Hammett, First Baptist Church, Gaffney, SC
Alexandra D. Hippis, Charlotte, NC
Kathy B. Johnson, Hickory, NC
Tony McDade, First Baptist Church, Statesville, NC
Salony Norton, New Heights Baptist Church, Gaffney, SC
Aune R. Wells, Kannapolis Community Baptist Church, Kannapolis, NC
Wayne D. Wiley, Baptist State Convention of NC, Cary, NC

Terms Expiring December 31, 2003

Edgar Andrews, First Baptist Church, Lincolnton, NC
Phil Batley, Dover Baptist Church, Shelby, NC
Harold Bell, First Baptist Church, Franklin, NC
Allen Batson, Mulh's Grove Baptist Church, Morganton, NC
Dora Broughton, First Baptist Church, Rutherfordton, NC
Gordon Terrell, Mountain Grove Baptist Church, Hickory, NC
Jack Bishop, Jr., First Baptist Church, Waynesville, NC
Michael Brumcombe, First Baptist Church, Aberdeen, NC
Todd Swannell, Drewsville Baptist Church, Gaffney, SC

John Bridges, Lenoir Baptist Church, Gastonia, NC
 Don Christian, First Baptist Church, Spindale, NC
 Bob Chase, First Baptist Church, Hartsville, NC
 J. Dixon Foss, Jr., First Baptist Church, Lincolnton, NC
 Nelson Overade, First Baptist Church, North Wilkesboro, NC
 Stan Hixson, Pritchard Memorial Baptist Church, Charlotte, NC
 Morris Hollifield, Lexington, NC
 Michael Johnson, Round Hill Baptist Church, Union Mills, NC
 Alton Martin, Polkville Baptist Church, Polkville, NC
 Sam Murphy, First Baptist Church, Kennesawville, NC
 Roger Nix, Raleigh Baptist Association, Raleigh, NC
 Steven Prewater, John's Creek Baptist Church, Alpharetta, GA
 Michael Sharanto, Union Baptist Church, Shelby, NC
 Fred Schauder, First Baptist Church, Morganton, NC
 Patricia Torres, Durham Memorial Baptist Church, Durham, NC
 Jerry Welch, Carpenter's Grove Baptist Church, Lenoirville, NC



DIRECTORY AND APPENDICES

OFFICERS OF THE CORPORATION

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 E. Thomas Harden, Vice Chairman
 Clifford E. Hamrick, Secretary
 W. David Ellis, Treasurer of the Corporation
 M. Christopher White, Ph.D., D.M.A., President
 Fred Flowers, J.D., Attorney
 A. Frank Bennett, Ph.D., Assistant Secretary
 Dennis O. Clary, Assistant Treasurer

BOARD OF TRUSTEES

TERMS EXPIRING DECEMBER 31, 2000

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 Frank V. Beane, Shelby, N.C.
 W. Thomas Bell, Atlanta, Ga.
 Robert H. Blalock, Greensboro, N.C.
 Edwin S. Coates, L.H.D., Raleigh, N.C.
 Michael H. Jamison, D. Min., Raleigh, N.C.
 Barry Alan Moore, Boiling Springs, N.C.
 Virginia F. Phillips, Anderson, N.C.
 Gerald H. Purnham, Kinston-Rapide, N.C.
 Marilyn W. Whitson, Charlotte, N.C.

TERMS EXPIRING DECEMBER 31, 2001

Clifford E. Hamrick, Boiling Springs, N.C.
 Max J. Hamrick, Boiling Springs, N.C.
 Nancy Lee Karter, Charlotte, N.C.
 Mallon Nichols, Taylorsville, N.C.
 C. Ed Vick, Raleigh, N.C.
 H. Gene Waddams, M.D., Boiling Springs, N.C.
 H. Finkle Young, III, L.H.D., Shelby, N.C.

TERMS EXPIRING DECEMBER 31, 2002

- Boyer E. Crandall, Forest City, N.C.
E. Thomas Hardin, Spindale, N.C.
A. Crepsen Kellum, Gartneria, N.C.
William W. Lanthorn II, S.T.D., Hickory, N.C.
Harvey L. Morington, Sr., Raleigh, N.C.
Carl M. Spangler, Jr., Shelby, N.C.
Dorothy Ann Spangler, Shelby, N.C.
Helen M. Stracey, M.D., Greensboro, N.C.
Doris L. Walters, D.Min., Winston-Salem, N.C.

TERMS EXPIRING DECEMBER 31, 2003

- E. Ulfian Burke, Newton, N.C.
Linda Morrison Condy, Ed.D., L.H.D., Winston-Salem, N.C.
Arlene A. Cress, Shelby, N.C.
C. Lawrence Henderson, L.H.D., Morganton, N.C.
Thomas E. Phibbs, Charlotte, N.C.
James E. Robbins, Forest City, N.C.
John E. Roberts, L.L.D., D.L.N., L.H.D., Greenville, S.C.
Wade R. Shepherd, Hickory, N.C.
Randall Lohr, Th.D., Asheville, N.C.

TRUSTEE EMERITI

- George Stanton, L.H.D., Shelby, N.C.
Randy Pitts, Lenoirville, N.C.
W. Wynn Whitcomb, M.D., L.H.D., Boiling Springs, N.C.

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Island A. Keri, Director of Ministries, Kings Mountain Baptist Association
Larry Dabson, Youth Trustee
Annabeth Lee Williams, Youth Trustee

FACULTY

THE GRADUATE SCHOOL

- Ken Baker, 1989, Associate Professor of Health Education and Physical Education**
B.A., Central Wesleyan College; M.A., Furman University; Ph.D., University of Georgia
- Carol L. Blasingame, 1977, Associate Professor of Health Education and Physical Education**
Chair, Department of Physical Education, Wellness, Sport Studies
B.A., Southeastern Methodist University; M.A., Appalachian State University; Ph.D., Texas A & M University
- Frank E. Brown, 1985, Professor of Psychology, Coordinator of the Agency Counseling Program**
B.S., M.Ed., University of North Carolina at Chapel Hill; Ph.D., University of Louisville
- Joyce C. Brown, 1986, Professor of English, Coordinator of the Agency Counseling Program**
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi
- David M. Carveradden, 1992, Associate Professor of Psychology, Chair, Department of Psychology**
B.A., University of North Carolina at Asheville; M.A., Marshall State University; Ph.D., University of South Carolina
- Benjamin B. Carson, 1991, Professor of Education**
A.B., Columbia College; M.A., Furman University; Ed.D., University of Georgia
- Darlene J. Cawett, 1989, Professor of English, Dean of the Graduate School**
B.A., Eastern Kentucky University; M.Ed., University of Miami; Ph.D., University of Southern Mississippi
- Johnnie C. Hamrick, 1982, Associate Professor of Education**
B.S., M.A., Gardner-Whell University; Ed.S., Appalachian State University; Ed.D., University of North Carolina at Greensboro
- John H. Hobbs, 1988, Associate Professor of English**
B.A., Oklahoma Baptist University; M.A., University of Louisville; Ph.D., University of Oklahoma
- Debra M. Hunt, 1979-80; 1982, Professor of Health Education and Physical Education**
B.S., Auburn University; M.Ed., D.A., Middle Tennessee State University
- Carolyn L. Jackson, 1997, Professor of Education, Dean, College of Extended Professional Studies**
A.A., Mary Hall College; B.A., Southern Illinois University; M.Ed., North Carolina State University; Ed.S., East Carolina University; Ph.D., University of South Carolina
- James S. Lued, 1994, Associate Professor of English**
B.S., University of North Carolina at Greensboro; M.A., East Carolina University; Ph.D., University of South Carolina
- Lorenda M. McKinnon, 1992, Associate Professor of Education**
B.S., M.A., Gardner-Whell University; Ph.D., Clemson University
- Ronald L. Hixson, 2000, Associate Professor of Education**
B.A., Carson-Newman College; M.Ed., University of North Carolina at Charlotte; Ed.D., Western Carolina University; Ed.D., University of North Carolina at Chapel Hill
- David Reed Parker, 1992, Associate Professor of English**
B.A., Furman University; M.A., Ph.D., University of North Carolina at Chapel Hill
- Patricia W. Partin, 1988, Professor of Psychology, Coordinator of the School Counseling Program**
B.A., Wake Forest University; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University

- Kevin J. Plunk, 1989, Assistant Professor of Psychology
B.A., Corson College; M.A., University of North Carolina at Charlotte; Ph.D., University of South Carolina
- Gayle B. Price, 1991, Professor of English Chair, Department of English
B.A., M.Ed., Clemson University; Ed.D., Auburn University
- Jackson P. Rainey, 1991, Associate Professor of Psychology
B.M., Florida State University; M.Ed., Ph.D., Georgia State University
- Diana S. Simmons, Professor of Educational Chair, Department of Education
B.A., Stetson University; M.A., Appalachian State University; Ph.D., University of North Carolina at Greensboro
- Laura W. Smith, 2001, Assistant Professor of Psychology
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
- Matthew D. Tharald, 1995, Assistant Professor of English
B.A., M.A., James Madison University; Ph.D., University of South Carolina
- Richard A. Thornburg, 2001, Associate Professor of Education
B.S., M.S., Jacksonville State University, Alabama; Ed.D., University of Mississippi
- Jeffery L. Tabbis, 1982, Professor of Health Education and Physical Education; Assistant Vice President for Institutional Research
B.A., Bryant College; M.S., D.A., Middle Tennessee State University
- Bonnie M. Wright, 1981-92; 1993, Professor of Psychology
B.S., North Georgia College; M.S., Ph.D., University of Georgia

GRADUATE SCHOOL ADJUNCT FACULTY

- Don V. Barrows, GWU Professor of Education, Retired
A.A., Gardner-Webb University; B.S., M.A., Ed.S., Appalachian State University; Ed.D., University of North Carolina at Greensboro
- Robert B. Blackburn, GWU Professor Emeritus of Health Education and Physical Education
A.A., Gardner-Webb University; B.S., Bowling College; M.A., Ed.D., George Peabody College for Teachers
- Frank B. Burch, Adjunct Professor of Health Education/Physical Education
B.S., Lock Haven University; M.A., Eastern Kentucky University; Ph.D., University of Virginia
- Joey M. Campbell, Adjunct Professor of Education
B.S., Florence State University; M.A., University of Alabama; Ed.S., Appalachian State University; Ed.D., University of North Carolina at Chapel Hill
- Steve J. Dalton, GWU Professor of Education, Retired
A.A., Gardner-Webb University; B.S., Wake Forest University; M.S., Ed. S., Appalachian State University; Ed.D., University of North Carolina at Greensboro
- Martha M. Jones, Adjunct Professor of Education
B.A., Wake Forest University; M.Ed., East Carolina University; M.A., Ed.D., University of Tennessee
- 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

D. Stuart Thompson, *Adjunct Professor of Education*

B.A., Duke University; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University

Colleen Wells, *Adjunct Professor of Education*

B.S., Hampton Institute; M.S., North Carolina A & T State University; Ed.D., University of North Carolina

GRADUATE SCHOOL OF BUSINESS

J. Glenn Barrow, 1993, *Professor of Economics and Management Information Systems*

B.A., Emory University; M.A., University of Oregon; Ph.D., Georgia State University; Post-doctoral study, George Washington University

Sam C. Camp, 1976, *Professor of Business Administration*

B.S., Gardner-Webb University; M.A.T., Wakeup University; Ed.D., University of Tennessee at Knoxville

Ann E. Cox, 1992, *Assistant Professor of Marketing*

B.A., Duke University; M.B.A., University of Michigan; Ph.D. Candidate, University of Minnesota

Vin. Graham, 1989, *Assistant Professor of Business Administration*

B.A., Ashbury College; J.D., Baylor University

Earl H. Gashley Jr., 1992, *Assistant Professor of Business Administration; Director of GCBA Business Programs*

B.S., University of South Carolina; M.B.A., Wakeup University; C.F.A.

Arlen K. Hantz, 1993, *Assistant Professor of Management, Dean of the School of Business*

B.S., M.P.A., University of Oklahoma; Ph.D., Vanderbilt University

Robert W. Melby, 1998, *Assistant Professor of Health Management*

B.S., University of Colorado; M.H.A., University of Minnesota; M.B.A., Wake Forest University

Anthony J. Nighswander, 1989, *Professor of Economics and International Business*

Director of the Graduate School of Business
B.S., M.Sc., Ph.D., Mississippi State University

Brian D. Nourmand, 1992, *Assistant Professor of Business Administration*

B.A., State University of New York; M.B.A., Wright State University; Ph.D., Texas Tech University

Steve Perry, 1999, *Associate Professor of Business Administration*

B.E., Georgia Institute of Technology; M.B.A., Harvard University; Ph.D., George Washington University

Philip G. Beckstrand, 1988, *Assistant Professor of Business Administration*

B.S., Liberty University; M.B.A., University of Texas; Ph.D., Florida State University

Charles W. Tschert, 1997, *Distinguished Corporation Chief Executive; Professor of Business Administration*

B.S., Duke University; D.B.A., Boston University

Philip C. Williams, 1999, *Assistant Professor of Business Administration; Assistant Vice President of Academic Affairs*

B.A., M.P.H., Ph.D., University of North Carolina at Chapel Hill; J.D., Columbia University

M. CHRISTOPHER WHITE SCHOOL OF DIVINITY

- Barry Ann Denson Adams, 1995, Associate Professor of Theology and Church History
B.A.B., Northeast Louisiana State University; M.B.D., Louisiana State University; M.Div.,
Th.D., New Orleans Baptist Theological Seminary. Additional studies: Southwestern Baptist
Theological Seminary.
- Donald L. Berry, 1999, Associate Professor of Missiology and World Religions
B.A., University of Kentucky; M.Div., Ph.D., The Southern Baptist Theological Seminary.
- John Wirt Campbell, 1999, Associate Professor of Church Music
B.M., Stanford University; M.M., University of Illinois; D.M.A., The Southern Baptist
Theological Seminary.
- Robert W. Carey, 2002, Associate Professor of Christian Theology, Associate Dean of 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.
- Douglas M. Dickens, 2000, Professor of Pastoral Care and Counseling
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.
- Charles O. Horton, 1998, Associate Professor of Pastoral Ministries, Special Assistant to the Dean,
and Director of the Center for Congregational Enrichment
B.A., Stevens University; M.Div., Southwestern Baptist Theological Seminary; Th.M.,
D.Min., New Orleans Baptist Theological Seminary.
- Gerald L. Karrow, 1996, Professor of Old Testament Interpretation
B.S., University of Alabama at Tuscaloosa; M.Div., Ph.D., The Southern Baptist Theological
Seminary. Additional studies: Hebrew Union College, Cincinnati; Oberlin Graduate Institute,
Rochester, Germany; University of Chicago.
- Robert T. Patterson, Jr., 1999, Assistant Librarian for Religious Programs, Associate Professor of
Biblical Languages
B.A., Gardner-Webb University; M.A., Baylor University; D. Min., Southwestern Baptist
Theological Seminary.
- R. Wayne Stacy, 1995, Professor of New Testament and Preaching, Dean of the M. Christopher
White School of Divinity
B.A., Palm Beach Atlantic College; M.Div., Ph.D., The Southern Baptist Theological
Seminary. Additional studies: Hebrew Union College & Jewish Institute of Religion, The
Jewish Study Center for Biblical Studies.
- Todd Dixon Sells, 2002, Associate Professor of New Testament
A.A., Baylor University; M.Div., Southwestern Baptist Theological Seminary; Ph.D.,
University of Glasgow, Scotland. Additional studies: University of St. Andrews, University
of Cambridge.
- M. Christopher White, 1990, Professor of New Testament Interpretation, President
A.R., Mercer University; M.Div., The Southern Baptist Theological Seminary; Ph.D., Emory
University; D.M.A., Mercer State Conservatory, Macon.

DIVINITY VISITING AND ADJUNCTIVE FACULTY

- Barbara Jane Brown**, Adjunct Professor of Church History
B.A., The University of Corpus Christi; M.B.E., Golden Gate Baptist Theological Seminary;
B.D., Southwestern Baptist Theological Seminary; Ph.D., The Southern Baptist Theological
Seminary
- Ray Allen Coderdard, Jr.**, Adjunct Professor of Pastoral Ministries
B.A., Furman University; M.Div., D.Min., The Southern Baptist Theological Seminary
- Hardy South Clements**, Adjunct Professor of Pastoral Ministries
B.S., Texas Tech University; B.D., Ph.D., Southwestern Baptist Theological Seminary
- Robbie B. Munch**, Adjunct Professor of Religious Education
B.A., Houston Baptist University; M.A., Southwestern Baptist Theological Seminary
- E. Lynn Smith**, Adjunct Professor of Ministry
A.A., Anderson College; B.A., Furman University; B.D., Th.M., D.Min., Southwestern
Baptist Theological Seminary
- Steve B. Thomas, Jr.**, Adjunct Professor of Religious Education
B.S.A., Georgia College; M.B.E., M.Div., The Southern Baptist Theological Seminary;
Ed.D., North Carolina State University
- James Anthony Spencer**, Adjunct Professor of Church Music
A.A., North Greenville College; B.M., Carson-Newman College; M.C.M., The Southern
Baptist Theological Seminary

DIVINITY ADJUNCTIVE FACULTY FROM THE UNIVERSITY

- Charles A. Bellings**, 1979, Professor of Music
B.M., Tulsa College; M.M., University of Illinois at Champaign-Urbana; D.M.A., University
of Missouri at Kansas City
- Kerr B. Newson**, 1968, Associate Professor of Religion
B.A., Wake Forest University; M.Div., Ph.D., The Southern Baptist Theological Seminary
Additional studies: The Catholic University of America
- Frank E. Brown**, 1985, Professor of Psychology, Coordinator of the Agency Counseling Program
B.A., M.Ed., University of North Carolina at Chapel Hill; Ph.D., University of Louisville
- Joel Barnett**, 1999, Associate Professor of Religion
B.A., Wakefield College; M.Div., Princeton Theological Seminary; Ph.D., The Johns Hopkins
University
- Robert Curry**, 1987, Instructor in Communication Studies
B.A., University of Washington, Seattle; M.A., University of Mississippi; Doctoral Studies,
Baylor University
- Lorne L. Crawford**, 1988, Professor of Religion
B.A., Wakefield Baptist University; M.Div., Ph.D., Southwestern Baptist Theological
Seminary; Candler Institute, Certificate Deutsch Als Fremdsprache
- Alan R. Callahan**, 1974, Professor of Religious Education and Religion
B.A., Carson-Newman College; M.B.E., Ph.D., Southwestern Baptist Theological Seminary
- Terry L. Kern**, 1980, Professor of Music, Chair, Department of Fine Arts
B.M., Oklahoma Baptist University; M.M., University of Louisville; D.M.A., North Texas
State University. Additional studies: Christus Conservatory of Music, Oberlin College
- Ernie O. Gaskin**, 1974, Professor of Psychology
B.A., University of North Carolina at Charlotte; M.A., University of Tennessee; Ph.D.,
University of South Carolina. Additional studies: Appalachian State University

- Patricia B. Hambrick, 1973, Associate Professor of Music*
B.M., North Carolina School of the Arts; M.M., Geneva College; D.M., Carolina, Florida
State University; Additional Studies: University of Florida; University of North Carolina at
Greensboro; Earle College; Westminster Choir College; Indiana University; Cincinnati
Conservatory.
- Anthony I. Hightshelm, 1989, Professor of Economics, Director of the Graduate School of
Business*
B.S., M.S., Ph.D., Mississippi State University.
- Patricia W. Patten, 1988, Professor of Psychology, Coordinator of the School Counseling Program*
B.A., Wake Forest University; M.Ed., University of North Carolina at Chapel Hill; Ed.D.,
Duke University.
- Stephen W. Platt, 1990, Professor of Music, Director of Chabot*
B.M.E., Evangel College; M.M., D.M.A., University of Cincinnati.
- Paula Qualls, 1989, Assistant Professor of Religion*
B.A., University of South Carolina; M.Div., Ph.D., The Southern Baptist Theological
Seminary.
- Sophie Gorman Studer, 1994, Associate Professor of Religious Education*
B.A., Clarkson-Wells University; M.A., Ph.D., Southwestern Baptist Theological Seminary.
- Ronald W. Williams, 1988, Assistant Professor of Religion, Chair, Department of Religious Studies
and Philosophy*
B.A., Western Kentucky University; M.Div., Ph.D., The Southern Baptist Theological
Seminary.
- Norm M. Wright, 1985-92, 1993, Professor of Psychology*
B.S., North Georgia College; M.S., Ph.D., University of Georgia.

FACULTY EMERITI

- Garland H. Allen, 1961, Professor Emeritus of Religion and History*
- Robert E. Blackburn, 1958, Professor Emeritus of Health Education and Physical Education*
- Percy A. Chase, 1968, Associate Professor Emeritus of Ancient Languages and Literature*
- Barbara J. Cobb, 1969, Associate Professor Emerita of Education and Art*
- George R. Cobb, 1960, Professor Emeritus of Music*
- Robert L. Decker, 1932, Professor Emeritus of Music*
- Dorothy Washburn Edwards, 1946, Registrar Emerita*
- Norris E. Chabery, 1905, 1913, Professor Emeritus of Voice*
- M. Lucile Jolley, 1952, Professor Emerita of Social Science*
- Paul W. Jolley, 1962, Professor Emeritus of Mathematics*
- Betty H. Logan, 1952, Associate Professor Emerita of Business*
- Abbie Miller Mitchell, 1932, Professor Emerita of Music*
- J. Thelton Oberling, 1957, Professor Emeritus of English*
- Robert E. Morgan, 1907, Professor Emeritus of French and Mathematics*
- M. Verna Maxwell, 1962, Professor Emeritus of Religion*
- Jack G. Parnian, 1983, Professor Emeritus of Religion*
- Louisa E. Proctor, 1989, Professor Emerita of Health Education and Physical Education*

ADMINISTRATIVE STAFF EMERITI

- James E. Crowley, 1994, Dean Emeritus, School of Business*
- Robert L. Lamb, 1982, Dean Emeritus, M. Christopher White School of Theology*

ADMINISTRATIVE OFFICERS AND STAFF

- M. Christopher White, A.B., M.Div., Ph.D., D.M.A., President
 Michael J. Maurin, B.A., Assistant to the President
 Matthew W. McCurdy, B.A., Administrative Assistant to the President
 E. Eugene Foster, A.A., B.A., B.D., Th.M., Th.D., President Emeritus
 M. Leland Jellie, A.A., B.A., M.A., Ed.S., L.H.D., University Historian

PROVOST

- A. Frank Bennett, B.A., M.A., Ph.D., Provost and Senior Vice President
 Terry F. Hampton, Administrative Assistant to the Provost and Senior Vice President
 Jeffrey L. Tobin, B.A., M.S., D.A., Assistant Vice-President of Institutional Research
 W. Scott White, B.S., Director of Human Resources
 Debra A. Campen, A.A.S., B.S., M.B.A., Director of Academic Technology

ACADEMIC AFFAIRS

- Colin W. Blackburn, A.A., B.A., M.A., Ph.D., Vice President and Dean of Academic Affairs
 Frances B. Starnes, B.S., Administrative Assistant to the Vice President and Dean of Academic Affairs
 Philip C. Williams, B.A., M.F.H., Ph.D., J.D., Assistant Vice President for Academic Affairs
 Helen L. Tschert, B.A., M.A., Ph.D., Director of International Programs
 Christopher A. Dawson, B.F.A., M.F.A., Technical Director for Theater

ACADEMIC ADVISING

- Elizabeth S. Satter, B.A., M. Ed., Director of Academic Advising
 Deborah E. Crane-Blynn, B.A., Assistant Director of Academic Advising

M. CHRISTOPHER WHITE SCHOOL OF DIVINITY

- B. Wayne Stacy, B.A., M.Div., Ph.D., Dean of the M. Christopher White School of Divinity
 Robert W. Carter, B.A., M.Div., Ph.D., Associate Dean of the M. Christopher White School of Divinity
 Rebekah W. Newton, A.A., Administrative Assistant to the Dean
 Rebecca A. Davis, Secretary to the Director of Admissions
 Clint W. Bonkers, A.A., B.A., M.Div., Director of Ministerial Referral Studies
 Charles D. Horton, B.A., M.Div., Th.M., D.Min., Special Assistant to the Dean,
 Director of the Center for Congregational Enrichment
 Barbara R. Moore, Secretary for the Center for Congregational Enrichment

GRADUATE SCHOOL

Daphne J. Christy, B.A., M.Ed., Ph.D., Dean of the Graduate School

Larry R. Sorenson, Administrative Assistant

GRADUATE SCHOOL OF BUSINESS

Adrian K. Harris, B.S., M.B.A., Ph.D., Dean of the School of Business

Anthony L. Napharathan, B.S., M.S., Ph.D., Director of the Graduate School of Business

Kristin Lott Smith, B.S., M.B.A., Assistant to the Director of the Graduate School of Business

Sharon H. Welsh, B.S., Administrative Assistant, School of Business

Antonina V. Boykins, Secretary, Graduate School of Business

LIBRARY

Victoria M. Perry, B.A., M.S.L.S., Director of the Library

Robert T. Parsons, Jr., B.A., M.A., D.Min., Assistant Librarian for Religious Programs

Randall H. Bowman, A.A., B.A., M.L.I.S., Reference Librarian

Mary S. Parsons, A.A., A.D., M.A., M.L.S., Public Services Librarian

Frank L. Newton, Jr., B.A., M.A., M.S.L.S., Catalog Librarian

Sharon L. Libenski, A.A., B.S., M.L.I.S., Reference Librarian, Davis Nursing Program, Knoxville Campus

David W. Jolley, B.A., M.A., Systems Manager

Karen S. Bowser, Library Reference Assistant

Thomas R. Rabon, Jr., B.A., Day Circulation Supervisor

J. Harrison Williams, B.A., M.A., Technical Services Supervisor

Margaret W. Christopher, Media Assistant

Typhus Monroe Eaves, Periodicals Assistant

Marian E. Hall, Acquisitions Assistant

Debra B. McGill, Secretary

Phyllis P. Lovelace, Circulation Assistant

Margaret Price, Circulation Assistant

NCEL PROGRAMS FOR THE DISABLED

Sharon D. Jennings, A.A., B.A., M.A., Director of the Ncei Programs for Disabled Students

Judy A. Shoda, Secretary

Cheryl J. Porter, B.S., B.S.W.A., Assistant Director of the Ncei Programs for Disabled Students

REGISTRAR

- Stephen E. Sain, B.A., M.A., Registrar
Lou Ann P. Scates, B.A., Associate Registrar
Jennifer W. Allen, Transcripts Evaluation Officer
Sandra M. Harcack, Secretary
Sandra C. Hammett, Coordinator of Records

DEPARTMENTAL SECRETARIES

- Elaine F. Ashley, Department of Religious Studies and Philosophy, Department of Psychology
Robert Scott Hayes, Department of Education
Janice M. Lantieri, Department of Physical Education, Wellness and Sports Studies
Sharon H. Webb, J.S., Payroll Undergraduate School of Management

MARKETING AND ENROLLMENT MANAGEMENT

- Ralph W. Dixon, Jr., B.S., Vice President for Enrollment Management
Antoinette L. Weaver, Administrative Assistant

UNDERGRADUATE ADMISSIONS

- Ray M. Hardin, B.A., M.A., Dean of Admissions and Enrollment Management
B. David Scott, B.S., M. Div., Admissions Counselor for Church Vocations
Faye Dobbins, Admissions Receptionist

FINANCIAL PLANNING

- Michael J. Bealock, B.A., M.B.A., Director of Financial Planning
Cynthia C. Wallace, B.S., Associate Director of Financial Planning
Lynn B. Thomas, B.S., Financial Planning Counselor
Kathie W. Kring, Financial Planning Counselor
Lisa G. Pugh, B.A., Loan Counselor
Kelli B. Weidner, B.S., Financial Planning Counselor

ADMISSIONS - M. CHRISTOPHER WHITE SCHOOL OF DIVINITY

- Jack W. Buchanan, Jr., B.A., M.Div., D.Min., Director of Admissions
Rebecca A. Davis, Secretary

ADMISSIONS - GRADUATE SCHOOL

Robert S. Emmert, B.S., Director of Admissions

Laura R. Simmons, Administrative Assistant

ADMISSIONS - GRADUATE SCHOOL OF BUSINESS

William L. Swafford, B.A., Director of Admissions

Antonia V. Boskins, Secretary

STUDENT DEVELOPMENT

G. Bruce Moore, B.A., M.Div., Vice President and Dean of Student Development

Valde S. Webb-Morrissey, A.A.S., Administrative Assistant

STUDENT ACTIVITIES

Anthony M. Skane, B.A., Director of Student Activities and Internships

Tammy L. Chisholm, Secretary

John R. Wicks, B.A., M.A., University Physical Development Complex Coordinator

RESIDENCE LIFE

Douglas N. Searcy, B.S., M.Ed., Director of Residence Life

Dale A. Boyd, B.A., M.Div., Assistant Director of Residence Life

INTERNATIONAL STUDENTS

Viola Deryabina, B.A., M.A., Coordinator of International Students

COUNSELING

James D. Wharton, A.A., B.A., M.B.E., Th.M., Ed.D., Director of Counseling

Patricia E. Murray, B.S., M.A., Counselor

Carmen M. Butler, Office Manager

CAREER SERVICES

Holly M. Searce, B.S., M.A., Director of Career Services

Wendy W. Parker, B.S., M.B.A., Assistant Director of Career Services

CAMPUS MINISTRY

Tracy C. Joerg, B.A., M.Div., Minister to the University and Director of Campus Ministry

Thomas Bradley, Secretary

LEADERSHIP AND VOLUNTEERISM

Kelly D. Brune, B.A., M.Div., *Coordinator of Leadership and Volunteerism*

UNIVERSITY POLICE

Larry J. Thomas, B.A., *Assistant Director of University Police*

Berry S. Johnson, *Company Officer*

Mark Danksen, *Company Officer*

David S. Wacziarg, *Company Officer*

Deanna S. Greene, *Office Manager*

ATHLETICS

Charles S. Panch, B.A., M.S., *Vice President for Athletics*

Patricia C. Scruggs, A.A., *Assistant Director of Athletics*

W. Clyde Miller, B.S., M.Ed., *Assistant Director of Athletics and Head Baseball Coach*

Sandra H. Blanton, *Administrative Assistant*

BUSINESS AND FINANCIAL AFFAIRS

Dennis G. Chary, B.S., M.B.A., *Vice President for Business and Finance*

Linda H. Smith, *Assistant to the Vice President for Business and Finance*

BUSINESS AFFAIRS

Mike W. Harder, B.S., M.B.A., *Associate Vice President for Business and Finance*

Nancy M. Borders, *Administrative Assistant and Business Camp Coordinator*

Lisa P. McFarland, *Student Account Specialist*

BUSINESS OFFICE

Shirley B. Potts, *Business Office Manager*

Jane G. Powell, B.S., *Financial Accountant*

Caroleen B. McSwain, A.A.S., *Staff Accountant*

Kelvin L. Goss, B.S., M.B.A., *Financial Accountant and Telecommunications Coordinator*

CAMPUS SHOP AND POST OFFICE

Larry M. Karasch, M.A., M.B.A., *Campus Shop Manager*

Angela G. Farley, B.S., *Postal Clerk*

Russell Cooper, Manager, Campus Post Office
Charles Matten, B.S., Textbook Manager
Amy J. McCall, Sales Associate

COMPTROLLER'S OFFICE

Roberta C. Parris, B.S., Comptroller
Rhonda W. Gasser, Accounts Payable Accountant
Misty Elizabeth Lail, Staff Accountant
Angela L. Webb, Staff Accountant
Sylvia McGarry, Payroll Accountant

DATA PROCESSING

Danay R. Davis, B.S., Assistant Vice President for Business and Data Processing Manager
C. Scott Hall, B.A., Systems Support Technician
Eric J. Preston, B.S., Network Manager
Gary D. McSwain, A.S., B.S., M.B.A., Systems Analyst/Programmer
Michael T. Schen, A.S., B.B.A., M.B.A., Director of Administrative Computing

PHYSICAL PLANT ADMINISTRATION

Wayne E. Johnson, Jr., B.A., M.A., Associate Vice President for Operations
Ann W. Dellinger, Director of Housekeeping
Jenny T. Martin, Maintenance Supervisor
W. Eddie Davidson, Director of Environmental Operations and Services
Lail C. Hartzick, A.A.S., Director of Grounds
Brenden G. Zach, Assistant to Plant Operations and Director of Sound and Lighting

UNIVERSITY RELATIONS

Drew L. Van Hise, B.A., M.Ed., Vice President for University Relations
Gloria S. Costa, Assistant to the Vice President, University Relations
Beth M. Kuhlman, A.D.M., Director of Development Information Systems
Rebecca A. Robinson, Development Assistant for Financial Records
Christie W. Stone, B.A., Communications Assistant

DEVELOPMENT

Debbie E. Broadhurst, B.S., Director of Annual Fund
W. Bruce Roberts, B.A., M.Div., Director of Development for Religious Studies
Shannon L. Kennedy, B.S., M.A., Director of Foundation and Corporate Relations

Leslie Ann Varley, B.A., Director of Alumni Relations

Francine M. Schan, Assistant Director of Alumni Relations

Camdena Prodigemont, Alumni Relations Secretary

David V. Webb, B.A., Director of Major Gifts

Linda Tomblin, Secretary to the Director of Major Gifts and the Director of Church Relations

Kevin M. Lukridge, Secretary to the Director of the Annual Fund and the Director of Foundation Relations

PUBLIC RELATIONS

Matthew C. Whitten, B.A., Director of Public Relations and Communications

Karl T. Marasing, II, B.A., Assistant Director of Public Relations

G. Jeff Powell, B.S., M.A., Operations Manager WC/WU-PM

PUBLICATIONS

Soreen C. Varley, B.S., Director of Publications and Printing

Kathy E. Martin, A.A.S., Assistant Director of Publications and Printing

John W. Hinkle, S.A., Assistant Director of Publications and Printing

GLOBAL MISSIONS CENTER

Donald L. Berry, S.A., M.Div., Ph.D., Director of the Global Mission Center

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CAMPUS MAP

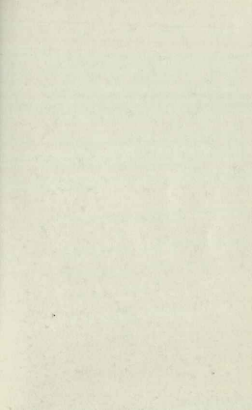


CAMPUS MAP DIRECTORY

Building Name	No.	Grid Loc.	Building Name	No.	Grid Loc.
Basketball Field	22	2E	Practice Fields		
Boring Springs Medical Assoc.	57	7E	Football	21	1F
East Synagogue and Pool	66/47	4E	Russian Football	55	2D
Brigant Adventure Center	46	5E	Tennis	32, 33	2E
Campus House	25	6D	Publications	37	8F
Communications Studies Hall	9	4H	Radio Station WQMG	37	8F
Craig Hall	43	8D	Reynolds Hall	38	7F
Crawley Memorial Hospital	58	8A	Soccer House	27	5B
Dacker Hall	54	5F	Spangler Dale	61	7B
Dixon Gate	55	7E	Spangler Hall	17	5F
East Campus Center	50	5F	Spangler Memorial Stadium	39	5C
East J. J. Memorial Chapel	3	6E	Spring	33	5D
East Memorial Garden	12	4E	Spring Athletic Facility	38	5E
East Memorial Library	49	4F	Strong Hall	40	7F
Elliot Hall	4	5B	Suttle Hall	35	8F
Elliot House	37	8F	Suttle Light Tower	42	6E
Gardner Hall	41	9E	Suttle Museum Center	29	4F
H.A.P.Y. Hall	39	6F	U.S. Post Office	26	7E
Hannock Field House	24	5C	University Commons	34	5C
Hannock Hall	56	5F	Student Apartments		
Hartfield Center	32	5D	University Physical Development		
Hopkins House	35	7D	Complex	25	4E, 2
International House	15	4E	Varsity Fields		
Jarvis Gate	59	5E	Basketball	23	1E
Lake Hallfield	21	5C	Soccer	31	3D
Libbey Hall	5	5E	Soccer	29	1E
Lyle Nelson Convocation Center	19	4E	Soccer	3	7E
Lyle Nelson Hall	44	5E	Stadium Memorial Building	15	4F
Murray Hall	45	5E	Wash Hall	1	7E
Myers Hall	18	4F	Wash Tennis Complex	20	2F
Nelson Hall	39	7E	Williams Observatory	22	2D
Nov Hall	5	5E	William Mathematics and Science Hall	45	5E
Nov House	14	4E	Weightlifting		South Mall
Physical Plant Building		South Main Street			
Police Center	11	5E			
Reception Center					
Student Commons					
Safety and Security					

FOR INFORMATION OR ASSISTANCE

Graduate School (800-492-4723)	x. 4723
Dorlene Crockett, Dean	x. 4724
Robin Emswary, Director of Admissions	x. 3987
Graduate School of Business (800-457-4622)	x. 4039
Anthony Negherashon, Director	x. 3020
Director of Admissions	x. 3988
M. Christopher White School of Divinity (800-619-3761)	x. 4400
B. Wayne Stacy, Dean	x. 3978
Jack W. Buchanan, Director of Admissions	x. 4596
University Police	x. 4444
Campus Minister	x. 4279
Course Changes	x. 3966
Financial Planning	x. 4287
Library	x. 4293
Personal Counseling	x. 4563
Public Relations	x. 4637
Payment of Fees	x. 4287
Registrar	x. 4262



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