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Gardner-Webb

UNIVERSITY

UNDERGRADUATE CATALOG



1999-2000

Gardner-Webb

UNIVERSITY

1999-2000

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CATALOG REQUIREMENTS

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

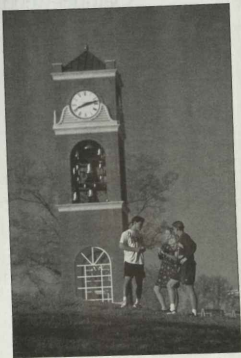
Gardner-Webb

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

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



CALENDAR

FALL SEMESTER 1999

August 13 (Fri)

August 16 (Monday)

August 17-18 (Tues-Wed)

August 18 (Wednesday)

August 20 (Friday)

August 22 (Sunday)

August 23 (Monday)

August 23-24 (Mon-Tues)

August 25 (Wednesday)

August 30 (Monday)

August 31 (Tuesday)

September 24-25 (Fri/Sat)

October 9 (Saturday)

October 14-15 (Thurs-Fri)

October 15 (Friday)

October 18 (Monday)

October 20 (Wednesday)

October 20-November 19

November 24 (Wednesday)

November 28 (Monday)

December 9 (Thursday)

December 10 (Friday)

December 13-15 (Mon-Thurs)

December 13-15 (Mon-Sat)

RA's arrive

New faculty orientation; GCAL classes begin

Faculty workshop

Big Brothers/Big Sisters arrive

Orientation/Registration for all first-year

freshmen (residents and commuters) and

new resident transfer students

Check in for all returning students and Re-

admit students living in residence halls

Advising/Registration for returning students, Re-

admits and commuter transfers; Divinity school

classes begin; Board plan begins with evening

meal

Advising/Registration for returning

students, Re-Admits and commuter

transfers

Day classes begin

Grad classes and MBA classes begin

Fall Convocations; last day for late

registration; last day for schedule

modification

Family Weekend

Homescoming

Mid-Semester Grades

Fall Break begins after classes

Fall Break for GCAL classes - Monday only

Classes resume at 8:00 a.m.

Advising/Pre-registration

Thanksgiving Holiday Begins After Classes

Classes resume at 8:00 a.m.

Last day of classes for GCAL, Graduate Programs

Last day of classes - Day program

Final Exams for GCAL and Graduate classes

Examinations; Board plan ends with

lunch on the 18th

SPRING SEMESTER 2000

January 9 (Sunday)

January 10 (Monday)

January 10-11 (Mon-Tues)

January 12 (Wednesday)

January 17 (Monday)

January 18 (Tuesday)

March 2-3 (Thurs-Fri)

March 3 (Friday)

Orientation for new students; Residential

students return

GCAL classes begin

Registration; board plan begins with

evening meal on 11th

Day classes begin at 8:00 a.m.

Graduate classes begin

Last day for late registration; last day for

schedule modification

Mid-semester reports

Spring vacation begins after classes

March 13 (Monday)
March 14-April 14
April 21 (Friday)
April 24 (Monday)
April 25 (Tuesday)
May 3 (Wednesday)
May 4 (Thursday)
May 5-11 (Fri-Thurs)

May 8-11 (Fri-Thurs)
May 13 (Saturday)

Classes resume at 8:00 a.m.
Advising and phone-in registration
Easter vacation begins after classes
GCAL classes meet
Classes resume at 8:00 a.m.
Last day of classes - Day programs
Last day of classes for GCAL, Graduate programs
Examinations (including Saturday exams)
Board plans ends with lunch on the 11th
GCAL and Graduate exams
Commencement

SUMMER SCHOOL 2000

First Term: May 24 - June 27

May 24 (Wednesday)

May 25 (Thursday)
June 26 (Monday)
June 26-27 (Mon-Tues)
June 27 (Tuesday)

Day registration
(GCAL & Graduate classes begin)
Day classes begin
Last day of classes - Day programs
GCAL & Graduate exams
Day programs exams

Second Term: June 28 - August 1

June 28 (Wednesday)

June 29 (Thursday)
July 31 (Monday)
July 31-August 1 (Mon-Tues)
August 1 (Tuesday)
August 5 (Saturday)

Day registration
(GCAL & Graduate classes begin)
Day classes begin
Last day of classes - Day programs
GCAL and Graduate exams
Day programs exams
Commencement

NEW FACULTY ORIENTATION 2000

August 14 (Monday)

FACULTY WORKSHOP 2000

August 15-16 (Tues-Wed)

INTRODUCTION TO GARDNER-WEBB

Gardner-Webb University is a coeducational, 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 programs owe much to their example and leadership.

LOCATION

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

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

STUDENTS

Gardner-Webb University, founded by Baptists in 1905, has grown steadily to its current enrollment of over 1,000 students. The 1,400 undergraduates come from many states and 30 foreign countries. Slightly less than half of the students are men, and the student body includes several racial and socioeconomic groups. Gardner-Webb University admits students of any race, color, sex, and national or ethnic origin without discrimination. This diversity enriches the life of the campus community and reflects the nature of American society.

PROGRAMS

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

Gardner-Webb provides three distinct academic programs: the on-campus program, the 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 of Education and Counseling (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 GCAL and Graduate programs, see the bulletin for each program.

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

cultural, social and scientific achievements, and an awareness of religion and history. The upper level courses provide opportunities for concentration in the area of special interest and in professional and career-oriented fields. To meet such individual needs the academic program includes independent study and career internships.

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

FACULTY

Gardner-Webb University is blessed with a dedicated staff and an excellent faculty, seventy 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 lasting. The faculty/student ratio is 1:15.

ACADEMIC CALENDAR

The University's academic year is divided into two semesters and a summer school. The fall semester is a four-month term, ending prior to Christmas holidays. Following the four-month spring semester is a comprehensive summer school of two terms of five weeks each. 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.

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

Various study-abroad programs complement the academic calendar.

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

HISTORY

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

From a movement initiated by the Kings Mountain Baptist Association in 1903, and later joined by the Sandy Run Baptist Association, the Boiling Springs High School was chartered on December 2, 1905, as an institution "where the young...could have the best possible educational advantages under distinctive Christian influence." This close relationship of the institution to the area churches continues today.

In response to the changing educational needs of the area the institution was transformed into the Boiling Springs Junior College in 1928. The Great Depression created many problems for the College, but its survival was secured by the 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 1980 the institution began offering a master of arts degree in education.

The institution officially became known as Gardner-Webb University in January 1993, celebrating years of preparation. Today Gardner-Webb is a thriving regional university which offers eight distinct degree programs, has a highly qualified faculty and a beautiful campus of over 200 acres.

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

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

PRESIDENTS

James Blaine Davis, 1928-30; Zeno Weil, 1930-32; James L. Jenkins, 1932-35; A.C. Lovelace, 1935-36; George J. Burnette, 1936-39; J.R. Cantrell, 1939-43; Philip Lovin Elliot, 1943-61; E. Eugene Poston, 1961-76; Cresson E. Williams, 1976-86; M. Christopher White, 1986-.

THE PURPOSE OF GARDNER-WEBB UNIVERSITY

Gardner-Webb is a private, nonsectarian 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 (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award Associate, Baccalaureate and Master's degrees. In addition several departmental programs are accredited by the appropriate state or national agencies. The Education program is accredited by the North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education (NCATE). The Music and Nursing programs are accredited, respectively, by the National Association of Schools of Music and the National League for Nursing Accrediting Commission (135 Hudson Street, New York, New York 10014; 1-800-669-9656; Ext. 133). The M. Christopher White School of Divinity is a candidate for accreditation by the Association of Theological Schools of 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-Webb campus is beautiful, spacious, and rich in trees and vines. 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 1,800. 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.

Blanton House serves as a significant presence of the University in Shelby. It houses University Development staff and is used for receptions and meetings. In 1951 the children of George and Ida Wood Blanton gave their family home to Gardner-Webb University.

Boat Physical Education Building and Swimming Pool, renovated in 1999, is named in memory of L.C. Boat of Shelby and Mrs. Jean Boat Gardner. The facility contains basketball courts and classrooms areas. The swimming pool is heated and enclosed for year-round use.

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

Communications Studies Hall, formerly the Boiling Springs Elementary School, was acquired in 1980. It houses the Communication Studies Department offices and classrooms for journalism, photography, television, radio and theater.

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

Decker Hall, housing 140 women students, was named in memory of James Webb Decker Gardner, the son of the late Mr. and Mrs. O. Max Gardner. St. Hall in 1948, the three-story brick structure was completely renovated in 1986.

Dover Campus Center, constructed in 1966, was completely renovated in 1980. It houses the cafeteria, lounges, the Campus Shop, student government offices, student development administrative offices, and the academic advising center. The building is named in memory of Charles I. Dover of Shelby, a long-time friend and benefactor of Gardner-Webb University.

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-Ellis Computer Center which is equipped with state of the art computer equipment. 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 McGee of Winston-Salem and donated to the school as a teaching tool. Located across from the Library is the Kathleen Nolan Dover Garden. The garden was given in memory of Mrs. Dover by her husband, Charles I. Dover, and their family and friends.

Dover Memorial Chapel is a graceful and inspiring structure which stands at the formal entrance to the campus. Erected in 1971, the interior features a 336-seat auditorium. The lower level houses the Social Sciences department and classrooms.

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

Elliott House houses the University radio station WCWQ, a 50,000 watt stereo FM educational station broadcasting over a radius of 75 miles. Sports Information and the University Publications Department are also located in Elliott 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 studio 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 1986, the building was completely renovated and now houses the School of Business and a multi-purpose auditorium.

Howe-Anthony-Palgett-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. Suttle of Shelby, and the west wing is named in memory of A.W. McMurry of Shelby. Henry Anthony is the first floor of the central building, named in memory of Senator Clyde B. Hoey and his wife, Sen. Gardner Hoey, 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 B. Padgett and his wife, Cleo King Padgett, of Forest City, and in memory of Dr. Guilford Young and his wife, Florence Jackson Young, of Forest City.

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

Linkins 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 Linkins, of Kershaw, S.C. The building houses the M. Christopher White School of Divinity, the Religion and Psychology departments and classrooms.

Lutz-Yelton Convocation Center, completed in 1981, serves as the center of cultural and athletic activities for the area. Included in the Center is the 600 seat Karlheim Nolan Dover Theater, named in her memory by her husband, Charles L. Dover, and their family. 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 faculty and coaches, handball courts and athletic training facilities complete the Center.

Lutz-Yelton Hall houses 100 men. This impressive building, completed in 1983, is named for the former Lutz-Yelton Companies of Shelby.

Manney Hall is a four-story brick structure completed in 1985. It houses 112 men and is named in honor of Mr. and Mrs. W.K. Manney, Sr., and in memory of Mr. and Mrs D.C. Manney 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.

Nanney Hall, completed in 1967 and renovated in 1993 is a two-story brick structure which houses 64 women students. Nanney Hall is named in memory of C.P. and Irene B. Nanney of Gastonia.

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

Noel House contains the programs 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 15C.

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

Reyster Hall, which houses 60 men students, was formerly Reyster Memorial Hospital. When the Casper Memorial Hospital was completed in 1977, the one-story brick building was renovated for residence hall use.

Spangler Memorial Stadium, completed in 1966, includes a football stadium seating 6,000, a track, and a fully equipped field house. The facility is named in memory of Ernest W. and Virginia Patrick Spangler of Shelby. The field house is named in honor of V.F. Hamrick of Shelby.

Spangler Hall was constructed in 1968 and houses 96 men. The three-story brick building is named in memory of R. Patrick Spangler of Shelby, a friend and benefactor of the University.

Stroop Hall houses 100 women and was completely renovated in 1966. The three-story brick structure is named in memory of Mrs. Mae Clara Stroop, a benefactor and trustee.

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 College for Extended Professional Studies (CEPALS), the offices of the Graduate School of Education and Counseling, and selected faculty.

Suttle Family Wellness Center was constructed in 1989 and is named in honor of J.L. Suttle Jr., of Shelby, N.C. Added as a wing to the First Gymnasium complex, the Suttle Wellness Center contains a wellness/fitness center with state of the art exercise equipment as well as a student recreation area.

The **tennis complex** consists of twelve courts. Constructed in 1989, the courts are ideal for intercollegiate and recreational play. The courts are lighted for evening play.

University Commons is a student apartment complex of six buildings located on campus on Students Drive. Overlooking beautiful Lake Holladay, the 268 bed complex was built in 1987 and 1989. 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.

Washburn Hall was purchased and completely renovated in 1992. The building contains the offices of Admissions and Financial Planning. It is named in honor of Dr. and Mrs. Gene Washburn of Bowling Springs, N.C.

Washburn Memorial Building is a brick structure erected in 1941 by Sexton A. Washburn in memory of the Washburn families. Originally used as a library, the building now houses the Department of Foreign Languages.

Webb Hall was built by the O. Max Gardner Foundation in memory of Mrs. O. Max (Pey Webb) Gardner, her parents, grandparents, and great-grandparents. The first wing was completed in 1960, and the second wing was added in 1973. The building houses administrative offices, including the office of the president. In front of the Webb Hall is the Suttle-Wall Tower of Light. The tower, built in 1989, is in memory of Joseph Linton Suttle and Dr. Zero Wall.

Withrow Observatory, named in honor of Gardner-Webb's sixth president Dr. Calvin E. Withrow, was built in 1990. The facility contains a powerful telescope and a multipurpose conference room.

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

SPECIAL ACADEMIES

THE BRYCELL ACADEMY FOR THE STUDY OF INDEPENDENT CONCEPTS

The Bryceell 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 Reverend B.E. Morris, his family and friends contributed generously to endow the 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. The admissions office is also open on Saturday from 9:00 a.m. until noon. Administrative officers and members of the faculty are available at other times by appointment.

TRAVEL INFORMATION

Gardner-Webb University is in the town of Boiling Springs, N.C., a community just outside Shelby. The University is only 13 miles from Interstate 85 and three miles from U.S. 74. It is accessible to airline services at Charlotte and Greenville-Spartanburg. The telegraph address is Shelby, and the University is served by the Shelby-Lattimore telephone exchange. The number is (704) 434-2361. The FAX number is (704) 434-4FAX, (4329).

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 PROGRAM

The academic programs of Gardner-Webb University are designed to prepare graduates to go directly into such fields as business, public service, teaching and nursing or to enter graduate and professional schools. Furthermore, the curriculum is designed to meet the needs of a wide variety of students.

DEGREES AND MAJOR FIELDS OF CONCENTRATION

Gardner-Webb University has three graduate schools which award master's degrees. The Graduate School of Education and Counseling offers the **Master of Arts** degree in Education, Educational Administration, Physical Education, English Education, School Counseling and Agency Counseling. The Graduate School of Divinity offers the **Master of Divinity** degree. The Graduate School of Business offers the **Master of Business Administration** degree.

For detailed information concerning the graduate programs please contact the appropriate Graduate Program office of Gardner-Webb University.

The **Bachelor of Arts** degree is awarded in the following fields: American Sign Language, Communications Studies, English, English with Teacher Licensure, French, French with Teacher Licensure, History, Music, Music Education, Journalism, Religious Studies (Religious and Education Studies tracks), Sacred Music, Social Science, Social Science with Teacher Licensure, Sociology, Spanish, and Spanish with Teacher Licensure, Theatre Arts.

The **Bachelor of Science** degree is awarded in the following fields: Accounting, Athletic Training, Biology, Biology with Teacher Licensure, Business Administration, Chemistry, Chemistry with Teacher Licensure, Computer Science, Elementary Education (K-5), Middle Grades Education (6-9), Health Education, International Business, Management Information Systems, Mathematics, Mathematics with Teacher Licensure, Medical Technology, Physical Education, Physical Education with Teacher Licensure, Physician Assistant, Psychology, and Sport Management. Dual degree programs in Engineering are offered with Auburn University and the University of North Carolina at Charlotte.

The **Bachelor of Science in Nursing** degree may be earned on the main campus, at the facility in Statesville, N.C. and at other locations.

The **Associate in Arts** degree is awarded in Nursing.

MINOR FIELDS OF CONCENTRATION

Requirements for most of the major fields in the B.A. and B.S. programs include a minor consisting of at least 15 semester hours.

The following minor fields are available: American Sign Language, Art, Athletic Training, Biology, Business Administration, Biblical Languages and Literature, Biblical Studies, Chemistry, Christian History and Thought, Christian Studies, Classical Languages, Coaching, Communications Studies, Computer Science, Criminal Justice, Economics, English, Foreign Languages, French, General Science, Health Education, Health Science, History, International Business, Interpreter Training, Management, Management Information Systems, Marketing, Mathematics, Music, Philosophy, Physical Education, Physical Science, Political Science, Professional Education, Psychology, Religious Studies, Sign Language Studies, Social Sciences, Sociology, Spanish, Sport Management and Theatre Arts.

GENERAL STUDIES

A strong emphasis on the liberal arts continues to be a significant feature of the academic program for undergraduate students. The University seeks to develop quality graduates who think logically, communicate clearly, and appreciate their heritage. Therefore, every student is expected to demonstrate competency in English, reading and mathematics. In addition, the General Studies requirements reflect a broad and diversified curriculum designed to prepare students for a future of continual growth.

INDEPENDENT STUDY AND RESEARCH

An integral part of the academic program at Gardner-Webb University is the opportunity to do independent study and to conduct research projects. With the assistance of faculty members, junior and senior students are encouraged to develop expertise in areas of interest beyond those covered in the course offerings.

EXPERIENTIAL EDUCATION

Gardner-Webb University supports programs which encourage students to relate classroom learning to work experience. In fields such as Teacher Education, Nursing, Physician Assistant and Medical Technology, the experiential dimension is interwoven in the course requirements. In other fields, such as Communications Studies, Psychology and Religious Studies, students are encouraged to participate in internships, which are available throughout the academic year and during summers. For additional information students should contact the departmental chair of the area of interest.

PREPROFESSIONAL PROGRAMS

Gardner-Webb University offers programs which prepare students for professional studies in such fields as agriculture, medicine, dentistry and law. In addition, the University prepares students to enter any professional program, either at the graduate or undergraduate level, that are based on a liberal arts education.

PREMINISTRIAL (ANY FULL-TIME CHRISTIAN VOCATION)

Traditionally a significant number of Gardner-Webb students have prepared for a variety of Christian ministries. Although no particular major is required for seminary or divinity school, students, in general, who are interested in these areas should expect either to major in Religious Studies or in one of the liberal arts areas.

PREMEDICAL AND PREDENTAL

Medical and dental schools desire students who have demonstrated academic excellence in science fields combined with the intellectual breadth supplied by the liberal arts. Gardner-Webb graduates have experienced a high degree of success in gaining admission to medical and dental schools. Students interested in these professions are encouraged to major in Biology or Chemistry. Students interested in a career in veterinary medicine, optometry and other health professions that require graduate work generally complete the same courses as premedical and pre dental students.

PREAMBLE

According to the Association of Law Schools, there are two objectives of undergraduate education for prospective law students: first, the student should learn to reason logically; second, the student should learn to write and speak with clarity and precision. Gardner-Webb University provides a number of majors that give students an appropriate background for admission to law school.

ALL PREPROFESSIONAL MAJORS

Gardner-Webb University encourages students who plan to enter a professional school for graduate work following their baccalaureate degree to use the catalog of the professional school they wish to enter as a guide to choosing undergraduate courses. In order to assist students, Gardner-Webb University provides the services of faculty advisers for each preprofessional program.

PROFESSIONAL PROGRAMS

Gardner-Webb University offers professional programs in a number of areas, including Accounting, Administrative Management, Business Administration, Communication Studies, Computer Science, Management Information Systems, Medical Technology, Nursing, and Physician Assistant. Also, Gardner-Webb University in cooperation with the schools of engineering at Auburn University and the University of North Carolina-Charlotte offers a dual-degree program in mathematics and engineering. These programs require three years of study at Gardner-Webb and two years at the above-named universities. Graduates of these programs are prepared to enter beginning-level professional positions. Many also continue their studies in graduate programs.

SPECIAL ACADEMIC PROGRAMS

Gardner-Webb University offers a variety of special academic programs for students with special needs and qualifications, including those discussed below:

NCPEL PROGRAM FOR THE DISABLED

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

PROGRAM FOR THE BLIND AND VISUALLY IMPAIRED

Through this program students who are blind or visually impaired have full access to a baccalaureate education. Special orientation is given to help students make the transition to college. Reader service is provided by the University, and a laboratory assistant aids students taking science courses.

A wide variety of equipment, including brailers, adapted tape recorders, talking calculators and specialized computer technology is also available. In order to meet the needs both of visually impaired and blind students, the University maintains an equipped resource room located in the library and a technology lab located in the Noel House.

This program director as well as other staff are available for academic, personal

and career guidance.

Applicants may submit test scores from the SAT or ACT for admission purposes. Academic standards are the same as those for sighted students.

PROGRAM FOR THE DEAF AND HARD OF HEARING

Gardner-Webb University provides liberal arts educational opportunities for students who are deaf or hard of hearing. Qualified interpreters, captionists, tutors, and note-takers enable these students to attend fully integrated classes and to participate in extracurricular activities sponsored by the University.

The Learning Assistance Programs can help students who lack proficiency in English, mathematics or reading.

Residence halls are equipped with visual fire alarms, and double-lights. The University is alert to the need for sound amplification equipment that will aid the hard of hearing student in the classroom.

The program director and other staff are proficient in sign language. They are available for academic, personal, and career guidance.

Applicants may submit test scores from the SAT, ACT or the SAT-II (Standard Achievement Test for the Hearing Impaired) for admission purposes. Academic standards are the same as those for hearing students.

LEARNING ASSISTANCE PROGRAM

The Learning Assistance Program is designed to help students attain proficiency in the fundamental academic skills: writing, reading, mathematics, and study skills. The program features a Writing Center where any Gardner-Webb student may receive help with any writing task, and a Learning Assistance Center where any Gardner-Webb student may request help with a particular reading, mathematics or study skill. Assistance may be provided in the form of tutoring, computer-assisted instruction in a modern computer lab, taped instruction, or other learning materials appropriate for the student's needs. The Learning Assistance Program also offers basic skills courses in reading, writing, and mathematics. Students receive individual attention focused on their particular needs as well as ample opportunities to practice their skills in a supportive environment. In addition, the program presents occasional workshops on reading, writing, and study skills.

GOAL PROGRAM

The Greater Opportunities for Adult Learners (GOAL) program provides opportunities for students possessing an A.A. or A.S. degree to continue their studies culminating in a baccalaureate degree. GOAL programs are available in the following curricular areas: Accounting, Business Administration, Business Management, Health Management, Criminal Justice, Human Services, Management Information Systems, and Nursing.

Courses in the GOAL program are scheduled on weekday evenings in a number of GOAL centers. In addition to the Gardner-Webb campus, GOAL programs are provided in the following regional locations: Charlotte, Dallas, Edison, Marion, Valdese, Newton, Polk County, Rockingham, Spindale, Spruce Pine, Statesville, Troy, Wilkesboro, and Winston-Salem.

For additional information on the GOAL program contact the office of the College of Extended Professional Studies on the Gardner-Webb campus or consult the GOAL Bulletin.

HIGH SCHOOL SENIORS PROGRAM

With the consent and recommendation of the high school principal, rising high school seniors may complete their last year of high school at Gardner-Webb

University while simultaneously earning full college credit.

High school seniors and rising high school seniors may take courses at Gardner-Webb University while still enrolled in high school.

College credit for work successfully completed will be granted subsequent to high school graduation.

HONORS PROGRAM

The Honors Program provides special opportunities for academically talented students. In addition to special honors and interdisciplinary classes, a variety of lectures, trips and other events are planned for students. An Honors House is available on campus for study and recreation. Application procedures are available through the Admissions Office.

INTERNATIONAL TRANSFER PROGRAM

Gardner-Webb University has a transfer agreement with Doshu University, a leading private university in Sapporo, Japan. This program allows Japanese students to complete their junior and senior years at Gardner-Webb and to graduate with the major and degree of their choice. Gardner-Webb students may also transfer to Doshu University providing they have proficiency in the Japanese language.

Gardner-Webb University also has a transfer agreement with the Yeungnam Women's University in Seoul, Korea. Similar arrangements are currently being negotiated with universities in Germany, Australia, Thailand and the Peoples Republic of China.

MEDICAL TECHNOLOGY

Gardner-Webb University has entered into agreements with the Bowman Gray School of Medicine of Wake Forest University and with the Carolina Medical Center of Charlotte whereby students may earn the Bachelor of Science degree in medical technology. Students complete three years of study at Gardner-Webb and the final year at the clinical facility. See Special Programs for details.

NURSING

Through the School of Nursing, students may earn associate (ADN) and bachelor's (BSN) degrees. The BSN program is an upper division program for registered nurses only. Both programs are offered on the Boiling Springs campus. The BSN program is also offered in Statesville, Winston-Salem, Charlotte, and Concord.

PHYSICIAN ASSISTANT PROGRAM

The Physician Assistant Program is a cooperative program with the Bowman Gray School of Medicine of Wake Forest University. The student completes three years of work at Gardner-Webb University then enters Bowman Gray for two additional years of study. Upon successful completion of this curriculum, the student receives a baccalaureate degree from Gardner-Webb and a Physician Assistant Certificate of graduation from Bowman Gray.

STUDY ABROAD

Through the Beaphill School of Management and the Departments of Fine Arts, Foreign Languages and Literature, and Religious Studies, students are provided opportunities to enrich their educational experiences through travel in Canada, Europe, Latin America, and the Mediterranean area. Other foreign studies opportunities are also available.

ACADEMIC SUPPORT SERVICES

Gardner-Webb University recognizes the individual needs of students. In order to maximize the student's opportunity for success, the University places emphasis on a variety of academic support services.

ACADEMIC ADVISING

Students are assigned faculty advisers when they enter Gardner-Webb University. These assignments are based on academic and vocational interests as well as upon personal compatibility. A significant part of the freshman orientation program involves the use of small groups led by faculty members.

ACADEMIC ADVISING CENTER

Located in the Dower Campus Center, the Academic Advising Center works with faculty advisers to provide students with comprehensive academic advising services. Assistance in career counseling and planning is provided in the Counseling Center located in the Dower Campus Center. The services of the Center are available to students on a walk-in or appointment basis.

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 Learning Assistance, Communication Studies, English, Education, Mathematics, Nursing, Psychology, science, and Business Administration.

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

LIBRARY

The Dower 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 190,000 volumes, 493,000 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 residence and enhance the instructional process. Professional literature are available for individual and group instruction. Interlibrary loan, individual, and production (lamination, transparencies, and) services are available. The Library's home page at www.library.gardner-webb.edu provides information about the Library, access to our automated catalog MAX, and 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 LITVil index and full-text databases, as well as to access our own collections.

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. Experiences in residence halls, student government, religious life, the Campus Center, service organizations, informal social groups, and intramural teams are important to the students' total development. The University supports and encourages student involvement in a variety of activities.

The Student Development Division consists of the departments of Campus Ministry, Counseling, Career Services, Community Services, Residence Life, University Police, and Student 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 Division II (NCAA II) and the South Atlantic Conference (SAC). Intercollegiate teams compete in football, men's and women's basketball, baseball, golf, men's and women's soccer, men's and women's cross-country, women's volleyball, women's softball, and men's and women's tennis and wrestling. New this year will be men's and women's track and field and women's swimming. Also in the Department of Athletics are cheerleading and athletic training.

BROYHILL ADVENTURE COURSE

The Broyhill Adventure Course is a unique outdoor adventure challenge complex that offers three experiential elements: the Alpine Tower, the Carolina Squeeze Wall, and the Rescue Exercise (all built by Alpine Towers, Inc.). Each element offers 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. Students may also become involved with the SAC through staff facilitator positions.

CAMPUS MINISTRY

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

Ministry staff

- Offers pastoral care to students, faculty, administration, and staff.
- Serves as advisors to student ministry organizations on campus.
- Coordinates DIMENSIONS and the planning of worship services held for the University community.
- 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 Ministry 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.

Campus Ministries United (CMU) is an umbrella association which consists of all campus ministry groups and seeks to keep the unity within the body of Christ at Gardner-Webb University. A CMU Council is composed of students who are dedicated to leading the Gardner-Webb family closer to Christ. Council members represent different aspects of Campus Ministry and model unified functioning, mutual understanding, encouragement, and cooperation.

COUNSELING CENTER

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. Dr. Jim Whitlow is the Director of University Counseling Center.

CAREER SERVICES OFFICE

The Counseling Center is also home to the Career Services Office. Career Services assists students in making career choices while in college and in finding practical work experience during college, and fulfilling employment opportunities after graduation. Services provided include SKI PLUS, computerized career guidance system, as well as other interest and personality inventories, resume/placement file services, resume writing and publishing services, interviews on campus, career fairs on-campus, a current job listing of both part-time and full-time jobs, workshops on career development and the job hunt, and work study placement for those receiving work study through financial aid. All students and alumni are eligible for services offered by Career Services. This includes all workshops, career fairs and events sponsored by Career Services. Placement and resume files are made available to all students with a degree from Gardner-Webb or who are looking for full time work.

Employers are invited to participate in events sponsored by Career Services. The 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.

Persons in the community may inquire about positions available on the Job Bulletin Board, but are not eligible to participate in any other event sponsored by the Career Services Office.

COMMUNITY SERVICES

The Community Service Office 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 Community Service Office. These annual programs include the Volunteer Fair, canned food drive, Salvation Army Angel Tree, Make A Difference Day, and others.

In addition to providing campus wide service programs, the Community Service Office 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. Students in the Leadership Through Civic Responsibility certificate program may document their service hours through the Community Service Office.

Service leadership opportunities are available to students through the Student Volunteer Corps, a student organization which promotes campus involvement in community service for individuals and groups. Through an environment of action, education and diversity, SVC strives to encourage thoughtful experiences in service and to challenge participants in addressing the problems we face as a society.

Students, faculty and staff who are interested in making a difference in the community are encouraged to contact the Community Service Office for more information.

RESIDENCE LIFE

The University strives to make residential living attractive, comfortable and developmental in nature. All of the residence halls are air conditioned, and rooms are designed for double occupancy. 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 sessions. Sessions only may remain through Commencement in spring and summer sessions. Residence halls close during vacation periods (fall break, Thanksgiving, Christmas, spring break, and Easter) except for international students or those participating in University sponsored events.

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 procedures. All halls are equipped with laundry rooms, coin operated washers and dryers, vending machines for snacks and beverages, and lobbies. 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.

The residential campus is governed by the Residence Hall Association. These elected student representatives provide programs for their respective populations utilizing funds from an activity fee. The approximate \$30 (non-refundable) residence hall activity fee must be paid at check-in annually.

More specific Residence Life policies and guidelines may be found in The Student Handbook and the Housing Contract.

COMMUNICATIONS SERVICES FEE

All students are required to pay a non-refundable communications services fee of approximately \$40 per semester. This fee will be billed by the University or an agent designated by the University. This fee is required to make communications services available to all students. Services may include cable television (educational, informational, and entertainment) and access to the University telephone network. In addition, all students will be issued a long distance telephone access code for their personal use only. All long distance fees charged to the code are payable upon billing to the University or an agent of the University. Students are solely financially liable and responsible for all telephone arrangements. This includes all authorized or unauthorized use of University or individual telephone networks. The student also agrees to abide by the terms and conditions of the long distance service by accepting and/or using the code. By accessing the telecommunications network, each student authorizes the University to release the billing agent all directory information and social security numbers for billing and credit purposes. Students further authorize the University to assist in collection of fees and calls by withholding transcripts, grades and registration.

RESIDENCY REQUIREMENTS

(1) All single, full-time undergraduate students enrolled in the regular program are required to live on campus. Exceptions will be considered for the following reasons:

- (a) Living with parent or guardian
- (b) 21 years of age or older prior to the beginning of the academic year
- (c) Completed 120 consecutive days of military duty
- (d) Lived in a university residence hall six semesters (fall or spring)
- (e) Achieved 90 semester hours of university credit
- (f) Permission from the Director of Residence Life

Notes: Full-time students desiring commuter status must complete and submit a Commuter Application Contract along with a \$50 Advance Deposit. New students should submit the application and deposit upon acceptance. Continuing students wishing to change from a resident to commuter status must submit the application and fee no later than April 15th for the following fall. Please note: The Housing Contract is for the full year - fall through spring.

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

(2) Married or part-time students enrolled in the regular program must complete and submit the Commuter Application Contract along with the \$50 Advance Deposit. Part-time students desiring to live in a residence hall can apply for residential status by contacting the Residence Life Office.

(3) All resident students are required to purchase a University meal plan. Exceptions will be considered only for medical reasons when the University's food service cannot accommodate the necessary dietary requirements. Medical exceptions must be requested in writing at least 15 days prior to registration and be accompanied by a doctor's statement and prescribed diet.

ROOM RESERVATION POLICY AND PROCEDURES

(1) **Policy:** All residence students must submit a properly completed Application and Contract for Housing and pay a \$150 Room Reservation Deposit before a room will be reserved. The Room Deposit will be forfeited if the reserved room is not utilized.

(2) **Procedures:**

(a) New students enrolling for the fall semester should submit the Housing Contract and \$150 Room Reservation Deposit within 30 days of acceptance or before the opening of school. **THE ROOM RESERVATION DEPOSIT IS NON-REFUNDABLE.**

(b) Continuing students may reserve rooms during the spring semester. Each student must submit to the Office of Residence Life verification of payment of the \$150 Room Reservation Deposit and a properly completed Housing Contract. **THE ROOM RESERVATION DEPOSIT IS NON-REFUNDABLE.**

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 the safety and security of life and property. Full-time officers are professionals who have been properly trained, certified, and commissioned. Services provided by the department include traffic control, engraving, 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, bicycles, and in marked/unmarked campus police vehicles. The department also employs students who are unarmored.

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 a.m. until 10 p.m. and Sundays 1 p.m. until 10 p.m.

VEHICLE REGISTRATION

All motorized vehicles operated on Gardner-Webb property must be registered with the University Police Office and display a valid permit. Undergraduate students can obtain permits for \$60 during registrations, orientations, and regular business hours from the office of University Police. A parking regulations and restrictions manual is distributed with each permit.

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

The department is also committed to ensuring that all programs reflect our Christian values and commitment by providing a staff of students and professionals who are dedicated to the development of the total student.

The Student Activities office is a multi-functioning student centered area, responsible for assisting students in forming clubs, organizations and special events. Typical activities that are planned range from weekend movies, comedy acts, novelty,

and special event dances. The Student Activities Director oversees the Student Entertainment Association to provide quality entertainment.

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." A wide variety of sports are offered in the fall and spring semesters. Any currently enrolled student or current faculty/staff member may participate.

STUDENT GOVERNMENT

Representing the interest of the Gardner-Webb student body is the Student Government Association (SGA). Projects and proposals dealing with social, cultural, and academic life are promoted by the SGA officers and the Student Senate. The SGA promotes the general welfare of the student body, encourages involvement in extracurricular activities and fosters interaction among faculty, staff, and students.

The Student Entertainment Association (SEA) is a major function of the SGA, responsible for providing entertainment programming for the members of the Gardner-Webb University community. The SEA plans a variety of activities to involve students in social, cultural, and recreational opportunities. The SEA is under the area of the Student Activities Director.

HEALTH SERVICES

Gardner-Webb University provides health services for resident students through Boiling Springs Medical Associates located near the campus.

The physicians and/or physician assistants regularly see students who have minor diseases or injuries. Emergency cases are referred via ambulance to Cleveland Regional Medical Center. For residential students, the University pays the first \$45 of the doctor visits to Boiling Springs Medical Associates and the student is responsible for the balance. This fee is subject to change depending upon the current charge of the doctors. Services of other medical personnel and prescription medicines are the financial responsibility of the student. Students with special problems are referred to specialists or their family physicians.

A medical examination for all new students is suggested and a health form is required. Immunization records are required by North Carolina State law.

STUDENT ORGANIZATIONS

Gardner-Webb University offers students opportunities to become involved in numerous activities and organizations on the campus. The range of these activities is wide. Students work with the Student Activities Office to start new organizations. Guidelines for starting new clubs/organizations are available from the Office of Student Activities.

DEPARTMENTAL

Physical Education Health Education Majors (PEHEM), Student National Education Association (NBA-SPE), Student Nurses' Association, Psychology Club, French Club, Mathematics Club, Student Chapter of the Music Educators National Conference, Outdoor Explorers Club, Phi Beta Lambda (Business), Social Science Club, Association of Computing Machinery, Drama (Alpha Psi Omega).

MUSIC AND FINE ARTS

University Community Orchestra, University Band, American Choral Directors' Association, Concert Choir, Chorus, Music Teachers Association, American Guild of Organists

RELIGIOUS

Campus Ministries United (CMU) encompasses these organizations: CoP, Baptist Student Union (BSU), Fellowship of Christian Athletes (FCA), FOCUS, GWU Gospel Choir, Christian Ministry Association (CMA), Celebration Week, Off-Campus Ministry, Joyful Hands Sign Choir, Missions Possible, Small Groups.

OTHERS

International Students Club, Cheerleaders, Residence Hall Association, Student Entertainment Association, Student Volunteer Corps, Computer Club, Judo, and Martial Arts Club.

STUDENT HONORS

ALPHA CHI

Membership in this national scholastic society is one of the highest honors a Gardner-Webb student can attain for academic excellence. To be eligible for membership a student must be a junior or senior in the top ten percent of the class, and have distinguished himself or herself by academic accomplishments.

BETA BETA BETA

The objective of this national honor society is to recognize scholastic achievement in Biology.

SIGMA DELTA PI

The objective of this national honor society is to recognize scholastic achievement in Spanish.

SIGMA TAU DELTA

The objective of this national honor society is to recognize scholastic achievement in English.

PSI CHI

The objective of this honor society is to recognize scholastic achievement in Psychology.

THETA ALPHA KAPPA

The objective of this national honor society is to recognize scholastic achievement in Religious Studies and Theology.

WHO'S WHO

Outstanding members of the student body are selected for Who's Who in American Colleges and Universities. Selection is based on scholarship, participation and leadership in academic and extracurricular activities, citizenship and service to the University.

CAMPUS TRADITIONS

ALUMNI DAY

This day is one of the highlights of the year and the time for class reunions. The Alumni Association honors outstanding alumni at this occasion.

HOMECOMING

Homecoming takes place in the fall, bringing back to the campus many former students. Entertainment includes sports tournament, football game, and other festivities. Special activities are scheduled during the week for students.

FAMILY WEEKEND

The Parents' Association of Gardner-Webb University, under the direction of the Vice President of University Relations, invites the parents and family members of Gardner-Webb students to a weekend of fun and entertainment, a chance to meet and mingle with faculty on an early Fall weekend.

SPRING FORMAL

The foremost social event of the spring semester. The queen and her court are presented at a ball culminating the week's activities.

STUDENT GUIDELINES, EXPECTATIONS AND RIGHTS

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

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

The Student Handbook describes the prohibited behavior code and the judicial process used in the event that a student becomes involved in prohibited behavior. The Handbook is distributed during orientation, at which time students' 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, MDMA-known as ecstasy, etc.)
 Alcohol

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

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

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

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

(5) Local, state and federal law prohibits the possession of weapons on campus. These laws supersede any statutes which allow the possession of a concealed weapon by permit. G.S. 14-289.2



ADMISSIONS, FINANCES AND FINANCIAL AID

ADMISSION PROCEDURES

Gardner-Webb University operates on the Rolling Admissions Plan. Completed applications are acted upon and notification is made to the student within three weeks. Gardner-Webb University maintains that students of 2.4 GPA, 850 SAT or 17 ACT, and rank in the top 50% of the high school graduating class are baseline for academic success. Students who do not possess the desired criteria may be invited to campus for an interview to determine the student's potential for academic success. In addition to quantitative requirements for admission, Gardner-Webb University accepts students with strong character, leadership ability and desire to be a positive influence in the campus community. No single criterion will be decisive, but each item will be considered carefully as acceptance decisions are made. In the case of transfer students, previous college work and recommendations will serve as the criteria for acceptance.

Although an interview is not required of all applicants for admission to Gardner-Webb University, campus visits are encouraged. Interviews and campus tours are available between the hours of 9 a.m. and 4 p.m. Monday through Friday or by appointment. Four prospective student visitation days, or VIP days, are planned during the school year. Each VIP day is held on a Saturday to accommodate work schedules. Contact the Admissions Office at 1-800-251-6472/704-434-4498 for further information.

Gardner-Webb University admission packets are available from many high school guidance offices or directly from the Admissions Office of the University. Completed applications should be returned with a non-refundable \$25 application fee and transcripts of all high school credits and any college work attempted. Applications for admission may also be made online at www.gardner-webb.edu.

Applicants must meet the University's standards as to intellectual promise, and emotional and social stability. Gardner-Webb University is committed to its responsibility as a liberal arts university within the context of the Christian faith. It seeks to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds.

Although a fixed pattern of high school credits is not prescribed, the following minimum course distribution is recommended as the best preparation for academic work at Gardner-Webb University: English, 4 units; social science, 2 units; algebra, 2 units; geometry, 1 unit; foreign language, 2 units; natural science, 2 units; plus electives.

Acceptance of students for admission to the University does not automatically guarantee their entrance into any particular program of the University. Departmental approval is necessary for entry into any departmental program and/or major.

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

ENTRANCE EXAMINATIONS

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

Applications, lists of testing centers and dates, and rules on applications, fees and other information are available in most high school guidance offices in the United States. The SAT school code for GWU is 5242, and 3102 for ACT.

ACCEPTANCE ON CONDITION

Students whose deficiencies indicate a need for special work may be required to participate in the Learning Assistance Program. Upon successful completion of this work the student may proceed with regular course work.

PROVISIONAL ACCEPTANCE

A provisional acceptance may be granted on an individual basis to students who are unable to complete all admission requirements prior to registration. For example, students transferring to Gardner-Webb University from another college or university for the spring semester may be unable to have a complete transcript or record prior to registration. In such cases a provisional acceptance can be granted in order for the student to enroll. A provisionally admitted student must present all academic transcripts and complete requirements prior to mid-term of the initial semester. Failure to submit required transcripts and completed immunization records by mid-term of the initial semester constitutes grounds for dismissal from the university. In accordance with Federal Regulations, Financial Aid cannot be awarded to a student until he/she has been officially accepted.

SPECIAL STUDENTS

Gardner-Webb University admits a limited number of special students.

They include:

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

TRANSIENT STUDENTS

A student enrolled at another institution may take a course(s) at Gardner-Webb University and transfer that credit to the other institution. To be considered as a transient student at Gardner-Webb, one must apply to Gardner-Webb and have written permission from the registrar of the other institution.

INTERNATIONAL STUDENTS

In order to be considered for admission to Gardner-Webb University, international students must submit documentation of their ability to read and write the English language. They should do so by submitting results of the Test of English as a Foreign Language (TOEFL). A minimum score of 500 is required. They must also submit documentation of their ability to support themselves financially while in the United States.

Students who fail to meet the English language requirement may enroll at an ELS Language Center. Proficiency certification by ELS meets the English language requirement for admission. An I-20 will not be sent until the above documents have been received by the Admissions Office.

ADVANCED PLACEMENT AND CREDIT

Advanced Placement Programs: Students achieving a minimum score of three on an Advanced Placement Program test of the College Board will be given advanced placement with credit for the course covered by the test.

College-Level Examination Programs: Gardner-Webb accepts credit earned through the College Level Examination Program prior to enrollment and through the end of the first semester of enrollment. No credit is accepted for tests taken later than the end of the first semester of enrollment. CLIEP tests must be taken before a student enrolls in a comparable course.

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

- (1) Credit will be received on the same basis as transferred credit from accredited institutions of higher learning.
- (2) Credit will not be granted in an area for which the examinee has college credit. No course can be dropped to take a CLIEP test, and no subject attempted in class may be repeated by CLIEP.
- (3) Credit will be received as partial; that is, no hours attempted or quality points will be computed in the examinee's grade point average.
- (4) Unsatisfactory scores will not become a part of the student's record.
- (5) A CLIEP test on any subject may be submitted only one time.
- (6) Concerning the General Examination for freshman applicants:
 - (a) The student must submit a score of at or above 500 on each test.
 - (b) The number of semester hours granted will be that number normally granted for the area covered by the test with the following restrictions:
 - (1) A maximum of six semester hours credit may be granted for each test.
 - (2) A maximum of three semester hours credit may be granted on the basis of a sub-score provided the area is appropriate.
 - (c) Credit thus granted may be applied to the student's course of study only as basic courses or free electives.
- (7) Concerning the Subject Examinations:
 - (a) The student must submit a score at or above the mean score for C students on the CLIEP national norms, such scores being provided and recommended by the Council on College-Level Examinations.
 - (b) The number of semester hours granted will be determined by the scope of the material measured as indicated by the Council on College-Level Examinations.
 - (c) Credit thus granted may be applied to the student's course of study without restriction.

Armed Services-Related Programs: Veterans who have successfully completed a course or courses under the Service School training program or through USAFI

may submit a record of courses completed for review by the Transcript Evaluation Officer. Credit may be applied or subject waived, depending upon the discretion of the proper authority and the appropriateness of the course in the student's educational objectives and program.

Local Testing Program: In order to enrich the program of a gifted student, a student attaining a satisfactory score on a special test administered by the appropriate department of the University may be exempted from the course covered by this test, but will be required to take an advanced course in the same department carrying the same or more credit.

Advanced placement may be earned in the Associate in Arts nursing program by successful completion of prescribed challenge examinations. Examinations are available for Nursing 101 - Basic Concepts of Nursing, Nursing 111 - Pharmacological Concepts in Nursing, and Nursing 112 - Nutritional Concepts in Nursing. Challenge of other nursing courses may be permitted in special circumstances. Eligibility for challenging courses includes admission to Gardner-Webb, meeting nursing admission criteria, completion of courses similar to those being challenged, and completion of prerequisites. Details may be obtained from the Director of the Associate Degree Nursing Program.

Arrangements for advanced placement through the local testing program are made individually for each student involved and require the approval of the Academic Dean and the appropriate academic departments.

ADMISSION OF TRANSFER STUDENTS

Requirements include a formal application for admission, an official high school transcript showing date of graduation or GED Certification, SAT or ACT scores, and a non-refundable \$25 application fee. The high school transcript (or equivalent) and entrance test scores are not required of applicants who have completed 30 semester hours of college credits with at least a 2.0 Grade Point Average.

The applicant's record is evaluated by Gardner-Webb retention standards, or the applicant must be eligible to return to his previous college in order to be accepted.

TRANSFER CREDIT POLICY

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

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

Credit may be transferred only for courses on which the student has earned a C or better. A course on which a student made a D, except a course counted in the major, may be used to satisfy a course requirement but carries no hours credit. The student must meet graduation requirements for the total number of hours required.

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 average are computed. The grade point average for graduation is computed on academic credit earned at Gardner-Webb. The Registrar interprets the transfer policy and certifies students for graduation.

GRADE POINT AVERAGE

The student's general academic performance is indicated by a Grade Point Average. This figure is determined by dividing attempted semester hours into earned quality points. Two Grade Point Averages are significant for each student: the semester GPA and the GPA for work taken at Gardner-Webb. Students must achieve a GPA minimum 2.0 on all work taken at Gardner-Webb to qualify for graduation.

READMISSION OF FORMER STUDENTS

Students who are not in attendance for one or more semesters or who withdraw during a semester for any reason must submit a formal application for readmission. Students who have been out more than 24 months must meet new curricular requirements.

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

The National Guide prepared by the American Council on Education is used as a measuring instrument for non-collegiate learning with transfer credit not to exceed six hours.



FINANCIAL INFORMATION

GENERAL INFORMATION

Guilford-Webb University will make every effort to keep operating costs low while providing quality programs. Through the support of the Baptist State Convention of North Carolina, the Independent College Fund of North Carolina, private gifts from alumni, business and other friends, and endowment earnings, Guilford-Webb is able to charge tuition which is less than the actual cost of instruction and other services. The University, however, reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgement of the Board of Trustees.

EXPENSES FOR THE 1999-00 ACADEMIC YEAR - REGULAR PROGRAM

Item	Per Semester
Tuition (Full-time: 12-18 hours)	\$5,190
Room: Traditional dorms	\$4,095
University Contracts	\$1,800
Board: See Board Plan Options	
Overload (more than 18 semester hours)	\$236/extra
Residence Hall Security Deposit	\$75
*Insurance	\$125

*The cost for a student's accident and health insurance plan is assessed to every full-time student unless a waiver form is completed certifying that the student is covered by some other insurance plan(s).

BOARD PLAN OPTIONS

All resident students must participate in an eligible board plan.

Plan Description	Meal Opportunities per week (11)	Plan # Per Semester (2)	Requirements/ Limitations	Cost per Semester
Value Plan	11	-0-	Available to all resident or commuter students. Required for first-time freshmen (Fall & Spring)	\$1,120
Choice Plan	15	\$25	Available to upperclassmen or commuter students. Not available to first-time freshmen.	\$1,180
Flex Plan	10	\$100	Available to upperclassmen or commuter students. Not available to first-time freshmen.	\$1,120
Commuter Plan	7	\$150	Available only to University Commuter students.	\$1,050

(1) The week will be defined as beginning Sunday dinner and running through Sunday lunch. Available meals for partial weeks will be prorated. Meals cannot be carried over from week to week, nor can they be transferred to other persons.

(2) Flex dollars are available to the student based on the meal plan selected. These dollars can be used at the student's discretion in the cafeteria or in the snack bar. They do not carry over from semester to semester.

(3) Once the semester begins, a student cannot change to a lower meal plan; however, one may elect a higher meal plan or purchase extra flex dollars after the semester commences.

MUSIC FEES

Item	Per Semester
Private Lessons - Piano, Voice, Organ, Instruments	
One lesson (1/2 hour) per week, credit or audit	\$165
Two lessons (1 hour) per week, credit or audit	\$270

Students wishing to take more than two private lessons per week will be charged an additional \$100 per 1/2 hour lesson.

NURSING PROGRAM FEES

In addition to tuition, fees, books, and general college expenses, associate degree nursing students can expect additional expenses of approximately \$500 throughout the program. These expenses include, but are not limited to, such items as uniforms, liability insurance, achievement tests, physical examinations, field trip, nursing pin and other pinning ceremony items, and application to take the NCLEX-RN (registered nurse licensing examination), and NCLEX-RN review software and programs.

PART-TIME ENROLLMENT

Tuition for day courses (no more than 9 hours per semester)	\$230/hour
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UNDERGRADUATE CONTINUING EDUCATION

Tuition per semester hour	\$188
Students must hold a completed Bachelor's degree from an accredited/approved institution to qualify for this rate. Official transcripts must be provided to the Registrar's Office.	

SUMMER SCHOOL 1999

Tuition per semester hour	\$188
Room and Board per summer session	\$445

GRADUATION FEE

Diploma and Commencement Attire	\$60
Late Application for Graduation	\$50

MISCELLANEOUS

Application fee (non-refundable)	\$25
Late registration/enrollment during term	\$50
Auditing courses (non-refundable)	\$50/course
Late payment fee	\$25
Drop/Add course after classes begin (first week only)	\$5
Transcripts	\$5/copy
Examination for course credit	\$150
Automobile registration	\$60
Replace I.D. card	\$5
Returned check fine	\$20
Late admission to Teacher Education Program	\$25
Late application for student teaching	\$25
Private Rooms (per semester when available)	\$405
Communications fee	\$60/semester
Replacement of room key	\$25
Improper residence hall check-out fee	\$50

ROOM CHARGE

Students changing rooms without permission of higher Resident Director are charged for both rooms.

BOARD CHARGE

Students living off campus but enrolled as full-time students may eat in the university dining room upon payment of board fees for each semester as determined by the Business Office, or through buying individual meals.

BOOK EXPENSES

The estimated cost of textbooks is \$200 to \$400 per semester, but this varies greatly with the number and types of classes taken.

COSTS COVERED BY TUITION

Included in the tuition fees are costs of registration, use of the library, recreation facilities, admission to home athletic events, student publications, post office box, regular laboratory fees, and 10 to 18 semester hours of work, inclusive each semester. The tuition, fees and estimated book expenses do not include fees for special courses, special laboratory work, and study-travel course. Personal expenses will vary with the individual student. For the student who must earn extra money toward his or her college expenses, there are a number of opportunities for work available through the Financial Planning Office.

SCHEDULE OF PAYMENT

ADVANCE DEPOSIT

A Room Reservation Deposit of \$150 for new resident students or an Advance Deposit of \$50 for new commuting students is due within 30 days of being accepted. The Room Reservation Deposit for new resident students or the Advance Deposit for new commuting students is non-refundable after May 1 for fall enrollment and November 1 for spring enrollment.

Commuting resident students may reserve a room, beginning March 1, by paying the \$150 Room Reservation Deposit and completing an Application and Contract

for Housing. Continuing commuter students should pay the \$50 Advance Deposit to declare their intent to return. The deposit for a continuing student is non-refundable.

Room Reservation Deposits will be credited toward the cost of the room. The Room Reservation Deposit will be forfeited if the reserved room is not utilized. The advance deposit for commuter students will be credited toward the cost of tuition.

BALANCE OF THE ACCOUNT

The balance of the semester charges is due prior to enrolling for classes. Students are encouraged to make this payment before returning to campus.

Those who cannot pay or find it necessary to finance university charges should contact the Business or Financial Planning Office for information regarding alternate payment plans.

CHARGE REDUCTION POLICY

Registration in the University is considered a contract binding the student for charges for the entire semester. However, it is the policy of Gardner-Webb University to give limited charge reductions in the event a student OFFICIALLY WITHDRAWS from school. A withdrawal form can be obtained from the Registrar's Office. The form must be completed and returned to the Registrar's Office in order for the student to be officially withdrawn. The date of official withdrawal is the date this process is completed.

Reductions will be computed on total charges for tuition, room and board but not on fees. Students leaving school for disciplinary reasons will not be eligible for any reduction and will be liable for the entire semester's charges. Students registered for 10 or more hours who drop a course(s) after the last day of registration will not receive any reduction in charges. Students charged on a per hour basis may receive a pro-rata refund for individual classes that are dropped. (For purposes of interpreting this policy, periods of enrollment will be computed in weeks. A week is defined as a Monday through Friday period or any part thereof. The first week is defined as the week which classes are scheduled to begin.)

CHARGE REDUCTION SCHEDULE

When official withdrawal occurs:

On or before the first day of class	refund 100%
During the first 10% of the enrollment period	refund 90%
During the second 10% of the enrollment period	refund 80%
During the third 10% of the enrollment period	refund 70%
During the fourth 10% of the enrollment period	refund 60%
During the fifth 10% of the enrollment period	refund 50%
During the sixth 10% of the enrollment period	refund 40%
After the sixth 10% of the enrollment period	no refund

Notes: 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. 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

Students with outstanding financial obligation may be prevented from registering for the following semester. A student will not be allowed to participate in commencement exercises or receive a diploma, nor will transcripts be released, until all financial obligations are satisfied. Delinquent Accounts may be referred to collection agencies and/or credit bureaus. Financial obligations include, but are not limited to, student account balance, parking, disciplinary and library fines, and returned checks.

FINANCIAL AID

Gardner-Webb University provides various forms of financial aid to assist the student in bridging the financial gap between the cost of attendance and the amount the student and/or parents can reasonably be expected to provide. However, GWU aid should not be expected when the total cost of attendance is fully paid by other grants, gifts or aid.

GARDNER-WEBB UNIVERSITY ACADEMIC SCHOLARSHIPS

All academic scholarships are awarded based on the student's full-time enrollment.

GARDNER-WEBB UNIVERSITY FELLOW SCHOLARSHIPS

Each year ten students from the entering freshman class are selected as University Fellows. The scholarships are awarded on the basis of outstanding academic achievement, demonstrated leadership ability, and commitment to service. To receive University Fellow recognition, a student must be nominated by a friend of Gardner-Webb University and selected by the University Fellow Scholarship Screening Committee. The scholarships are renewable for up to three additional years provided the recipient maintains a cumulative 2.8 Grade Point Average and continues to demonstrate strong leadership ability and commitment to service. In order to receive the University Fellow Scholarship, the recipient must reside on campus.

GARDNER-WEBB PRESIDENTIAL SCHOLARSHIPS

The applicant must rank in the upper 25 percent of his or her high school class. To renew the scholarship, the applicant must maintain an overall 2.8 Grade Point Average on all credit taken.

GARDNER-WEBB UNIVERSITY TRANSFER SCHOLARSHIPS

Transfer students with thirty hours of semester transfer credit with a 2.8 Grade Point Average or better will receive a two thousand dollar scholarship. Nominations are made by the Director of Admissions at the time of acceptance following a transfer credit evaluation from the transcript evaluation office.

GARDNER-WEBB UNIVERSITY ENDOWED SCHOLARSHIPS

ACADEMIC FELLOWS SCHOLARSHIPS

Established in 1991, the Academic Fellows Scholarships provide assistance for full-time undergraduate students who have demonstrated superior academic performance in high school or college. Only winners of the University Fellow Scholarships may compete for Academic Fellows. In combination with the Gardner-Webb University Fellows Scholarships, the Academic Fellows Scholarships are used to provide full tuition assistance for the University's best academic students. The Academic Fellows Organization is supported by gifts from individuals, businesses and foundations. As part of the overall endowment corpus the following scholarships have been funded:

Charles S. Andrews Memorial Scholarships Funded by family and friends of Dr. Charles Andrews, the scholarship provides funding for superior academic students with priority given to students majoring in a foreign language. Dr. Andrews served the University many years as professor and department chair.

Lloyd G. Boat, Sr. Memorial Scholarship Funded by friends and family of Lloyd Boat who died in December 1997. A resident of Shelby, N.C., Mr. Boat served Gardner-Webb University as trustee for over thirty years, including numerous terms as Chairman of the Board.

Charles B. and Sue C. Camp Scholarships Established in 1993 by Mr. and Mrs. Charles B. Camp of Shelby, N.C., both alumni of Gardner-Webb. Dr. Sue Camp has served since 1978 as a faculty member.

Roberta Warlick Dixon Memorial Scholarship This scholarship was initiated in 1992 in memory of Mrs. Robbie Dixon. The scholarship was funded by friends and family of the Dixons.

Anthony F. Eastman Scholarships Established in 1993 by Dr. and Mrs. Gene Waldhorn, this scholarship honors the exceptional teaching ability and concern for individual students exhibited by Dr. Eastman, a member of the university faculty since 1966. First preference is given to students majoring in history.

Herman P. Jarvis Memorial Scholarship Funded by the estate of Herman Jarvis, the scholarship was established in 1991. Mr. Jarvis was a self-made businessman from Asheville, N.C. and a staunch supporter of Baptist causes.

M. Lunsford Jolley Scholarships Initiated in 1992 by the Department of Social Sciences of Gardner-Webb University to honor Professor M. Lunsford Jolley, a faculty member at Gardner-Webb for thirty-three years and long-time Chair of the Department of Social Sciences.

Edna Humphries Mack Memorial Scholarship Founded by the estate of Mrs. Edna H. Mack of Claffney, S.C., the scholarship was established in 1991. Mrs. Mack was a 1925 graduate of the Boiling Springs High School which later became Gardner-Webb University.

Robert Earle Morgan Scholarships This scholarship was established in 1960 by Dr. Robert E. Morgan, professor of French and Mathematics at Gardner-Webb. In 1993 the scholarship became part of the Academic Fellows endowment.

Helen Speck Scholarships Funded by Helen Speck of Shelby, N.C., the scholarship provides assistance to superior academic students.

Max Cline Strong Memorial Scholarships Funded by the estate of Mrs. Max Strong of Shelby, N.C., the scholarship memorializes one of Gardner-Webb's most significant leaders. In addition to her generosity, Mrs. Strong served as a Trustee for several terms, holding all Board leadership positions. She was one of the first women ever to be awarded the status of Trustee Emerita.

Other Academic Fellow Scholarships:

A. Frank and Florence B. Barrer, Milliken Corporation.

ATHLETIC HALL OF FAME SCHOLARSHIPS

Athletic Hall of Fame Scholarships recognize significant contributions to the University's athletic scholarship program. These scholarships have a minimum \$50,000 endowment corpus.

Franklin V. and Mary Bezen Hall of Fame Scholarships Established in 1996 by Mr. and Mrs. Frank Bezen of Shelby, N.C., the fund provides scholarships for student-athletes in the basketball program.

Winifred Herbert Lindsay Memorial Hall of Fame Scholarships Funded in 1994 by Mrs. David Lindsay of Rutherford County to provide scholarship aid for student-athletes in the women's basketball program.

Winifred Herbert Lindsay Memorial Hall of Fame Scholarships Funded in 1995 by Mrs. David Lindsay, the scholarship provides scholarship aid for student-athletes in the men's basketball program.

ATHLETIC ENDOWED SCHOLARSHIPS

J.W. and Terry C. Abernathy III Women's Basketball Scholarships Funded by Gardner-Webb alumni Mr. and Mrs. "JJ" Abernathy of Newton, N.C., the scholarship is awarded to a member of the women's basketball team.

Garland B. Allen Golf Scholarships Established by the Bulking Club to provide assistance to worthy student athletes.

Bulking Club Scholarships Established in 1989 by the Bulking Club to support the University's intercollegiate scholarship program. A portion of the funds raised each year by the Bulking Club is used to increase the endowment.

Thomas R. and Shirley B. Casady Men's Basketball Scholarships Established in 1992 by Mr. and Mrs. Thomas R. Casady of Belmont, N.C., to express their support for the men's basketball program.

G. Wayne and Pauline J. Dellhart Men's Basketball Scholarships Established in 1994 in memory of G. Wayne Dellhart of Hickory, N.C. and in honor of his wife Pauline J. Dellhart. A trustee of Gardner-Webb, Mr. Dellhart was a significant factor in the success of Gardner-Webb's men's basketball program in the 1960's and 1970's.

M. Hovey and Pam Garity Athletic Scholarships Instituted by the Board of Advisors and funded by friends and family of Mr. and Mrs. Garity, the scholarship provides financial assistance for a student-athlete.

Florence Hamrick and Roland M. Hamrick Scholarships: In 1965 Roland M. Hamrick, Jr. and Thomas B. Hamrick made a gift to the University to endow an athletic scholarship in honor of their parents, Florence Hamrick and Roland M. Hamrick, Sr.

Thomas B. Hamrick Scholarships: Given by the Hamrick family, this athletic scholarship is presented to deserving athletes in memory of Thomas B. Hamrick.

Trula R. and Erlene Hendrix, Sr. Men's Basketball Scholarships: Established in 1989 by Mrs. Trula R. Hendrix, Sr. of Tintony, N.C., in memory of her husband.

Winifred Herbert Lindsay Memorial Women's Basketball Scholarships: In 1991 Mrs. David Lindsay of Rutherford County established this athletic scholarship.

J.L. and Sara McFarland Suttle, Jr. Men's Tennis Scholarships: Established in 1989 by Mr. and Mrs. Suttle to express their love for tennis.

Victor Building Scholarships: Funds for this scholarship were given by friends of the University from surrounding counties.

Martin Lynn and Heather Robertson White Volleyball Scholarships: Established in 1990 by Dr. and Mrs. Christopher White, the tennis president and first lady of Gardner-Webb, the scholarship honors their son Martin (Class of 1993) and daughter-in-law Heather (Class of 1996).

Andrew Christopher and Cassell Martin White Tennis Scholarships: Established in 1990 by Dr. and Mrs. Christopher White, the tennis president and first lady of Gardner-Webb, the scholarship honors their son Andrew (Class of 1994) and daughter-in-law Cassell Martin (Graduate Program Class of 1999).

Paris Leland and Dennis Gold Yelton Memorial Golf Scholarships: Established by Mr. and Mrs. Yelton and their sons, Robert and Dan, the scholarship provides financial aid for golf team members.

Other Athletic Scholarships

Alonzo Tennis, Jack Hunt, James E. and Patricia J. Putnam Golf, Charles and Drew Bridges Health Careers, Myra W. and Ralph W. (Sutton) Dixon, Jr.

BUSINESS ENDOWED SCHOLARSHIPS

Bell/Ellis Business Scholarships: Given by the Bell Foundation, the Bell Corporation of Shelby and Forest City, and the William P. Ellis family, the scholarship is given to students from Cleveland or Rutherford counties.

First Union National Bank Scholarship for the Brayhill School of Management: Initiated by the Cleveland County Branches of First Union National Bank of North Carolina and The First Union Corporation of Charlotte, North Carolina.

Hampton C. and Betty C. Hager Scholarships: Funded by the Lum Foundation of Clatside, N.C., the scholarship was established in 1995 to honor Hampton Hager of Shelby, N.C. Preference is given to students who are residents of Cleveland, Rutherford, Burke or Polk counties in North Carolina.

Donald J. Kemerait Memorial Scholarship: Established in 1992 by the family and friends of Donald J. Kemerait, who served as a professor in the Brynhill School of Management from 1981 until his untimely death in 1992. Preference is given to a senior studying in the Brynhill Undergraduate School of Management. When possible the scholarship is awarded to a married student with children.

Ray Webb Lutz/Texas Memorial Scholarship: Instituted by TexasStar Enterprises in 1989, this scholarship honors Ray Webb Lutz, a trustee and longtime benefactor of Gardner-Webb University.

Public Service Company of North Carolina Scholarship: Instituted in 1992, the Public Service Company of North Carolina Business Scholarship supports full-time undergraduate students who demonstrate financial need.

Chyle L. and Rufus Statz Memorial Business Scholarship: This endowed fund was established by Mrs. Chyle L. Statz to provide financial assistance to citizens from North or South Carolina.

William T. Webb Memorial Business Scholarship: This scholarship was initiated by Mr. and Mrs. William T. Webb in memory of Judge Edwin Yates Webb, Sr., and Willie Sumners Webb.

Other Business Scholarships

E.R. and Helen Hoffman F. Keith Ogee Memorial

CHRISTIAN SERVICE ORGANIZATION UNDERGRADUATE SCHOLARSHIPS

Established over twenty years ago the Christian Service Organization of Gardner-Webb University provides scholarships for deserving and needy students preparing for full-time Christian vocational service. The Organization is supported by gifts from individuals, churches and private organizations. As part of the overall endowment corpus the following scholarships have been funded:

Fred L. and Sadie N. Abrams Memorial Scholarship: Robert W. Abrams, W. Glenn Abrams, Mrs. Jessie A. Roddy, and Mrs. Floyd A. Bryant, established the fund in 1978 to honor their parents, Fred L. and Sadie N. Abrams of Gray's Creek Baptist Church community of Rutherford County.

Reverend and Mrs. Robert W. Abrams Scholarship: Established in 1995 by Donna Kay Abrams in honor of her parents, the Reverend and Mrs. Robert W. Abrams of Redding Springs, N.C. Reverend Abrams retired after many years of service on the staff of Gardner-Webb University.

Clara P. Angel Memorial Scholarship: Established in 1990 by Mrs. Clara P. Angel of Shelby, N.C.

Hayt Q. and Meta Q. Bailey Memorial Scholarship: Established in 1990 by Mr. and Mrs. Hayt Q. Bailey, in memory of Mr. Bailey's parents.

Harmon A. and Ellen B. Beun Scholarship: This scholarship was established in 1992 by the estate of Harmon A. Beun, a member of the original Board of Directors of the Christian Service Organization, and Ellen B. Beun of Feltton, N.C.

Bower Dam Baptist Church Scholarships The Bower Dam Baptist Church of Shelby, N.C., established this scholarship in 1991.

Herman and Margaret Best Scholarships Established by Mr. and Mrs. Herman Best of Shelby, N.C., in 1989.

Bethlehem Baptist Church Scholarships Established by the Bethlehem Baptist Church of Kings Mountain, N.C. in 1991.

Clara W. and Derris Borders Scholarships Instituted in 1990 by the Kings Mountain Baptist Pastor's Conference to express appreciation for Reverend Borders' years of service as Director of Missions.

Lloyd C. and Virginia F. Bost Scholarships Established in 1991 by Mr. and Mrs. Lloyd Bost of Shelby, N.C. For over thirty years Mr. Bost served the University as a trustee, including numerous terms as chairman of the Board.

Harold W. and Mary Lee Coady Scholarships Established in 1993 by Mr. and Mrs. Harold W. Coady of Shelby, N.C. The Coadys are members of First Baptist Church Shelby and longtime supporters of the Christian Service Organization.

Clay P. and James E. Chadwell Scholarships Established in 1990 by Mr. and Mrs. James E. Chadwell of Shelby, N.C.

Kenneth Howard Cole Memorial Scholarships Established in 1991 by Lucille Hanner Cole of Shreveport, Louisiana, in memory of her husband. Family members have added to the endowment corpus.

F. Glenn and Ray Connell Scholarships Instituted in 1990 by Mr. and Mrs. F. Glenn Connell of Shelby, N.C.

W.D. and Leane Connell Scholarships Established in 1991 by Mr. and Mrs. W.D. Connell of Charlotte, N.C.

John Ed and Essie D. Davis Scholarships Established by Mr. and Mrs. John Ed Davis of Shelby, N.C. in 1990.

Double Shoals Baptist Church Scholarships Established by the members of Double Shoals Baptist Church, of Shelby, N.C.

Double Springs Baptist Church Scholarships Established in 1991 by the Double Springs Baptist Church of Shelby, N.C.

Charles I. Dover Memorial Scholarships Funded by the Dover Foundation of Shelby, N.C.

W.E. Enseykin Memorial Scholarships Established in 1990 by the Emmanuel Baptist Church of Charlotte, N.C., in memory of former beloved pastor, the Reverend W. E. Enseykin. First preference is given to students who are members of Emmanuel Baptist Church.

Forrest and Jessica Forrer Memorial Scholarships Established in 1986 by friends of Dr. and Mrs. Forrer.

First Baptist Church of Forest City Scholarships Established by the First Baptist Church of Forest City, N.C. to provide ministerial scholarships.

First Hill Baptist Church Scholarships Initiated in 1990, this scholarship was funded by members of the First Hill Baptist Church of Shelby, N.C.

Freeman-Jones Memorial Scholarships Established in 1990 by the Reverend Charles W. "Buddy" Freeman in memory of his parents Coley and Willie Lee Freeman and in memory of his wife Mrs. Lillie Jones.

L.T. Hamrick Memorial Scholarships Initiated in 1993 by Mrs. L.T. Hamrick in memory of her husband, a noted lawyer in Shelby and longtime Christian Service Organization supporter.

Clara Katherine Vickers Head Memorial Scholarships Established in 1979 by the estate of Clara Katherine Vickers Head, the fund provides scholarships for needy students from Randolph County.

Russell L. Hinton Memorial Scholarships Established in 1990 by Mrs. Lillie Hinton in memory of her husband, the late Reverend Russell L. Hinton, a noted pastor in Cleveland County, N.C.

Richard A. Ingham Memorial Scholarships Established in 1996 by the membership of the Christian Service organization, the scholarship memorializes Richard Ingham. A non-traditional ministerial student, Mr. Ingham was an excellent student and scholarship recipient prior to his untimely death.

Carl and Tynae Ivester Memorial Scholarships Dr. and Mrs. Ivester of Lenoir, N.C., established this scholarship in 1990. Mrs. Ivester served as the Secretary of the Christian Service Organization since its inception.

Dorothy B. Kester Memorial Scholarships Established in 1991 by H. S. Kester, Jr. of Shelby, N.C., in memory of his mother. Mr. Kester serves as Secretary of the University's Board of Trustees.

J. Thurmon Lewis Memorial Scholarships Established in 1991 by Julia C. and Laura M. Taylor of Taylors, S.C., the fund memorializes Dr. Lewis, Professor of Biblical Languages at Clarke-Webb University. Dr. Lewis was one of the founders of the Christian Service Organization.

Leonard and Reba Lowe Scholarships Mr. and Mrs. Leonard Lowe of Randolph County, North Carolina established this scholarship in 1990 to support ministerial students.

John T. and Lou McCulloch Scholarships Mr. and Mrs. John McCulloch of Charlotte, N.C., established this fund to support ministerial students. Mr. McCulloch served several terms as a University trustee, including a year as Board Chairman, and gave his time as architect for many campus projects.

Robert G. and Mary Frances Moore Scholarships Established in 1992 by Mr. and Mrs. Robert G. Moore of Calhoun, N.C.

Robert Earle Morgan Scholarships This scholarship was established in 1990 by Dr. Robert E. Morgan, professor of French and Mathematics at Clarke-Webb University since 1967.

M. Vann Murrell Scholarships Established in 1994 by friends of Dr. Murrell, who served Gardner-Webb University from 1967 to 1993 as Professor of Religion.

William T. and Mabel H. Nolen Scholarships Established in 1990 by Mr. and Mrs. Nolen of Gastonia, N.C., long time supporters of the Christian Service Organization.

Max and Mary Padgett Scholarships Mr. and Mrs. Max Padgett of Hickory, N.C., funded this scholarship for ministerial students.

Freeman T. and Evelyn P. Perry Memorial Scholarships Established in 1991 by Freeman T. Perry of Kannapolis, N.C. Preference is given to students from Rowan and Cabarrus Counties in North Carolina.

Pleasant Grove Baptist Church Scholarships The Pleasant Grove Baptist Church of Shelby, N.C., established this scholarship in 1991.

R.E. and Bonnie R. Price Scholarships Established in 1990 by Mrs. Bonnie Price of Boiling Springs, N.C., in memory of her husband.

Melba S. Robbins Memorial Scholarships Mr. and Mrs. James Robbins of Forest City, N.C., established this scholarship in 1991 to express their support of ministerial students at Gardner-Webb University.

Dana Leigh Scott Memorial Scholarships Established in 1996, by the CSO Membership, the scholarship is in memory of Dana Scott, a Christian Service Organization scholarship recipient, who died prior to her sophomore year. Her heroic struggle against cancer was an inspiration to all who knew her.

Majory Richardson and Edward H. Semon Scholarships The Reverend and Mrs. Semon established this scholarship in 1986.

Hubert C. and Dorothy Smith Scholarships Established in 1990 by Mr. and Mrs. Hubert C. Smith. For over twenty years Hubert Smith served Gardner-Webb as a Trustee, including several terms as chairman of the Board.

Robert Kelly and Earle Lester C. Spake Memorial Scholarships Initiated in 1990 by Robert V. and Elva S. Abrams, the fund honors the memory of Mrs. Abrams' parents. Preference is given to Sacred or Church Music majors.

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

J.L. and Sara McFarland Suttle, Jr. Scholarships Established in 1991 by Mr. and Mrs. Suttle of Shelby, N.C.

Tri-City Concrete Scholarships Gardner-Webb University trustees James E. Robbins and Thomas M. Robbins, owners of Tri-City Concrete in Forest City, N.C. established this scholarship in 1991.

Bennet L. Walker Memorial Scholarships Established in 1990 by a gift from the estate of Bennett L. Walker of Carleton, N.C.

M. Christopher and Linda F. White Scholarships Established in 1980 by Dr. and Mrs. Chris White. Dr. White is the tenth president of Gardner-Webb University, having served in that role since 1986.

R. Archie and Edith M. White Scholarships Established in 1991 by Mr. and Mrs. David W. White of Shelby, N.C. in memory of his father and in honor of his mother, Mr. and Mrs. R. Archie White.

Other Christian Service Organization Undergraduate Scholarships

Baptist Student Union; J.R. Carroll Memorial; Paul and Faye Gatten; Mr. and Mrs. Thomas F. Davis; John H. and Chasen Herdicks; Archie and Iris Kennedy; Kinsannon-Hammons; Ruth C. Kiser; John W. and Janet P. Long; Melvin R. and Joann W. Lutz Jr.; Mount Pleasant Baptist; Pleasant Home Baptist; Bobby M. and Carolyn Harlow Pettyjohn; Haywood A. Rowan Memorial; Evans P. Whitaker.

CHRISTIAN SERVICE ORGANIZATION GRADUATE SCHOLARSHIPS

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

Allen-Given-Elliott Scholarships Established in 1994, this scholarship commemorates the special relationship between the Landon Allen family, the Leonard Allen family, the Charles Given family, the Phil Elliott family and Gardner-Webb University. Priority is given to students from Western North Carolina.

Herman A. and Ellen B. Bevan Scholarships Established in 1997 by Ellen Baxter Bevan of Fallston, N.C., a University trustee and longtime supporter of the Christian Service Organization.

Curris and Joyce Beaswell Established in 1999 by Mr. and Mrs. Curris Beaswell of Columbia, S.C., to support graduate ministerial students. Their son was one of the first graduates of the M. Christopher White School of Divinity.

Mattie T. Christopher and Etta S. Battenworth Scholarships Established in 1995 by A. Donald and Joyce A. Christopher of Wilmington, N.C. It was established in honor of Mrs. Etta S. Battenworth and in memory of Mrs. Mattie T. Christopher, mothers of the donors.

Kenneth Howard Cole Memorial Scholarships Established in 1996 by Lucile Harmer Cole of Stoneport, Louisiana, in memory of her husband. Family members have added to the endowment corpus.

J. Hugh and Mildred Cornwell Scholarships Established in 1986 by Mr. and Mrs. Hugh Cornwell of Forest City, N.C. to provide scholarship aid for School of Divinity students.

Ralph W. and Sybil Y. Dixon, Sr. Scholarships Established in 1980 by Mr. and Mrs. Ralph W. Dixon, Sr. of Fallston, N.C.

The Reverend Charles W. "Buddy" Freeman Scholarships Established in 1993 by friends of Buddy Freeman, Gardner-Webb alumnus. The scholarship honors his commitment to the education of young people called by God into the ministry.

Stephen Morgan Greene Memorial Scholarships Established in 1994 by Beth and Margaret Greene in memory of their son.

Russell L. Hinton Memorial Scholarships Established by Mrs. Lillie Hinton in memory of her husband, a noted pastor in Cleveland County, N.C.

Bobby Jo and Betty B. Kendrick Scholarships Established in 1995 by Mr. and Mrs. Bobby Jo Kendrick of Shelby, N.C. Mr. Kendrick has served the University as a member of the Board of Advisors.

Roland and Lois Lutz Scholarships Initiated in 1997 and funded by friends of Roland and Lois Lutz of Shelby, N.C. the scholarship recognizes many years of service in the ministry.

Robert H. and Betty Lutz Scholarships Established in 1995 and funded by the Lutz Foundation of Claffide, North Carolina the scholarship honors Mr. and Mrs. Robert H. Lutz of Shelby, N.C.

Thomas W. and Elaine C. Martin Scholarships Established in 1993, this scholarship provides assistance for worthy and/or needy students who have committed their lives to full-time Christian service.

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

Robert G. and Mary Francis Moore Scholarships Established by R.G. and Mary Francis Moore of Claffide, N.C.

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

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

James A. and Gaudil Pittman Scholarships The Reverend and Mrs. James A. Pittman of Kamasie Rapids, N.C. established this scholarship in 1994 to provide assistance to School of Divinity students.

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

Mafrey Richardson and Edward H. Semon Scholarships The Reverend and Mrs. Edward H. Semon of Cleveland County established this scholarship in 1994.

Ralph and Clevis Spangler Scholarships Established in 1996 by Mr. and Mrs. Ralph Spangler of Lenoir, N.C. to support scholarships for students in the School of Divinity.

Addie Cross Sparks Memorial Scholarship: Initiated in 1990 by Carl and Faye Spangler to honor the memory of Faye's mother, Mrs. Addie Cross Sparks. The scholarship provides assistance to students in the School of Divinity.

R. Wayne Stacy Scholarship: Established in 1988 by Mrs. Stuart W. Upchurch of Raleigh, N.C., to honor her former pastor Dr. R. Wayne Stacy. Dr. Stacy is currently the Dean of the M. Christopher White School of Divinity at Gardner-Webb University.

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

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

Other Christian Service Organization Graduate Scholarships

A. Donald and Hazel H. Allen; Clara P. Angel Memorial; W. Anderson and Shirley S. Blanton; F. Chavis and Ray Cornwell; John Ed and Elaine D. Davis; Double Shoals Baptist Church; William K. and Ann T. Gary; L. T. Hamrick Memorial; Carl and Tyrut Ivester Memorial; Dorothy B. Kester Memorial HS and Sandra Kester; Randolph and Martin Sue Lowery; Robert G. and Mary Frances Moore; Thad R. Parsons, III; R.E. and Dorian R. Price; Reverend and Mrs. W. Bruce Raboin; Charles H. Raboin; Tri-City Concerts; M. Christopher and Linda F. White; Paul Wilson Sunday School Class, First Baptist of Shelby, N.C.; Roy and Joyce Wynn.

SCHOOL OF DIVINITY ENDOWED SCHOLARSHIPS

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

Baptist State Convention of North Carolina: Established in 1990 by action of the Baptist State Convention, the trust provides scholarships for students in the School of Divinity. Recipients must be residents of North Carolina and members of Baptist churches cooperating with the Baptist State Convention.

Thomas Hudson and Penelope Parker Hiles Memorial Scholarship: This scholarship was initiated in 1997 by Dr. Paul Hiles, the son of Mr. and Mrs. Thomas Hudson Hiles. The trust supports students in the School of Divinity.

Robert H. and Karen Hiseck, Jr. Scholarship: Established in 1998 by Mr. and Mrs. Robert Hiseck of Gastonia, N.C., the scholarship provides support for students in the School of Divinity. Preference is given to students from Gaston County, N.C.

C. David Ross Scholarship: Established in 1998 by Mrs. Helen J. Smith of Pageland, S.C., the scholarship honors her former pastor, Dr. David Ross, an alumnus of Gardner-Webb University.

Lewis and Gladys Bowoughs Scholarships: Established in 1997 by Mr. and Mrs. Lewis Bowoughs of Greensboro, N.C. Mrs. is an alumna and a former trustee of Gardner-Webb University.

J. Harold and Peggy Craig Scholarships: Established in 1995 by members of the Persepolis Baptist Church of Hickory, N.C. in honor of J. Harold Craig and in memory of Mrs. Craig. The scholarship provides financial assistance to students in the School of Divinity whose studies include a special interest in sacred music.

Robert Z. and Jennie B. Falls Scholarships: Initiated in 1995 by Mr. and Mrs. Robert Z. Falls of Shelby, N.C. to assist School of Divinity students.

Nations Ford Baptist Church Scholarships: Established in 1993, the scholarship provides funding for divinity school students with first priority given to members of the Nations Ford Baptist Church in Charlotte, N.C.

Marguerite Noel Family Scholarships: Scholarships of up to \$9,000 for a degree program are provided to selected students on the basis of high academic achievement in baccalaureate studies and a commitment to ministry. Funding for the scholarships was provided by the late Mrs. Marguerite Noel of Kannapolis, N.C. and her family.

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

Frances and Bob Riley Scholarships: This scholarship was established in 1993 by April and Cleveland Selepach of Shelby, N.C. to honor April's parents, Frances and Bob Riley. Before their retirement, the Rileys served the Baptist State Convention of North Carolina.

Carl M. and Fannie K. Spangler Christian Education Scholarships: This scholarship was established in 1992 in memory of Carl M. Spangler and in honor of Fannie K. Spangler by their children. Proceeds of the endowment support Christian education by assisting undergraduates and/or graduate ministerial students.

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

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

W. Wynn and Emily D. Washburn Scholarships: Dr. and Mrs. Wynn Washburn of Boiling Springs, N.C., established this scholarship in 1993 to support the education of students in the School of Divinity. Dr. Washburn served as the University physician for many years and was awarded the prestigious Trustee Emeritus status.

Carlton L. and Constance C. Young Scholarships Established in 1993 by Mr. and Mrs. Carlton L. Young of Shelby, N.C., the scholarship reflects their interest in ministerial education.

H. Fields and Ruth B. Young, Jr. Scholarships Established in 1989 by Mrs. H. Fields Young, Jr. of Shelby, N.C., in memory of her husband.

Other School of Divinity Scholarships

J.L. and Nettie McCluskey; Thomas McFarland Linnens Memorial; James L. Jenkins Memorial; Irwin "Zeke" and Virginia Phillips; Shelby First Baptist Church; Fred and Jean Mauney.

COMMUNICATION STUDIES ENDOWED SCHOLARSHIP

Lee B. Weathers Memorial Scholarships The fund was established by Henry Lee and Pearl A. Weathers, children of Lee B. Weathers, to provide financial assistance to worthy and needy students at Candler-Webb University. Preference is given to students who major in Communications Studies with an interest in broadcast and/or print journalism, public relations, or publishing. Also, children of any employee of the Shelby Star who apply shall be given preferential consideration if determined worthy by the University.

DISABLED STUDENT ENDOWED SCHOLARSHIPS

William P. and Wilene C. Davis Scholarship For Hearing Impaired Students Established in 1985 by William P. and Wilene Davis of Southern Pines, N.C., to provide financial assistance to worthy hearing impaired students.

George T. and Marguerite Noel Memorial Fund for Visually Impaired Students Marguerite Warren Noel established the fund in 1987 in memory of her husband, who was an ophthalmologist.

Marylene Noel Scholarship for Disabled Students Established by Mrs. Marguerite Warren Noel in 1989 in honor of her daughter Marylene. Preference is given to students who are visually or hearing impaired.

Charles L. Sigmon Memorial Scholarship for Visually Impaired Students Established in 1982 by Mrs. Charles L. (Lauri B.) Sigmon and son Lee C. Sigmon to provide financial assistance to worthy and needy visually impaired students.

Alfred L. and Mary Mize Stancil Scholarship for Hearing Impaired Students Established in 1989 by the Stancil family, the scholarship supports worthy hearing impaired students.

Nancy Hope Willis Memorial Scholarships Established in 1985 in honor of Nancy Hope Willis of Greensboro, N.C., the scholarship provides financial assistance students with physical disabilities.

Carlton L. and Constance C. Young Scholarships Initiated in 1993 by Mr. and Mrs. Carlton L. Young of Shelby, N.C., the scholarship gives tangible evidence of the Youngs' desire to help handicapped persons achieve success.

FINE AND PERFORMING ARTS ENDOWED SCHOLARSHIPS

C.A. and Essie T. Brittain Memorial Music Scholarships: Established by Mrs. C.A. Brittain in 1977 in memory of C.A. Brittain of Clare, N.C., this scholarship fund was established to aid students who are in need of financial assistance.

George R. Crabb Music Scholarships: Funded by faculty, faculty, former students and friends, this scholarship honors the contribution of the Dr. George R. Crabb to the University. For over twenty years he served as the Chairman of the Department of Fine Arts.

Iris M. Elliott Memorial Music Scholarships: This scholarship was established in 1981 in memory of Mrs. Iris M. Elliott, wife of the late Philip L. Elliott, former Gardner-Webb University president.

C.A. and Annie Knotts Hoyle Memorial Music Scholarships: This scholarship was established in 1982 by an estate gift from Annie K. Hoyle of Sylva, N.C. Preference is given to organ majors.

W.H. Hudson Scholarship Fund: Established by Sue and Hill Hudson, Jr., in memory of W.H. Hudson, a former Gardner-Webb University Trustee and personal friend of the late Philip Elliott, seventh president of Gardner-Webb University. The fund is to provide financial assistance to needy and worthy citizens from North and South Carolina with first preference being given to students from Cleveland County, studying in the field of sacred music.

Max and Mary Padgett Music Scholarships: Established in 1990 by Mr. and Mrs. Max Padgett of Hickory, N.C.

Dorothy Scism Seagraves Scholarships: Established in 1995 by James A. and Dorothy Scism Seagraves of Charlotte, N.C., the scholarship provides financial support for full-time students who are studying for a degree in music education or sacred music. Mrs. Seagraves is an alumnus of the University and has served as a trustee.

Elaine and Evelyn Spangler Music Scholarships: The fund was named in honor of Elaine and Evelyn Spangler of Shelby, N.C. Auditions are held annually for merit scholarships of varying amounts to all areas of music.

Other Fine and Performing Arts Scholarships

Gardner-Webb University Music Faculty: John T. McCulloch Memorial.

INTERNATIONAL STUDENT ENDOWED SCHOLARSHIPS

Bessie Ritzner Craig Memorial Scholarships: The fund was established in 1979 by Mrs. Bessie Ritzner Craig of Lincoln, N.C. The scholarship provides financial aid to international students committed to the Christian way of life or to sons or daughters of missionaries.

Clyde J. Donson Scholarships: A pioneer missionary to Africa, the Reverend Clyde J. Donson was honored by the creation of the scholarship fund by his daughters, Doree Donson Warren and Dr. T.L. Warren of Hickory, N.C. The fund is designated to assist international students.

MATHEMATICS AND SCIENCE ENDOWED SCHOLARSHIPS

Joseph W. Gaskies Memorial Engineering Scholarship: In 1971 the University received funds from the estate of Joseph W. Gaskies to establish a pre-engineering scholarship for needy and worthy students.

Glenn Women in Science Scholars: Established by a gift from the Glenn Foundation in 1994, the scholarship is awarded to two women students each year based on academic merit and leadership.

Z.W. and Carl E. Jolley Memorial Scholarships: Established by the family and friends of Z.W. and Carl E. Jolley. The scholarship is awarded to a student who is interested in studying mathematics or computer science.

Professor and Mrs. M.A. Mosley, Jr., Memorial Scholarships: Established in 1987 by friends and former students in memory of the Mosleys to provide financial assistance to worthy students pursuing a degree in science. Preference is given to students majoring in chemistry.

Other Mathematics Scholarships:

Paul W. Jolley

MINISTERIAL UNDERGRADUATE ENDOWED SCHOLARSHIPS

In addition to the Christian Service Organization endowed scholarships, the following funds have been established to assist undergraduate students preparing for a full-time Christian vocation:

Nancy and Ulysses Burke Scholarships: Mr. and Mrs. Ulysses Burke of Newton, N.C., initiated this scholarship to aid undergraduate ministerial students. Mr. Burke is an alumnus and has served as a trustee of the University.

Florence Baptist Church Scholarships: Established by Florence Baptist Church, Forest City, N.C.

Gaston Memorial Education Fund: The fund was established by O'Neil and the late W.F. Gaston of Belmont, N.C., in 1978 in honor Albert Foster Gaston and his wife, Vera L. Gaston, and to express a commitment to Christian higher education. Preference is given to qualified applicants from First Baptist Church, Belmont, N.C.

Willie D. and Marjorie G. Hall Ministerial Scholarships: This program was established by Mr. and Mrs. Hall to aid deserving Christian vocational students.

Carl and Luella Hamrick Memorial Scholarships: Established in 1986 by the estate of Luella Hamrick of Boiling Springs, N.C., the scholarship supports undergraduate ministerial students.

A.D. and Ruth Park Harmon Memorial Ministerial Scholarships: The fund was established by the late Tony Harmon, an alumnus and former employee of Gardner-Webb University, in memory of his mother and in honor of his father. Tony was killed in an automobile accident while serving as a student pastor.

L.R. Harrell Ministerial Scholarships Established by the late L.R. Harrell of Raleigh, N.C., the scholarship provides financial aid for a student or students preparing for service in the foreign mission field.

Wendy Suzanne Hanzlworth Love Memorial Scholarships This scholarship was established in 1991 by Mr. and Mrs. John B. Hanzlworth and Margaret Hanzlworth Cobwell in memory of their daughter and sister Wendy Suzanne Hanzlworth. The scholarship assists worthy and needy students majoring in Religion, whose goal it is to serve, after graduation, in some religious field in the Lutheran or other Christian church.

Clude B. and Kathryn B. Little Ministerial Scholarships Established in 1987 by Mr. and Mrs. Little to assist needy and deserving students studying for the ministry.

Hazel E. May Memorial Ministerial Scholarships This scholarship was initiated by Mrs. Follie H. May to honor the memory of her husband, the Reverend Hazel E. May.

Race Path Baptist Church Ministerial Scholarships This scholarship is given to a deserving student from the Race Path Baptist Church majoring in religion, religious education or church music. If no student from Race Path qualifies, this scholarship may be given to any other deserving student majoring in religion, religious education, or church music.

M.E. Shell Ministerial Scholarships Established in 1979 by Mr. and Mrs. M.E. Shell of Valdese, N.C., scholarships are awarded to a minimum of two ministerial students, with preference being given to students from Burke County, North Carolina.

Reverend and Mrs. H.M. Stroup Memorial Ministerial Scholarships Established by the late Reverend and Mrs. H.M. Stroup of Spruce Pine, N.C. Baptist students will receive first consideration.

Other Ministerial Undergraduate Scholarships
Lena Niven Ayers Memorial; D. Harding Caldwell Memorial; Hardin Memorial; M.O. Martin Memorial; Elizabeth Dudley Nolan Memorial; Donald Ervin and Betty Martin Smith

MINORITY SCHOLARSHIP

Ralph W. Anderson Memorial Scholarships Established in 1997 with funds from the R. W. Anderson estate, the scholarship is restricted to African-American males. Merit will be a major criteria used by the Scholarship Committee. Students in the School of Divinity are not eligible, and the funds may also not be used for athletic scholarship purposes. Assuming good academic and social records, the scholarship is renewable for up to four years.

NURSING EMERITUS SCHOLARSHIPS

Mary McQuady Burnette Nursing Scholarship Mr. and Mrs. William M. Burnette of Columbia, S.C., established this scholarship in 1998 to support education of nursing students. Mrs. Burnette is a nursing graduate of the Davis Hospital School of Nursing in Statesville, N.C.

Joseph H. and Carolyn C. Carroll, III Nursing Scholarships This fund was established in 1990 by Mr. and Mrs. Carroll in memory of their son, Joseph H. (Jory) Carroll, IV. It provides financial assistance to deserving full-time nursing students with first preference given to the residents of Cleveland County.

Janice Perkins Clayton Scholarships Instituted in 1995 by Mr. and Mrs. John W. Perkins of Forest City, N.C. to honor their daughter Janice and to support nursing education at Gardner-Webb University.

W.J. and Pauline T. Ellis Nursing Scholarships This scholarship was initiated in 1992 by Mr. and Mrs. W. T. Ellis, residents of Shelby, N.C.

Robert R. and Jessie L. Forney Nursing Scholarship Established in 1988 by Mr. and Mrs. Robert R. Forney of Shelby, N.C. Preference will be given to residents of Cleveland, Rutherford and Gaston Counties who demonstrate academic ability, need and Christian citizenship. The recipient will be obligated to work in a hospital in Cleveland County, with preference given to Cleveland Memorial Hospital, one year for each year the scholarship-loan was received.

Willie Odum Mosley Memorial Scholarships Restricted to nursing students, this scholarship was funded in 1995 with a gift from the estate of Willie Odum Mosley, a resident of Iredell County, N.C.

Regan Stewart Memorial Scholarships Established in 1991 in memory of Dr. Stewart, a former member of the board of Davis Hospital Foundation. The scholarship is awarded to a student enrolled in the Davis School of Nursing in Statesville, N. C.

Ira Rufus E. Stone Memorial Scholarships Established by an estate gift from Mrs. Rada Stone, the scholarship provides support to nursing students with preference given to students from Cleveland and Scotland Counties in North Carolina and Dillon County, South Carolina.

Ernest Julian Webb Memorial Nursing Scholarships This scholarship was initiated by Mrs. Irene B. Webb to honor the memory of her late husband, Mr. Ernest Julian Webb. The fund is to provide financial assistance to worthy students enrolled in the Davis School of Nursing of Gardner-Webb University.

Joan M. Young Memorial Nursing Scholarships Established in 1994 by the family and friends of Joan M. Young, former nursing faculty member at Gardner-Webb University.

Other Nursing Endowed Scholarships
Albert D. Rains Memorial; Marjorie Cox Gray.

TEACHER EDUCATION ENDOWED SCHOLARSHIPS

Robertta Warlick Dixon Memorial Scholarships This scholarship was established in memory of Mrs. Robbie Dixon, a teacher in the Shelby City Schools. The scholarship was funded by friends and family of the Dixons.

Ralph L. Falls Scholarship Established in 1990 by Dr. Ralph L. Falls of Morganton, N.C.

Michael J. Frost Scholarships: Funded by the Lutz Foundation of Clatside, N.C., the scholarship was established in 1995 to honor Michael Frost, Presbyterian World executive. The scholarship is awarded to female students who are in the teacher education program.

Hazrick-Perry Memorial Scholarships: Mr. and Mrs. Dwight S. Perry of Lenoir, N.C., established an endowed fund in memory of their parents, Mr. and Mrs. William S. Perry and Mr. and Mrs. Henry Hazrick. Preference is given to students interested in Christian ministry, nursing, or education professions.

Sara McFarland Suttle Memorial Scholarships: Established in 1998 by Mrs. Suttle's children—J. Linton Suttle, Vance Suttle and Carol Suttle Arrey, all of Shelby, N.C.

James O'Neill "Deen" and Ruby Reynolds Terrell Scholarships: This scholarship was established in 1993 to provide financial assistance for students preparing for teaching careers. Dr. Terrell was a history professor for twenty-seven years at Gardner-Webb where he also served as Dean and Vice President. Mrs. Terrell was a public school teacher.

Other Teacher Education Scholarships:

Ronan Rennie Cook Memorial, Betty E. Kross, Joyce Harris Patricia Memorial.

THEATRE SCHOLARSHIP

Barkley and John Brock Scholarships: Established in 1997 by Mr. and Mrs. John Brock of Shelby, N.C. to provide financial aid to fulltime students who work with the University's theatre program in either acting or technical capacity.

FINANCIAL NEED SCHOLARSHIPS

Clarence N. Peeler Andrews Memorial Scholarships: The late Mrs. Hattie Peeler Sell of Cherryville, N.C., and her daughter and son-in-law, Dr. and Mrs. W.B. Andrews, established a trust fund in memory of Clarence N. Peeler Andrews, grandson and son of the donors.

William S. Barkley, Jr. Memorial Board of Advisors Scholarship: Funded by the Board of Advisors of Gardner-Webb University, this scholarship was named in April 1984 in memory of Lt. Col. William S. Barkley, Jr. Mr. Barkley was SGA President during his student days at Gardner-Webb and was recognized as the most outstanding male graduate.

William S. Barkley, Jr. Memorial Scholarships: Established in 1993 by family and friends of William S. Barkley, Jr. who lost his life in service to his country. Mr. Barkley was one of the most outstanding students ever to attend Gardner-Webb University.

C. L. Beeson Memorial Scholarships: In 1956, Charles Orr Beeson, Chairman, Board of Directors, Carolina Freight Carriers Corporation, created a scholarship named in honor of his mother, Mrs. Nancy Jean Beeson of Lincoln County, and in memory of his father, Charles Lester Beeson. Income from this scholarship is used to assist a deserving and needy student with preference to those from Gaston, Cleveland, or Lincoln counties in North Carolina.

Grace Welch Blanton Scholarships Established in 1994 by Lyn Blanton Kirkland to honor her mother.

Nancy and George Blanton, Jr. Scholarships Established in 1996 by Mr. and Mrs. George Blanton, Jr. of Shelby, N.C., long time supporters of the University, the scholarship provides support for worthy yet needy full-time students from Cleveland and surrounding counties.

T.F. and Rheta Bridges Scholarships Established in 1987 by Mr. and Mrs. T.F. Bridges of Shelby, N. C.

George Henry and Martha Jane Brittain Memorial Scholarships In 1955 L.H. Brittain of Shelby, N.C., gave property to Gardner-Webb for the purpose of endowing a scholarship in memory of his parents.

Carrie C. Costner Memorial Scholarships This fund was established in 1976 by Mr. and Mrs. W.F. Parker, daughter and son-in-law of Mrs. Costner. Preference is given to students from Cleveland and Rutherford counties.

J.R. Dover, Jr., Memorial Scholarships In 1962, J.R. Dover, Jr., established an endowed fund for scholarships.

The Duncans Family Scholarships Established in 1993 by Grady S. and Joetta W. Duncan of Belmont, N.C. to provide scholarships for needy but worthy full-time students. Preference is given to students from Quamie County, N.C. Mr. Duncan has served as a trustee of Gardner-Webb University.

Philip Louis Elliott Memorial Scholarships Established in 1961 by family and friends in a loan fund but transferred to a scholarship fund in 1997 for needy and worthy students. The scholarship honors the memory and commitment of Dr. Elliot to Christian higher education as seventh president of Gardner-Webb for eighteen years.

Dr. and Mrs. Philip L. Elliott and Mr. and Mrs. Albert W. Oakes Scholarships Established in 1996 by Mr. and Mrs. George A. Passes, the scholarship provides assistance for United States Citizens who are dependent on their own earning power.

W.P. and Pauline T. Ellis Scholarships In 1992 Mr. and Mrs. W.P. Ellis of Shelby, N.C. established the scholarship to provide financial assistance to students who have financial need.

Catherine Clara Fells and John Zinni Fells, Jr., Memorial Scholarships Dr. and Mrs. Ralph L. Fells and Mrs. Helen F. Miller established the fund in memory of Catherine and John Z. Fells.

Carl L. and Lela H. Hamrick Memorial Scholarships This fund was established with a gift from the estate of Mrs. Lela Hamrick. Mr. Hamrick was a graduate of Gardner-Webb and both were supporters of the school.

Earle A. and Adele Q. Hamrick, Sr., Memorial Scholarships This scholarship was established in memory of Earle A. Hamrick, Sr., by his wife. Qualified students from the Haywood County area are given first consideration.

S.C. and Pauline D. Harvill Memorial Scholarships: Established in 1996 through the estate of Mrs. Harvill for students in need of financial assistance.

W. Shirley and Gladys J. Haynie Endowed Scholarship Fund: The fund was established in 1981 by Mrs. W. Shirley Haynie in memory of her husband to express their commitment to Christian higher education. Preference is given to qualified applicants from Gaston and York counties.

James A. and Hazel B. Hodge Scholarship: Established in 1969 by Mr. and Mrs. James Hodge of Rutherford County.

Garric L. Kendrick Memorial Scholarships: Established by Mrs. Garric L. Kendrick in memory of her husband, who was a faithful member of the Gardner-Webb Board of Trustees.

Kings Mountain/Gardner-Webb University Scholarships: Established in 1990 by the Kings Mountain City Council and Gardner-Webb University. The scholarship is awarded each year to a graduating senior of Kings Mountain High School.

Harwick Willy Kiser, Jr. Endowed Scholarship Fund: Established in 1968 by Gardner-Webb alumnus Harwick W. Kiser, Jr. in memory of his grandfather, Claron E. Kiser, Sr., and in honor of his parents. Deserving students of Hispanic origin are to receive first preference.

L.V. Lee Family Memorial Scholarship: The scholarship fund was established by Iva Spelling (Mrs. Norman B.) Lee to honor the memory of Lawrence Victor Lee, M.D., Susan Larrimore Lee, and Norman B. Dennis Lee.

Le Grand-Ware Memorial Scholarships: Mr. and Mrs. R.T. LeGrand, Jr., of Shelby, N.C., established this scholarship in memory of their parents, Mr. and Mrs. Richard Torrance LeGrand, Sr., and Mr. and Mrs. Moffatt Alexander Ware. Nominations will be received in the spring for students entering the following fall from each high school in Cleveland County. Applicants must demonstrate a real interest in the free enterprise system and should show the potential for leadership as exhibited by school activities. The award will be divided equally over eight semesters. The Financial Aid Committee may be requested to increase the award per semester.

David and Winifred Herbert Lindsay Memorial Scholarships: Established in 1989 by Mrs. Lindsay, a resident of Rutherford County, N.C., the fund provides financial assistance to worthy and needy full-time students. Preference is given to residents of Rutherford and area counties in North Carolina.

Marcus Randolph Martin Memorial Scholarship: This scholarship was established in 1969 by Mrs. Randolph Martin and her children, Corral and Julia, in memory of her husband. Its income is used to help deserving students.

Mr. and Mrs. B.S. Mauney Memorial Scholarship: This scholarship was established in 1973 by the late Mrs. and Mrs. B.S. Mauney.

Joe T. and Ellen B. Moore, Sr. Scholarships Established in 1989 by Mrs. Moore in memory of Mr. Moore to express their commitment to Christian higher education. The fund will provide financial assistance to full-time students with first preference is given to members of the First Baptist Church, Belmont, NC.

Mr. and Mrs. M.A. (Becky) Morris Scholarships Mr. and Mrs. M.A. (Becky) Morris endowed a scholarship to aid students of good character who are in financial need. Students from South Carolina are considered first.

Porter Brothers, Inc., Scholarships In 1970 a fund was established by Porter Brothers, Inc., of Shelby, N.C., to assist needy and worthy students.

Thomas P. Pruitt, Sr., Memorial Scholarships Mr. Pruitt was an outstanding Christian layman known for his service to the First Baptist Church of Hickory, N.C., and the North Carolina and Southern Baptist Conventions. He is honored through this fund by his wife, children, and friends.

D.W. Reyster, Sr., Memorial Scholarships Established by the family and friends of D.W. Reyster, Sr., this fund honors his memory.

Walter Ed and Gertrude Sain Memorial Scholarships Funded by a gift from the estate of Walter Ed Sain of the Tolson community in northern Cleveland County, North Carolina, the scholarship was established in 1995 to provide scholarships for students who have financial need.

E. Jerome Scott Memorial Scholarships Established in 1995 and funded by friends and family, the scholarship recognizes the extraordinary contributions to Gardner-Webb University by E. Jerome Scott, former Vice President and Dean of Student Development. Preference is given to graduates of Shelby High School, Shelby, N.C.

Mr. and Mrs. Ray Small Academic Scholarships This fund was established by Mr. and Mrs. Ray Small of Lincolnson, N.C.

Ellen and Ethelven M. Sawmley Scholarships Mr. and Mrs. Sawmley established this scholarship in 1995 to provide financial assistance to students.

C.R. and Elizabeth Spangler Scholarships This scholarship is made possible by Mr. and Mrs. C.R. Spangler and Mr. and Mrs. Ralph Spangler of Cleveland County, North Carolina. It is granted on the basis of Christian character and financial need of qualified students. Preference is given to Cleveland County students.

Everett G. and Vera L. Spurling Scholarships Established in 1971 by Mr. and Mrs. Everett G. Spurling to provide scholarships for needy and worthy students, with preference given to students from upper Cleveland County.

Charlene Storey Memorial Scholarships This scholarship was established by a gift from the estate of Charlene Storey of Falloway, N.C., a long time trustee of Gardner-Webb.

J.P. Stevens and Company Scholarships Established in 1963 by J.P. Stevens and Company. Preference is given to students from Cleveland County.

Annie Mae Walker Memorial Scholarships Funded by a gift from the estate of Annie Mae Walker of the Green Creek community in Polk County, N.C., the scholarship provides assistance for students who have financial need.

Lee B. Weathers Memorial Scholarships The fund was established by Henry Lee and Paul A. Weathers, children of Lee B. Weathers, to provide financial assistance to worthy and needy students at Gardner-Webb University. Preference is given to students who major in Communications Studies with an interest in broadcast and/or print journalism, public relations, or publishing. Also, children of any employee of the Shelby Star who apply shall be given preferential consideration if determined worthy by the University.

M. Christopher and Linda F. White Hart County High School Scholarships Established in 1995 by Dr. and Mrs. Christopher White, tenth president and first lady of the University, the scholarship is restricted to graduates of Hart County High School, Harrells, GA. Dr. and Mrs. White are graduates of Hart County High.

Margaret Young Memorial Scholarships In 1966 Mr. J.F. Alexander, Mrs. Martha Hown, and Mrs. Kathleen Alexander Carpenter, all of Salisbury, N.C., created the scholarship as a memorial to Margaret Young.

Other Financial Need Endowed Scholarships

C. and O. Arrington, Mr. and Mrs. Howard S. Berry, Anton Bingham Memorial, Martha B. Blackburn, George Ronald F. Carpenter Memorial, Mary Lide Doggett Memorial, Maywell B. and Ruth P. Hazrick, Sr., O.P. Hazrick Memorial, Nancy Hollbrook, Jerry King, Frank and Barbara Mayo, Virgil M. Halsey, Minnie Connor Foster Memorial, Claude Proctor, S.S. Royster, Sr. Memorial, George Edward Sweet Memorial.

GENERAL PURPOSE ENDOWED SCHOLARSHIPS

George and Ida Wood Blanton Scholarships In 1915 George Blanton and Ida Wood Blanton of Shelby, N.C., created a trust fund for the purpose of encouraging and promoting the education of capable and deserving young men and women through the facilities of Gardner-Webb University.

Joseph B. Freeman Education Fund With tutorial funding provided by a group of Cleveland County friends, business people and professionals, the Joseph B. Freeman, Jr. Education Fund was established in 1991 to provide freshman year scholarships for promising students who do not have the financial resources to attend college. The scholarship is limited to graduates of high schools in Cleveland County. Further, the scholarship is intended for those few extraordinary individuals whose academic ability and motivation are good, but whose personal circumstances prohibit college. Gardner-Webb agrees to match, dollar-for-dollar, the Joseph B. Freeman, Jr. Education Fund given to students who attend Gardner-Webb as full-time students in the undergraduate program.

David W. and Bettye A. Moore, Jr., Scholarships Established in 1990 by Mr. and Mrs. Dan Moore, Jr. of Bowling Springs, N.C. to provide financial assistance to worthy full-time students.

Raul W. and Evelyn H. Spangler Practical Leadership Development Scholarships: This fund was established by Raul W. and Evelyn H. Spangler of Shelby, N.C., in 1979 to express a commitment to Christian higher education. The scholarship is awarded to an entering freshman with the most clearly demonstrated record of, and with the most predictable potential for general practical leadership. A selection committee, headed by the president of Gardner-Webb University, selects the recipient.

The Hobar and Pat Spangler Fund: This fund was established in 1981 by their many friends from across the Southeastern United States as an expression of appreciation for the Spanglers' years of public service. The fund provides graduate awards for teaching assistantships.

ANNUAL SCHOLARSHIPS

Actress Student Scholarships: A young woman who has been involved in the Actress individual achievement plan, Student, may receive a scholarship ranging in value from \$500 to \$1,800. These scholarships are made available by Gardner-Webb University; however, the application should be filed with the State Actress Director, Baptist State Convention, Cary, N.C. 27512-1107 before April 1.

Alpha Epsilon Recruitment Grants: This \$250 scholarship is given by the Alpha Epsilon Chapter of Delta Kappa Gamma, an educational, honorary, and professional society, to a worthy student interested in teaching.

Baptist State Convention of North Carolina Scholarships: Gardner-Webb University awards scholarships provided by the Baptist State Convention to selected students who are members of North Carolina Baptist churches. Details are available from the University's Admission Office.

Beech Springs Rotary Club Scholarships: The Beech Springs Rotary Club raises scholarship funds for graduates of high schools in Cleveland County. The major project is the annual Rotary Classic Men's Basketball Tournament which traditionally begins the Gardner-Webb basketball season.

Charles and Doree Bridges Health Careers Scholarships: Established in 1996 by Dr. Doree Bridges, class of 1967 and a member of the Athletic Hall of Fame, the scholarship provides support for an athlete who expresses an interest in a career in health services.

Mary Lou Casady Scholarships: The Mary Lou Casady Scholarship for \$300 is awarded annually to a rising sophomore nursing student. Preference is given to a former LPN or an older student who demonstrates maturity, dedication, and commitment to the nursing profession. The student should be deservng of financial assistance.

Susan Renee Cook Scholarships: Funds are provided by Mr. and Mrs. Franklin C. Cook in memory of their daughter, Susan Renee, a 1988 graduate of Gardner-Webb.

Christian Vocation Scholarships: Each student pursuing a Christian vocation may qualify for an annual \$300 scholarship provided a 2.5 grade point average is maintained on all work attempted, and provided the application is submitted by June 1 for fall semester and December 1 for spring semester.

Dover Foundation Scholarships: Funds provided by the Dover Foundation of Shelby, North Carolina are given to an outstanding graduate of each of the following high schools: Crest, Burns, Shelby, Kings Mountain. Application forms for these competitive freshman year scholarships may be obtained from the high school guidance counselors or Gardner-Webb's Financial Planning Office.

First Baptist Church, Shelby, North Carolina Scholarships: Funds are given to deserving students by the First Baptist Church of Shelby, North Carolina.

FOCUS Scholarships: The Fellowship of Christians United in Service, a ministry of the Gardner-Webb University Baptist Student Union, gives four, or more, \$200 scholarships each year. One scholarship is awarded to the FOCUS coordinator-elect, and the others are awarded to students nominated by the FOCUS ministry and approved by the Admissions and Financial Planning Committee.

Lilly Hays Lutz Memorial Music Scholarships: Established by Mr. and Mrs. Ray Webb Lutz and Mr. and Mrs. Jack Lutz to provide financial assistance to a music major who participates in the Gardner-Webb University Community Orchestra. A scholarship of \$1,000 will be awarded annually on Awards Day for the following academic year.

J. Ray Lutz Memorial Scholarships: Established in 1985 by Petrolous World, Inc. of Clifftide, North Carolina, this \$2,000 scholarship is named in memory of J. Ray Lutz of Shelby. It is awarded to an entering freshman from Cleveland, Barberline, Polk, McDowell, or Burke County.

Ministerial Board of Associates Scholarship Program: Each member of the Ministerial Board of Associates may recommend a student for the scholarship to be awarded in his name. The scholarship is available to first-time Gardner-Webb students, freshmen or transfer, and is for \$1,000 to be credited at the rate of \$125 each semester for eight semesters. The recommendation must be mailed by June 1 for fall semester and December 1 for spring semester to the Director of Financial Planning, Gardner-Webb University.

Minister's Dependents Scholarships: Each dependent of an ordained Baptist minister may receive a \$1,000 scholarship each academic year upon completion of the Minister's Dependents Scholarship application. The minister whose dependent claims the scholarship must be a full-time minister of a Southern Baptist Church or an ordained, full-time employee of a SBC-affiliated State Convention or agency. The recipient must be a full-time student. He/she must maintain at least a 2.5 cumulative grade point average to be eligible for renewal each year.

Royal Ambassadors Service Aide Scholarships: A young man who has been involved in the Royal Ambassadors Service Aide program may receive a scholarship ranging in value from \$800 to \$1600. These scholarships are made available by Gardner-Webb; however, the application should be filed with the Baptist State Convention, Brotherhood Department, Box 1107, Cary, N.C. 27512-1107 before April 1.

D.A. Tedder Scholarships: This is a \$200 scholarship given in memory of the Reverend Daniel Allen Tedder of Shelby, North Carolina, by his daughter, Mrs. Fredrick Swift. The scholarship is awarded to an able and deserving ministerial student.

GARDNER-WEBB UNIVERSITY LOAN FUNDS

The following guidelines govern the Gardner-Webb University revolving loan funds:

(1) all transactions, such as signing the promissory note, are made directly with the student, who must be enrolled in good standing or accepted for enrollment at Gardner-Webb University

(2) the maximum loan for an academic year is \$2,500.

(3) terms of the loan:

(a) repayment begins six months after termination of education at Gardner-Webb University.

(b) repayment rate will be \$30 weekly plus interest or the amount needed to repay the loan within the maximum 10-year repayment period.

(c) the rate of interest is eight percent computed on the unpaid balance.

(d) the borrower is responsible for any litigation fees incurred because of delinquency.

(4) the student must supply when additional funds are needed since loans are not automatically renewed.

Listed below are the individuals, churches and businesses which have established loan funds to help Gardner-Webb University students meet their financial obligations:

Loan Funds

Charles Anderson Foreign Language Loan Fund; Deck W. Anderson Loan Fund for Business Majors; The Dewart and Alma B. Anthony Student Loan Fund; Board of Associates Loan Fund; C.B. Baker Loan Fund; Branch Banking and Trust Loan Fund; Cove Creek Baptist Church Loan Fund; Beaver Dam Baptist Church Fund; Boiling Springs Baptist Church Loan Fund; J. Herbert Bridges Loan Fund; W.B. and Louise P. Camp Fund; Beama B. Carpenter Flood Loan Fund; Mr. and Mrs. Thomas Ray Casby Loan Fund; Cleveland County Medical Society Student Loan Fund; R.I. Corbett Memorial Loan Fund; Melba Carrie Student Loan Fund; A.V. Dickson Memorial Loan Fund; Hubert C. Dixon Mathematics Loan Fund; Elizabeth Extension Homeowners Club Loan Fund; Mr. and Mrs. Eugene Elmore Loan Fund; Gastonia Altman Loan Fund; Harrie Nix Orlan Memorial Loan Fund; Mr. and Mrs. Coleman Goforth Loan Fund; Mary Harwell Gaven Loan Fund; Gold Loan Fund; Mary Sue Anthony Hamrick Herring Loan Fund; Dr. C.H. Harrell Loan Fund; Ashbury Carr and Jane Gardner Harrison Loan Fund; Hendrix Barring Company Loan Fund; Marion Hinson Loan Fund; J.D. Higgins Memorial Loan Fund; Joseph Henry Jones Memorial Loan Fund; G.W. and N.B. Kendrick's Loan Fund; Ada Hattie Knowles Loan Fund; L&R Oil Company Loan Fund; Jimmy Ray Lail Memorial Loan Fund; John MacLennan Lawrence Memorial Loan Fund; Logan Loan Fund; Wilma L. McClady Memorial Fund; David Pansley Memorial Loan Fund; Printing and Packaging Loan Fund; Roberts Loan Fund; Schenck Loan Fund; Florence Seism Loan Fund; Shelby Kiwanis Club Loan Fund; Shelby Lions Club Loan Fund; Shelby Rotary Club Loan Fund; Mr. and Mrs. T.M. Starbuck Loan Fund; Rush Strong Loan Fund; Tom and Clara Lee Withrow Loan Fund for Nursing Students; Tom Withrow Foundation Loan Fund.

UNIVERSITY WORK PROGRAM

Gardner-Webb University provides part-time campus employment to a limited number of students who wish to earn a portion of their college expenses by working. Students interested in securing campus employment should submit the Free Application for Federal Student Aid (FAFSA). Part-time campus employment for students is available in the cafeteria, residence halls, laboratories, library and departmental offices.

FEDERAL ASSISTANCE PROGRAMS

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

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

Federal Pell Grant Programs: Students may apply for a Pell Grant by completing the FAFSA. A three-part Student Aid Report will be forwarded to the student for submission to the Financial Planning Office. Grant amounts are determined by the Financial Planning Office from a payment schedule provided by the Department of Education.

Federal Supplemental Educational Opportunity Grant (SEOG): Grants are awarded to students with exceptional need with priority given to students receiving Pell Grants. Grants range from \$100 to \$4,000 per year.

Federal Work-Study Program: The University participates in the Federal Work-Study Program to provide jobs for students. Employment is arranged on campus or off campus with a public or non-profit agency, such as a hospital, library, or recreational facility. Students are paid the current minimum wage rate.

Federal Perkins Loans: First priority will be given to students with exceptional need. An undergraduate student may borrow up to a maximum of \$15,000 for undergraduate study. Students may borrow up to a maximum of \$30,000 for study toward a professional or graduate degree, including loans borrowed for undergraduate study. Repayment of principal and interest of five percent begins nine (9) months after the student ceases to be enrolled at least half-time. Interest accrues at the rate of five percent on the unpaid balance.

Federal Subsidized and Unsubsidized Stafford Loans: Loans may be made by banks, savings and loan associations and private non-profit agencies guaranteed by State Assistance Authorities. The loans are insured by the Federal Government. The government pays the interest on the subsidized loan while the student is in school. However, on the unsubsidized loan the student is responsible for paying or deferring the interest. Undergraduate students may borrow up to \$2,625 for the first year of study. Sophomores can borrow \$3,500 per year. Juniors and seniors may borrow up to \$5,500 per academic year. If you're an independent undergraduate,

you can borrow up to \$6,625, if you're a first-year student enrolled in a program of study that is a full academic year.* (At least \$4,000 of this amount must be in unsubsidized Stafford Loans.) \$7,500, if you've completed your first year of study, and the remainder of your program is a full academic year.* (At least \$4,000 of this amount must be in unsubsidized Stafford Loans.) \$10,500 a year, if you've completed two years of study, and the remainder of your program is at least one academic year.* (At least \$5,000 of this amount must be in unsubsidized Stafford Loans.) Payments of principal and interest begin six months after the student ceases to be enrolled at least half-time or graduates.

Federal PLUS Loan Programs: Parents may borrow for dependent undergraduate students. The maximum amount a parent may borrow is the cost of education minus any estimated financial aid. The borrower (parent or guardian) must meet established credit criteria. These loans are not based on need. Applications are available in the Financial Planning Office.

STATE ASSISTANCE PROGRAMS

North Carolina Legislative Tuition Grants: The 1975 North Carolina General Assembly established a program of tuition grants available to North Carolina residents attending private colleges and universities located within the State. The dollar value of this award is subject to State funding and student enrollment.

North Carolina Contractual Scholarship Programs: Awarded to North Carolina residents showing need on their need analysis form. Amounts awarded vary depending on need.

North Carolina Student Incentive Grant Program (NCSIG): Legal residents of North Carolina are eligible for Student Incentive Grants to help pay their educational expenses. Students must demonstrate substantial financial need as determined through an approved need analysis form. Awards ranging from \$200 to \$1,500 per year depending on financial need are made by the state. The Free Applications for Federal Student Aid (FAFSA) must be processed by March 15 for the student to be eligible.

North Carolina Prospective Teachers Scholarship-Loans: The State of North Carolina makes a limited number of awards to North Carolina students planning to enter the public school system of the State. The award is \$2,000 per year and is a scholarship if the recipient teaches in North Carolina public schools. The deadline for submitting the application is February 12.

North Carolina Vocational Rehabilitation Program: The State of North Carolina provides financial assistance for residents who have permanent handicaps. Information concerning such aid is available through the Director of Vocational Rehabilitation, State Department of Public Instruction, Raleigh, North Carolina 27602.

Nurse Education Scholarship Loan Program (NESLP): Established by the 1969 NC General Assembly to assist students enrolled in a nurse education program leading to a certificate or degree that enables the holder to sit for licensure in North Carolina as a Licensed Practical Nurse or a Registered Nurse. Awards are based on financial need.

The North Carolina Nurse Scholars Program (NSP): Established by the NC General Assembly in 1989 to provide college scholarships for outstanding high school graduates interested in becoming a registered nurse. The program also makes awards for licensed RNs who return to school to earn the baccalaureate degree. An applicant must be admitted to the nurse education program prior to being awarded the Nurse Scholarship. Application forms are made available to eligible students after January.

PRIVATE ASSISTANCE PROGRAMS

Wilma L. McCurdy Memorial Scholarship Foundation: Administered by First Union National Bank, this fund provides scholarships based upon character, academic standing, and financial need. Preference is given to students from Sandy County, North Carolina.

James G.K. McClure Educational and Development Fund Scholarships: Founded in 1927, this fund named in memory of James G.K. McClure, provides scholarships to students from Western North Carolina who demonstrate academic promise and financial need. Scholarships are provided to entering freshmen and to health career majors.

Nido Quibria & Associates, Inc.: High Point area students attending any private North Carolina college and planning a career in youth-related work may qualify for a scholarship. The amounts are flexible and are awarded on the basis of need and academic achievement. Interested students should write to the Scholarship Committee, Nido Quibria and Associates, Inc., PO Box 5567, High Point, North Carolina 27602. Applications must be received no later than April 15.

Little Pate Whitehead Foundation: Provides scholarships for women from either of the following states: Georgia, North Carolina, South Carolina, Virginia, Louisiana, Mississippi, Alabama, Tennessee, and Florida. Scholarships are based on need and are awarded to students majoring in Nursing and are also available to students who are hearing or visually impaired.



ACADEMIC REGULATIONS

DEGREE REQUIREMENTS

DEGREES AND MAJOR FIELDS

Carleton-Wallb University offers the following degrees and major fields of study:

MASTER'S PROGRAMS

Master of Arts (M.A.); Master of Divinity (M.Div.); Master of Business Administration (M.B.A.).

Areas are: Agency Counseling, Business, Divinity, Elementary Education, English Education, Middle Grades Education, Physical Education, School Counseling and School Administration.

See the graduate catalogs for programs and degree requirements.

BACHELOR OF ARTS (B.A.)

American Sign Language
Communication Studies
English
English-Teacher Licensure
French
French-Teacher Licensure
History
Journalism
Music
Music Education

Religious Studies
Religion
Education Studies
Sacred Music
Social Sciences
Social Sciences-Teacher Licensure
Sociology
Spanish
Spanish-Teacher Licensure
Theatre Arts

BACHELOR OF SCIENCE (B.S.)

Accounting
Administrative Management
Athletic Training
Biology
Biology-Teacher Licensure
Business Administration
Chemistry
Chemistry-Teacher Licensure
Computer Science
Elementary Studies (K-6)
Finance

Health Education
International Business
Management Information Systems
Mathematics
Mathematics-Teacher Licensure
Medical Technology
Physical Education
Physical Education-Teacher Licensure (K-12)
Physician Assistant
Psychology
Sport Management

BACHELOR OF SCIENCE (B.S.)

Dual-Degree Programs in Engineering with UNCC and Auburn University.

BACHELOR OF SCIENCE IN NURSING (B.S.N.)

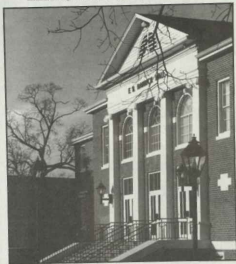
Main campus and Summer session BSN Program (See Special Studies Bulletin)

ASSOCIATE IN ARTS (A.A.)

Nursing

BACHELOR'S DEGREE REQUIREMENTS

Gardner-Webb University offers an academic program consisting of a minimum of 128 semester hours of credit for the bachelor's degree. The degree consists of a major field of concentration in the liberal arts or in a professional or preprofessional area, minors, a general studies program, and elective courses. Most of the programs also require a minor field of concentration. To earn a baccalaureate degree the student completes the academic program on next page.



GENERAL STUDIES REQUIREMENTS

As a member of the higher education community, Gardner-Webb University's academic programs include a series of broad and intensive learning experiences entitled, "Dimensions of Excellence." The university has been recognized by the John Templeton Foundation and listed in its Honor Roll of Character-Building Institutions; therefore, the core curriculum includes a general studies component appropriate for a character-building institution. Care has been taken to ensure that the focus and theme of the core curriculum is compatible with the university's mission and heritage. While the Gardner-Webb experience necessarily builds upon the formal curriculum, the totality of students' life on campus transcends the formal classroom experiences required for graduation. In addition to general studies, a successful university experience should include the development of appropriate intellectual skills and a broad array of life-enhancing experiences outside the classroom. Gardner-Webb provides all of these.

COMPLETION OF GENERAL STUDIES AS FOLLOWS: *Course descriptions, pp. 70-75*
Basic Course Requirements *Semester Hours Required*

I. Dimensions of the Humanities (11-21 hours)	
Composition, Literature, and Communication	11-12
English Composition I (ENGL 101)	
English Composition II (ENGL 102)	
Literature (one of the following: ENGL 211, 212, 231, 232, 251)	
Oral Communications (one of the following: COMM 213, RADM 325, THEA 240, EDUC 450, ENGL 270, RELI 354, or two semesters of COMM 235 (debate))	
Foreign Language	0-6
The student must complete a foreign language through the first semester of the intermediate level (201 or 211). The number of hours required depends upon the student's entering competency level (either FRFN 101, 102, 201; GERM 101, 102, 201; GREK 101, 102, 201; HEBR 101, 102, 201; SPAN 101, 102, 201; SCLO 101, 102, 201; RUSS 101, 102, 201). The 211 section of a foreign language will also satisfy this requirement. Students with two or more units of a foreign language typically begin at the 102 or 201 level; those with exceptional ability may satisfy the requirement through testing.	
II. Dimensions of Faith	6
Old Testament (RELI 101)	
New Testament (RELI 102)	
III. Dimensions of Heritage (15 semester hours)	6
Western Heritage	
Western Civilization I (HIST 101)	
Western Civilization II (HIST 102)	
Global Heritage: choose one of the following	3
Global Understanding (SSCI 205)	
World Religions and Cultures (RELI 245)	
American Heritage: choose two of the following	6
Economics and the Free Market System (ECON 201)	
The American Political Process (POLS 201)	
The American Century (HIST 245)	
Technology and American Society (CCOM 250)	
IV. Dimensions of the Self (11 semester hours)	1
Freshman Seminar (CCMP 121)	

Personal Assessment and Adjustment (PSYC 260)	3
Dimensions of Personal Health (HEED 221)	3
Physical Dimensions of Wellness (Choose one course from one of the following areas)	3
(Fitness), PHED 140-145	
(Lifetime Sports), PHED 150-159	
(Outdoor Adventures), PHED 160-165	
Art Survey (ARTS 223) or Music Survey (MUSC 225)	3
V. Dimensions of Scientific Inquiry (8 semester hours)	
Life Science (either BOC, 101, 103, or 104)	4
Physical Science (either CHEM 109 or 111; OBCS, 101, 102, or 105; PHYS 101, 104, 201, or 203)	4
VI. The Quantitative Dimension (3-4 semester hours)	3-4
Choose one of the following: Elementary Probability and Statistics (MATH 105), Finite Mathematics (MATH 110), Precalculus (MATH 120), Calculus (MATH 131), Calculus for Business and Social Sciences (MATH 239)	

NOTES

(1) The following guidelines apply to the foreign language requirement:

(a) Students must complete a foreign language through the first semester of the intermediate level (201 or 211). Students may select either from those offered by Gardner-Webb or any approved foreign language courses transferred from an accredited institution of higher learning. American Sign Language will be deemed a foreign language for purposes of this requirement.

(b) International students whose native language is a language other than English will not be required to complete additional courses in a foreign language other than English.

(c) Students may receive advanced placement in a foreign language. Students receiving such credits will complete their foreign language requirement at the intermediate level or higher. Students who place into the intermediate level of a particular language (201 or 211) will receive six semester hours of elective credit if they complete 201-202 (or 211) with grades of C or higher.

(d) Deaf students who are certified by the appropriate Gardner-Webb faculty to be fluent in American Sign Language will not be required to take additional foreign language courses.

(2) Computer literacy is a graduation requirement which may be met in one of three ways: by completing Gardner-Webb's Core Curriculum (both English courses and the mathematics course); by completing a course, or courses, with a computer component, (MCHS 241, 251; CSCE 160; PSYC 396; EDUC 301) or by making a passing score on a special test for computer literacy administered by the Education Department.

(3) Each student is required to enroll for a DIMENSIONS course each semester of full-time enrollment at Gardner-Webb or until a minimum of three semester hours of credit (six semesters) has been earned. Students who meet requirements earn 1/2 semester hour of credit each term. Part-time students must earn 1/2

semester hour of credit for every 15 hours of credit earned at Gardner-Webb or until a minimum of three semester hours of credit (a minimum) has been earned.² (The required DIMENSIONS courses are numbered 111-116; elective DIMENSIONS courses are numbered 117-118.) Students receiving an F in DIMENSIONS must repeat the course the following semester. Failure to receive a passing grade during the semester that the course is repeated will result in the student being placed on DIMENSIONS probation and the student will remain on probation until the Dimensions requirement has been fulfilled. Students who fail DIMENSIONS three semesters will be suspended from the University. In order to be reinstated, the student must register for and satisfactorily complete a DIMENSIONS experience during the summer term.

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

(5) Participation in commencement exercise is required. If a student is unable to participate in the Graduation Ceremony upon completion of degree requirements, the student must attend the next commencement exercise.

(6) Students must demonstrate competence in English, reading and mathematics prior to beginning General Studies courses in those areas.

(7) A minimum grade point average of 2.00 on a 4.00 scale based on the University grading system is required for graduation, both on all work transferred and on that work attempted at Gardner-Webb.

(8) The student must have a minimum grade of "C" on each course counted toward the major. A transfer student must complete at least one half of the major at Gardner-Webb.

(9) The student must also have an overall 2.00 average on all work counted toward any minor. A transfer student must complete at least nine hours of the required minor at Gardner-Webb.

(10) The student transferring from a two-year college is required to complete a minimum of 64 semester hours of subsequent study in senior colleges or universities.

(11) The student is responsible for making official application for graduation to the Registrar no later than the end of pre-registration during the regular semester immediately prior to the final semester of study. For students completing requirements for graduation in December, the application for graduation must be submitted to the Registrar no later than July 15, 1999. For students participating in the Spring Commencement Exercises, the application for graduation must be submitted to the Registrar no later than November 15, 1999. For students participating in the Summer Commencement Exercises, the application for graduation must be submitted to the Registrar no later than March 30, 2000. A late charge will be assessed for applications for graduation submitted after these dates. The absolute deadline for application for graduation with payment of late fee is as follows: Fall '99, September 1, 1999; Spring '00, January 15, 2000; and Summer '00, May 15, 2000.

STUDENT RESPONSIBILITY

The student bears the final responsibility for the selection of a program of study and adherence to all published regulations and requirements of the University, including the preceding requirements for graduation.

ASSOCIATE DEGREE REQUIREMENTS

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

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

The student must have a minimum grade of "C" on each course required in the major field. In Nursing, the student must have a minimum grade of "C" on each nursing course and each science course.

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

The student is required to participate in commencement exercises.

The student is responsible for applying officially to the Registrar for graduation.

Application deadlines are as follows: July 15, 1999 (for completion of requirements in December, 1999) November 15, 1999 (for spring graduation) and March 30, 2000 (for summer graduation).

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

I. DIMENSIONS OF THE HUMANITIES

ENGLISH COMPOSITION I (ENGL 101)

Introduction to expository writing by process method. Grammar and mechanics needed. Selected readings. 3-0-3.

ENGLISH COMPOSITION II (ENGL 102)

Continuation of process writing with emphasis on argumentation, critiquing, essay examinations and research skills. Analysis of literary and non-literary texts. Prerequisite: English 101. 3-0-3.

BRITISH LITERATURE SURVEY I (ENGL 211)

Representative writers from the beginnings through the eighteenth century. Prerequisite: English 102. 3-0-3.

BRITISH LITERATURE SURVEY II (ENGL 212)

Representative writers from the late eighteenth century to the present. Prerequisite: English 102. 3-0-3.

AMERICAN LITERATURE SURVEY I (ENGL 231)

Representative writers from the Colonial period to Whitman. Prerequisite: English 102. 3-0-3.

AMERICAN LITERATURE SURVEY II (ENGL 232)

Representative writers from Walt Whitman to the present. Prerequisite: English 101. 3-0-3.

FOUNDATIONS OF WORLD LITERATURE (ENGL 251)

Literature from ancient times through the 15th century in Western and non-Western cultures, excluding British and American. 3-0-3.

RHETORIC (ENGL 270)

Introduction to rhetoric, the art or discipline of informing, persuading, or motivating an audience through various forms of discourse. Selected readings. 3-0-3.

SPEECH (COMM 233)

Introduction to and practice in the techniques of public speaking. This is an activity course which emphasizes practical participation in public speaking. 3-0-3.

BUSINESS COMMUNICATION APPLICATIONS (BADM 325)

A practical approach to business communications using word processing software. Emphasis will be placed on theory, memo and letter writing, formal and informal presentations and the job search process. 3-0-3.

ACTING (THEA 330)

Integrated approach to acting, linking understanding with experiential knowledge of the fundamentals of acting. Speech, movement, expression, etc. are explored with significant emphasis on improvisation. 3-0-3.

STUDENT TEACHING (EDUC 450)

An eleven-week period of full-time supervised teaching at the appropriate level.

CHRISTIAN PREACHING (RELI 350)

Guided reading and practice in the preparation and delivery of effective sermons. Prerequisite: six hours of religion. 3-0-3.

DEBATE (COMM 235) (two semesters)

Not restricted to communication majors. Training and practice in the principles of college debate. Intercollegiate competition. 0-1-4.

FOREIGN LANGUAGE (0-9 hours)

Students must complete a foreign language through the first level of the intermediate classification. For course descriptions refer to Departments of Foreign Languages. 3-0-3.

II. DIMENSIONS OF FAITH

INTRODUCTION TO THE OLD TESTAMENT (RELI 101)

An introduction and survey of the Old Testament focusing upon the history, literature and faith of the people of Israel, and its contemporary relevance. 3-0-3.

INTRODUCTION TO THE NEW TESTAMENT (RELI 102)

An introduction and survey of the New Testament focusing upon the history, literature and faith that give rise to Christianity and its contemporary relevance. 3-0-3.

III. DIMENSIONS OF HERITAGE

SURVEY OF WESTERN CIVILIZATION I (HIST 101)

Beginning with earliest times, the course covers the civilization of Egypt, Mesopotamia, Greece, Rome, Medieval and early Modern period with emphasis on the acquired traits of Western heritage. Concludes with 1715. 3-0-3.

SURVEY OF WESTERN CIVILIZATION II (HIST 102)

Beginning in 1715, this course presents a perspective of the last three centuries of Western history and heritage. 3-0-3.

GLOBAL UNDERSTANDING (SOCS 205)

This course is an introduction to the major economic, social, political, diplomatic, and environmental trends in the world since 1945. In this context, cultural heritage and Global heritage will be discussed. 3-0-3.

WORLD RELIGIONS AND CULTURE (RELI 245)

This course will explore the relationship between selected cultures of the world and the religious ideas and concepts which inform them. It will examine the impact of religion on culture, as well as the role which culture has played in shaping religious traditions. 3-0-3.

ECONOMICS AND THE FREE MARKET (ECON 203)

Explores the economic implications, history and philosophy of free enterprise system with special attention to national income theory, money, banking and the Federal Reserve system; Keynesian and Classical theories and the mechanics of the business cycle. 3-0-3.

AMERICAN POLITICAL PROCESS (POLS 202)

A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governments and the Federal system. 3-0-3.

THE AMERICAN CENTURY (HIST 245)

The course examines elements of twentieth century American heritage such as constitutional government, the rule of law, individualism and idealism in the United States. The course is designed to transmit knowledge and to create appreciation for American heritage. 3-0-3.

TECHNOLOGY AND AMERICAN SOCIETY (COMM 250)

Surveys the evolution of communications and information technology from Gutenberg to the Information Superhighway. Special emphasis is placed on the historical development of communication media and their influence on American society and culture as well as business, economic and political systems. 3-0-3.

IV. DIMENSIONS OF THE SELF

PERSONAL ASSESSMENT AND ADJUSTMENT (PSYC 280)

Contemporary research agrees that a primary attribute of mental health is the ability to be resilient in the presence of the demands and stresses of daily living. This course examines the perplexing and challenging "real life" issue that each individual will encounter as he or she grows. These issues will be explored from a variety of psychological perspectives and will focus on the student's development of coping and adaptive strategies to the stress of changing life processes. 3-0-3.

PERSONAL PERSPECTIVES ON HEALTH (HELD 221)

The Department of Physical Education, Wellness and Sport Studies supports the basic belief that persons are holistic beings who should be encouraged to assume responsibility for achieving and maintaining a healthy lifestyle. The requirements of *Discussions of Personal Health, Health 221*, seek to augment the process of self-responsibility and to enhance the integrity of inner life through individual development, environmental coping and social integration. 3-0-3.

PHYSICAL EDUCATION ACTIVITIES COURSES (PHED 140-145) (FITNESS)

Physical Education 150-159 (Lifetime Sports), Physical Education 160-165 (Outdoor Adventure). For course descriptions refer to Department of Physical Education, Wellness and Sport Studies. 3-0-1

ART SURVEY (ART 225)

Introduction to major artists and styles in the history of art. Emphasis on appreciating art in its context and understanding the elements and principles of design. 3-0-3

MUSIC SURVEY (MUSI 225)

A survey of music for the non-music major which includes a study of music elements, the development of music from the middle ages to the present day, and the listening and analysis of music literature appropriate to the periods studied. Some concert attendance may be required. 3-0-3

FRESHMAN SEMINAR (CCXP 120)

Contemporary College Experience is a comprehensive course designed to help students develop a balance of academic achievement and personal growth which will contribute to their success. This seminar is taught by the student's academic advisor and promotes critical thinking and effective communication. Emphasis is also placed on orientation to campus life, time management and effective study habits. 1-0-1

V. DIMENSIONS OF SCIENTIFIC INQUIRY**HUMAN BIOLOGY (BIOL 101)**

An introduction to the biology of the human organism with emphasis on contemporary issues in human biology as well as traditional structure and function of major body systems. 3-3-4

GENERAL BIOLOGY (BIOL 103)

Introduction to the principles of biology including ecology, biological chemistry, cellular biology, genetics, reproduction, and development. Laboratory investigations are designed to supplement and enhance the classroom lecture activities. 3-1-4

ENVIRONMENT (BIOL 104)

Introduction to the principles of ecology with a primary focus on man's direct and indirect influences on his surroundings. Emphasis on current and local concerns. Laboratories focus on methods of sampling, field observations, and methods of examining resource allocation. 3-3-4

INTRODUCTORY CHEMISTRY (CHEM 103)

Recommended for non-science and nursing majors. Emphasis on application of the basic principles of chemistry. Prerequisite: placement out of Mathematics 102 (or its equivalent for transfer students) and no previous college credit for chemistry with a grade of C or higher. 3-3-4

GENERAL CHEMISTRY (CHEM 111)

Recommended for first-year science and mathematics majors. The first of a two semester comprehensive coverage of the fundamental laws and theories of chemistry: history, measurements, mathematical manipulations, dimensional analysis, formula writing and nomenclature, thermochemistry, gas laws, quantum theory of electronic structure, chemical bonding, and physical properties. Prerequisite: Mathematics, Advanced High School Algebra. (This course may not be used with Chemistry 103 to meet basic course requirements.) 3-3-4

PHYSICAL GEOLOGY (GEOL 101)

Survey of the distributions, processes of formations, alteration, and transportation of materials composition of the earth. The composition and basic identification of common minerals and rocks, and the use of geographical and topographic maps are considered. 3-2-4

HISTORICAL GEOLOGY (GEOL 102)

A survey of geological history of the earth. Emphasis on plate tectonics and the evolution of life throughout geological times. 3-2-4

OCEANOGRAPHY AND METEOROLOGY (GEOL 105)

Survey of basic concepts of physical oceanography and meteorology with emphasis on physical and chemical bases of the disciplines. 3-2-4

INTRODUCTORY PHYSICS (PHYS 103)

A study of the elementary concepts of classical and modern physics, including measurement, basic mechanics, energy, thermodynamics, electricity and magnetism, optics and wave motion, and atomic and nuclear physics. Prerequisite: Background in college algebra strongly recommended. 3-2-4

ASTRONOMY (PHYS 104)

A survey of fundamental concepts in modern and historical astronomy and astrophysics. Topics include the origin and nature of patterns and motions in the sky; the makeup and dynamics of our solar system, the sun as a star, and the stellar properties and evolution in general; astronomical instruments and techniques; and galaxies and cosmology. Prerequisite: Background in college algebra strongly recommended. (The course will include some night time observing.) 3-3-4

GENERAL PHYSICS I (PHYS 201)

The study of basic classical mechanics, including kinematics and dynamics of a variety of systems; the law of thermodynamics; the physics of matter; fundamentals of wave motions, including sound and physical and geometrical optics; basic electricity and magnetism; and atomic and nuclear physics, as well as other topics in modern physics. Prerequisite: Mathematics 113. 3-3-4

PHYSICS FOR ENGINEERS (PHYS 203)

The techniques of calculus will be applied to the topics listed under Physics 201, 202. Co-requisite: Mathematics 221. 3-3-4

VI. THE QUANTITATIVE DIMENSION

ELEMENTARY PROBABILITY AND STATISTICS (MATH 105)

An introduction to statistical analysis with applications, hypothesis formulations and testing, and introductory principles of probability. 3-0-3

FINITE MATHEMATICS (MATH 110)

A study of topics related to elementary matrix algebra, systems of equations, systems of inequalities, linear programming, and mathematics of finance with application in the behavioral, managerial and social sciences. 3-0-3

PRE-CALCULUS (MATH 150)

The purpose of this course is to introduce the student to the elementary concepts of the mathematical analysis of functions fundamental to further study in mathematics and the natural sciences, as well as to give the basic quantitative and computational skills necessary of these areas. 3-0-3

CALCULUS (MATH 151)

The purpose of this course is to prepare the student to converse in the language of mathematical analysis fundamental to study in higher mathematics and the physical sciences, as well as to give the quantitative and computational skills necessary for these areas. 4-0-4

CALCULUS FOR BUSINESS AND SOCIAL SCIENCES (MATH 219)

A study of differentiation and integration with applications to business and the social sciences. Prerequisite: Mathematics 117 or permission of the department chair. 3-0-3

THE MAJOR

Each candidate for a baccalaureate degree must choose a major field of concentration. This selection should be made before entering the junior year. However, students in music, natural sciences, nursing and education should begin their major in their freshman year. Requirements for each major are listed with the courses of instruction. Each student must complete two writing level II courses beyond the core, one of which must be in the discipline of the major field of study.

Registration of the intention to major with a particular department is required. A request is submitted to the chair of the department. The academic advising of all declared majors within a department is the responsibility of the chair. This responsibility may be delegated to any faculty member within that department for that period of time which best serves the interest of the student.

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

THE MINOR

A student may choose any minor offered by the University unless the department of the major field of study specifies a minor. A minimum of nine hours of the minor must be taken from Gardner-Webb University. Requirements for this minor may be fulfilled by satisfactory completion of an interdisciplinary minor of eighteen hours with at least nine hours in one discipline, selected by the student or recommended by the major department. Advisement regarding minor requirements will be the responsibility of the department of the student's major. Consultation with the chair of the minor is encouraged. Any deviation from catalog course requirements of a minor must be approved in advance by the chair of the major

department and the minor department and filed with the Registrar.

The minor field generally consists of 15-18 semester hours of academic work. A transfer student must complete at least nine hours of the minor at Gardner-Webb University. Requirements for each minor field are listed with the courses of instruction. The following minor fields are available:

American Sign Language	History
Art	Interpreter Training
Biblical Languages and Literature	International Business
Biblical Studies	Management
Biology	Management Information Systems
Business Administration	Marketing
Chemistry	Mathematics
Christian History and Thought	Music
Classical Languages	Philosophy
Coaching	Physical Education
Communication Studies	Physical Science
Computer Science	Political Science
Criminal Justice	Professional Education
Economics	Psychology
English	Religious Studies
Foreign Languages	Social Sciences
French	Sociology
General Science	Spanish
Health Education	Sport Management
Health Science	Theater Arts

LEARNING ASSISTANCE PROGRAM BASIC SKILLS COURSES

As part of the Learning Assistance Program, basic skills courses in writing (English 100), reading (Reading 100), and mathematics (Math 090 and Math 100) will be required of all students who enter Gardner-Webb with background deficiencies in any or all of these areas. Students placed in these courses may be advised to take a reduced, selected course load. These courses are taken in addition to the Basic Course Requirements; however, elective college credit may be earned for the successful completion of three of the four basic skills courses (English 100, Reading 100, and Math 100). Any Learning Assistance Program basic skills course for which a student receives a D or F must be repeated prior to proceeding to the regular core courses in that discipline.

Students with unsatisfactory performance in the Learning Assistance Program will be subject to academic dismissal from Gardner-Webb University. Students failing one or more LAF courses due to excessive absences will be suspended at the conclusion of the semester in which the excessive absences occur.

CONTEMPORARY COLLEGE EXPERIENCE

Contemporary College Experience (Freshmen Seminar) is a comprehensive course designed to help first-year students develop an effective balance of academic achievement and personal growth which will contribute to their success. Topics

include good writing, study skills, time management, exam preparation, and wellness.

DIMENSIONS

DIMENSIONS is a series of programs offered for credit each fall and spring semester on a pass/fail basis. **DIMENSIONS** supports the purpose of Gardner-Webb University, which includes a commitment to the Christian faith, the pursuit of intellectual and cultural fulfillment, and the fostering of a sense of community. Consequently, the three primary objectives of the **DIMENSIONS** program are:

1) To provide opportunities for spiritual growth through worship experiences and programs of a religious nature, all in the context of Gardner-Webb University's commitment to the Christian faith.

2) To enhance the academic program of the University by providing opportunities for intellectual and cultural enrichment, to include programs of an academic as well as dramatic, musical, and other cultural events.

3) To promote a sense of community by regularly bringing together students, faculty, staff, and friends of the University. While all **DIMENSIONS** events help to achieve this objective, the Fall University Convocation at the beginning of each academic year and the Annual Academic Awards Day in the Spring are examples of bringing the University family together for highly meaningful events.

Students who meet requirements earn 1/2 semester hour credit each term. Each student is required to enroll for **DIMENSIONS** courses each semester of full-time enrollment at Gardner-Webb until a minimum of three semester hours has been earned. Part-time students must earn 1/2 semester hour of credit for every 15 hours of credit earned at Gardner-Webb or until a minimum of three semester hours of credit (six semesters) has been earned. Students receiving an "F" in **DIMENSIONS** are required to repeat the course the following semester. Students who fail a second time will be placed on **DIMENSIONS** probation and will remain on probation until the **DIMENSIONS** requirement has been fulfilled. Three grades of "F" in **DIMENSIONS** will result in suspension from the University. An exception from **DIMENSIONS** is determined by the Vice President and Dean of Academic Affairs.

GENERAL ACADEMIC REGULATIONS, REGISTRATION AND COURSES

CLASSIFICATION

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

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

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

Special students include all persons enrolled at the University who are not seeking a degree.

COURSE LOAD

The unit of credit at Gardner-Webb University is the semester hour. A student is considered full-time if enrolled for 12 semester hours or more. The normal load is 15 semester hours, and any student in good standing may enroll for as many as 18

semester hours.

No boarding student may be enrolled for less than 12 semester hours at any time during a semester unless given prior permission by the Office of Residence Life.

The normal load for each term of semester school is 6 semester hours or a 4-semester-hour laboratory course plus one three-semester hour course.

COURSE REGISTRATION

Students are expected to register for themselves at the designated days in August and January. Registration information is made available to all students. Registration includes academic advising, selection of courses and payment of fees. Before pre-registration or registration, each student should consult with his or her academic adviser on course selection, General Studies requirements, major requirements 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. A student will not receive credit for any course for which registration has not been completed.

Unless the student and his adviser consider it essential, a student should not change the schedule after registration.

AUDITING COURSES

With the approval of the course instructor, any Gardner-Webb University student may audit a course for a nominal charge. An Audit form must be completed and filed with the Registrar's Office prior to the end of the Drop/Add period (first week of classes). Area residents not desiring credit may audit a course for a nominal charge provided an application is filed with the Admissions Office.

CHANGES IN CLASS AND SCHEDULE

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

ADDING AND DROPPING COURSES

The student's schedule may be adjusted by adding and dropping courses with the approval of the academic adviser and the Registrar within one week from the beginning of the semester. A fee will be charged for any change following the student's initial registration unless required by the University.

After the first week of classes, any official withdrawal from a class must be done through the registrar's office. 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 "WP" (withdraw passing) or "WF" (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 "WP" grades.

The last day for withdrawing from an individual course is four weeks after the mid-term grade report period or a date not to exceed 25% of the course. After this time the only courses which will be dropped are those which a student drops when withdrawing from school.

INDEPENDENT STUDY

The term 'independent study' is reserved for those courses specifically designed as guided reading and/or student-initiated research courses that include a written

project/paper.

Independent study is open to students with junior and senior standing and requires the approval of the professor offering the study, the student's major department, and the concurrence of the Academic Dean. The proposal must be submitted and approved by the end of the semester preceding the study. No more than six hours credit in independent study may be applied toward graduation requirements.

COURSE BY ARRANGEMENT

A course by arrangement is restricted to a catalog course which is not offered by the University during a given semester or cannot be scheduled by the student. The course might be offered to the student on a one-to-one basis, and this option is limited to instances of extenuating circumstances. Approval of the professor, department chair, and Vice President and Dean of Academic Affairs is required.

OVERLOAD

A student whose cumulative grade point average is less than 2.00 may not register for more than 18 hours in the fall/spring terms and not more than 6 hours in each semester term.

REPEAT COURSES

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

ATTENDANCE

CLASS ATTENDANCE

Regular class attendance is an important student obligation. Students are responsible for all course work conducted in class meetings. Because learning is a communal experience, the physical presence of students is required in class for at least 75% of class meetings. Failure to meet this attendance requirement will result in loss of credit for the course. 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 policy 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 foreseeable personal circumstances or official University business must be negotiated with the professor prior to the absence.

ABSENCE FROM TESTS AND EXAMINATIONS

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

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

GRADES AND REPORTS

GRADING SYSTEM AND QUALITY POINTS

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

A student earns quality points as well as semester hours credit if the level of performance does not fall below that of D.

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

Grades	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A—Exceptional	1	4
B—Commanding	1	3
C—Satisfactory	1	2
D—Marginal	1	1
F—Failing	1	0
P—Passing	0	0
I—Incomplete	1	0
W—Withdraw without penalty	0	0
WP—Withdraw passing	0	0
WF—Withdraw failing	1	0
TR—Transfer Credit	Hours Credit Only	Hours Credit Only
CR—Credit	Hours Credit Only	Hours Credit Only
AL—Auditor	0	0
Repeated—Repeated Course	0	0
#—Higher Attempt		
Multiplied by Quality Points	1	Computed According to Grade for Final Grade

An I is assigned when course work is not complete because of circumstances beyond the control of the student. The student has until the mid-term grade report of the following semester to complete the course work and to remove the I; otherwise an F will be automatically assigned by the Registrar's Office.

A W will be assigned when a student withdraws from a course during the first four weeks of the semester. After the first four weeks of the semester, a WP or WF is assigned by the professor based upon the professor's assessment of the student's work at the date of withdrawal.

The last date for withdrawing from an individual course will be four weeks after the mid-term grade report period or a date not to exceed 75% of the course (including summer school). The only courses which will be dropped after this date are those which a student drops when withdrawing from school.

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

A student who has a question about a grade should consult the instructor as soon as possible. A student who believes a grade to be unfair may appeal to the instructor, the department chair, the Academic Dean and the Educational Policies and Standards Committee, in that order. The last date to initiate a grade appeal is the end of the following semester.

Under no circumstances will a grade be changed, after having been reported to the Registrar, without the approval of the Vice President and Dean of Academic Affairs.

GRADE POINT AVERAGE

The student's general academic performance is indicated by a Grade Point Average. This figure is determined by dividing attempted semester hours into earned quality points. Three Grade Point Averages are significant for each student: the semester GPA, the GPA for work taken at Oardner-Webb and the overall GPA, which includes any work taken at other institutions as well as the student's work at Oardner-Webb. The Overall GPA is calculated manually for University-related agencies, for example, eligibility for Alpha Chi membership, and for departments requiring the overall GPA.

GRADE REPORTS

Each student receives a course grade at the end of the semester. Final and mid-term grade reports will be mailed to undergraduates and their parents (at the student's permanent address), unless the student informs the Registrar's Office in writing that he or she is not a legal dependent of his or her parents and by submitting a copy of the parents' most recent income tax return to the financial aid office. Mid-term grades are submitted for freshmen and for students making D's or F's. However, mid-semester grades serve as progress reports and are not entered on students' permanent records.

HONORS AND AWARDS

SEMESTER HONORS

Two lists of honor students are posted each semester:

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

ANNUAL AWARDS

Annual awards are made to outstanding students in many individual disciplines, and the student with the highest academic record in each of the four classes receives an award. Senior awards are made at the Spring Commencement. Other class awards are made at Fall Convocation.

The Most Outstanding Male Graduate Award is endowed by Dr. John Roberts of Greenville, SC. Dr. Roberts received the award when he graduated from Oardner-Webb in 1949. The award perpetuates the memory of Professor J. D. Higgins, the first principal of the Sealing Springs High School. The award recognizes scholarship and participation in University activities.

The Most Outstanding Female Graduate Award is provided by Mrs. Bonnie R. Price in memory of Miss Ima L. Curtis. The award recognizes scholarship and participation in University activities.

The winners of these awards are selected by the faculty.

GRADUATION HONORS

To be considered for baccalaureate honors a graduating student must complete a minimum of 64 hours at Oardner-Webb University and his or her GPA for that work taken here must merit honors. Those in the upper 12% of the graduating class will receive honors. One-sixth of those so designated will graduate *summa cum*

less; one-third will graduate magna cum laude; and one-half will graduate cum laude. This Standard will be applied to graduates in each of the following categories: Arts/Sciences, Elementary Education/Physical Education, Day Business, OCAI Arts/Sciences, and OCAI Business. This provision will apply to the Spring 1994 graduating class and all subsequent classes.

Associate degree students whose GPAs are 3.2 or more are designated as Honor Students.

HONORS PROGRAM

Gardner-Webb University provides a comprehensive Honors Program to nurture academically qualified students in all majors. Emphasis is placed on Honors classes, leadership through their academic and co-curricular accomplishments, preparation for graduate school, and special activities. Students who participate in the Honors Program, complete a minimum of 14 semester hours of Honors courses, and receive the recommendation of the Honors faculty, will receive 'Honors Program' recognition during commencement exercises.

STUDENT ACCESS TO EDUCATIONAL RECORDS

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

Institutional policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Office of the Registrar. That office also maintains a Directory of Records which lists all student educational records maintained by this institution. Information known as Directory Information will be published unless the student specifically requests the Registrar's Office withhold this information. Directory Information is defined as the following: student name, local and permanent addresses, telephone numbers, date of birth, major(s), dates of attendance, previous educational institutions attended, and degree and awards received.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Registrar.

TRANSCRIPTS OF STUDENT RECORDS

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

WORK AT OTHER INSTITUTIONS

Students who plan to take courses at other institutions during a regular term or summer session must have the prior written permission of the Registrar. The consent of the chair of the department in which the student is majoring is also required. The Registrar will give such permission for work only in fully accredited institutions. Credit is only approved for courses of college level which also are credited toward graduation by the institution conducting the summer school. Correspondence courses, taken as a transient student, will not be approved for transfer. After completion of such courses, the student must request that an official

manuscript be sent to the Registrar, Gardner-Webb University.

The University is not obligated to accept credit for any course when prior permission was not gained. Study at another institution cannot be used to improve a student's academic standing at Gardner-Webb University. Nor is the University obligated to transfer credits earned by students who are not in good academic standing at Gardner-Webb. Transfer credit is limited to courses on which the student earned a C or better. The student must meet graduation requirements for the total number of hours required.

ACADEMIC APPEALS

A student who has a question about an academic decision should consult the University official responsible for the decision. If the matter is not resolved to the student's satisfaction, the student may appeal to the Academic Dean and the Educational Policies and Standards Committee (EPSC), in that order.

The student must make all appeals in writing on his/her own behalf no more than eighteen months after the date of the decision being appealed. The appeal documents should include the student's local or permanent address and a current phone number where he or she may be reached. Appeals should not be made on behalf of the student by another party (faculty or official of the institution).

Appeals proffered by anyone other than the student whose program is in question will be dismissed. Supporting documentation submitted by a member of the faculty or administration to support or clarify the student's appeal is welcome and will be given full consideration. Academic Appeal Filing Forms may be obtained from the Office of the Vice President and Dean of Academic Affairs (100 Webb Hall).

For the policy concerning the appeal of a grade, see the section entitled "Grades and Reports."

ACADEMIC STANDARDS AND WITHDRAWAL

RETAINING MEMBERSHIP IN THE STUDENT BODY

Students once admitted to the University, who meet all requirements for continuing enrollment, are considered members of the student body. However, it is the policy of the University to require each registered student to annually reaffirm the desire and intention to retain membership in the student body.

Completing or updating a Housing or Commuter Contract is required during the Spring Semester. Advance deposits are required each semester as indicated in the financial section.

RETENTION STANDARDS

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

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

Students will be placed on probation when their cumulative grade point average falls below the minimum standards listed below:

- Freshmen 2 to 29 hours 1.3
- Sophomores 30 to 59 hours 1.3
- Juniors 60 to 89 hours 1.4
- Seniors 90 hours and above 1.5

A student placed on academic probation remains on probation for the entire semester and may not register for no more than 15 credit hours during any semester while on probation.

In order to be removed from academic probation, the student's cumulative average must return to the appropriate minimum standard. If the student fails to bring the cumulative average to a satisfactory level during the probationary semester but the semester's average is at or above the minimum required, probation will be continued for another semester.

If, at any time, while on academic probation, the student's semester and cumulative average fall below the requirement, the student will be suspended for one semester. After the one-semester suspension a student desiring readmission must submit a formal application for readmission. If approved, the student may register for classes and will be automatically placed on academic probation.

Should a second or third academic suspension occur, the student must remain out for at least two semesters. After a two-semester suspension from the University, the student must submit a formal application for readmission. If approved, the student may register for classes and will be automatically placed on academic probation.

Readmission requires the approval of the Admissions and Financial Aid Committee. Students suspended from the University are not automatically reinstated upon reapplication. A student who wishes to appeal the denial of reinstatement may do so through the Admissions and Financial Aid Committee. A student who wishes to appeal being placed on academic probation or suspension may do so through the office of the Academic Dean.

All full-time students are eligible to represent the institution in all extra-curricular activities, unless prohibited for disciplinary reasons. Students on either academic or disciplinary suspension are not allowed to participate in dramatic, musical, athletic, or other practice sessions since they are not to represent the University or participate in the public performance of such events.

Summer study at Gardner-Webb University may be used to improve one's academic standing. For purposes of assessing the student's academic standing, the summer study will be treated as an extension of the spring semester. Students who are on academic probation or suspension may not use study at another institution to improve their Gardner-Webb academic standing.

WITHDRAWAL, SUSPENSION AND EXPULSION

Voluntary cessation of enrollment during the course of a semester or summer term is defined as withdrawal.

Dismissal from school for a specified period of time is defined as suspension, and expulsion is dismissal for an unspecified period of time. The University reserves the right to suspend or expel any student or students when it believes that such action is in the best interest of the institution and/or the student(s). This action will take place only after careful consideration and consultation with the student or students in question and all other parties with information pertinent to the matter at hand.

Any student leaving school before the end of a term is required to secure a withdrawal form from the Registrar's Office, complete it in full, and return it to the Registrar's Office. Honorable withdrawal is granted only if these procedures are followed. Failure to complete this procedure will result in grades of "F" on all work attempted during that term.

COURSES OF INSTRUCTION

The departments of instruction are organized alphabetically with the various academic disciplines listed with the appropriate department. The departments and disciplines are as follows:

Department or Program	Academic Disciplines
Boschelli School of Management	Accounting, Business Administration, Finance Management, Management Information Systems, International Business, Economics
Communication Studies	Radio, Television Broadcasting, Journalism, Theatre Arts, Film, Photography
Education	Teacher Education
English Language and Literature	English
Fine Arts	Music, Art
Foreign Languages and Literature	American Sign Language, French, German, Greek, Hebrew, Russian, Spanish, Interpreter Training
Mathematical Sciences	Mathematics, Computer Science, Engineering
Natural Sciences	Astronomy, Biology, Chemistry, Geology, Physics
Nursing	Nursing (BSN and ADN)
P. E., Wellness, Sport Studies	Health, Physical Education, Athletic Training, Sport Management
Psychology	Psychology
Religious Studies and Philosophy	Religion, Religious Education, Philosophy
Social Sciences	Geography, History, Political Science, Sociology
Special Programs	Medical Technology, Physician Assistant

Courses numbered 100-199 are on the freshman level, 200-299 on the sophomore level and 300 and above on the junior-senior level.

After the description of each course these numbers will appear (e.g., 3-0-3). The first digit denotes hours per week in class; the second, required laboratory hours per week; and the third, semester hours credit.

UNIVERSITY HONORS PROGRAM

Gardner-Webb University provides a comprehensive Honors Program to nurture academically qualified students in all majors. Emphasis is placed on Honors classes, leadership through academic and co-curricular accomplishments, preparation for graduate school, and university activities.

STATEMENT OF PURPOSE

The purpose of the Gardner-Webb University Honors Program is to nurture academically qualified students in all majors by providing a program of enriching learning experiences in courses taught by an Honors faculty. Honors students are inquisitive people, excited by the challenge of scholarship and comfortable in an environment that demands the acquisition of knowledge and the need to think critically about what they have learned. Regardless of their majors, Honors students are interdisciplinary in their approach – able to synthesize their studies and learn from varied cultures and from each other. The University Honors Program encourages the highest standards in its students who should exert leadership through their academic and co-curricular accomplishments.

HONORS PROGRAM CURRICULUM

A student may be identified as an "Honors Program Graduate" after meeting graduation requirements in an academic department of the University and meeting the requirements of the University Honors Program.

The University Honors Program requires the completion of a minimum of twenty-four hours of course work designated as "Honors." A minimum of fifteen hours of course work should be completed in the first two years of study. Honors courses in the first two years may be selected from Honors sections of core curriculum offerings, special courses which are offered on an occasional basis for Honors students, or through "Honors Contracts" with faculty teaching regular sections of the college's overall curriculum.

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

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

- Maintain at least a 3.0 GPA;
- Successfully complete a minimum of 24 hours in Honors courses including HONR 395, 400, 401;
- Write, prepare, present and defend a senior HONORS thesis of at least 40 pages in length;
- Complete a minimum of 80 hours of community service which contributes to the welfare of the community; and
- Receive the recommendation of the Honors Committee.

DESCRIPTION OF COURSES

395 HONORS SEMINAR

3 semester hours

Interdisciplinary advanced study that encourages critical thinking as students explore specific topics. Topics vary from year to year, but recent topics have included: Man and the Environment; Movers and Shakers of the Modern World; Spirituality in the United States; and War, Peace, and Culture. Open to Junior Honors students. Other Honors students may enroll with the permission of the Honors Committee. 3-0-3 F.

400 HONORS RESEARCH

3 semester hours

This is the first of a two semester sequence of courses designed to culminate with the Honors student presenting and defending a Senior Honors Thesis. Each student will work with a mentor in his or her major area of study to develop a thesis statement, a bibliography, preliminary research, and a prospectus for the thesis. 0-Independent Study - 3, PS.

401 HONORS THESIS

3 semester hours

Each student will finalize and prepare a Senior Honors Thesis under the guidance of a mentor in his or her major. The Thesis will be presented and defended by the student to all interested members of the academic community. Students are encouraged to present their thesis to the wider academic community at regional or national Honors meetings. 0-Independent Study-3, PS.



THE BROYHILL SCHOOL OF MANAGEMENT

Dean, School of Business: A.E. Hogg

Director, MBA Program: A.J. Nighswander

Director, GCMA Program: E.H. Goolbsy, Jr.

Professors: L.G. Barrows, S.C. Camp

Assistant Professors: A.E. Cox, R.W. McGhee, B.D. Nienstruben, M. Schumacher,

P.O. Swenson, R. Jorck

Instructor: E. Fox

Distinguished Executive In Residence: C.H. Tichenor

The undergraduate Broyhill School of Management became Gardner-Webb University's first endowed school in 1981 with a gift from the Broyhill Foundation of Lenoir, North Carolina. The Broyhill School of Management provides professional training within the scope of a Christian, liberal arts college, building on the skills in learning and critical thinking that the liberal arts foster. The Broyhill School encourages the pursuit of knowledge and the mission of service for those who choose to serve in the world of business.

GOALS AND OBJECTIVES

The overall goals and objectives for the Broyhill School of Management are to prepare students for the business world who are:

(1) able to adapt themselves in professional careers in business, government, and other areas of human endeavor where organizational, managerial, and analytic skills are vital for success.

(2) able to learn new skills necessary for success in the workplace.

(3) able to respond to change in a dynamic, global marketplace, and

(4) able to become productive citizens within their respective communities.

The Broyhill School of Management attempts to meet the above goals and objectives by offering Bachelor of Science degrees with majors in Accounting, Business Administration, International Business, and Management Information Systems. In addition, a major in Sports Management is offered in conjunction with the Department of Health Education and Physical Education. Minors for business majors are offered in Economics/Finance, International Business, Management, Management Information Systems, and Marketing. Minors for non-business majors are offered in Economics, Management, Management Information Systems, International Business, Business Administration, and Marketing. In addition, a minor in Sports Management is offered in conjunction with the Department of Health Education and Physical Education.

GOALS AND OBJECTIVES FOR EACH MAJOR OFFERED IN THE BROYHILL SCHOOL OF MANAGEMENT

GOALS AND OBJECTIVES OF THE ACCOUNTING MAJOR

Students will:

- (1) be prepared for employment in the accounting field or a related field.
- (2) be prepared to establish and maintain a set of accounts for a business.

GOALS AND OBJECTIVES OF THE BUSINESS ADMINISTRATION MAJOR

Students will:

- (1) be able to understand basic concepts of human relations management, marketing, organizational behavior, and production/operations management necessary to manage a modern business or not-for-profit organization.
- (2) be prepared to adapt to the local business community and to participate in markets in a global economy.
- (3) be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem-solving.

GOALS AND OBJECTIVES OF THE MANAGEMENT INFORMATION SYSTEMS MAJOR

Students will:

- (1) be prepared to utilize current languages and techniques and adapt to related advancements.
- (2) be prepared to integrate skills in management, operations management, accounting, and quantitative techniques into the process of analyzing, designing, and implementing management information systems.

GOALS AND OBJECTIVES OF THE INTERNATIONAL BUSINESS MAJOR

Students will:

- (1) be prepared to distinguish domestic and international markets in terms of culture, history, and politics.
- (2) be able to understand basic concepts of international trade, such as exporting, licensing, foreign exchange, and foreign investments.
- (3) be proficient in listening, speaking, reading, and writing an approved foreign language.

BUSINESS PROFESSIONAL COMPONENT REQUIREMENTS

The following courses are required in the Business Professional Component: Accounting 213, 214; Business Administration 300, 304, 305, 312, 480; Economics 204; Marketing 300; Management Information Systems 241 or 251; Management 316, 416.

OTHER REQUIREMENTS

Economics 203 is a prerequisite for all students majoring or minoring in the Broyhill School of Management. Students must obtain a "C" or better in the course.

REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN ACCOUNTING

A major in Accounting requires the Business Professional Component and Accounting 313, 314, 315, 425, 435, and 450.

Students may either transfer credit for intermediate accounting I or II from the senior college level or may qualify for transfer credit by receiving a grade of B or better in the course(s) and scoring at least 75 on a qualifying examination administered by the Broyhill School of Management.

REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN BUSINESS ADMINISTRATION

A major in Business Administration requires the Business Professional Component. In addition, students majoring in Business Administration must complete one of the approved minors of 18 semester hours from the Broyhill School of Management.

REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN MANAGEMENT INFORMATION SYSTEMS

A major in Management Information Systems would require 18 hours listed in a common core with Computer Science—Management Information Systems 201, 380, 423, 433, 450, and 471 - and 18 hours in Management Information Systems - Management Information Systems 351, 352, 371, 423, Management 415, and Business Administration 450. Eighteen additional hours from the Business Professional Component - Accounting 213, 214, Economics 204, Business Administration 304, 305, and 312 - are required. Economics 205 is required as a prerequisite.

REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN INTERNATIONAL BUSINESS

A major in International Business requires Accounting 214, Business Administration 305, 312, 450, Marketing 300, Management 403, and Management Information Systems 241/251. It is expected that Business Administration 450 be taken in the last semester of the student's Senior year. In addition, the International Business Major must complete the following: Spanish/French 211 (6 hrs.), Spanish/French 212 (6 hrs.), Spanish/French 311 (3 hrs.) Finally, the International Business Major must complete the required 18 semester hours from the International Business Major for business majors only.

International students whose native language is other than English will complete twelve hours of business electives rather than take FREN/SPAN 211 and 212. Transfer students with twelve hours of any foreign language at a level equivalent to FREN/SPAN 211 and 212 will also complete twelve hours of business electives in lieu of FREN/SPAN 211 and 212. When schedules permit, it is highly recommended that international business majors complete FREN/SPAN 305 and FREN/SPAN 306.

International business majors whose foreign language is other than French or Spanish will complete BACM 397 in lieu of FREN/SPAN 311.

STUDY ABROAD

International Business majors will be strongly encouraged to participate in a foreign study program through the Council on International Educational Exchange (CIEE), or through Gardner-Webb sponsored programs abroad. While abroad, students will be advised to take one course from the Business Core.

MINORS OFFERED BY THE BRYANT SCHOOL OF MANAGEMENT

The following minors are offered for Business Administration majors only:

ACCOUNTING

A minor in Accounting requires the student to complete Accounting 313, 314, 315, 425, 435, and 450.

ECONOMICS/FINANCE

A minor in Economics/Finance requires 18 semester hours of Economics/Finance courses approved by the advisor. The following are courses from which to choose: Business Administration 301, Economics 301, 303, 304, 311, 320, 401, 402, 403, 404, 405, 420, and 480.

INTERNATIONAL BUSINESS

A minor in International Business (Business majors only) requires 18 semester hours. The following are the required courses: Management 466 (or Marketing 466), Economics 304, 401, 404, Accounting 313, and Political Science 321.

MANAGEMENT

A minor in Management requires 18 semester hours of Management courses approved by the advisor. The following are courses from which to choose: Management 330, 400, 403, 410, 418, 422 (or Marketing 420), 425, 430, 431, 466 (or Marketing 466), 485, or Economics 320. It is permissible to take multiple, different courses of Management 485.

MANAGEMENT INFORMATION SYSTEMS

A minor in Management Information Systems requires 18 hours. Management Information Systems 371, two courses in approved programming languages, and two Management Information Systems electives above the 300 level are required. Students who have not had the Management Information Systems 251 as part of their curriculum may be required to select that course in place of an elective.

MARKETING

A minor in Marketing requires Marketing 410, 420 (or Management 422) and four of the following courses: Marketing 303, 304, 402, 404, 406, 408, 466 (or Management 466), and Economics 401.

MINORS FOR NON-BUSINESS MAJORS

The following minors are offered for non-business majors:

ACCOUNTING

A minor in Accounting requires the student to complete Accounting 313, 314,

315, 425, 435, and 450.

BUSINESS ADMINISTRATION

A minor in Business Administration requires 18 hours consisting of Accounting 213, Business Administration 300, Marketing 300, Economics 204, Management 316, and Management Information Systems 251.

ECONOMICS

A minor in Economics requires Economics 205, 204, and four of the following courses: Economics 301, 303, 311, 320, 401, 420, or Management 410.

INTERNATIONAL BUSINESS

A minor in International Business (non-business majors only) requires 18 semester hours. The following are the required courses: Accounting 213, Business Administration 312, Economics 204, Economics 401, Management 466 (or Marketing 466), and Political Science 321.

MANAGEMENT

A minor in Management requires Management 316, and 15 hours from the following: Management 300, 400, 403, 410, 416, 418, 422 (or Marketing 420) and 485.

MANAGEMENT INFORMATION SYSTEMS

A minor in Management Information Systems requires 18 hours. Management Information Systems 371, two courses in approved programming languages, and two Management Information Systems electives above the 300 level are required. Students who have not had Management Information Systems 251 as part of their curriculum may be required to select that course in the place of an elective.

MARKETING

A minor in Marketing requires Marketing 300, 410, and four of the following: Marketing 302, 304, 422, 404, 406, 408, 420, 466 (or Management 466), and Communications 375.

DESCRIPTION OF COURSES

ACCOUNTING

213 ACCOUNTING PRINCIPLES I

3 semester hours

An introduction to financial accounting. Accounting transactions, the accounting cycle, financial statement preparation. Special issues for short- and long-term assets, liabilities, partnerships, and corporations. 3-0-3.

214 ACCOUNTING PRINCIPLES II

3 semester hours

Continued coverage of financial accounting. Partnerships, corporations, debt and equity financing. Cash flow and financial statement analysis. Introduction to management accounting: job-order and process costing, budgeting and variance analysis. 3-0-3.

313 INTERMEDIATE ACCOUNTING I

3 semester hours

Detailed study of financial and managerial accounting concepts. Financial statement preparation. Time value of money. Cost allocation and valuation of current and long-term assets. 3-0-3.

314 INTERMEDIATE ACCOUNTING II

3 semester hours

Continued study of financial and managerial accounting concepts. Current and long-term debt issues, contributed and earned equity, and special treatment of leases, pensions, and tax. Financial reporting and analysis. 3-0-3.

315 COST ACCOUNTING

3 semester hours

Cost accounting measurement and classification. Job order and process costing. Budget development using variable and fixed costs. Capital budgeting and project evaluation. 3-0-3.

370 Governmental and Nonprofit Accounting

3 semester hours

An examination of the principles of governmental accounting and nonprofit accounting to include classification of accounts, budgeting, and financial reporting for state and local governments and nonprofit organization.

411 ADVANCED BUSINESS LAW

3 semester hours

Legal liability of accountants. Topics include Uniform Commercial Code, commercial paper, problems of tax practice, malpractice responsibilities. 3-0-3.

425 FEDERAL INCOME TAX I

3 semester hours

Personal income tax planning, research, and preparation. 3-0-3.

426 FEDERAL INCOME TAX II

3 semester hours

A continuation of Accounting 425. Course includes United States regulations for corporate, partnership, estate, trust, gift, and social security taxes. 3-0-3.

435 ADVANCED ACCOUNTING

3 semester hours

Accounting for partnerships, installment sales, insurance, corporate consolidations, and agencies. Prerequisite: Accounting 314. 3-0-3.

450 AUDITING

3 semester hours

Principles, techniques, procedures, and legal responsibility of auditors. Prerequisite: Accounting 314. 3-0-3.

470 CPA PRACTICE REVIEW

3 semester hours

Designed to study the areas of accounting that usually appear on the Practice and Theory sections of the Certified Public Accounting examination. Special emphasis is placed on the opinions of the Accounting Principles Board and statements of the Financial Standards Board. 3-0-3.

BUSINESS ADMINISTRATION

115 INTRODUCTION TO BUSINESS

3 semester hours

An introduction to accounting, marketing, finance, economics, and management. Designed to provide non-majors and new business majors with a preview of the subject matter and job prospects in the business field. 3-0-3.

300 LEGAL ENVIRONMENT OF BUSINESS

3 semester hours

This course is designed to cover both the public and private regulations of business. Some of the topics covered are environmental law, contract law, agency, partnerships, and corporations. 3-0-3.

301 PERSONAL FINANCE

3 semester hours

Intended for business majors and non-majors who want to manage their personal finances better. Course covers personal budgeting and accounting, buying on credit, borrowing money, personal income tax returns, saving and wise investment, insurance, home ownership, and estate planning. No Prerequisites. 3-0-3.

304 APPLIED BUSINESS STATISTICS

3 semester hours

The course considers the use of statistics in business for better planning, control and decision making with the focus on using computer statistical software, interpretation and presentation of results. Descriptive and inferential statistics, probability concepts, hypothesis testing, analysis of variance and regression analysis are covered. 3-0-3.

305 QUANTITATIVE METHODS FOR BUSINESS

3 semester hours

An introduction to linear programming and sensitivity analysis, decision theory, inventory control models, waiting line theory and computer simulation to improve the planning, control and decision making process. 3-0-3.

312 FINANCIAL MANAGEMENT

3 semester hours

Principles governing financial operations and financial management of business enterprises, profit planning, liquidity versus profitability, capital budgeting, and working capital management. Prerequisites: Accounting 214 and Economics 204 or permission of the instructor. 3-0-3.

325 BUSINESS COMMUNICATIONS APPLICATIONS

3 semester hours

A practical approach to business communications using word processing software. Emphasis will be placed on theory, memo and letter writing, formal and informal presentations, and the job search process. 3-0-3.

395 CAMPUS NEW YORK

1 semester hour

New York business/career visit enables students of business to learn how textbook theory is put into practice through direct contact with some of the nation's best-known business firms. The week-long visit also provides opportunities for investigating career possibilities. Offered in spring semester. Lecture-Travel 1-0-1.

396 INTERNATIONAL EXPERIENCE

1 semester hour

The course provides the student an opportunity to expand business and cultural horizons by visiting different international sites. Lecture-Travel-1-0-1.

397 INTERNATIONAL BUSINESS INTERNSHIP

3-12 semester hours

Extensive formal and informal training in a country other than the student's country of origin in both foreign language conversation and business practices. Prerequisite: FRN/SPAN 211 or equivalent in another language. Lecture-Travel-Work. 3-12 semester hours.

420 INTERNSHIP IN BUSINESS

1-6 semester hours

Prerequisites: Junior standing and department approval.

460 SENIOR SEMINAR IN BUSINESS

3 semester hours

A case study approach designed to apply to areas of management, accounting, finance, and economics to contemporary business problems. Prerequisite: Senior standing. 3-0-3.

495, 496 INDEPENDENT STUDY

1-6 semester hours

Supervised study program in a field of special interest. Prerequisite: Approval of department chair and instructor.

ECONOMICS

201 FREE ENTERPRISE

3 semester hours

Explores the economic implications, history, and philosophy of the free enterprise system. For non-business and beginning business majors. 3-0-3.

203 PRINCIPLES OF ECONOMICS I

3 semester hours

Study of basic economic concepts, national income theory, money and banking, and the business cycle. 3-0-3.

204 PRINCIPLES OF ECONOMICS II

3 semester hours

Study of microeconomic concepts, price theory, behavior of the firm, market structure, and income distribution. 3-0-3.

301 MONEY AND BANKING

3 semester hours

Analysis of Federal Reserve System and monetary policy, the role of money in determination of national income, role and development of commercial banks, and the basic elements of international finance. 3-0-3.

303 INTERMEDIATE MICROECONOMICS I

3 semester hours

Topics include microeconomics analysis, utility and price theory, resource allocation for optimization. Prerequisites: Economics 203 and 204. 3-0-3.

304 INTERMEDIATE MACROECONOMICS II

3 semester hours

Topics include analysis of economic aggregates, national income and production, GNP, unemployment, and inflation, with an emphasis on economic forecasting as a basis for business planning. Prerequisite: Economics 204. 3-0-3.

311 LABOR ECONOMICS

3 semester hours

Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages. 3-0-3.

320 RISK MANAGEMENT AND INSURANCE

3 semester hours

This course will encompass practical issues as well as basic concepts and principles of risk management and insurance, including personal, business, and social viewpoints in regard to managing life, health, property, and liability risks.

401 INTERNATIONAL ECONOMICS

3 semester hours

An examination of the theory of international trade and international finance with coverage of such topics as comparative advantage and the reasons for international trade in products and factors of production, foreign exchange, foreign investment, balance of payments. 3-0-3.

402 MANAGERIAL ECONOMICS

3 semester hours

Economics applied to managerial decision making. Analysis of costs, production, decision making under uncertainty. Prerequisite: Economics 303. 3-0-3.

403 NATIONAL INCOME AND EMPLOYMENT ANALYSIS

3 semester hours

Study of national income concepts, determination of national income, employment, balance of payments. 3-0-3.

404 ECONOMIC DEVELOPMENT

3 semester hours

A study of the process of economic development including the historical and economic factors underlying economic development. An examination of possible strategies for economic growth and development. 3-0-3.

405 ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS

3 semester hours

The economic theory of confrontation of pollution, resource exploitation, land use. The emphasis is on examination of market failures and possible alternatives to markets in solving the problems of pollution and natural resource use. 3-0-3.

410 INVESTMENTS

3 semester hours

Investment goals, strategies, and policies for individual investors are examined. Prerequisite: Business Administration 312 or consent of the instructor. 3-0-3.

480 CONTEMPORARY ECONOMIC PROBLEMS

3 semester hours

A seminar reviewing basic economic principles and examining contemporary economic problems confronting business organizations. 3-0-3.

MANAGEMENT

316 PRINCIPLES OF MANAGEMENT

3 semester hours

Explores the principles and processes of managing an organization. The functions of planning, organizing, directing, staffing, coordinating, leading and motivating employees are applied through case analysis. 3-0-3.

320 INTRODUCTION TO WORD PROCESSING

3 semester hours

Offered fall semester. 3-0-3.

330 INDUSTRIAL SUPERVISION

3 semester hours

Explores the process and techniques of accomplishing organizational objectives through others. 3-0-3.

400 HUMAN RESOURCE MANAGEMENT

3 semester hours

Principles and practices used in the recruitment, selection, training and development, evaluation, and compensation of employees within organizations. 3-0-3.

403 HUMAN BEHAVIOR IN ORGANIZATIONS

3 semester hours

The application of human behavior principles common to many types of organizations, specifically, business and industry. Motivation, leadership, followership, and human problems are analyzed. 3-0-3.

410 SMALL BUSINESS MANAGEMENT

3 semester hours

Explores economic and managerial issues the small business manager must address. Entrepreneurship, forms of ownership, creating a business plan, location analysis, acquisition of capital, financial and inventory control, marketing and advertising considerations. 3-0-3.

416 OPERATIONS MANAGEMENT

3 semester hours

An introduction of methods and processes used by organizations in the service and manufacturing sector to create strategic and competitive advantage. Topics include total quality management and control, work measurement, capacity and aggregate planning, forecasting, operations scheduling and project management. Prerequisite: BADM 304 or permission of the instructor. 3-0-3.

418 ADMINISTRATIVE MANAGEMENT

3 semester hours

Designed for students pursuing careers as managers in retailing or service industries. Topics covered include design and management of automated and traditional office systems, managerial information systems, records retention and disposal. 3-0-3.

422 MARKETING MANAGEMENT

3 semester hours

Course addresses marketing research, forecasting, and strategic decision-making. Cross listed as Marketing 422. 3-0-3.

425 ADVANCED BUSINESS COMMUNICATIONS

3 semester hours

Emphasis on business analysis, report writing, formal and informal presentations, public relations, and internal and external communications. Prerequisite: Business Administration 325. 3-0-3.

430 BUSINESS LOGISTICS

3 semester hours

Examines the coordination and movement of materials, personnel and machinery from a managerial perspective. Case analysis and computer simulation is used. 3-0-3.

431 MANAGERIAL CONTROL PROCESSES

3 semester hours

Examines the use of responsibility centers, budgets, standards, feedback, and control over the production process. 3-0-3.

466 INTERNATIONAL MARKETING

3 semester hours

Explores the cultural, marketing, management and environmental factors of the multinational organization. Case analysis is utilized with emphasis directed toward problem resolution. Cross listed as Marketing 466. 3-0-3. Prerequisite: MGMT 302

485 Topics in Management

3 semester hours

A specialized study of various managerial developments. Topics will vary from semester to semester. Students will be allowed to take the course more than once.

MANAGEMENT INFORMATION SYSTEMS

201 PROGRAMMING LANGUAGE I

3 semester hours

A first language course in computers that introduces students to programming, programming logic, and structured programming methods. Utilizes a block structured language such as Pascal, Modula 2, or Scheme to teach programming concepts. Cross listed as Computer Science 201. 3-0-3.

241 INTRODUCTION TO COMPUTER-BASED SYSTEMS

3 semester hours

This course presents the development of management information systems from its beginning to its present-day form and future potential. The student will learn to program the computer using BASIC. 3-0-3.

251 MICROCOMPUTER APPLICATIONS

3 semester hours

The use of decision support software on microcomputers spreadsheets, database management systems, and graphics software to aid in making decisions. Cross listed as Computer Science 260. 3-0-3.

307 OFFICE AUTOMATION

3 semester hours

An examination of the office as a center of business activity. Topics include operational logistics, decision support, and the impact on word processing, distributed processing, and teleprocessing. Prerequisite: Management Information Systems 251 or permission of instructor. 3-0-3.

351 RPG PROGRAMMING

3 semester hours

An introduction to programming principles using RPG. Prerequisite: Management Information Systems 352. 3-0-3.

352 PRINCIPLES OF PROGRAMMING WITH COBOL

3 semester hours

Computer problem-solving using COBOL as a vehicle. Prerequisite: Management Information Systems 301. 3-0-3.

371 SYSTEMS ANALYSIS AND DESIGN

3 semester hours

Advanced coverage of the strategies and techniques of structured systems analysis with emphasis on structured analysis design techniques such as structured walk-throughs. Prerequisite: Management Information Systems 351. 3-0-3.

380 DATA STRUCTURES AND ALGORITHM ANALYSIS

3 semester hours

A study of basic data structures, graphs, algorithm design and analysis, memory management, and system design. Prerequisite: Management Information Systems 301. Cross listed as Computer Science 380. 3-0-3.

421 ADVANCED PROGRAMMING WITH RPG

3 semester hours

Advanced computer problem-solving using RPG as the vehicle. Prerequisite: Management Information Systems 351. 3-0-3.

422 ADVANCED PROGRAMMING AND STRUCTURED PROGRAMMING WITH COBOL

3 semester hours

Advanced computer problem-solving using COBOL as the vehicle. Prerequisite: Management Information Systems 352. 3-0-3.

423 SURVEY OF PROGRAMMING LANGUAGES

3 semester hours

Introduction to the history and design of programming languages. The applicability of languages to special uses such as FORTRAN, Pascal, Ada, Oberon, Object Pascal, C++, and Smalltalk. Examination of the modern concepts of object-orientation and functional programming. Prerequisite: Management Information Systems 301. Cross listed as Computer Science 401. 3-0-3.

425 ACCOUNTING INFORMATION SYSTEMS

3 semester hours

A course designed to introduce the student to accounting systems design in a computer environment. Prerequisite: Accounting 214 and Management Information Systems 241 or 251. 3-0-3.

432 INFORMATION SYSTEMS PLANNING

3 semester hours

An introduction to the financial, technical, and strategic information systems process. The course will cover the development of information systems. Prerequisite: Management Information Systems 351 or 352. 3-0-3.

433 DATABASE MANAGEMENT

3 semester hours

Apply design principles learned in Data Structures to relational and object-oriented database management systems. Prerequisite: Management Information Systems 340. Cross listed as Computer Science 403. 3-0-3.

434 ADVANCED DATABASE CONCEPTS

3 semester hours

An in-depth investigation of data modeling, system development, and database administration in a database environment. Prerequisite: Management Information Systems 433. 3-0-3.

460 DATA COMMUNICATIONS AND NETWORKING

3 semester hours

Introduction to concepts of computer networks, network operating systems, telephony, routing packets, and distributed processing. Prerequisite: Management Information Systems 433. Cross listed as Computer Science 460. 3-0-3.

471 SOFTWARE ENGINEERING

3 semester hours

The study of structured programming, systems analysis, and systems design techniques. Topics include top-down design, software design metrics, project management, program correctness, and the use of computer-aided software engineering (CASE) and configuration of management tools. Problems of software engineering and design for graphical user interfaces are discussed. Prerequisites: Management Information Systems 423 and 433. Cross listed as Computer Science 411. 3-0-3.

485 TOPICS IN MANAGEMENT INFORMATION SYSTEMS

3 semester hours

This course offers the student the chance to take electives such as Distributed Data Processing, Advanced Database, Information Resource Management, Information Systems Planning, and Artificial Intelligence. Since course topics will be different, the student will be able to take the course more than once. 3-0-3.

MARKETING

300 PRINCIPLES OF MARKETING

3 semester hours

A comprehensive analysis of the marketing system and the marketing process. 3-0-3.

302 CONSUMER BEHAVIOR

3 semester hours

Concepts, methods, and models used in understanding, explaining, and predicting consumer motivation and behavior. This study includes the factors that influence the decision to purchase a product or service to include both the consumer and industrial sector. 3-0-3. Prerequisite: Marketing 300.

304 ADVERTISING AND PROMOTION

3 semester hours

Detailed and systematic review of marketing communications and use of mass media to include promotional activities, policy formulation, agency selection, control systems, and a survey of the American advertising system. 3-0-3. Prerequisite: Marketing 300.

402 RETAIL MANAGEMENT

3 semester hours

Analysis of the marketing activities involved in the sale of products and/or services to the ultimate consumer for personal or household consumption with the main emphasis on the management of store retailing. 3-0-3. Prerequisite: Marketing 300.

404 SALES MANAGEMENT

3 semester hours

Direct and personal selling, salesmanship, and sales force management. The study includes sales persuasion skills, theories, and simulation selling situations. Prerequisite: Marketing 300. 3-0-3.

406 MARKETING CHANNEL MANAGEMENT

3 semester hours

Identification, selection, and management of marketing channels and their modification to improve efficiency and profits. Prerequisite: Marketing 300. 3-0-3.

408 INDUSTRIAL MARKETING

3 semester hours

Application of market structure, product design, pricing strategy, logistics, promotion, and buying behavior models to industrial and governmental markets in the context of political, economic, technological, and ethical environments. Prerequisite: Marketing 300. 3-0-3.

410 MARKETING RESEARCH

3 semester hours

Methods for collecting and analyzing data to solve marketing problems. Topics include research design, primary and secondary data collection, sample design, data analysis, and marketing management applications. Qualitative, survey, and experimental research techniques are covered. Prerequisite: Marketing 300. 3-0-3.

420 MARKETING MANAGEMENT

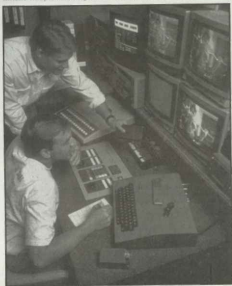
3 semester hours

Capstone course in marketing which addresses marketing research, forecasting, and strategic decision-making. Prerequisite: Marketing 300 and three 400-level marketing courses. Cross listed as Management 422. 1-0-3.

466 INTERNATIONAL MARKETING

3 semester hours

Explores the cultural, marketing, management, and environmental factors of the multinational corporation. Case analysis is utilized with emphasis directed toward problem resolution. Prerequisite: Marketing 300. Cross listed as Management 468. 1-0-3.



DEPARTMENT OF COMMUNICATION STUDIES

Chair: Professor T.W. Vaughan

Assistant Professors: W.K. Cassidy, V.J. Costello

Instructor: S.R. Carey, C. Parsons

Staff

The Department of Communication Studies embraces a number of diverse and very fluid disciplines within the communication industry. Our students conceptualize, visualize, write, direct, and produce in a variety of media. Writing proficiency is emphasized through courses in communication theory, script and screen writing, and journalism. Majors are encouraged to write for and participate in the design of the student newspaper and to take an active part in the design and production of the school yearbook, WOFO-FM and the campus-wide cable system. Web-Net, are also available for those interested in gaining practical experience in radio and television broadcasting. Students may elect to earn a Bachelor of Arts Degree in Communication Studies, Journalism, or Theatre Arts.

DEPARTMENTAL GOALS AND OBJECTIVES

It is the goal of the Department of Communication Studies that upon completion of its curriculum our students will:

- (1) demonstrate an understanding, sensitivity and competence in matters of human exchange;
- (2) demonstrate competence, knowledge and skills in the application of the principles of effective communication;
- (3) demonstrate practical entry level skills appropriate to the communication industry; and,
- (4) apply the knowledge and skills learned toward making meaningful contributions to the global community in which we live.

The successful attainment of these objectives is assessed through testing, development of portfolios of student work, documentation of internship performance and periodic evaluation of graduates of the program.

OBJECTIVES FOR EACH MAJOR OFFERED IN THE DEPARTMENT OF COMMUNICATION STUDIES

OBJECTIVES OF THE COMMUNICATION STUDIES MAJOR

Our students will,

- 1) demonstrate adequate entry level skills in the area of concentration chosen;
- 2) develop and nurture effective human relations skills;
- 3) demonstrate a sensitivity to and an appreciation for the aesthetics of audio and visual communication.

OBJECTIVES OF THE JOURNALISM MAJOR

Our students will:

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

OBJECTIVES OF THE THEATRE ARTS MAJOR

Our students will:

- 1) understand and demonstrate the basic concepts, techniques and motivation necessary to succeed in profit making or non-for-profit arts organizations.
- 2) be prepared to pursue careers in any public field where performance abilities are critical to success.
- 3) demonstrate a heightened understanding of and compassion for humanity through theatre arts study and experience.

COMMUNICATION STUDIES MAJOR REQUIREMENTS

A major in Communication Studies requires a minimum of 36 semester hours beyond the basic course requirements of the University. English 101 and 102 are prerequisite to all communication courses unless exception is granted by the chair.

Students majoring in Communication Studies with concentrations in Radio and Television, Electronic Publishing, or Public Relations must complete nine semester hours comprised COMM 310 Techniques of Scriptwriting, COMM 380 Communication Theory and COMM 480 Legal and Ethical Issues in Mass Media plus the following courses:

Radio and Television	COMM 238	Announcing	(3)
	COMM 255	Photography	(3)
	COMM 320	Station	
		Operations and Management	(3)
	COMM 342	Radio (Audio) Production	(3)
	COMM 360	Television	
		News Production	(3)
	COMM 460	Television	
		Studio Operations	(3)
Electronic Publishing	COMM 492, 494, 495, or 496	Internship	(3)
	COMM 235	Photography	(3)
	COMM 270	Internet Survey	(3)
	COMM 370	Introduction to Computer	
		Graphics	(3)
	JOUR 375	Graphic Design and Publication	(3)
	COMM 470	Advanced Computer Graphics	(3)

CCMM 472	World-Wide Web Publishing	(3)
CCMM 496 or 498	Internship	(3)

A concentration in Radio and Television or Electronic Publishing requires at least 6 additional hours from offerings within the department to complete a minimum 36 hours in the major. Students may utilize HCNR 400 and/or HCNR 401 to fulfill these hours of credit toward these concentrations.

Public Relations	CCMM 313	Principles of Public Relations	(3)
	CCMM 314	Public Relations Copy Writing	(3)
	CCMM 315	Public Relations Techniques	(3)
	CCMM 370	Introduction to Computer Graphics	(3)
	MARK 300	Introduction to Marketing	(3)
	MARK 304	Advertising and Promotion	(3)
	CCMM 497	Internship in Public Relations	(3)

The concentration in public relations is completed with a minimum of 6 hours selected from the following courses. (BADM 325 or CCMM 330 may not be applied to the major if taken to meet university general course requirements.)

CCMM 213	Speech	(3)
CCMM 215	Debate	(1)
CCMM 318	Editing	(3)
CCMM 360	Television News Production	(3)
JOUR 375	Graphic Design and Publication	(3)
CCMM 379	Internet Seminar	(1)
CCMM 472	WWW Publishing	(3)
BADM 325	Business Communication Applications	(3)

Students may utilize HCNR 400 and/or HCNR 401 to fulfill these hours of credit toward a concentration in public relations.

The internship consists of a minimum 150 hours of off-campus, professionally supervised work at a business, studio, or broadcast facility approved in advance by the chair. Typically, internships are completed in businesses, government agencies or offices, radio and television stations, networks, cable companies, newspapers, internet service providers or other professional organizations as appropriate to the student's academic and career goals. Students are expected to apply for and accept their own internship placement.

JOURNALISM MAJOR REQUIREMENTS

A major in Journalism requires a minimum of 36 semester hours beyond the basic course requirements of the University. English 101 and 102 are prerequisites to all communication courses unless exception is granted by the chair.

Students majoring in Journalism must complete nine semester hours comprised of ENGL 101 Newswriting, COMM 360 Communication Theory and COMM 490 Legal and Ethical Issues in Mass Media plus the following courses:

Journalism	JOUR 317	Reporting	(3)
	JOUR 318	Editing	(3)
	JOUR 355	Photojournalism	(3)
	COMM 360	Television News	
		Production	(3)
	JOUR 375	Graphic Design and	
		Publication	(3)
	ENGL 429	Feature Writing	(3)
	JOUR 491 or		
	COMM 490	Internship	(3)

An additional six hours selected from offerings within the department complete the 36 hours in the major. Students may utilize HONR 400 and/or HONR 401 to fulfill these hours of credit toward the major. The internship in Journalism consists of a minimum 150 hours of off-campus, professionally supervised work at a business, studio, or broadcast facility approved in advance by the chair. Typically, internships are completed in radio and television stations, networks, newspapers, government offices or other professional organizations as appropriate to the student's academic and career goals. Students are expected to apply for and acquire their own internship placement.

THEATRE ARTS MAJOR REQUIREMENTS

A major in Theatre Arts requires a minimum of 36 semester hours beyond the basic course requirements of the University. English 101 and 102 are prerequisites to all courses in the major unless exception is granted by the chair.

Students majoring in Theatre Arts must complete nine semester hours comprised of THEA 380 History of the Theatre, THEA 430 Modern Drama, and COMM 310 Scriptwriting, plus the following courses:

Theatre Arts	THEA 212	Stagecraft	(3)
	THEA 213	Advanced Stagecraft	(3)
	THEA 330	Acting I	(3)
	THEA 434	Directing I	(3)
	THEA 460	Internship	(3)

The student must elect 12 additional hours from Theatre (THEA) offerings. Students may utilize HONR 400 and/or HONR 401 to fulfill these hours of credit toward the major. The theatre internship consists of a minimum 150 hours of professionally supervised work in commercial or not-for-profit theatre approved in

advance by the chair. The internship should be within the student's area of primary interest. Students are expected to apply for and acquire their own internship placement.

THE MINOR

Students majoring in programs offered by the Department of Communication Studies are required to complete any minor offered by the University. A student who elects to major in Journalism may complete a minor in English by taking an additional 12 hours in the department of English. In lieu of an out-of-department minor, students may elect to minor in a discipline offered within the department and related to the student's major concentration. A student majoring in a departmental program may minor in Electronic Publishing, Journalism, Public Relations, Radio and Television or Theatre Arts. An in-department minor is comprised of 15 semester hours beyond the major requirements. For example, a student in Radio and Television who wishes to specialize in performance may minor in Theatre Arts by completing 15 hours of Theatre Arts (THEA) courses. CCMM 350 Film Literature and Criticism may be included in a Theatre Arts minor. When the minor is to be taken from within the department, courses comprising the minor should be selected in consultation with the student's major advisor.

MINORS OFFERED BY THE DEPARTMENT FOR STUDENTS IN OTHER MAJORS

The Department of Communication Studies offers programs of study toward a minor in Communication Studies, Theatre Arts and Journalism. The minor consists of 18 semester hours beyond university basic course requirements.

COMMUNICATION STUDIES MINOR

Students pursuing a Communication Studies minor must take CCMM 230 Internet Survey, CCMM 310 Techniques of Screenwriting, and CCMM 480 Legal and Ethical Issues in Mass Media, plus 9 hours of electives selected from communication (CCMM) course offerings.

JOURNALISM MINOR

The Journalism minor requires 18 semester hours beyond the university basic course requirements. ENGL 203 Newswriting and CCMM 480 Legal and Ethical Issues in Mass Media plus 12 hours selected from journalism offerings complete the minor. CCMM 360 Television News Production may be applied to the Journalism minor.

THEATRE ARTS MINOR

The Theatre Arts minor requires 18 semester hours beyond the university basic course requirements. THEA 380 Theatre History, THEA 430 Modern Drama, plus 12 hours selected from courses in theatre arts or communication studies fulfill the minor.

DESCRIPTION OF COURSES

COMMUNICATION STUDIES

230 TECHNOLOGY AND AMERICAN SOCIETY

3 semester hours

Screens the evolution of communication and information technology from Gutenberg to the Information Superhighway. Special emphasis is placed on the historical development of communication media and their influence on society and culture as well as business, economic and political systems in the western world. 3-0-3

233 SPEECH

3 semester hours

Instruction in the art of public speaking including creation of material, safe physical preparation and long term care of the student's voice. This is an activity course which emphasizes performance. 3-0-3

235 DEBATE

1 semester hour

Not restricted to communication majors. Training and practice in the principles of college debate. Intercollegiate competition. 0-1-1

238 ANNOUNCING

3 semester hours

Emphasizes vocal performance skills essential to successful communication through electronic media. Looks into ways of conveying mood and message content effectively. Includes guidelines for proper pronunciation, articulation, voice quality and English usage. Also covers working with cameras in specialized announcing situations encountered in the broadcasting industry. 3-1-3

255 PHOTOGRAPHY

3 semester hours

Instruction in basic black and white photography. Introduction to photo darkroom procedures and techniques. Student must provide his/her own 35mm or medium format (manually adjustable) camera, film and photographic papers. (Additional cost.) Concurrent participation in newspaper staff or yearbook staff is highly recommended. 3-2-3

270 INTERNET SURVEY

3 semester hours

An introduction to the variety of services and resources provided by the internet. The use of the world-wide web as a research tool is emphasized. 3-1-3

310 TECHNIQUES OF SCRIPTWRITING

3 semester hours

The study and practice of scriptwriting for the media. Provides experience in writing within accepted scriptwriting formats used by commercial television, film and corporate producers. 3-0-3, WC-II

313 PRINCIPLES OF PUBLIC RELATIONS

3 semester hours

An introduction of theory, procedure and practice in public relations. Surveys the duties of the PR practitioner. Provides an overview of campaign design, fund raising, budgeting, issues management, contingency planning, problem analysis and use of research tools. Emphasis is on the professional practices and ethical standards important to effective communication within organizations and between organizations and their public. 3-0-3

314 PUBLIC RELATIONS COPY WRITING

3 semester hours

Fundamentals of public relations writing including preparation of press releases and backgrounders, brochures and flyers, newsletters, press kits and news releases, institutional advertising copy, executive speeches and annual reports. Emphasis is on the basics of grammar, style and format. 3-0-3

315 PUBLIC RELATIONS TECHNIQUES

3 semester hours

Techniques and skills used in preparing public relations packages for print and electronic media. This course develops a framework for understanding how the various tasks and concepts used in public relations work come together to shape a campaign that is based in theory. Prerequisite: COMM 113. 3-0-3

320 STATION OPERATIONS AND MANAGEMENT

3 semester hours

An overview of broadcast station operations, management and personnel. Introduces the basic aspects of broadcasting from the early years to the present. Introduction to public relations, advertising, marketing and sales in the media. Includes a practical introduction to radio/television equipment. 3-0-3

342 RADIO (AUDIO) PRODUCTION

3 semester hours

Advertising design and spot production. Includes work in vocal delivery, microphone technique, and digital multi-track recording and mixing for radio and video post production. 3-1-3

350 FILM LITERATURE AND CRITICISM

3 semester hours

An overview of the history of cinema and the development of film conventions in visual communication. Looks at film as an art form and a social force. 3-0-3

359 TOPICS IN FILM

1 semester hour

Analysis and discussion of the cinema. Topics will be determined by the films screened at the campus film festival. (Also offered as ENGL 379). 0-1-1

360 TELEVISION NEWS PRODUCTION

3 semester hours

An overview of ENG video production with hands-on practice in single camera operation. Surveys the basics of the video production process including the techniques of preproduction, production, and post-production of television news stories. 3-1-3

370 INTRODUCTION TO COMPUTER GRAPHICS

3 semester hours

An introduction to computer illustration, image scanning, photographic digitizing and manipulation through the use of several current software packages. The use of the computer as a presentation organizer and primary presentation tool is also covered. 3-2-3

379 INTERNET SEMINAR

1 semester hour

Advanced work with the internet in selected areas of research, interpersonal communication, data storage and retrieval and multimedia applications. Prerequisite: COMM 170 or permission of instructor. 1-3-1

380 COMMUNICATION THEORY

3 semester hours

A detailed treatment of the factors involved in the exchange of ideas and information; emphasis upon philosophical bases, types of media, and research techniques. 3-0-3, W/C-II

400 SPECIAL TOPICS IN COMMUNICATION

1 - 3 semester hours (variable)

Specialized study in selected areas of the communication industry. Course content will vary and will reflect current developments in the industry and respond to student interest and need.

401 APPLIED RADIO

1 semester hour

Participation in student produced radio programming. Prerequisite: COMM 310 and COMM 342 or instructor approval. 0-1-1

402 APPLIED TELEVISION

1 semester hour

Participation in student produced television programming. Prerequisite: COMM 360 or permission of instructor. 0-1-1

450 ADVANCED PHOTOGRAPHY

3 semester hours

Emphasis is on proactive photographic technique. Focuses on set-up and lighting for interior and exterior portraits and commercial product photography. Prerequisite: COMM 255. (Additional cost) 3-3-3

460 TELEVISION STUDIO OPERATIONS

3 semester hours

A hands-on course dealing with television production in a multiple camera setting. Students will produce and direct a weekly television newscast for the university community. Prerequisite: COMM 360. 3-1-3

462 ADVANCED TELEVISION PRODUCTION

3 semester hours

Explores the unique requirements of directing live action, creative lighting and camera techniques, and advanced post-production and special effects. Projects will focus on long-form program genres such as music videos and television dramas. Prerequisite: COMM 460. 3-2-3

470 ADVANCED COMPUTER GRAPHICS

3 semester hours

Advanced work in Adobe Photoshop and other applications used in publication preparation and multimedia design. Prerequisite: COMM 370. 3-2-3

472 WORLD-WIDE WEB PUBLISHING

3 semester hours

Application of graphic, illustration, photographic, and word processing programs in production of web pages on the internet. HTML code and JAVA script is introduced. Emphasis is placed on visual design, message effectiveness, and site efficiency. Each student will produce and upload his or her own web page. Prerequisite: COMM 370. 3-1-3

480 LEGAL AND ETHICAL ISSUES IN MASS MEDIA

3 semester hours

Theory and practice of media law with discussion of related contemporary ethical issues. Particular attention will be paid to ways the emergence of the world-wide-web is challenging traditional solutions to communication problems. 3-0-3

490 INDEPENDENT STUDY

1 - 3 semester hours (variable)

Supervised study and/or advanced hands-on development of skills and techniques in one of many disciplines offered in Communication Studies. Prerequisite: (1) Completion of course sequence in area of interest; (2) approval of instructor and department chair.

492-498 INTERSHIPS

3 semester hours

(492) Radio; (494) Television; (495) Film; (496) Photography/Imaging Technologies; (497) Public Relations; (498) Electronic Publishing.)

JOURNALISM

201 STUDENT NEWSPAPER STAFF

1 semester hour

Experience and instruction in all phases of the production of the Gardner-Webb University student newspaper, The Pilot. 1-1-1

303 NEWSPAPER EDITORIAL STAFF I

1 semester hour

Instruction and hands-on experience in the editing and pre-press production of the Gardner-Webb University student newspaper, The Pilot. This class is for section editors and will introduce them to the basics of the Quark Publishing System allowing them to plan and edit the student newspaper. Prerequisite: COMM 201 and COMM 318 or permission of instructor. May be taken twice as elective credit. 1-2-1

317 REPORTING

3 semester hours

Introduction to basic journalistic skills with emphasis on methodology in interviewing, computer assisted research, writing, and reporting the news. Concurrent participation in newspaper staff or yearbook staff highly recommended. Prerequisite: ENGL 201, Newswriting. 3-0-3

318 EDITING

3 semester hours

Advanced journalistic skills with emphasis on the methodology of editing copy for a variety of media. Prerequisite: COMM 317 or permission of instructor. 3-0-3.

355 PHOTOJOURNALISM

3 semester hours

Editorial photography and the challenges of available light conditions are emphasized. Ethics and law central to a photojournalist's activities are also covered. Concurrent participation in newspaper staff or yearbook staff is highly recommended. Prerequisite: COMM 355 or permission of instructor. (Additional cost). 3-2-3

375 GRAPHIC DESIGN AND PUBLICATION

3 semester hours

Publication practices and design principles common among the electronic and print media, including the internet, magazines, newspapers, and desk-top publishers. Includes the application of computer design and layout systems and software. Prerequisite: COMM 370. 3-1-3

403 NEWSPAPER EDITORIAL STAFF II

2 semester hours

Advanced experience in editing and pre-press production of the Gardner-Webb University student newspaper, The Pilot. This class is for senior editors and will instruct them in the procedures of the Quark Publishing System allowing them to plan, edit, design and manage the student newspaper. Prerequisite: COMM 201, COMM 318, and COMM 303 or permission of instructor. May be taken twice as elective credit. 3-4-2

491 INTERNSHIP IN JOURNALISM

3 semester hours

THEATRE/ARTS

203 APPLIED THEATRE

1 semester hour

Participation in university theatre production. 0-3-1

205 SUMMER THEATER WORKSHOP

3 semester hours

Disseminated theater experience for five weeks each summer, available to high school and college students. The workshop culminates in at least one production; dates and plays are announced in the spring. 3-3-3

222 STAGECRAFT

3 semester hours

Practical experience and instruction in fundamental technical theatre production, including standard practices, terms, methodology and materials with an historical overview and concentration on basic modern practice. An understanding of basic scenery, lighting and make-up design is accompanied by instruction in safe methods. This is a participation course. 3-3-3

223 ADVANCED STAGECRAFT

3 semester hours

Advanced experience in scenic construction, lighting design and control and personnel supervision. Includes an introduction to costing and theatre management practices. Major production project required. Prerequisite: THEA 112. 3-1-3

330 ACTING I

3 semester hours

Integrated approach to acting, linking understanding with experiential knowledge of the fundamentals of acting. Speech, movement, expression, etc. are explored with significant emphasis on improvisation. 3-0-3

331 ACTING II

3 semester hours

A continuation of the lessons learned in Acting I with emphasis placed on script analysis and the special problems involved with acting in a period or classical play. Students will also be exposed to the special problems of character acting - with age, accents, and so on. Prerequisite: THEA 330. 3-0-3

380 THEATRE HISTORY

3 semester hours

A study of drama from its Greek origins to the contemporary theatre with emphasis on major developments in modern theatre. 3-0-3

400 SPECIAL TOPICS IN THEATRE

1 - 3 semester hours (variable)

Specialized study in selected areas of theatre arts. Course content will vary and will reflect current developments in the theatre and respond to student interest and need.

430 MODERN DRAMA

3 semester hours

A study of the development of drama from Henrik Ibsen to contemporary playwrights such as Sam Shepard and David Mamet. Every major movement and trend of the last century will be explored including realism, absurdism and the social drama. Focus will be on reading and evaluation of the plays and playwrights. 3-0-3

434 DIRECTING I

3 semester hours

Basic principles of directing a theatrical production including script analysis, blocking, auditioning, rehearsing and working with actors. Requires experience in at least one theatrical production. Prerequisite: THEA 203 or instructor approval. 3-0-3

435 DIRECTING II

3 semester hours

Students will receive hands-on training in directing their own productions. In addition to directing several scenes in class, students will cast and direct their own one-act play at the end of the semester. Prerequisite: THEA 434. 3-1-3

493 INTERNSHIP IN THEATRE ARTS

3 semester hours

DEPARTMENT OF EDUCATION

Dean, School of Education: Professor D.M. Hartz

Chair, Professor A.S. Simmons

Professors D.V. Barnes, R.B. Carson, S. Dalton, C.L. Jackson

Associate Professors R.E. Pace, K.J. Harrison, J.C. Hamrick

Assistant Professors L.M. McKinney

MAJORS

Elementary Education (B.S.)

Middle Grades Education (B.S.)

MINOR

Professional Education

PROFESSIONAL EDUCATION

The Department of Education, within the framework of the liberal arts and professional studies curriculum, offers majors in Elementary Education (K-6) and Middle Grades Education (6-9). Concurrently, the Department provides opportunities for the intellectual, social, physical, and spiritual development of students within a learning environment based upon Christian principles and values. A Professional Education Minor is available for students seeking (9-12) licensure in the areas of English, Mathematics, Biology, Chemistry, and Social Studies, and in special subject areas (K-12) of Music, Physical Education, French, and Spanish. Successful completion of these programs fulfills the requirements for North Carolina Class A Teaching Licenses. Courses are also available for career teachers seeking teacher renewal and for students holding a baccalaureate degree who wish to obtain teacher licensure.

DEPARTMENT OF EDUCATION GOALS

The purpose of all professional education programs at Gardner-Webb University is to prepare professional educators to meet the changing needs of today's students and schools. Within this framework, the Department of Education seeks to:

-prepare undergraduate and graduate students for professional roles, responsibilities, and leadership opportunities within school settings;

-provide programs of study which will facilitate the intellectual, emotional, social, physical and ethical development of undergraduate students within a learning environment based upon Christian principles and values; and

-foster partnerships with and provide service to public schools through collaborative activities such as consultation, research, and staff development.

Graduate programs are available through the Graduate School of Education and Counseling in the areas of Elementary Education, Middle Grades Education, English Education, Physical Education, School Administration, and School Counseling. Successful completion of these programs fulfills the requirements for the North Carolina Class O Teaching License.

CONCEPTUAL FRAMEWORK OF TEACHER PREPARATION

The Professional Education Program has articulated its model for the preparation of teachers as that of the educator as *learner of practices* resting upon a knowledge base that is organized around four unifying threads: the learner and learning, social context, methodology, and professional development. The courses offered in the Teacher Education Program are designed to foster in students:

- (1) knowledge of and skills in the subject matter in the area of specialization.
- (2) the ability to use the scientific method.
- (3) attitudes and skills to excite learners' interest in and involvement with subject matter.
- (4) knowledge of the nature of the learner and the learning process.
- (5) knowledge of the role of the school in a democratic society.
- (6) knowledge of the philosophical, social, historical, and legal contexts in which professional education operates.
- (7) knowledge of various teaching strategies, materials, instructional technologies, and methods of classroom organization.
- (8) knowledge and skills to maintain a classroom environment conducive to learning.
- (9) knowledge of various learning styles and the skills to vary instruction to meet learner needs.
- (10) knowledge of elements of cultural diversity and their influence upon the learner.
- (11) the skills to evaluate learning.
- (12) the skills to locate and integrate classic and contemporary scholarship pertaining to student achievement and teacher effectiveness.
- (13) the ability to use effective communication skills in classroom interaction and in consultative and collaborative relationships.
- (14) an understanding of the impact of family dynamics on learning readiness.
- (15) knowledge of the nature of a range of exceptionalities and the skills to begin to design and deliver appropriate instruction.
- (16) an understanding of the necessity for life-long professional learning.

TEACHER EDUCATION COMMITTEE

This committee develops and implements policy, approves curricula, and evaluates programs for the undergraduate and graduate education program. It is composed of faculty members from each department offering programs leading to licensure, student representatives, and school personnel including a teacher and a member of the support staff.

ADMISSION TO TEACHER EDUCATION PROGRAM

To be admitted to the Teacher Education Program, an undergraduate degree seeking student must meet the following requirements:

- (1) File a declaration of intent to major in an area of licensure with the Academic Advising Center.
- (2) Complete a minimum of 30 cumulative semester hours, with at least 12 hours earned at Gardner-Webb.
- (3) Complete the Application for Admission to Teacher Education. Applications are due the first Monday in October and the first Monday in March. (See calendar dates listed on course schedule).
- (4) Have a minimum 2.50 grade point average on all college or university work.

- (5) Complete EDAC 301 with a grade of C or better. The Teacher Education Handbook provides specific guidelines for the preservice student.
- (6) Obtain the minimum scores currently required by State Board of Education on the PRAXIS I examinations. These scores are subject to change by the State Board of Education. Applicants must satisfy the score requirements in effect at the time of Admission to the Teacher Education Program.
- (7) Successfully complete the Teacher Education Program Interview.

THE PROFESSIONAL SEMESTER

The professional semester includes specific coursework and the 11-week student teaching experience. Before beginning the professional semester, the student must meet the following requirements:

- (1) Submit a completed Application for Student Teaching on or before February 15 for teaching in a fall semester and on or before September 15 for teaching the spring semester. (See calendar dates listed on course schedule).
- (2) Maintain a 2.50 cumulative grade point average.
- (3) Maintain a grade of C or better in all professional studies courses, including courses taken during the professional semester.
- (4) Complete all requirements for the selected major. Any exceptions must be approved by the Chair of Department of Education. These requirements are described under the appropriate department listing.

NOTE: Student teaching will become a 15-week experience during the 2000-2001 academic year and licensure programs will be under revision as this transition is made. Students' courses of study will be monitored carefully to ensure programmatic continuity during the transition.

STUDENT TEACHING AND RELATED FIELD EXPERIENCES

Student teaching assignments and various field experiences required throughout the Teacher Education Program are made by the Director of Field Experiences in public schools within commuting distance from the University. Transportation to these sites is the responsibility of the student.

COMPLETION OF THE TEACHER EDUCATION PROGRAM

Successful completion of the basic course requirements and all major requirements and the Professional Education Minor, including the professional semester, will qualify students for licensure in North Carolina and many other states.

NORTH CAROLINA LICENSURE REQUIREMENTS

To be recommended for Level A licensure in the state of North Carolina, a student must meet the following requirements:

- (1) Complete an approved program of study.
- (2) Obtain minimum scores on the PRAXIS II Subject Assessment and on the Principles of Learning & Teaching (PLT).
- (3) Submit the completed application for licensure to the office of the Department of Education.
- (4) Provide official transcripts for all college and university work completed at other institutions to the office of Department of Education.

(5) Complete the North Carolina technological testing requirements (Essential Technology Skills Inventory and Portfolio).

(6) Remain the processing fee required by the State of North Carolina at the time of application.

LICENSURE ONLY STUDENTS

Individuals who hold a baccalaureate degree and wish to obtain North Carolina Class A Teaching Licensure may apply for admission to the approved program for teacher licensure. The student must meet entrance and exit requirements comparable to those required of a degree-seeking student in the approved program. A minimum of 21 hours must be taken at Gardner-Webb University to be recommended for licensure by the institution.

STUDENT APPEALS

Students not meeting requirements for admission to teacher education and/or the professional semester (student teaching) may appeal to the Teacher Education Committee for acceptance or continuation in the program. The process for appeal is outlined in the Teacher Education Committee Policy Manual.

REQUIREMENTS FOR B.S. DEGREE WITH A MAJOR IN ELEMENTARY EDUCATION

The Elementary Education Program is planned so that students will acquire:

(1) knowledge across all subject areas included in the breadth of the Gardner-Webb core curriculum and enhanced by the specialty area (Elementary Education) of the curriculum. [The beginning teacher should be broadly and liberally educated and have full command of the subjects that he or she will teach.]

(2) knowledge of characteristics of developmental stages of children from ages five to twelve

(3) understanding of unique learning characteristics of children from a wide variety of cultural and language backgrounds and of exceptional students

(4) skill to adapt curriculum and teaching strategies to meet elementary learners' needs

(5) skill to organize classroom environment which meets the needs of and stimulates the intellectual growth of children

(6) interpersonal skills for the purpose of establishing effective communication within the classroom, within the school, and in establishing productive home-school linkages

(7) skills to effectively evaluate student learning and to use results to establish an effective instructional program

(8) understanding of contemporary issues related to teaching as a profession and to schooling in a complex society

(9) knowledge about schools, teaching and children that increases through carefully planned and supervised field experiences

The basic core requirements are described in the General Studies portion of this catalog.

A major in Elementary Education requires 37 hours in the following courses: AN 300; Education 302, 303, 312, and 320; Literature (this requirement and basic course requirements must include American and World or English Literature);

Mathematics 204, 225; Music 343, 346; Physical Education 320; Social Studies Education 307. Additional requirements to meet NC licensure: EDUC 105, MUSC 125, ARTS 125, FCIS 302, HIST 202, BCOM 105, CHEM 103, or PHYS 103.

REQUIRED MINOR FOR ELEMENTARY EDUCATION

The required minor in Professional Education consists of Mathematics Education 180; Science Education 330; Psychology 301, 303, and Education 201, 301, 313, 323, 401, 430, 440, and 450.

NOTE: Students will not be permitted to complete more than 50% of the Professional Education minor until they are formally admitted into the Teacher Education Program.

REQUIREMENTS FOR B.S. DEGREE WITH A MAJOR IN MIDDLE GRADES EDUCATION

The Middle Grades Program is designed for the student:

(1) to have the knowledge and understanding necessary to become experts on the Teacher Education program's knowledge base and reflect the expectations of professional practices.

(2) to have a broad general education with a solid core of knowledge in two subject areas (language arts, social studies, science, mathematics), enough to competently teach and extend the North Carolina Standard Course of Study in the two specific subject areas.

(3) to understand the unique nature of the middle school and how it is different from the elementary and high schools.

(4) to understand the unique nature of the young adolescent learner and how that influences curriculum and instruction in the middle school.

(5) to have a clear, working knowledge of the concept of developmentally responsive models of middle level schooling.

(6) to demonstrate awareness of and sensitivity to people of diverse backgrounds (race, gender, socio-economic status, cultural heritage, handicapping conditions, special needs).

(7) to participate in a series of increasingly complex field experiences designed to develop and refine skills in managing all aspects of the middle grades teacher's role and to provide the conditions for cognitive-developmental growth.

(8) to develop the habit of reflecting on experience as a basis for decision-making and as a component of professional growth.

The following course of study, along with Basic Course Requirements, meets North Carolina requirements for initial licensure in grades 6-9. A student must **CHOOSE TWO** areas of specialization:

SPECIAL STUDIES

Two Concentrations Chosen from the Following:

Language Arts Specialization _____ 21 hrs (+9**)
9 hours** ENGL 101 and 102; 231 or 232

ENGL 211 or 212, 251; EDUC 305, EDUC 320

Electives (9 hrs) - Choose one course from literature; and two from journalism, drama, and theater

Mathematics Specialization _____ 21 hrs (+8**)

6 hours**: MATH 105 and 110

MATH 115, 104, 205, 221, 304, and MATH 330

Math Elective (3 hrs)

Social Studies Specialization _____ 24 hrs (+9**)

9 hours**: HIST 101, 102, 303, 309

HIST 201, 202, 343, 353, POLS 202, ECON 201, SEED 307

Social Sciences Elective (3 hrs)

Science Specialization _____ 22-23 hrs (+8**)

8 hours**: BIOL 103, CHEM 103

PHYS 103, PHYS 104, DEOL 104, GEOL 105, SCED 330

Natural Sciences Elective (3-4 hrs)

**General studies requirements.

REQUIRED MINOR FOR MIDDLE GRADES EDUCATION

The required minor in Professional Education consists of EDUC 301, 304, 313, 316, 325, 405, 433, 440, 450, and PSYC 302, 303.

NOTE: Students will not be permitted to complete more than 50% of the Professional Education minor until they are formally admitted into the Teacher Education Program.

REQUIREMENTS FOR MINOR (K-12, SECONDARY) IN PROFESSIONAL EDUCATION

The Professional Education minor is available for students seeking teacher licensure at the secondary level (9-12) in the areas of English, Mathematics, Biology, Chemistry, and Social Studies; and in special subject areas (K-12) Music, Physical Education, French, and Spanish. The requirements for the minor are specified with the description of the major. Please refer to the appropriate section of the catalog.

DESCRIPTION OF COURSES

201 INTRODUCTION TO EDUCATION

1 semester hour

An orientation to education for students who plan to enter the profession. Early field experience included. 1-1-1. (Fall, Spring.)

301 COMPUTER EDUCATION SEMINAR

1 semester hour

A seminar in which students will develop basic computer skills; identify and evaluate software appropriate for classroom management and computer assisted instruction; examine authoring systems; develop and use structured lesson plans using technology; and survey the software commonly used in public schools. 1-0-1 (Fall, Spring)

302 READING FOUNDATIONS

1 semester hours

A course designed with emphasis on the reading process as a fundamental aspect of the entire elementary school curriculum. The focus is on theory, reading development and the methods of teaching reading and the related skills involved. Current research and practices will be examined and evaluated. Each student will be required to observe the teaching of reading in the public school classroom. 3-1-3. (Fall)

305 LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

1 semester hours

Planning, teaching and evaluating the language arts across the curriculum, with emphasis on the creative integration of the whole language approach and effective lesson planning that addresses the needs and abilities of elementary children. 3-0-3. (Fall)

312 PRACTICUM IN READING (K-6)

1 semester hours

A course designed to provide experiences for the preservice teacher in the teaching of reading and diagnosing reading problems on the K-6 level. Emphasis is placed on the causes of reading disabilities, diagnostic instruments, standard and informal assessment procedures, report writing, and materials and methods of reading instruction. Work with individual students and small groups in the public school classroom. Prerequisite: EDUC 302. 3-1-3. (Fall, Spring/WLI)

313 TEACHING THE STUDENT WITH SPECIAL NEEDS

2 semester hours

This course, required of all education majors, is a general introduction to the characteristics and educational needs of individuals with special needs. It provides an introduction to the terms and trends in special education, the traditional categorical descriptions of individuals, and current classroom practices. Strategies for teaching both categorically labeled and at-risk students in the regular classroom are presented throughout the course. 2-0-2. (Fall, Spring)

316 TEACHING READING IN THE CONTENT AREAS

1 semester hours

A course designed to give an overview of reading development; to aid in integrating content areas and reading techniques; to study procedures of teaching specific reading and study skills; and to explore the implications of research for teaching at the middle school and secondary levels. 3-0-3. (Fall, Spring)

320 CHILDREN'S LITERATURE

3 semester hours

A critical study of classical and current books and materials covering the selection appropriate to the K-8 level. Emphasis is on creative presentation methods designed to enhance all ability levels; includes bibliotherapy and censorship. 3-0-3. (Spring)

325 FOUNDATIONS AND CURRICULUM IN EDUCATION

3 semester hours

A study of the social, cultural, philosophical, and historical influences on the development of education in the United States. Includes an introduction to the American public school curriculum. Participatory field experiences in the public schools are required. Prerequisite: EDUC 201. 3-1-3. (Fall, Spring.)

401 SEMINAR IN MULTICULTURAL EXPERIENCE

1 semester hour

This seminar will provide opportunity for students to develop appreciation for students from culturally diverse populations and to plan appropriate strategies for individual learning needs. 1-0-1. (Fall, Spring).

430 METHODS OF TEACHING ELEMENTARY

3 semester hours

The investigation and demonstration of various teaching strategies, including planning, delivering, and evaluating instruction. 3-1-3. (Fall, Spring)

431 TEACHING THE YOUNG ADOLESCENT

3 semester hours

This course will focus on the young adolescent by introducing the middle school concept and philosophy and by applying this knowledge to students ages 10-13 years of age. Emphasis will be placed on setting goals and objectives, applying appropriate methodology, implementing exploratory education, and organizational patterns appropriate for the middle school students. 3-1-3. (Fall, Spring)

432 METHODS OF TEACHING SECONDARY

3 semester hours

A study of current methods and materials for approved subject areas in secondary school. Emphasis will be placed on planning for instruction, the selection and implementation of appropriate teaching models, instructional materials, instructional delivery, and evaluation techniques. 3-1-3. (Fall, Spring)

440 CLASSROOM MANAGEMENT

3 semester hours

This course focuses on various strategies for establishing the types of classroom conditions and student behavior that provide optimal learning environments. 3-1-3. (Fall, Spring)

450 STUDENT TEACHING

6 semester hours

A eleven-week period of full-time supervised teaching at the appropriate level. (Fall, Spring)

495 INDEPENDENT STUDY

1-3 semester hours

Individual study of special subject under the guidance of an instructor whose specialty is appropriate. Prerequisite: approval of department chair, instructor, and Dean of Academic Affairs.

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Chair: G. Price

Professors: F. Bennett, J. Brown, D. Gravett

Associate Professors: J. Hobbs, J. Lund

Assistant Professors: L. Kester, E. McKnight, D. Parker, M. Thoms

Instructors: J. Carfile

The purpose of the Department of English Language and Literature is to enable students to develop intellectually; to think, read and write independently and critically; and to communicate effectively.

The objectives of the Department of English Language and Literature are to:

- (1) develop in students the ability to write expository,
- (2) develop in students the ability to think critically,
- (3) develop in students an awareness of literature as an expression of different cultures,
- (4) develop in students a basis for interpreting and evaluating literature,
- (5) provide students with a solid English background which will serve as preparation for various careers,
- (6) develop in students technological and informational skills necessary to communicate successfully in an electronic age.

ENGLISH MAJOR REQUIREMENTS:

A major in English requires 36 semester hours of English courses beyond core requirements, with emphasis on one of four available options. English 391 (Workshop in English I) and English 491 (Workshop in English II) are required for all majors. All majors must participate in an exit interview during their last semester of English studies. English majors are limited to 12 hours of 200-level courses, including the required core survey course.

All English majors are required to complete a minor in a field of their own choice. For further information see the English Majors Handbook.

LITERATURE COURSE GROUPINGS:

Literature courses are grouped in the following categories:

B1 (British Literature through the Restoration and 18th Century) – English 211, Brit. Lit. Survey I; 311, Medieval Brit. Lit.; 312, Brit. Lit. from 1550 to 1660; 314, Restoration & 18th C.; 411, Seminar in Brit. Lit.; 413, Shakespeare

B2 (British Literature from the late 18th C. through the modern period) – English 212, Brit. Lit. Survey II; 313, Brit. Romanticism; 315, Victorian Lit.; 331, Modern Brit. & Amer. Lit.; 373, Studies in the Brit. Novel; 411, Seminar in Brit. Lit.

A1 (Early American Literature) – English 231, Amer. Lit. Survey I; 333, Faces of Southern Lit.; 372, Amer. Lit. & the Civil War; 339, Topics in Amer. Lit.; 373, Studies in Folklore; 377, Studies in the Amer. Novel; 411, Seminar in Amer. Lit.

A2 (Late 19th C. through modern literature) – English 232, Amer. Lit. Survey II; 331, Modern Brit. and Amer. Lit.; 333, Faces of Southern Lit.; 372, Amer. Lit. & the Civil War; 339, Topics in Amer. Lit.; 373, Studies in Folklore;

371, *Studies in the Anna Karenina*; 431, *Seminar in Anna Karenina*.

World Literature – English 251, *Foundations of World Lit.*; 319, *Topics in World Lit.*; 371, *Masterpieces of World Drama*.

ENGLISH MAJOR OPTIONS

(1) English Education Major with NC State Teaching Licensure 9-12

The teacher-preparation program in English seeks to graduate students who (1) have a broad background in literature; (2) exhibit a command of the English language in both oral and written communication; (3) possess the skills to formulate objectives, select material, use appropriate teaching strategies, and evaluate learning; and (4) realize the need for lifelong, professional learning.

Students will follow the program prescribed in the English Handbook and will pursue a minor in Professional Education.

Required courses – English 251, *Foundations of World Lit.*; 363, *Structure and Development of the English Language*; 371, *Literary Criticism*; 413, *Shakespeare*; 483, *The Teaching of Writing*; 391/491, *Workshops I & II*; one course each from literature groupings A1, A2, B1, B2.

The workshop paper should focus on an area useful to one entering the teaching profession.

Required Minor for English Major with Teaching Licensure: Education 301, 304, 313, 323, 440, 450, English 481 or Education 432, Psychology 302 and 303. Students will not be permitted to complete more than 30% of the Professional Education minor and they are formally admitted to the Teacher Education Program.

Student teaching will become a 15-week experience during the 2000-2001 academic year and licensure programs will be under revision as this transition is made. Students' courses of study will be monitored carefully to ensure programmatic continuity during the transition.

(2) English Major with Pre-Professional Emphasis

From a variety of experiences students will develop a strong liberal arts basis useful for entry into professional areas such as law, ministry, medicine, and business, or into graduate studies in English.

Required courses – English 391/491, *Workshops I & II*; 371, *Literary Criticism*; one course each from literature groupings A1, A2, B1, B2, and World Literature. Of the 300/400-level courses students are required to take, at least one must be American and one British literature.

The workshop paper should focus on a literary topic.

(3) English Major with Emphasis on Theatre Arts

Students will complete courses that combine knowledge of the English language and literature, particularly of dramatic literature, with practical experience in Theatre Arts.

Required courses – English 391/491, *Workshops I & II*; 371, *Literary Criticism*; 371, *Masterpieces of World Drama*; 413, *Shakespeare*; nine hours of Theatre Arts courses offered through the Department of Communication Studies, including Theatre 430, *Modern Drama*.

Recommended courses – Choose from English 251, *British Literature Survey I*; 251, *Foundations of World Literature*; 311, *Medieval British Literature*; 312, *British Literature from 1550-1660*; 314, *Restoration and Eighteenth-Century British Literature*, and seminar or topics courses that focus on drama.

The workshop paper should focus on theatre arts.

(4) English Major with Emphasis on Writing

Students will take courses preparing them for a career in writing.

Required courses – English 101, *Advanced Composition*, 391/491, *Workshops*, 491, *Internship in Writing*; six additional hours of writing courses (listed below).

Recommended courses – English 102, *Yearbook Staff*, 203, *News Writing*, 204, *Literary Magazine Staff*, 303, *Professional Writing*, 305, *Creative Writing*, 409, *Feature Writing*.

Other acceptable courses – *Comms* 201, *Newspaper Staff*, *Comms* 317, *Reporting*, *Comms* 318, *Editing*.

Because of the extreme importance of reading fine writing in the development of one's own writing skills, the remainder of the major courses within this emphasis will be literature courses of the student's choosing.

The workshop paper should focus on some aspect of the craft of writing.

REQUIREMENTS FOR MINOR OFFERED BY THE DEPARTMENT

A minor in English requires fifteen (15) hours in English beyond core requirements. English minors are limited to six hours of 100-level courses, including the required core survey course.

PREREQUISITE REQUIREMENTS

English 101 is prerequisite to English 102; English 101 and 102 are prerequisites to all other English courses except English 201 and 202. All students must begin their composition studies upon enrollment in the university and must complete all composition courses consecutively through English 102.

DESCRIPTION OF COURSES

ENGLISH

100 FOUNDATIONS OF COLLEGE WRITING

3 semester hours

Individual instruction in mastery of the basics of English. 1-1-1.

101 COMPOSITION I

3 semester hours

Introduction to expository writing by process method. Grammar and mechanics as needed. Selected readings. 1-0-1.

102 COMPOSITION II

3 semester hours

Continuation of process writing with emphasis on argumentation, critiquing, essay examinations and research skills. Analysis of literary and non-literary texts. Prerequisite: English 101. 1-0-1.

202 YEARBOOK STAFF

1 semester hour

Experience and instruction in all phases of the production of the Gardner-Webb University yearbook, *The Web*. 0-2-1.

203 NEWSWRITING

3 semester hours

Fundamentals of gathering and writing the news. Topics will include news values, writing leads, story structure, conducting and using interviews, story types, effective journalistic style, and copy editing using the Associated Press stylebook. Interested students will be contributing writers for the campus newspaper. 3-0-3.

204 LITERARY MAGAZINE STAFF

1 semester hour

Experience and instruction in the editing and design of literary magazines, focused on the production of the Clarion-Webb University literary magazine, *Reflections*. 0-2-1.

211 BRITISH LITERATURE SURVEY I

3 semester hours

Representative writers from the beginnings through the eighteenth century. Prerequisite: English 102. 3-0-3.

212 BRITISH LITERATURE SURVEY II

3 semester hours

Representative writers from the late eighteenth century to the present. Prerequisite: English 102. 3-0-3.

231 AMERICAN LITERATURE SURVEY I

3 semester hours

Representative writers from the Colonial period to Whitman. Prerequisite: English 102. 3-0-3.

232 AMERICAN LITERATURE SURVEY II

3 semester hours

Representative writers from Walt Whitman to the present. Prerequisite: English 102. 3-0-3.

251 FOUNDATIONS OF WORLD LITERATURE

3 semester hours

Literature from ancient times through the 16th century in Western and non-Western cultures, including British and American. Prerequisite: English 102. 3-0-3. (Spring)

301 ADVANCED COMPOSITION

3 semester hours

Intensive practice in and analysis of expository writing with emphasis on process, structure, style, and maturity of expression. 3-0-3. WC II course

303 PROFESSIONAL WRITING

3 semester hours

Study of appropriate genres and techniques of writing and editing utilized in a variety of professional occupations: desktop publishing, advanced writing skills, articles, brochures, presentation materials based on research, and newsletters. 3-0-3.

305 CREATIVE WRITING

3 semester hours

Creative production of the poem and the short story. Prerequisite: one literature course beyond the freshman level. 3-0-3. WCH course

311 MEDIEVAL BRITISH LITERATURE

3 semester hours

Study of Beowulf and other Anglo-Saxon achievements, medieval drama, romance, poetry and Chaucer. 3-0-3. WCH course.

312 BRITISH LITERATURE FROM 1550 TO 1660

3 semester hours

Study of poetry, drama, and selected prose from Shakespeare's contemporaries through Milton. 3-0-3.

314 RESTORATION AND EIGHTEENTH-CENTURY BRITISH LITERATURE

3 semester hours

Selected poetry, essays and drama includes Pope, Swift, Johnson, Goldsmith, others. 3-0-3.

315 BRITISH ROMANTICISM

3 semester hours

Major poetry of Blake, Wordsworth, Coleridge, Byron, Keats, Shelley, others; selected prose. 3-0-3.

316 VICTORIAN LITERATURE

3 semester hours

Poetry of Browning, Tennyson, Arnold, others; selected prose. 3-0-3.

331 MODERN BRITISH AND AMERICAN LITERATURE

3 semester hours

Study of representative modern writers from the beginning of the twentieth century through WWII, such as Yeats, Woolf, Eliot, Joyce, Faulkner, Welty, and Cather. 3-0-3.

335 FACES OF SOUTHERN LITERATURE

3 semester hours

Study of varying aspects of Southern Literature with focus on themes, cultural populations, genres, or other regional traits. 3-0-3. WCH course.

337 AMERICAN LITERATURE AND THE CIVIL WAR

3 semester hours

Integrated study of historical events leading to, incorporating, and resulting from the American Civil War and the literature which grew from and relates to those events. Special course offering in conjunction with the Department of Social Sciences and the Honors Program. 3-0-3.

339 TOPICS IN AMERICAN LITERATURE

3 semester hours

Study by genre, ethnicity, sexuality, theme, or period of one or more of the diverse aspects of past and present American Literature. 3-0-3. WCH course.

359 TOPICS IN WORLD LITERATURE

3 semester hours

Exploration of modern literary works from diverse communities. Focus, writers, and cultures represented will vary. 3-0-3.

361 HISTORY OF THE ENGLISH LANGUAGE

1 semester hour

Study of the development of the English language. Includes introduction to phonology, history of writing, lexicography. 1-0-1.

363 STRUCTURE OF THE ENGLISH LANGUAGE

3 semester hours

Study of the structure of the English language and its development. Emphasizes grammar, but includes usage, morphology, and etymology. 3-0-3. (Fall)

371 MASTERPIECES OF WORLD DRAMA

3 semester hours

Survey of major developments in and genres of dramatic literature from its ancient origins to the present. Emphasis is on literary rather than technical aspects of plays. 3-0-3. (Fall, even years) WCII course.

372 CRITICAL APPROACHES TO LITERATURE

3 semester hours

A study of critical approaches to literary and other texts. Focus on contemporary approaches - such as formalism, deconstruction, reader-response criticism, new historicism, gender theory and others - with practical application of theories to a range of literary texts. 3-0-3.

373 STUDIES IN FOLKLORE

3 semester hours

An introductory course emphasizing verbal folklore such as folktales, legends and songs in diverse cultures. Focus may be regional, general or literary as interests dictate. 3-0-3.

375 STUDIES IN THE BRITISH NOVEL

3 semester hours

The British novel taught by periods, themes or authors as determined by the professor. 3-0-3.

377 STUDIES IN THE AMERICAN NOVEL

3 semester hours

An investigation of the American novel by periods, authors, or topics as determined by the professor. 3-0-3. WCII course.

379 TOPICS IN FILM

1 semester hour

Ongoing discussion of cinema based on selected films presented on campus. Topics will vary depending on focus of selections. Students are required to attend films presented as part of the film festival. (Cross listed with Communications as COMM 389) 0-1-1.

391 WORKSHOP IN ENGLISH I

1 semester hour

(required of all majors)

Studies in the exploration, research, development and presentation of a prospectus for a major research and analytical essay on a subject appropriate to the major. 1-1-1. (Fall, Spring) WC II course

392 LITERARY TRAVEL

1-3 semester hours

A visit of at least a week's duration focusing on places of literary significance. Requires readings, a journal, and a paper assigned by the professor.

409 FEATURE WRITING

3 semester hours

Feature article writing for newspapers and magazines. Course emphasizes writing for publication. Workshop format affords students opportunity to pursue special journalistic writing interests such as sports or religious journalism. Prerequisite: English 203, or permission of instructor. 3-0-3. WCEI course.

411 SEMINAR IN BRITISH LITERATURE

3 semester hours

Advanced study of a selected subject in British literature with emphasis on individual research, reports, scholarly exchange and analytical discussion. 3-0-3.

413 SHAKESPEARE

3 semester hours

Study of representative plays and poetry. 3-0-3. (Fall, odd years)

431 SEMINAR IN AMERICAN LITERATURE

3 semester hours

Advanced study of a selected subject in American literature with emphasis on individual and group research, reports, scholarly exchange and analytical discussion. 3-0-3.

481 METHODS OF TEACHING ENGLISH

3 semester hours

Instruction in the techniques of and the materials for teaching English in grades 9-12. Supervised field experience required. 3-0-3. (Fall, even years)

483 THE TEACHING OF WRITING

3 semester hours

Theories, research, and practice in the teaching of writing. 3-0-3. (Spring, even years) WCEI course.

491 WORKSHOP IN ENGLISH II

2 semester hours

(required of all majors)

Development of a research and analytical composition on a subject appropriate to the major. Supervised experience in the research, writing and presentation process. Prerequisite: English 391. 2-1-2. (Fall, Spring) WC II course

493 INTERNSHIP IN WRITING

3 semester hours

Experience involving supervised application of writing skills within an organization outside the classroom. Prerequisite: Writing course(s) above the 200 level, approval of department. (Fall, Spring, Summer)

READING

100 Foundations of College Reading

3 semester hours

Individual instruction in the mastery of the fundamentals of reading. 3-1-3

DEPARTMENT OF FINE ARTS

Chair: Professor T. Peem

Professors: C. Bellings, P. Perry, S. Platt, C. Sauer

Associate Professor: M. Whitfield

Assistant Professors: S. Bell, P. Harrison, D. Knotts

Adjunct Instructors: Bennett, Ellis, Fischer, Francis, B. Knotts, McIntire, T. Platt, Swie, Vonleischman, V. Whitfield, Wilgatz

The Department of Fine Arts offers courses through its divisions of Art and Music.

The statement of purpose of the Department of Fine Arts is to stimulate interest in, participation in, and knowledge of the arts for all members of the University and the community at large.

The Objectives of the Music Majors are as follows:

MUSIC: PERFORMANCE, COMPOSITION, TREATISE

(1) to demonstrate technical proficiency in the chosen area that enables artistic self-expression.

(2) to reveal musical values based on knowledge of musical fundamentals and styles.

(3) to prepare for advanced professional study.

MUSIC EDUCATION

(1) to afford the music education theorist and practitioner the knowledge base of learning, methodologies, social context and professional developments needed to teach in a private or public school setting.

(2) to instill confidence in the student's ability to perform and utilize musical learnings in the classroom and performance arenas.

(3) to provide prospective music teachers the competencies required to obtain a North Carolina state teacher Licensure in Music Education for grades K-12 in the fields of general music, instrumental, and vocal music.

SACRED MUSIC

(1) to understand and appreciate aesthetic values found in sacred music used for worship and Christian education.

(2) to develop a continuing interest in the areas of music performance, worship leadership, choral and instrumental conducting, and required communication skills.

(3) to think independently and critically concerning general music, theological, and church music issues and their interrelationships.

ACCREDITATION AND MAJORS

Gardner-Webb University, through the Music Division of the Department of Fine Arts, is an accredited institutional member of the National Association of Schools of Music, and all course offerings and degree requirements are in accordance with this body.

Three majors in music are offered: Music Education, Sacred Music and Music; options in Performance, Composition, Treatise, Sacred Music/Religion, and Music Major with a Second Major. Each of the three majors leads to the Bachelor of Arts degree. In addition, the Department of Fine Arts offers minors in Art and Music.

A Music Handbook and complete curriculum outlines for each major in music and information pertaining to admission to programs, performance requirements, proficiency examinations, etc., are available in the office of the Chair, Department

of Fine Arts.

Requirements for a Bachelor of Arts Degree with a Major in Music Education, Sacred Music, or Music.

MAJOR COURSE REQUIREMENTS

A Major in Music Education, Sacred Music or Music requires 36 semester hours of music as follows: Primary Applied, 12 hours; Music 105, 106, 205, 206, 305, 306, 325, 326.

ADDITIONAL REQUIREMENTS

(1) Music Education Major-Secondary Applied, 4 hours (Piano Concentration 2 hours of Organ and 2 hours of Voice); Music 245, 246, 347, 348, 445, 446, 447; Select one according to Concentration: 349 (Band/Orchestra), 455 (Piano), 457 (Vocal) or 459 (Organ); Select one from Music 248, 257 or 259 according to Concentration; and 7 hours of Performance Group according to Concentration. (see "Piano Proficiency" and "Music Education Minor") 24 hours.

(2) Sacred Music Major-Secondary Applied Minor, 6-8 hours (Piano Concentration 4 hours of voice and 2 hours of organ); (Organ Concentration 4 hours of voice and 2 hours of piano); (Vocal Concentration 4 hours of piano and 2 hours of Applied Elective or Performance Group); (Non-Keyboard Instrumental Concentration 4 hours of voice and 4 hours of piano); Music 245, 246, 349, 347, 348, 445, 446, 447, 455, 456, 457; Select one according to Concentration: 349 (Band/Orchestra), 455 (Piano), 457 (Vocal) or 459 (Organ); Select one from Music 248, 257 or 259 according to Concentration; 8 hours of Performance Group 4 hours in a vocal organization and 4 hours according to Concentration; and Select one of the following: Keyboard/Instrumental Concentration-Music 157 and 1 hour of Voice; Vocal Concentration 2 hours of Performance Group, Applied Elective or one hour of each. (see "Piano Proficiency") 39-41 hours.

(3) Music Major-(Option in Sacred Music/Religion) Secondary Applied, 6-8 hours (Organ Concentration 4 hours of voice and 2 hours of piano); (Piano Concentration 4 hours of voice and 2 hours of organ); (Vocal Concentration 4 hours of piano and 2 hours of Applied Elective or Performance Group); (Non-Keyboard Instrumental Concentration 4 hours of voice and 4 hours of piano); Music 347, 348 445, 446, 447, 455, 456, 457; Select one according to Concentration: 349 (Band/Orchestra), 455 (Piano), 457 (Vocal) or 459 (Organ); Select one from 248, 257, or 259 according to Concentration; 8 hours of Performance Group, 4 hours in a vocal organization, and 4 hours according to Concentration; Select one of the following: Keyboard/Instrumental Concentration-Music 257 and 1 hour of Voice; Vocal Concentration-2 hours of Performance Group, Applied Elective or one hour of each. (see "Piano Proficiency") 39-41 hours.

(4) Music Major-(Options in Performance, Composition, Tinetise and Music Major with a Second Major)

The following courses apply to the following Options (Performance, Composition, Tinetise and Music Major with a Second Major): Secondary Applied, 4 hours (Piano Concentration-2 hours of Voice and 2 hours of Organ); Music 445, 446, 447; Select one according to Concentration: 349 (Band/Orchestra), 455 (Piano), 457 (Vocal) or 459 (Organ); Select one from Music 248, 257, or 259 according to Concentration; and 8 hours of Performance Group according to Concentration.

The following courses are specific to each Option: Performance Option — 6 additional hours of Primary Applied. (see "Piano Proficiency") 25 hours.

Composition Option — Music 307, 308, 491, and 492. 31 hours. Treatment Option — Music 493, and 494. 25 hours. Music Major with a Second Major Option — Select either Treatment 493 and 494 or a Half Recital Performance, and 30 hours of courses in an approved Second Major (a Second Major consists of 30 semester hours in a secondary field as approved by the departmental chair of the secondary major). 25-31 hours.

MINOR

(1) Music Education: Major Education-201, 301, 313, 316, 325, 440 and 450; Psychology 301 or 302 and 303. 25 hours.

(2) Sacred Music Major: No additional Minor requirements.

(3) Music Major (Option in Sacred Music/Religion). No additional Minor requirements.

(4) Music Major (Options in Performance, Composition, Treatment)-15-18 hours in courses from the same discipline not directly related to the major or a Interdisciplinary Minor of 18 hours (student may choose any courses listed in the catalog).

(5) Music Major (Option in Music Major with Second Major). The Second Major fulfills the required minor.

Students will not be permitted to complete more than 50% of the Professional Education minor until they are formally admitted to the Teacher Education Program.

PIANO PROFICIENCY

Each music major is required to pass a piano proficiency examination as an integral part of the overall degree requirements. Non-Piano Concentrations must enroll for piano each semester until the piano proficiency is passed. Four semester hours of an applied minor have been set aside in each curriculum for this purpose. Should the proficiency be passed before completing four hours of piano the Non-Piano Concentration may take the remaining hours in any applied elective or Performance Group.

PERFORMANCE GROUP REQUIREMENT

Each music major is required to satisfactorily participate in a performing group fall and Spring semester while enrolled as a full-time student, except the student teaching semester. A minimum of four semesters of satisfactory participation in a performing organization is required for part-time students. A student who requires more than eight semesters to complete a program may make a written request to higher advice for exemption from participation in a performance group after ten hours of performance organization credit have been acquired.

Students must enroll in a performance group according to their concentration with the exception of Sacred Music or Sacred Music/Religion: 4 hours of a vocal organization and four hours according to Concentration.

NOTE: The Department of Education requires additional procedures. See related requirements in this catalog under "Department of Education."

MUSIC THEORY PLACEMENT EXAM

Students entering as music majors are required to take a Music theory Placement Exam prior to the first week of class to gauge their level of theoretical competence. A first-time music major will be placed either in the sequence of MUSC 105-106 (First-Year) or MUSC 103-104 (Basic Theory) according to exam results. Transfer

music major placement is based on exam results following an exam which covers material from the last semester of music theory study completed by the student.

MINORS OFFERED BY THE DEPARTMENT

A minor in Art requires 18 semester hours including Art 201, 203, 205 or 303, 305, and 225. Art Survey is required but may be used to fulfill a core requirement which would allow the art minor to have 6 elective hours. If 225 is used only to fulfill requirements for the minor, the student has 3 hours of electives. *Senior Exhibit and Portfolio with Artist's Statement is required.

A minor in Music requires 18 semester hours including Music 105, 106; 4 semesters of a performing organization (4 hours); and 6 hours of applied music (very required) and/or conducting. Four hours of applied music must be in the same area. Racial attendance is required (1/2 of the number of credits required for music majors) during the semester in which applied music credit is being earned toward the minor (see Music Handbook).

DESCRIPTION OF COURSES

ART

201 INTRODUCTION TO DRAWING

3 semester hours

each semester

Beginning experiences in design and drawing fundamentals in black and white, studying landscape, still life, and figures. No prior drawing experience required. 1-3-3, 1-3-3.

203 INTRODUCTION TO PAINTING

3 semester hours

each semester

Instruction in color theory and various media, including water color, pastels, acrylics and mixed media. Prerequisite: Art 201 or permission of instructor. 1-3-3, 1-3-3.

205 THREE DIMENSIONAL DESIGN

3 semester hours

Introduction to clay, relief printing, fiber and sculpture. Helpful to students in Recreation and Christian Education. Art 201 helpful but not required. No prerequisite. Fall semester of odd years. 1-3-3.

225 ART SURVEY

3 semester hours

Introduction to major artists and styles in the history of art. Emphasis on appreciating art in its context and understanding the elements and principles of design. 3-0-3.

300 ART FOR THE CLASSROOM TEACHER

3 semester hours

Experience with art materials and teaching strategies appropriate for use with children, including laboratory designed for the prospective elementary teacher. Prerequisite: Art 225. 3-0-3.

303 INTRODUCTION TO CLAY

3 semester hours

Instruction in slab, coil and wheel-thrown pottery and free-form clay sculpture. No prerequisite. 1-3-3.

305 CHRISTIANITY AND ART*3 semester hours*

Survey of major religious art works and their meaning and contemporary significance for the individual and the church. No prerequisite. Spring semester of even years. 3-0-3.

308 ART HISTORY SEMINAR*3 semester hours*

Selected topics for discussion and research with emphasis on Renaissance and nineteenth and twentieth-century artists. Prerequisite: Art 225. 3-0-3.

310 INTERMEDIATE STUDIO*3 Semester hours*

Emphasis on student development of both concepts and composition, technical, and expressive skills in a variety of drawing and paint media. Lectures, demonstrations, field trips, research will enhance studio experience with still life, landscape, and figure subjects. Required for minors. Prerequisite: Both Art 208 and Art 209. 1-3-3

330 INTERMEDIATE CLAY*3 semester hours*

Continued experiences in clay construction, glazing, and firing. Prerequisite: 303. 1-3-3

411, 412 ADVANCED STUDIO ART I, II*3 semester hours**each semester*

Continued in-depth study and experiences in selected two-dimensional media. Prerequisite: Art 310 or permission of instructor. 1-3-3, 1-3-3

433, 434 ADVANCED CLAY I, II*3 semester hours**each semester*

Continued in-depth study and experiences in various clay techniques. Prerequisite: Art 330 or permission of instructor. 1-3-3, 1-3-3

495, 496 INDEPENDENT STUDY*3 semester hours**each semester*

Individual problems in art education, studio, and history, subject to the approval of the professor; special topics might include life drawing and printmaking. 0-Independent Study-3, 0-Independent Study-3.

MUSIC

Courses are offered in the field of music to train the student in the essentials of musicianship; to guide the student in the integration of the art of music with the art of living; to coordinate the musical activities of the student in order that both sacred and secular music may be maintained at a high standard of quality; and to prepare the student for graduate or professional training, a teaching career, or the ministry of music in churches.

KEY TO NUMBERING OF MUSIC COURSES:

General Music courses-The first digit denotes the level of study: 1-Freshman; 2-Sophomore; 3-Junior; 4-Senior. The second digit identifies the area of study: 0-Music Theory; 1-Music History and Literature; 3-Small Ensembles; 4 and 5-Music Education; 6-Sacred Music; 7 and 8-Performance Groups; 9-Independent Study.

Applied Music courses-The following prefixes indicate the specified applied instrument of study:

BARB-baritone/sophomore	OBOL-oboe	TROM-trump
BSSN-bassoon	ORGN-organ	TRPT-trumpet
CLAR-clarinet	PLAN-piano	VLA-violin
FLUT-flute	SAXS-saxophone	VLEN-violin
GUIT-guitar	SSBN-string bass	VOIC-voice
HORN-horn		

The first digit designates the classification of study: 0-Community School of Music; 1-Freshman; 2-Sophomore; 3-Junior; 4-Senior. The second digit denotes (2) sem. The third digit designates the amount of credit hours (credit number of half-hour lessons in applied music).

Example: CLAR 302 indicates applied-clarinet study, sophomore year, 2 cr. hrs.

MUSIC THEORY

103, 104 BASIC MUSIC THEORY

1 semester hour

each semester

Introduces basic skills of making music-pitch notation, scales, intervals, note values, time signatures, meter, sight-singing, rhythmic drills, and rudimentary keyboard skills. Designed for those with little or no previous experience on a keyboard instrument or in music reading skills. 1-1-1, 1-1-1.

105, 106 MUSIC THEORY I AND II

4 semester hours

each semester

Introduces the elements of music, primary and secondary triads, four-part writing procedures with suitable ear training, sight-singing, and keyboard assignments. Covers various aspects of musical form, melody, rhythm, harmony, figured bass and music analysis. Computer interaction is required. Prerequisite: Successful completion of Music Theory Placement Exam. 1-1-4, 1-1-4.

205 MUSIC THEORY III

1 semester hour

The integrated study of chromatic harmony and modulation to all keys. A continuation of work begun in first-year theory with additional emphasis on analysis and composition in smaller forms. 2-2-3.

206 MUSIC THEORY IV

1 semester hour

A survey of modern trends and thought from Post-Romanticism to the present, including electronic music. Includes ear training, analysis, and composition in each style studied. Prerequisite: ENGL 102 (206 is a Writing Level II course) and MUSC 205. (ENGL 102 AND MUSC 205.) 2-2-3, W L R

305 COUNTERPOINT*2 semester hours*

Further examination of linear writing and combination of contrapuntal voices in the Baroque period. Composition and analysis are required in period. Fall semester. 2-0-2.

306 ORCHESTRATION*2 semester hours*

A basic course in writing and arranging for band and orchestral instruments. Includes a study of the characteristics of most woodwind, brass, string, and percussion instruments with an emphasis on problems for beginner and intermediate players; writing for various combinations of instruments in family and heterogeneous groups; score writing; and some insights into writing for full band and orchestra. Spring semester. 2-0-2.

307, 308 COMPOSITION I AND II*3 semester hours**each semester*

Individual instruction in traditional and modern compositional techniques. Students will be required to create original compositions under the guidance of the instructor. When possible, performance of student compositions will be arranged. Prerequisite: Music 206. O-Tutorial-I; O-Tutorial-3.

MUSIC HISTORY AND LITERATURE**225 MUSIC SURVEY***3 semester hours*

A survey of music for the non-music major which includes a study of music elements, the development of music from the middle ages to the present day, and the listening and analysis of music literature appropriate to the period studied. Some concert attendance may be required. 3-0-3.

226 MUSIC LITERATURE*3 semester hours*

Survey of the music literature of the various historical periods leading to in-depth study of Music History, touching on aspects of musical forms, analysis, and listening. Offered in Spring semester. Prerequisite: MUSC 105, 106, 205, and 206 or permission of instructor. 3-0-3.

325, 326 MUSIC HISTORY I AND II*3 semester hours**each semester*

A study of the history of Western music, from its beginnings through the contemporary period. Prerequisite: ENCL 102 (325 is a Writing Level II course) and MUSC 126. 3-0-3, 3-0-3. WL II

SMALL ENSEMBLES**130 VOCAL CHAMBER ENSEMBLE**

A small ensemble for the performance of vocal literature. Open to music majors/minors and others with permission of instructor. 0-1-1.

131 WOODWIND CHAMBER ENSEMBLE

A small ensemble for the performance of woodwind literature. Open to music majors/minors and others with permission of instructor. 0-1-1.

132 BRASS CHAMBER ENSEMBLE

A small ensemble for the performance of brass literature. Open to music majors/minors and others with permission of instructor. 0-1-1.

133 STRINGS CHAMBER ENSEMBLE

A small ensemble for the performance of strings literature. Open to music majors/minors and others with permission of instructor. 0-1-1.

134 PERCUSSION CHAMBER ENSEMBLE

A small ensemble for the performance of percussion literature. Open to music majors/minors and others with permission of instructor. 0-1-1.

135 KEYBOARD CHAMBER ENSEMBLE

A small ensemble for the performance of keyboard literature. Open to music majors/minors and others with permission of instructor. 0-1-1.

MUSIC EDUCATION

149, 150 GUITAR CLASS I AND II

1 semester hour

each semester

Group instruction for beginning and intermediate students of guitar. Emphasis is placed on reading music to play simple melodies and chordal accompanying.

245 BRASS AND PERCUSSION CLASS

1 semester hour

Elementary instruction in the techniques of playing instruments in the brass and percussion families. Fall semester. 2-1-1.

246 STRINGS AND WOODWINDS CLASS

1 semester hour

Elementary instruction in the techniques of playing instruments in the string and woodwind families. Spring semester. 2-1-1.

248 MARCHING BAND TECHNIQUES

1 semester hour

Marching styles, problems of teaching marching, plotting halftime shows, and instruction in contest and parade participation. Fall semester of even years. 1-0-1.

249 HANDBELLS

1 semester hour

Elementary techniques of playing handbells and of conducting handbell ensembles. Open to all students who have had one year of music theory or its equivalent. Spring semester of even years. 2-2-1.

257 VOICE DICTION

1 semester hour

A survey guide to the diction of English, Italian, Ecclesiastical Latin, French and German with emphasis on song, spoken, and written exercises as they apply to vocal solo and choral music. Spring semester. 2-0-1.

259 ADVANCED PIANO SKILLS

1 semester hour

Group instruction in sight-reading, harmonization of melodies, transposition, playing by ear, open score reading, basic continuo realization, and improvisation. Spring semester of even

years. Approval of instructor is required before registering. 1-0-1.

345 MUSIC EDUCATION SKILLS

1 semester hour

Provides background in theory and instrumental skills for classroom teachers. No previous experience necessary. Includes piano, waltzstep, chording, conducting, singing fundamentals, and recorder. 1-2-1.

346 MUSIC FOR THE CLASSROOM TEACHER

3 semester hours

Practical application of skills acquired in MUSC 345. Examination of band music series and other music teaching methods. Expanded experience with instruments and actual teaching experience in local schools are included. Prerequisite: MUSC 345 or demonstration of proficiency. 3-0-1.

347 ELEMENTARY MUSIC EDUCATION

2 semester hours

Materials and methods for music specialists. Teaching and supervision of music programs for elementary schools, based on developmental knowledge of music concepts through musical activities. Fall semester. 2-0-2.

348 SECONDARY MUSIC EDUCATION

2 semester hours

Materials and methods for the development of music programs for junior and senior high schools, including discipline, curriculum, budgeting, techniques for general music, instrumental and vocal classes, and job placement. Spring semester. 2-0-2.

349 INSTRUMENTAL METHODS AND LITERATURE

2 semester hours

The teaching and supervision of music as it relates to the junior and senior high school instrumental program. Included is preparation for contests and public performances, recruitment of instrumentalists, their literature and pedagogical techniques for beginning instrumentalists. Spring semester of odd years. 2-0-2.

443 CONDUCTING FUNDAMENTALS

1 semester hour

An introduction to the fundamentals of conducting. Prerequisite: MUSC 105-106 or equivalent. Fall semester. 1-1-1.

446 CHORAL CONDUCTING

2 semester hours

Conducting and choral rehearsal techniques appropriate to school and church choral groups, emphasizing student conducting experience. Prerequisite: MUSC 443. Spring semester. 2-0-2.

447 INSTRUMENTAL CONDUCTING

1 semester hour

A study of instrumental conducting as it relates to the conducting of modern bands and orchestras, including history, technique (baton and instrumental), foreign terminology, score study and analysis. Prerequisite: MUSC 443. Spring semester. 1-1-1.

455 PIANO PEDAGOGY

2 semester hours

Methods and materials appropriate for private and group instruction of children or adults from beginners to intermediate level. Each student will teach one beginning piano student under supervision. Spring semester of odd years. 2-1/1-2.

457 VOCAL PEDAGOGY

2 semester hours

A study of methods and materials for the teaching of private and class voice. Supervision of class participants in required teaching of private voice lessons. Fall semester of even years. 2-1-2.

459 ORGAN PEDAGOGY

2 semester hours

A comprehensive survey of organ literature, the history of organ construction and development, and a study of the basic principles of private organ instruction. 2-0-2.

SACRED MUSIC

465 HYMNOLOGY

3 semester hours

A study of church history and congregational worship music from A.D. 700 through the contemporary period. Offered in the fall of even years. 3-0-3.

466 CHURCH MUSIC ADMINISTRATION

3 semester hours

Practical study of organization in administration of a church music ministry emphasizing the minister of music's role as minister, church staff member, educator, promoter, and administrator. Offered in the fall of odd years. 3-0-3.

467 CHURCH MUSIC SEMINAR AND FIELD WORK

3 semester hours

Philosophy, observation and participation in the administration of a church music program. May be taken only concurrently with or after completing Music 466. Offered in the Spring of even years. 1-4-3.

PERFORMANCE GROUPS

(Freshmen and sophomores should register for the 100 number; juniors and seniors should register for the 300 number.)

170, 370 CONCERT CHOIR

1 semester hour

each semester

A trained singing chorus of select voices determined by auditions held in the Spring of the preceding school year. Open to all students of the university. 0-3-1, 0-3-1.

175, 375 CHORALE

1 semester hour

each semester

A large choral group which prepares programs of sacred and secular music for presentation on campus and in area churches. Open to all students of the university without audition. 0-2-1, 0-2-1.

178, 378 OPERA THEATRE*1 semester hour**each semester*

Participation in operatic productions giving the singer an opportunity to perform roles in works ranging from chamber opera to standard operatic literature. Open to all students, the director's approval is required before registering. O-Production-1.

185, 385 SYMPHONIC BAND*1 semester hour**each semester*

The Symphonic Band is the main instrumental (wind) ensemble of the university. Emphasis is on the performance of quality wind literature. This is the mandatory ensemble for instrumental music majors, but non-music major participation is encouraged. O-2-1, O-2-1.

186, 386 ORCHESTRA*1 semester hour**each semester*

A semi-professional orchestra open to all students of the university as well as residents of the community by audition. The orchestra is a member of the American Symphony Orchestra League. Approval of the director is required before registering. O-2-1, O-2-1.

187, 387 PEP BAND*1 semester hour**each semester*

The Pep Band serves the university community in a supportive capacity with responsibilities for fostering school spirit at athletic events. The Pep Band is open to all interested instrumentalists at the university. O-3-1, O-3-1.

INDEPENDENT STUDY**491, 492 COMPOSITION PREPARATION III AND IV***1 semester hours**each semester*

Required for Liberal Arts Majors (Composition Option). Prerequisite: Music 307, 308. O-Preparation-3, O-Preparation-3.

493, 494 TREATISE PREPARATION I AND II*1 semester hours**each semester*

Required for Liberal Arts Majors (Treatise Option). O-Preparation-3, O-Preparation-3.

495, 496 INDEPENDENT STUDY*1-3 semester hours**each semester*

Supervised study program in a field of special interest. Prerequisite: approval of department chair and instructor. O-Independent Study-3, O-Independent Study-3.

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Chair Professor: M. Taylor

Professor: H. Tichauer

Associate Professor: S. Parsons

Assistant Professors: E. Cagle, T. Cox, C. Moore, B. Stansbury, N. Davoust

GOALS AND OBJECTIVES

The purpose of the Department of Foreign Languages and Literature is to teach students communicative skills in a foreign language that will enable them to develop an appreciation and knowledge of another culture and its literature.

The educational objectives of the French and Spanish programs are to graduate majors who can demonstrate:

- (1) advanced proficiency in listening to, speaking, reading, and writing the French or Spanish language;
- (2) advanced knowledge about French/Spanish literature;
- (3) advanced knowledge about French/Spanish culture and history.

The educational objectives of the American Sign Language (ASL) program are to graduate majors who can demonstrate:

- (1) advanced proficiency in receptive and expressive ASL;
- (2) advanced knowledge about Deaf Literature;
- (3) advanced knowledge about Deaf Culture and history.

The objectives of the major in French or Spanish with teacher licensure are to prepare teacher candidates to:

- (1) understand all aspects of the French/Spanish language well enough to be able to explain and model the component skills for students;
- (2) teach French/Spanish literature so that it is meaningful to students and related to other areas of study such as history and geography;
- (3) teach French/Spanish culture in such a way as to help students develop a broadened world view and an appreciation of the varied cultures of the world;
- (4) plan, implement, and evaluate instruction in educationally sound ways; and
- (5) select and use the appropriate methodologies and materials for students of different ages, interests, and backgrounds.

A student may earn a Bachelor of Arts degree in French, Spanish, or American Sign Language (ASL). In addition to the major, a student may earn credits for teacher licensure in French or Spanish. Students who have had two years of French, Spanish, or ASL in high school may begin with an intermediate course (201, 211) if a satisfactory score is received on the placement test.

FRENCH MAJOR REQUIREMENTS

A major in French requires French 303 and 304. (At the discretion of the

Department, a student majoring in French may be permitted to substitute other French literature courses for 303 and/or 304.) The additional 24 hours may be selected in consultation with the major professor from French courses above the elementary level. Majors are strongly encouraged to take French 211 and 212.

All French majors must take a minor outside French.

FRENCH MAJOR WITH TEACHER LICENSURE

A major in French with preparation for K-12 teacher licensure shall complete the following courses: French 211, 303, 304, 305, in addition to 18 semester hours chosen from the following: 301, 302, 212, 301, 302, 306, 307, 308, 311, 312.

Other required courses for teacher candidates are: French 332 (method/practicum K-6), French 335 (method/practicum 6-9), and French 338 (method/practicum 9-12).

MINOR IN PROFESSIONAL EDUCATION FOR FRENCH

The education minor consists of Psychology 302, 303 and Education 301, 301, 313, 323, 432, 442, and 450.

Students will not be permitted to complete more than 50% of the Professional Education minor until they are formally admitted to the Teacher Education Program.

SPANISH MAJOR REQUIREMENTS

A major in Spanish requires Spanish 303 and 304. (At the discretion of the Department, a student majoring in Spanish may be permitted to substitute other Spanish literature courses for 303 and/or 304.) The additional 24 hours may be selected in consultation with the major professor from Spanish courses above the elementary level. Majors are strongly encouraged to take Spanish 211 and 212.

All Spanish majors must take a minor outside Spanish.

SPANISH MAJOR WITH TEACHER LICENSURE

A major in Spanish with preparation for K-12 teacher licensure shall complete the following courses: Spanish 211, 303, 304, 305, in addition to 18 semester hours chosen from the following: 301, 302, 212, 301, 302, 306, 307, 308, 311, 312.

Other required courses for teacher candidates are: Spanish 332 (method/practicum K-6), Spanish 335 (method/practicum 6-9), and Spanish 338 (method/practicum 9-12).

MINOR IN PROFESSIONAL EDUCATION FOR SPANISH

The education minor consists of Psychology 302, 303 and Education 301, 301, 313, 323, 432, 442, and 450.

Students will not be permitted to complete more than 50% of the Professional Education minor until they are formally admitted to the Teacher Education Program.

AMERICAN SIGN LANGUAGE (ASL) MAJOR

A major in ASL requires 36 hours above the elementary level. The following courses are required: 201, 202, (or 211), 301, 302, 305, 300, 499 and 496. The additional 12 hours will be selected in consultation with the major professor.

Any student majoring in ASL must take the Sign Communication Proficiency Interview (SCPI) and place at the advanced level or higher prior to graduation from the ASL program. Initial testing must occur after a student has taken and passed ASL 201 and before the completion of ASL 301. Transfer students placing into 202 will be required to take the SCPI.

A student majoring in ASL may elect to complete a minor in interpreter training by completing the courses listed as Interpreter Minor or the student may select a minor outside ASL.

MINORS OFFERED BY THE DEPARTMENT

A minor in French requires any 15 hours of courses taken in French. A minor in Spanish requires any 15 hours of courses taken in Spanish. A minor in American Sign Language requires 15 hours in ASL, including 305. A minor in Classical Languages requires any 15 hours in Classical Language courses. A minor in Foreign Language requires any 15 hours of coursework taught by the Department. A minor in American Sign Language interpreting requires interpreting courses 303, 304, 403, 404 and English 363. Advanced placement credit for elementary level courses (101-102) does not count toward a minor.

MINOR IN INTERPRETER TRAINING

A student majoring in American Sign Language (ASL) may elect to minor in Interpreter Training. The 15-hour minor in Interpreter Training consist of the following courses: Fundamentals and Theories of Interpreting (303), Principles of Educational Interpreting (304), Interpreting for Special Populations (403), Signs in Application (404) and Development and Structure of the English Language (English 363.) Only students majoring in ASL are eligible to minor interpreting.

TEACHING ENDORSEMENT IN FOREIGN LANGUAGES (GRADES K-6)

FRENCH

A total of 22 hours is required for an endorsement in French, with 14 of them in upper-level courses. The following courses are recommended for the best preparation for teaching: French 211, 212, 301, 303 (or 307), 305, 332, 333. (French 212 counts in the 14 hours of upper-level courses.) Substitutions may be made with the approval of the Department. Professional courses must include one course each in methodology/practicum K-6 and 5-9.

SPANISH

A total of 22 hours is required for an endorsement in Spanish, with 14 of them in upper-level courses. The following courses are recommended for the best preparation for teaching: Spanish 211, 212, 301, 303 (or 307), 305, 332, 333 (Spanish 212 counts in the 14 hours of upper-level courses.) Substitutions may be made with the approval of the Department. Professional courses must include one course each in methodology/practicum K-6 and 5-9.

DESCRIPTION OF COURSES

FRENCH

101 ELEMENTARY FRENCH I

3 semester hours

This course is designed for beginning students. It is taught in French with three hours of instruction per week. In addition there is one hour of lab with the assistant. 3-1-3, 3-1-3

102 ELEMENTARY FRENCH II

3 semester hours

This course is designed for beginning students. It is taught in French with three hours of instruction per week. In addition there is one hour of lab with the assistant. 3-1-3, 3-1-3.

201, 202 INTERMEDIATE FRENCH I AND II

3 semester hours

each semester

Prerequisite: French 102 or satisfactory score on placement test. 3-1-3, 3-1-3.

211, 212 INTENSIVE ORAL FRENCH I AND II

6 semester hours

each semester

Oral and written work in the language with emphasis on the spoken language. Prerequisite: French 102 or satisfactory score on placement test. 6-2-6, 6-2-6.

300 ASPECTS OF FRENCH CULTURE AND LANGUAGE

3 semester hours

Selected topics of Francophile culture. Conducted in English. No prior knowledge of French is required. Does not count toward the major. 3-0-3 Evening Course - GOAL.

301, 302, ADVANCED FRENCH GRAMMAR COMPOSITION AND CONVERSATION I AND II

3 semester hours each semester

Oral and written work in the language with training in the acquisition of an active idiomatic French vocabulary. Prerequisite: French 202,211 or permission of Department. 3-0-3, 3-0-3. (301 fall every years, 302 spring of odd years)

303 SURVEY OF FRENCH LITERATURE I

3 semester hours

The literature of France from the Old French period to the beginning of the Nineteenth Century. Prerequisite: French 202, 211 or permission of Department. 3-0-3. (Fall even years)

304 SURVEY OF FRENCH LITERATURE II

3 semester hours

The literature of France from the beginning of the Nineteenth Century to the present. Prerequisite: French 202, 211 or permission of Department. 3-0-3. (Spring odd years)

305 FRENCH CIVILIZATION I

3 semester hours

French history and civilization from early times to the present, with emphasis on continental France. Prerequisite: French 102 or permission of Department. 3-0-3. (Fall odd years)

306 FRENCH CIVILIZATION II

3 semester hours

French history and civilization with emphasis on Francophone cultures outside continental France. Prerequisite: French 102 or permission of Department. 3-0-3. (Spring even years)

307 SEMINAR IN 19TH CENTURY

3 semester hours

Reading and discussion of selected works and literary movements. Extensive written and oral work in French. Prerequisite: French 102, 211 or permission of Department. 3-0-3

308 SEMINAR IN 20TH CENTURY

3 semester hours

Reading and discussion of selected works and literary movements. Extensive written and oral work in French. Prerequisite: French 102, 211 or permission of Department. 3-0-3.

309 FRENCH CULTURAL HISTORY

3 semester hours

An overview from prehistoric to contemporary France from a cultural perspective. Prerequisite: FREN 102, 211 or permission of department. 3-0-3.

311, 312 FRENCH CONVERSATION ABROAD I AND II

3 semester hours each semester

Extensive formal and informal training in French conversation in a living French setting. Offered as a semester program only in a French-speaking country. Lecture-Tutorial-3, Lecture-Tutorial-3. Prerequisite: French 211 or permission of Department.

401, 402 READING AND RESEARCH I AND II

3 semester hours

each semester

Extensive reading of French literature. Study of bibliography and research techniques. Open to outstanding seniors by permission of Department. 3-0-3, 3-0-3

495, 496 INDEPENDENT STUDY I AND II

1 - 3 semester hours each semester

Designed to enable a senior or junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study 1-3, 0-Independent Study 1-3. (Offered only for French majors.)

GREEK

101, 102 ELEMENTARY NEW TESTAMENT

GREEK I AND II

3 semester hours each semester

A study of designated forms and basic grammatical uses of biblical Koine Greek. Basic vocabulary development of the Greek New Testament will be included. 3-0-3, 3-0-3.

201, 202 INTERMEDIATE NEW TESTAMENT

GREEK I AND II

3 semester hours each semester

A study of the full range of syntactical functions of biblical Koine Greek and of exegetical procedures using the Greek New Testament. Prerequisite: Greek 102. 3-0-3, 3-0-3.

495.496 GREEK EXEGESIS INDEPENDENT STUDY I AND II

3 semester hours each semester

The supervised exegesis of designated texts of the New Testament designed to further enhance the student's ability to interpret texts from the Greek New Testament using more critical methodological procedures. A research paper reflecting these skills will comprise a major portion of the course grade. *Prerequisite:* Greek 202, 0-Independent Study-3, 0-Independent Study-3.

BIBLICAL HEBREW

101, 102 ELEMENTARY HEBREW I AND II

3 semester hours each semester

A study of the grammar, syntax, and vocabulary of classical Hebrew as reflected in the Old Testament. This study will include the reading of sample texts from the Hebrew Old Testament. 3-0-3, 3-0-3.

201, 202 INTERMEDIATE HEBREW I AND II

3 semester hours each semester

The continuation of the study of grammar, syntax, and vocabulary of the Hebrew language as reflected in the Old Testament. This study will concentrate on the reading of prophetic, poetic, and legal texts from the Hebrew Old Testament. *Prerequisite:* Hebrew 102. 3-0-3, 3-0-3.

SPANISH

101 ELEMENTARY SPANISH I

3 semester hours

This is a beginning course for students who have had little or no study and exposure to Spanish. The course is designed to help students acquire elementary skills in listening, speaking, reading, writing, and understanding of the Spanish language. This is not a "Culture" class, since our primary focus is language. Class will be used for explanation and comprehension of grammatical concepts, expansion of vocabulary, and practice in pronunciation, comprehension, and writing through a variety of exercises. 3-1-3.

102 ELEMENTARY SPANISH II

3 semester hours

This is the second part of a beginning course for students who have had some study and exposure to Spanish. The course is designed to help students acquire elementary skills in listening, speaking, reading, writing, and understanding the Spanish language. Students will also acquire a general knowledge of the social customs, geography, and traditions of the countries where Spanish is spoken. Class will be used for explanation and comprehension of grammatical concepts, expansion of vocabulary, and practice in pronunciation and writing through a variety of exercises. 3-1-3.

201, 202 INTERMEDIATE SPANISH I AND II

3 semester hours each semester

Prerequisite: Spanish 102 or satisfactory score on placement test. 3-1-3, 3-1-3.

211, 212 INTENSIVE ORAL SPANISH I AND II

6 semester hours each semester

Oral and written work in the language with emphasis on the spoken language. *Prerequisite:* Spanish 102 or satisfactory score on placement test. 6-2-6, 6-2-6.

300 ASPECTS OF SPANISH CULTURE AND LANGUAGE

3 semester hours

Selected topics of Hispanic culture. Conducted in English. No prior knowledge of Spanish is required. Does not count toward the major. 3-0-3. Evening Course - OUAL.

301, 302 ADVANCED SPANISH GRAMMAR, COMPOSITION, AND CONVERSATION I AND II

3 semester hours each semester

Oral and written work in the language with training in the acquisition of an active idiomatic Spanish vocabulary. Prerequisite: Spanish 202, 211 or permission of Department. 3-0-3, 3-0-3. (301 fall even years, 302 spring odd years)

303 SURVEY OF SPANISH LITERATURE I

3 semester hours

The literature of Spain from the Old Spanish period of the 16th century with emphasis on literary movements, aesthetics, history, culture, and pertinent criticism. Prerequisite: Spanish 202, 211 or permission of Department. 3-0-3. (303 fall odd years)

304 SURVEY OF SPANISH LITERATURE II

3 semester hours

The literature of Spain from the 18th century to the present with emphasis on literary movements, aesthetics, history, culture, and pertinent criticism. Prerequisite: Spanish 202, 211 or permission of Department. 3-0-3. (304 spring even years)

305 SPANISH CIVILIZATION AND CULTURE

3 semester hours

Spanish history and civilization from early times to the present. Prerequisite: Spanish 202, 211 or permission of Department. 3-0-3. (Fall odd years)

306 SPANISH AMERICAN CIVILIZATION AND CULTURE

3 semester hours

Spanish American history and civilization from pre-colonial times to the present. Prerequisite: Spanish 202, 211 or permission of Department. 3-0-3. (Spring even years)

307, 308 SURVEY OF SPANISH AMERICAN LITERATURE I and II

3 semester hours each semester

Spanish 307 encompasses the chronicles of discovery and conquest of Spanish America, the Baroque period, and Neoclassicism. Spanish 308 covers the nineteenth and twentieth centuries and emphasizes Romanticism, Modernism, Crifismo, Vanguardism, the Boom of the 1960's, feminism, literature, and post-colonialism/modernism. All genres except the novel will be included in required course readings (chronicles, poetry, essays, theater, short stories). 3-0-3, 3-0-3.

311, 312 SPANISH CONVERSATION ABROAD I AND II

3 semester hours each semester

Extensive formal and informal training in Spanish conversation in a living Spanish setting. Offered as a summer program only in a Spanish-speaking country. Lecture-Travel-3, Lecture-Travel-3. Prerequisite: Spanish 211 or permission of Department.

401, 402 READING AND RESEARCH I AND II

1 semester hours each semester

Extensive reading of Spanish literature. Study of bibliography and research techniques. Open to outstanding seniors by permission of Department. 3-0-3, 3-0-3

495, 496 INDEPENDENT STUDY I AND II

1 - 3 semester hours each semester

Designed to enable a senior or junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study 1-3, 0-Independent Study 1-3. (Offered only for Spanish majors.)

FOREIGN LANGUAGE EDUCATION

Student teaching will become a 15-week experience during 2000-2001 academic year and licensure programs will be under revision as this transition is made. Students' courses of study will be monitored carefully to ensure programmatic continuity during the transition.

FRENCH

332,333,334 METHODS/PRACTICUM K-6

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor) 1-1-2, 1-1-2, 1-1-2

335,336,337 METHODS/PRACTICUM 6-9

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor) 1-1-2, 1-1-2, 1-1-2

338,339,340 METHODS/PRACTICUM 9-12

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor) 1-1-2, 1-1-2, 1-1-2

SPANISH

332,333,334 METHODS/PRACTICUM K-6

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor) 1-1-2, 1-1-2, 1-1-2

335,336,337 METHODS/PRACTICUM 6-9

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor) 1-1-2, 1-1-2, 1-1-2

338,339,340 METHODS/PRACTICUM 9-12

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor) 1-1-2, 1-1-2, 1-1-2

AMERICAN SIGN LANGUAGE

101, 102 ELEMENTARY ASL I AND II

2 semester hours each semester

3-1-3, 3-1-3

112 ASL LAB

1 semester hour

Lab designed to enhance student's ASL vocabulary and receptive skills. Prerequisite: ASL 102. 0-2-1

201, 202 INTERMEDIATE ASL I AND II

2 semester hours each semester

Prerequisite: ASL 102 or satisfactory score on placement test. 3-1-3, 3-1-3

211, 212 INTENSIVE ASL I AND II

6 semester hours

Expressive and receptive work in ASL, with an emphasis on expressive signing. Prerequisite: 102 or satisfactory score on placement test. 6-2-6, 6-2-6

301, 302 ADVANCED ASL I AND II

2 semester hours each semester

Course focuses on complex grammatical structures including but not limited to sentence structure, classifiers, locatives, and pluralization. Prerequisite: 201 or 211. 3-0-3, 3-0-3

400 ORIENTATION TO DEAFNESS

3 semester hours

A survey course focusing on aspects of the Deaf community including views of the community, use of language, organizations of and for Deaf people, causes of deafness, laws and services pertaining to the Deaf community, hard-of-hearing individuals and deaf-blind individuals. No prior knowledge of ASL is required.

405 DEAF CULTURE

3 semester hours

An in-depth study of culture and the Deaf community. Topics include language use, traditions, norms and values. Prerequisite: ASL 301 or 211, Sociology 201 or permission of Department. 3-0-3

400 MINORITY GROUPS (SOCIOLOGY 400)

3 semester hours

A study of present-day and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. 3-0-3

401 DISCOURSE IN ASL

3 semester hours

Course focuses on expressive and receptive ASL, conversational development, and formal and informal presentation. Prerequisite: 301 or permission of Department. 3-0-3. (Spring even years)

402 DEAF LITERATURE AND FOLKLORE

3 semester hours

A study of literature about Deaf people and by Deaf authors and poets. Areas of study will include poetry, plays, and folklore. Prerequisite: 301 or permission of Department. (Spring odd years)

407 LINGUISTICS OF ASL

3 semester hours

The primary goal of this course is to further develop students' advanced knowledge of the linguistic structure of American Sign Language. Course content includes in-depth analysis of complex linguistic structures, historical development of ASL and cultural aspects of the use of ASL. The course is designed for advanced level ASL students. Prerequisite: Advanced ASL II, (SCLG 302). 3-0-3.

408 INTRODUCTION TO TEACHING ASL

3 semester hours

Students will be given an overview of how second languages have been traditionally taught, what the current methods and theories are, and their application to the teaching of American Sign Language. Students will learn about development of syllabi and lesson plans, selection of curricular materials, class activities, evaluation techniques and professionalization, including ASLTA certification for teaching ASL. Students will be provided opportunities to practice basic teaching techniques, select appropriate materials, design curriculum and evaluation techniques, including how to teach fingerspelling and nonmanual signs, vocabulary, grammatical features and Deaf culture in lessons. The course is designed for advanced level ASL students. Prerequisite: Linguistics of ASL (SCLO 407) or permission of professor. 3-0-3

340 SOCIAL CHANGE (SOCIOLOGY 340)

3 semester hours

An examination of social systems within the framework of functional and conflict theory with particular emphasis upon the planning of social change. 3-0-3

494 INDEPENDENT STUDY

1-3 semester hours

Designed to enable a junior or senior student to undertake a specific research project of professional interest and need. C-independent study 1-3

495, 496 INTERNSHIP

3 semester hours each semester

Prerequisite: 301 or Interpreting 303 or permission of Department. Designed to enable student to receive extensive instruction in ASL or interpreting with members of the Deaf

community through supervised work placement. Students will receive internship credit after the satisfactory completion of two hundred hours of work placement and enrollment in both 495 and 496. O-Internship-3, O-Internship-3.

INTERPRETING MINOR

303 FUNDAMENTALS AND THEORIES

3 semester hours

Course focuses on interpreting as a profession. Topics include the history, process, models, and ethics of interpreting. Prerequisite: ASL 202; co-requisite ASL 201. (Every fall.)

304 PRINCIPLES OF EDUCATIONAL INTERPRETING

3 semester hours

An introduction to the unique situation of educational interpreting. Topics include elementary and secondary school interpreting, ethical applications, legal issues and teaching/strategies. Offered during fall of even years only. Prerequisite: ASL 202; co-requisite SCLE 303, 3-0-3.

403 INTERPRETING FOR SPECIAL POPULATIONS

3 semester hours

Topics include interpreting for Deaf person with vision impairments, minimal language development, physical difficulties, and age related issues. Prerequisite: 303; co-requisite ASL 302, and Interpreting 303, 3-0-3. (Spring even years.)

404 SIGN IN APPLICATION

3 semester hours

Course focuses on techniques and vocabulary associated with interpreting in a variety of setting. Topic include mental health, religious, medical, performing arts, public presentations and others. Prerequisite: 303, 3-0-3. (Spring odd years.)

363 DEVELOPMENT AND STRUCTURE OF THE ENGLISH LANGUAGE (ENGLISH 363)

3 semester hours

Theories of language and its development. Includes etymology, phonology, morphology, and dialects. 3-0-3

RUSSIAN

101, 102 ELEMENTARY RUSSIAN I AND II

3 semester hours each semester

3-1-3, 3-1-3

201 INTERMEDIATE RUSSIAN I

3 semester hours

This course is designed for students who have completed Russian 101, 102 or have tested into Russian 201. The course is designed to help the student acquire further fluency in understanding, speaking, reading and writing the Russian language. 3-1-3, 3-1-3

GERMAN

101, 102 ELEMENTARY GERMAN I AND II

3 semester hours each semester

This course is designed to introduce the basics of the German language, geography, economy, and culture. The skills of listening, speaking, reading, writing and understanding will be practiced. Every effort will be made to use the proficiency/communicative approach. You will be encouraged to use the German language as much as possible. Class will be devoted to explanation and comprehension of grammatical concepts, development and expansion of vocabulary, and practice.

201 INTERMEDIATE GERMAN I

3 semester hours

Students in this course should develop intermediate fluency in understanding, speaking, reading and writing German. They will become more familiar with the culture and traditions of the German-speaking world. Prerequisite: German 102 or satisfactory score on placement test.





DEPARTMENT OF PHYSICAL EDUCATION, WELLNESS, SPORT STUDIES

Dean, School of Education: Professor D. Horn

Chair, Associate Professor: C. Hasington

Professor: J. Tabbs

Associate Professor: G. Chandler

Assistant Professors: K. Baker, N. Griggs, K. Jones, O. McFarland, C. Miller, B. Scroggs

Instructors: L. Arkenson, A. Benson, L. Borg, L. Charles, T. Curry, T. Hassell, M. Keener-Spangler, D. Macklin, S. Patton, J. Pano, D. Rayson, T. Setzer, A. Smith, D. Williams, D. Wince

The purpose of the Department of Physical Education, Wellness, Sport Studies is to provide opportunities for the development of the physical, mental, social, and spiritual well-being of those students preparing for a career in a field relating to health education or physical education.

Graduates of the undergraduate Physical Education, Wellness, Sports Studies program will have fulfilled specific professional departmental requirements in addition to required coursework and will be:

- (1) professionally prepared on the undergraduate level for teacher licensure (K-12) in physical education;
- (2) prepared for professional careers in health, physical education, athletic training, or sport management;
- (3) knowledgeable in the development of social, intellectual, methodological, research and consumer skills to facilitate successful functioning in professional health and physical education careers;
- (4) able to identify, evaluate and demonstrate responsibility concerning optimal health in the areas of physical fitness, lifetime sports skills, personal health habits and behavior.

The teacher training program in the department seeks to graduate students who:

- (1) demonstrate knowledge and skills in physical education and related areas;
- (2) understand and apply the knowledge of the nature of the learner and the learning process;
- (3) possess the skills to formulate objectives, select materials, use appropriate teaching strategies, and evaluate learning;
- (4) utilize effective communication skills in teaching interactions and in consultation and collaborative relationships;
- (5) understand the role of the educator as theorist and practitioner and;
- (6) realize the need for lifelong, professional learning.

Students seeking teacher licensure are required to obtain minimum scores on Praxis I (PPST), Praxis II (Principles of Learning and Teaching and Specialty Area). Other requirements include admission to teacher education, teacher education requirements, and student teaching requirements (See Department of Education).

Enrollment in any of the department's professional classes is limited to students

who have declared the intent to major or minor in one of the department's courses of study. Exceptions to this policy can be granted only by the department chair or the course professor.

PHYSICAL EDUCATION MAJOR WITH TEACHER LICENSURE

The Basic Course Requirements must be satisfied.

A major in Physical Education with preparation for teacher licensure (K-12) requires 39 semester hours of Health/Physical Education courses. Required courses are Physical Education 211, 235, 301, 331, 335, 341, 342, 402, 406, 408, 409, Health 321, and 322.

MINOR

Physical Education majors (teacher licensed) are required to complete a minor in professional education which includes Education 201, 301, 325, 401, 450, Psychology 302 and 303 and Physical Education 432. Education 440 is recommended.

Students will not be permitted to complete more than 50% of the Professional Education minor until they are formally admitted to the Teacher Education Program.

ADDITIONAL REQUIREMENTS

Biology 203 (Human Anatomy and Physiology I), Biology 204 (Human Anatomy and Physiology II).

Student teaching will become a 15-week experience during the 2000-2001 academic year and licensure programs will be under revision as this transition is made. Students' courses of study will be monitored carefully to ensure programmatic continuity during the transition.

PHYSICAL EDUCATION MAJOR REQUIREMENTS

The Basic Course Requirements must be satisfied.

A major in Physical Education requires 36 semester hours, including Physical Education 211, 235, 301, 331, 335, 341, 342, 402, 406, 408, 409, and Health 222.

MINOR

Physical Education majors are required to complete any minor offered by the University.

ADDITIONAL REQUIREMENTS

Biology 204 (Human Anatomy and Physiology II).

HEALTH EDUCATION MAJOR REQUIREMENTS

The Basic Course Requirements must be satisfied.

A major in Health Education requires 30 semester hours, including Health 222, 223, 224, 319, 321, 322, 402, 401, 422, and 433.

MINOR

Health Education majors are required to complete any minor offered by the University.

ADDITIONAL REQUIREMENTS

Biology 204 (Human Anatomy and Physiology II).

ATHLETIC TRAINING MAJOR REQUIREMENTS

ADMISSION TO THE ATHLETIC TRAINING PROGRAM

Any student may submit a formal application (available in the Program Director's office) to the Program Director of Athletic Training. Applications must be submitted within the first 2 weeks of each semester to be eligible for admission for that semester. Applications turned in after the deadline will not be considered until the following semester. After receipt of the application an interview will be scheduled with the Program Director, Head Athletic Trainer, and a member of the Department of Physical Education, Wellness, Sports Studies. Each prospective candidate is required to submit 3 letters of recommendation that must be received prior to the scheduled interview date. Failure to do so will result in a rescheduling of the interview date.

Acceptance into the program is not guaranteed and will be determined based upon previous academic success, athletic training experience, successful candidate interview, and review of the student's application. Due to competitive admission standards of the Athletic Training Major, only a limited number of students will be accepted into the major each year. The number of spaces available will be advertised by mid-term of each semester. From this, a waiting list will be developed, and in the event a student withdraws from the major, an individual on this list may be offered admittance into the program. Admittance into the major may be granted under a probationary status.

All students applying to the athletic training program must meet the following criteria:

- 1) Admission into Clarion-Weber University;
- 2) Completion of the following forms, submitted to the Program Director: physical examination, health appraisal, proof of medical insurance, and consent form for drug testing;
- 3) Signed student waiver form for the Joint Review Committee on Educational Programs in Athletic Training (JRC-AT), allowing access to students' files during site visits by accrediting agency;

Following admission into program, each student is required to complete the following within the first 30 academic hours:

- 1) Proof of Hepatitis B vaccination completion or a signed declaration of vaccination statement on file;
- 2) Successfully complete the first and second semester performance competencies;
- 3) Completion of ATIR 225 with a grade of "C" or better;
- 4) Minimum cumulative GPA of 2.50. This includes course work taken for college credit at another college or university. Transfer students may make written request for a transcript review in exceptional circumstances.

PROBATION

A student may be admitted into the Athletic Training program on a probationary basis and may be placed on probation after being accepted in the program for any of the following reasons:

- 1) Cumulative GPA falls below a 2.50 during higher academic career;
- 2) Inadequate progress is being made in higher athletic training performance;

3) Violation of university policy or athletic training policy.

In the event of any of the above, a meeting between the program director and the student will be held to determine the terms of the probation. During the academic probation period the student must achieve a semester GPA of 2.50 or higher each semester while on probation, and will remain on probation until his/her overall GPA becomes a 2.50 or higher. If the student fails to make satisfactory progress in his/her athletic training performance during the probationary period he/she can be dismissed from the program.

**Any costs incurred with application and acceptance into the program are the student's responsibility. This includes, but is not limited to:*

- 1) Hepatitis B vaccination;*
- 2) Uniform costs;*
- 3) Supplies: fence pack, scissors, etc...;*
- 4) Memberships to Athletic Training Organizations, NATA, NCATA, etc...*

ATHLETIC TRAINING MAJOR REQUIREMENTS

The basic core requirements must be satisfied. A major in Athletic Training requires 36 semester hours, including Athletic Training 225, 324, 325, 332, 342, 402, 404, 430, Physical Education 335, 406, and Health 222 and 224.

MINOR

Athletic Training majors are required to complete any minor offered by the University.

ADDITIONAL REQUIREMENTS

Biology 209 (Human Anatomy and Physiology I), and Biology 204 (Human Anatomy and Physiology II).

SPORT MANAGEMENT MAJOR REQUIREMENTS

The basic core requirements must be satisfied. A major in Sport Management requires 39 hours, including Management 316, 400, 410; Accounting 213; Marketing 300; Physical Education 406, 410; and Sport Management 216, 303, 497.

MINOR

Sport Management majors are required to complete any minor offered by the University.

MINORS OFFERED BY THE DEPARTMENT

A minor in Health Education requires 18 semester hours, including Health 222, 318, 321, 400, 401, 433.

A minor in Coaching requires 18 semester hours, including Physical Education 335, 336, 401, 406, 410; Health 222.

A minor in Physical Education requires 18 semester hours, including Physical Education 211, 341 or 342, 406, 408, 410, and Health 222.

A minor in Sport Management requires 18 hours including Sport Management 216, 303; Physical Education 406, 410; Management 400, 410.

DESCRIPTION OF COURSES

PHYSICAL DIMENSIONS OF WELLNESS

PURPOSE OF COURSE(S)

The Department of Physical Education, Wellness, Sport Studies supports the belief that the Physical Dimensions of Wellness course requirement focuses on holistic individual development and the personal search for meaning. This requires the development of self-management, self-direction, self-monitoring, self-evaluation, and self-encouragement.

To this end, the primary purpose to each individual shall find meaning and significance through participation in movement activities.

COURSE(S) OBJECTIVES

Upon successful completion of PHED 140-145, 150-155, or 160-165 the student will:

1. improve the physiological efficiency of human development potential (cardiorespiratory efficiency, biomechanical efficiency, neuromuscular efficiency);
2. improve psychological well-being to enhance the achievement of personal integration (self-understanding, self-perception, catharsis, self-challenge);
3. improve social interaction to augment communication skills, group interaction skills, and cultural involvement (impression, teamwork, competition, leadership, movement appreciation).

FITNESS

140 LOW IMPACT AEROBICS

1 semester hour

2-0-1.

141 HIGH IMPACT AEROBICS

1 semester hour

2-0-1.

142 AEROBIC WALKING

1 semester hour

2-0-1.

143 JOGGING

1 semester hour

2-0-1.

144 AEROBIC WATER SKILLS

1 semester hour

2-0-1.

145 WEIGHT TRAINING

1 semester hour

2-0-1.

LIFETIME SPORTS

150 TENNIS/BADMINTON

1 semester hour

2-0-1

151 RACQUETBALL

1 semester hour

2-0-1

152 RECREATIONAL DANCE

1 semester hour

2-0-1

153 GOLF

1 semester hour

Additional fees may apply. 2-0-1.

154 GOLF AND BOWLING

1 semester hour

Additional fees may apply. 2-0-1.

155 SCUBA DIVING

1 semester hour

Additional fees may apply. 2-0-1.

156 TEAM SPORTS

1 semester hour

2-0-1

157 SWIMMING

1 semester hour

2-0-1

158 MARTIAL ARTS

1 semester hour

2-0-1

159 SNOW SKIING

1 semester hour

Additional fees may apply. 2-0-1.

OUTDOOR ADVENTURE

160 RAPPELLING/CLIMBING

1 semester hour

2-0-1

161 HIKING/ORIENTEERING

1 semester hour

2-0-1

162 CAMPING SKILLS

1 semester hour

Additional fees may apply. 2-0-1.

163 CANOEING/WHITE WATER RAFTING

1 semester hour

Additional fees may apply. 2-0-1.

164 BACKPACKING SKILLS

1 semester hour

Additional fees may apply. 2-0-1.

165 ALPINE TOWER CHALLENGES

1 semester hour

2-0-1.

PHYSICAL EDUCATION

211 INTRODUCTION TO PHYSICAL EDUCATION

1 semester hour

An overview of the field of physical education with emphasis placed on history, on current issues related to the discipline, and on career preparation. 3-0-3. (Fall) WC II

213 LIFEGUARDING AND LIFEGUARDING INSTRUCTOR

1 semester hour

Emphasis on developing competencies in American Red Cross Lifeguarding skills, including CPR and first aid, and preparation for authorization as an ARC Lifeguarding Instructor. Students may receive certification in ARC Lifeguarding, CPR for the Professional Rescuer, Instructor Candidate Training, and Lifeguarding Instructor. (Will substitute for Physical Dimensions of Wellness requirement) 3-1-3. (Spring)

214 SWIMMING AND WATER SAFETY INSTRUCTOR

1 semester hour

Emphasis on development of swimming skills directed toward becoming an American Red Cross Water Safety Instructor. Students may receive certifications in ARC swimming, Instructor Candidate Training, and preparation for authorization as an ARC Water Safety Instructor. (Will substitute for Physical Dimensions of Wellness requirement) 3-1-3. (Fall)

235 MOTOR LEARNING

1 semester hour

A study of basic concepts applicable to motor skill acquisition. Areas of study include variables affecting the learner (e.g., perception, attention, memory) and the learning environment (e.g., knowledge of results, practice, transfer of learning). 3-0-3. (Spring)

300 HEALTHFUL LIVING FOR ELEMENTARY EDUCATORS

1 semester hour

The integrated study of health, safety, and physical education in the elementary curriculum. The focus is on knowledge and applications of healthful living concepts through the development of healthy lifestyle attitudes and behaviors which address the individual needs of students. A field experience is required. 3-1-3. (Spring)

301 SCHOOL ACTIVITIES

3 semester hours

Methods, materials and techniques for instruction in recognizing, identifying, and applying a planned, sequential program in elementary physical education. A field experience is required. 3-1-3 (Fall, Spring)

303 INTRAMURALS

2 semester hours

Principles and ideas to effectively organize and administer intramural sports programs in various school settings. A field experience is required. 2-1-3

309 OFFICIATING

2 semester hours

Theories and techniques, both general and sport specific, designed to orient the student to the field of sports officiating. A field experience is required. 2-1-2.

310 OUTDOOR EDUCATION

3 semester hours

Designed to provide the student with practical knowledge as it relates to camping, hiking, backpacking and related basic wilderness survival skills. Fees may apply. A field experience is required. 3-1-3. (Fall)

331 CREATIVE MOVEMENT (K-12)

3 semester hours

Methods, materials and techniques for teaching movement and dance on the K-12 level. Emphasis is on creativity through movement exploration and dance. 3-0-3 (Fall)

335 KINESIOLOGY

3 semester hours

An examination of both the anatomical and biomechanical factors related to human performance. 3-0-3 (Fall)

336 THEORY AND TECHNIQUES OF COACHING

3 semester hours

An examination of issues relating to the coaching profession, including recruiting, motivation, ethics, public relations, and administrative responsibilities. 3-0-3 (Fall, even years)

341 THEORY AND TECHNIQUES OF TEAM SPORTS

3 semester hours

Methods, theories and techniques for teaching volleyball, softball, football, soccer and basketball on the K-12 level. 3-0-3 (Fall)

342 THEORY AND TECHNIQUES OF INDIVIDUAL AND DUAL SPORTS

3 semester hours

Methods, theories and techniques for teaching developmental gymnastics, tennis, track and field, badminton and golf on the K-12 level. 3-0-3 (Spring)

401 PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY

3 semester hours

This course examines various psychological parameters which influence sport behavior and performance. 3-0-3 (Fall, odd years)

402 ADAPTED PHYSICAL EDUCATION

3 semester hours

A study of the nature of physical education services, administration, and instructional processes; specific handicapping conditions; modification of activities, facilities, equipment and I.E.P.'s. A field experience is required. 3-0-3 (Spring)

408 EXERCISE PHYSIOLOGY

3 semester hours

A course designed to examine the human body's response to exercise. Typical areas include muscular adaptations, energy systems, environmental factors, nutritional guidelines, and various methods of physical training. 3-0-3. (Spring)

408 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION AND ATHLETICS

3 semester hours

This course deals with the administrative problems involved in the fields of athletics and physical education. 3-0-3. (Fall)

409 TESTS AND MEASUREMENTS

3 semester hours

The study of various tests and measurements used for assessment in health and physical education programs, with special attention given to elementary statistical procedures, test administration and principles of grading. 3-0-3. (Spring)

410 SOCIAL ISSUES IN SPORTS

3 semester hours

An introduction to the concept of sport in society. This course examines issues and patterns of social behavior as they relate to play, games, and sport. 3-0-3. (Spring) WC II

432 SECONDARY SCHOOL ACTIVITIES (METHODS OF TEACHING)

3 semester hours

Methods, materials, theory, practice, and program development in physical education on the secondary level. (A prerequisite to student teaching in physical education.) 3-0-3. (Fall, Spring)

495, 496 INDEPENDENT STUDY

1-6 semester hours each semester

Designed to enable a student to undertake a specific research or intern project of professional interest and need.

HEALTH EDUCATION

221 DIMENSIONS OF PERSONAL HEALTH

3 semester hours

The study of scientifically based, accurate, and current information relating to the development and maintenance of a life-long plan for personal health and wellness. 3-0-3. (Fall, Spring)

222 FIRST AID & CPR

3 semester hours

Basic knowledge and skills for emergencies and temporary care of injuries and sudden illness. Includes Red Cross certification in Adult/Infant/Child CPR. 3-0-3. (Fall, Spring)

223 SAFETY EDUCATION

3 semester hours

An introduction to teaching safety education in the school with emphasis on planned participation, observation, and the concepts and theories of accident prevention. 3-0-3. (Fall, odd years)

224 NUTRITION

3 semester hours

An examination of basic nutritional concepts including a study of weight control. Applications of nutrition in health education will be emphasized. 3-0-3. (Fall)

319 COMMUNITY HEALTH

3 semester hours

A course designed to study the individuals and processes involved in shaping local, state, and national health policies, as well as the delivery, utilization, and planning the health services in the U.S. 3-0-3. (Spring, odd years)

321 HEALTH EDUCATION FOR TEACHERS

3 semester hours

Methods and materials for the classroom instruction in health and safety for the teacher. A field experience is required. 3-1-3. (Fall)

322 HELPING RELATIONSHIPS FOR HEALTH SCIENCE

3 semester hours

An introduction to using the skill models in effective human relations. Emphasis will be placed on understanding the mental health needs of individuals in the school, the home, and society. A field experience is required. 3-1-3. (Spring, even years)

400 COMPREHENSIVE HEALTH EDUCATION

3 semester hours

A course designed to integrate and apply the principles of health education for grades K-12. Emphasis will be on content selection and methodologies appropriate for the total program. Selected current issues in health will also be a focal point. A field experience is required. 3-1-3. (Spring, even years)

401 DRUG/ALCOHOL EDUCATION

3 semester hours

A study of the sociological, psychological and physiological aspects of drug and alcohol abuse as they impact upon the individual, family and society. 3-0-3. (Fall) WC II

402 SEXUALITY/SEX EDUCATION

3 semester hours

A study of human sexuality education including comprehensive knowledge and sex education methodology for effective communication with children and youth. 3-0-3. (Spring)

422 FIRST AID INSTRUCTOR'S COURSE

3 semester hours

American Red Cross instructor's course designed to qualify students as American Red Cross instructors in Standard First Aid and community Cardiopulmonary Resuscitation (Adult, Infant, Child CPR). 3-0-3. Prerequisite: PEED 122. (Spring)

431 PROBLEMS IN HEALTH EDUCATION

3 semester hours

Advanced study of personal and community health problems, environmental health, family living, and mental and emotional health. 3-0-3. (Fall, even years)

433 ORGANIZATION/ADMINISTRATION/EVALUATION IN HEALTH SCIENCE

3 semester hours

A course designed to develop competencies in organizing, administering and evaluating a school health program. 3-0-3 (Fall, even years)

495, 496 INDEPENDENT STUDY

1-6 semester hours each semester

Designed to enable a student to undertake a specific research or intern project of professional interest and need.

ATHLETIC TRAINING

225 TECHNIQUES IN ATHLETIC TRAINING

3 semester hours

An introductory course to the field of Athletic Training. The course will focus on treatment, diagnosis, and rehabilitation of athletic injuries. 3-1-3. (Fall)

324 EVALUATION AND RECOGNITION OF LOWER EXTREMITY INJURIES

3 semester hours

This course will concentrate on the areas of evaluation and recognition of techniques for orthopedic musculoskeletal injuries of the lower extremity. Prerequisite: ATTR 225. 3-1-3 (Fall)

325 EVALUATION AND RECOGNITION OF UPPER EXTREMITY INJURIES

3 semester hours

This course will concentrate on evaluation and recognition techniques for orthopedic musculoskeletal injuries of the upper extremity. 3-1-3. (Spring)

332 REHABILITATION AND CONDITIONING OF ATHLETIC INJURIES

3 semester hours

This course will concentrate on rehabilitation and conditioning athletic injuries and the modalities to treat such injuries. Prerequisite: ATTR 325. 3-1-3 (Spring)

342 ORGANIZATION AND ADMINISTRATION OF ATHLETIC TRAINING

3 semester hours

A course designed to expose the student to the organizational and administrative demands of the athletic training settings. Special emphasis will be placed on medical terminology used in allied health professions. 3-0-3 (Fall) WC II

402 ATHLETIC TRAINING PRACTICUM

3 semester hours

This course will provide the student with the opportunity to associate cognitive learning with the practical skills needed by the athletic trainer. The student will be expected to demonstrate specific skills used in a comprehensive athletic training program. 3-1-5 (Fall)

404 MODALITIES IN ATHLETIC TRAINING

3 semester hours

A course to provide the student with a basic understanding of the underlying principles supportive of the use of therapeutic modalities, including physiological effects of different modalities and how they work as therapeutic agents. 3-1-5 (Spring)

430 ATHLETIC TRAINING SEMINAR

3 semester hours

This course will summarize the experiences the student has learned and demonstrated within athletic training program and will serve as final preparation for the National Athletic Trainer's Certification Exam. 3-0-3 (Spring)

SPORT MANAGEMENT

218 PRINCIPLES OF SPORT MANAGEMENT

3 semester hours

An overview of the field of sport management with emphasis placed on history, philosophy, ethics, program evaluation, current trends, and career opportunities. 3-0-3 (Fall)

303 SPORT PROGRAMMING, MANAGEMENT IMPLEMENTATION

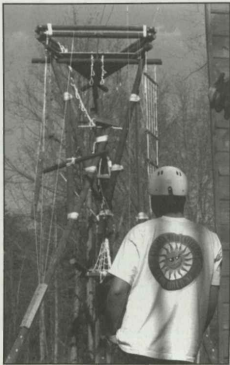
3 semester hours

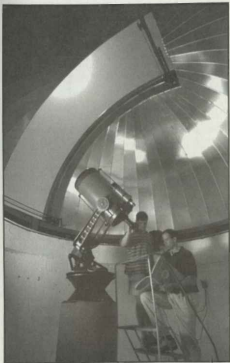
This course will examine topics required for the successful administration of sports programs including, but not limited to, marketing, fundraising, tournament planning, public and media relations, and conflict resolution. 3-0-3 (Spring)

497 INTERNSHIP IN SPORT MANAGEMENT

12 semester hours

This course provides the student an opportunity to experience a specific professional interest. (Fall, Spring, Summer)





DEPARTMENT OF MATHEMATICAL SCIENCES

Chair: Associate Professor R. Bass

Professors: D. Batten, G. Bortone

Assistant Professors: L. Dolynskiy, L. Han, J. Johnson, P. Kemp

Instructors: T. Hoyle, B. Torrell

STATEMENT OF PURPOSE

The Department of Mathematical Sciences fully supports the mission statement of the university: "to provide learning of distinction in the liberal arts and professional studies within a caring community based on Christian principles and values." The Department purposes to contribute to this mission by

- striving to provide excellence in instruction;
- providing the essential computational and analytical reasoning skills of a liberal arts education, through the Basic Course requirements in mathematics;
- refining those skills in students taking further mathematics and computer science courses;
- assisting in the preprofessional development of teachers of mathematics in the elementary and secondary schools; and
- preparing students for advanced studies and professions in mathematics, computer science and engineering.

DEGREES OFFERED

The department offers the Bachelor of Science degree in the following majors:

- (1) Mathematics,
- (2) Mathematics with teacher licensure, and
- (3) Computer Science.

DUAL-DEGREE PROGRAM IN ENGINEERING

Coordinator: Bass

Gardner-Webb University in cooperation with the schools of engineering at Auburn University and the University of North Carolina - Charlotte offers a dual-degree program in mathematics and engineering. A participant in this program will attend Gardner-Webb University for approximately three academic years and the School of Engineering at either Auburn University or UNC-Charlotte for approximately two academic years. After completing the academic requirements of the cooperating institutions, the student will be awarded a bachelor's degree in mathematics from Gardner-Webb University and a bachelor's degree in the chosen engineering specialty from either Auburn University or UNC-Charlotte.

A handbook describing this program may be obtained by contacting the Registrar or the Chair of the Department of Mathematical Sciences.

MATHEMATICS MAJOR REQUIREMENTS

The Basic Course Requirements must be satisfied.

A major in Mathematics requires 33 semester hours of mathematics selected as follows:

- (1) MATH 151, 152, 230 and 251 (total of 15 hours);
- (2) at least three courses chosen from MATH 302, 312, 403 and 404 (at least 9 hours); and
- (3) any other mathematics courses numbered over 300.

Minor

The minor must be taken in a discipline other than mathematics.

MATHEMATICS MAJOR WITH TEACHER LICENSURE REQUIREMENTS

The Basic Course Requirements must be satisfied. The Quantitative Dimension must be satisfied with Math 105.

A major in Mathematics with preparation for secondary (9 - 12) teacher licensure requires:

- 32 additional hours in mathematics and computer science, as follows:

- MATH 151, 152, 230, 302, 303, 304, 310, 404 (26 hours);
- CSCI 160 (3 hours); and
- one additional mathematics course numbered over 250 (3 hours).

- and, a minor consisting of the following courses -

- Mathematics Education 432;
- Education 201, 301, 313, 325, 440 and 450; and
- Psychology 302 and 303.

Note: Student teaching will become a 15-week experience during the 2000-2001 academic year and licensure programs will be under revision as this transition is made. Students' courses of study will be monitored carefully to ensure programmatic continuity during the transition.

Students will not be permitted to complete more than 50% of the Professional Education minor until they are formally admitted to the Teacher Education Program.

COMPUTER SCIENCE MAJOR REQUIREMENTS (CSCI)

The Basic Course Requirements must be satisfied. The Quantitative Dimension must be satisfied with MATH 151. (Chemistry or Physics is recommended to satisfy the Dimension of Scientific Inquiry.)

A major in Computer Science requires 33 semester hours. These hours must include CSCI 201, 205, 301, 360, 361, 380, 411, 433 and 460; Math 302 or 311; and one additional course chosen from CSCI 440, 450, 470, or MATH 170.

Minor

The minor must be taken in any discipline other than Computer Science or Management Information Systems.

MINORS OFFERED BY THE DEPARTMENT

A minor in Mathematics requires 17 semester hours of mathematics courses, including MATH 251 and 152, and at least two courses numbered over 225.

A minor in Computer Science requires 15 semester hours of computer/science

courses, and requires the Quantitative Dimension of the Basic Course Requirements be satisfied with MATH 151.

DESCRIPTION OF COURSES

MATHEMATICS

099 Basic Mathematical Skills I

0 semester hours

A study of selected topics from arithmetic emphasizing why algorithms work as well as how they work and exploring applications as time permits. No college credit is given for this course. 3-0-0 (Fall)

100 Basic Mathematical Skills II

3 semester hours

A study of selected topics from algebra emphasizing the connectivity from arithmetic to algebra and examining applications as time permits. Counts as an elective; will not count toward Basic Course Requirements. 3-0-3 (Fall & Spring)

101 SETS AND LOGIC

3 semester hours

A study of sets, the operations of sets, logic and its application to mathematics. 3-0-3 (Note: this course will no longer be offered after Spring 2000 semester.)

105 FUNDAMENTALS OF STATISTICS AND PROBABILITY

3 semester hours

An introduction to statistical analysis with applications, hypothesis formulation and testing, and introductory principles of probability. The purpose of this course is to prepare the student to converse in the statistical language of business and the social sciences. Additionally, the course is designed to give the quantitative, computational and problem solving skills necessary for those areas, but applicable to in a wide range of life experiences. 3-0-3 (Fall and Spring)

110 FINITE MATHEMATICS

3 semester hours

A study of topics related to elementary matrix algebra, systems of equations and inequalities, linear programming, and the mathematics of finance. The purpose of this course is to prepare the student to converse in the language of linear mathematics and matrices, and the mathematics of finance fundamental to the studies in business and the social sciences. Additionally, the course is designed to give the quantitative, computational and problem solving skills necessary for those areas, but applicable to in a wide range of life experiences. 3-0-3 (Fall and Spring)

150 PRECALCULUS

3 semester hours

A study of algebraic, trigonometric, exponential and logarithmic functions and their applications. The purpose of this course is to introduce the student to the elementary concepts of the mathematical analysis of functions foundational to studies in Calculus and the natural sciences. Additionally, the course is designed to give the quantitative, computational and problem solving skills necessary for those areas, but applicable to a wide range of life experiences. (This course was formerly numbered 113.) 3-0-3 (Fall and Spring)

151 CALCULUS I

4 semester hours

The graphical and numerical study of the analytic operations of limiting, differentiating and integrating functions and their symbolic application to algebraic, trigonometric, exponential and logarithmic functions. The purpose of this course is to prepare the student to converse in the language of the mathematical analysis of functions fundamental to the studies in higher mathematics and the physical sciences. Additionally, the course is designed to give the quantitative, computational and problem solving skills necessary for those areas, but applicable to a wide range of life experiences. 4-0-4 (Fall and Spring)

152 CALCULUS II

4 semester hours

A study of the applications and techniques of integration; infinite sequences and series of calculus and functions; and analytic geometry of the two and three dimensions. 4-0-4 (Spring)

204 MATHEMATICS FOR ELEMENTARY TEACHERS I

3 semester hours

A study of real numbers, probability, statistics, geometry, and algebra and the use of the computer with emphasis on understanding the concepts needed to teach elementary mathematics. Prerequisite: Core Mathematics requirement. 3-0-3 (Fall)

205 MATHEMATICS FOR ELEMENTARY TEACHERS II

3 semester hours

A study of logic, methods of proof, problem solving, geometry and congruence with emphasis on the concepts needed to teach elementary mathematics. Prerequisite: Mathematics 204 or approval of the department chair. 3-0-3 (Spring)

219 CALCULUS FOR BUSINESS AND SOCIAL SCIENCES

3 semester hours

A study of differentiation and integration with applications to business and the social sciences. Prerequisite: Mathematics 150 or permission of the department chair. 3-0-3 (on demand)

230 FOUNDATIONS OF HIGHER MATHEMATICS

3 semester hours

A survey of the concepts of symbolic logic and set theory, together with an introduction to proof techniques. This course is designed to prepare the student for the study of abstract mathematics. 3-0-3 (Spring)

251 CALCULUS III

4 semester hours

A study of the calculus of functions of several variables and vector-valued functions. 4-0-4 (Fall)

302 LINEAR ALGEBRA

3 semester hours

A study of vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. Prerequisite: Mathematics 151. 3-0-3. (Fall of odd years) WL II

303 MODERN COLLEGE GEOMETRY

3 semester hours

A study of elementary geometry from an advanced standpoint, evaluations and criticisms of Euclidean geometry, non-Euclidean and analytic geometry, and some topics in modern geometry. Prerequisite: Mathematics 152 and 240. 3-0-3. (Spring of even years)

304 HISTORY OF MATHEMATICS

3 semester hours

A study of the development of mathematics, together with a study of the lives and contributions of leading mathematicians. Prerequisite: Mathematics 151. 3-0-3. (on demand)

310 NUMBER THEORY

3 semester hours

A study of number theory including Euclid's algorithm, prime numbers, indeterminate problems, and Diophantine equations, congruences, and numerical functions. Prerequisite: Mathematics 151 and 230. 3-0-3 (Spring of odd years)

311 DISCRETE MATHEMATICS

3 semester hours

A study of elementary combinatorics, graph theory, Boolean algebra, tree building, mathematical induction, networks, and automata. Prerequisite: Mathematics 151. 3-0-3. (Fall of even years)

312 INTERMEDIATE ANALYSIS

3 semester hours

A study of basic ideas and techniques of analysis for real-valued functions of an arbitrary number of real variables. Prerequisite: Mathematics 230 and 251. 3-0-3. (Fall of odd years)

321 CALCULUS AND ANALYTIC GEOMETRY III

3 semester hours

A study of infinite series, conics, polar coordinates, and vector geometry. Prerequisite: Mathematics 222. 3-0-3. (This course will not be offered after fall 1999.)

322 MULTIVARIABLE CALCULUS

3 semester hours

A study of functions of several variables, multiple integration, and vector analysis. Prerequisite: Mathematics 321. 3-0-3. (This course will not be offered after spring 2000.)

370 NUMERICAL METHODS

3 semester hours

A study of numerical methods including interpolation and extrapolation, roots of equations, solutions of systems of equations, curve fitting and numerical integration. Prerequisite: Computer Science 201 and Mathematics 302, 351. 3-0-3. (Spring of odd years)

400 MATHEMATICAL STATISTICS

3 semester hours

A study in the theory of probability set functions, distributions of random variables and functions, estimations, testing of hypotheses, and analysis of variance and covariance. Prerequisite: Mathematics 309 and 351. 3-0-3. (Fall of even years)

401 INTRODUCTORY TOPOLOGY

3 semester hours

A study of metric spaces, topological spaces, connected topological spaces, and compact topological spaces. Prerequisite: Mathematics 230 and 251. 3-0-3. (Spring of even years)

403 DIFFERENTIAL EQUATIONS

3 semester hours

A study of ordinary differential equations and systems with applications. Prerequisite: Mathematics 251. 3-0-3. (Spring of even years)

404 MODERN ABSTRACT ALGEBRA

3 semester hours

A study of algebraic structures including groups, rings, integral domains, and fields. Prerequisite: Mathematics 152 and 190. 3-0-3 (Fall of even years)

441 FUNCTIONS OF A COMPLEX VARIABLE

3 semester hours

A study of the geometric and analytic properties of harmonic and holomorphic functions of a single complex variable. 3-0-3 (Spring of odd years)

495,496 INDEPENDENT STUDY

3 semester hours each

Prerequisite: Approval of the department chair and academic dean.

MATHEMATICS EDUCATION

330 METHODS OF TEACHING MATH (K-6)

3 semester hours

Planning, tracking and evaluating mathematics in the elementary school. Supervised field experiences are required. (For elementary education majors only.) Prerequisite: Mathematics 204. 3-0-3. (Spring)

432 METHODS OF TEACHING MATH (9-12)

3 semester hours

A study of the principles and objectives of secondary mathematics, general and specific teaching techniques, organization of content material, and enrichment materials. Supervised field experiences are required. 3-0-3. (On demand)

COMPUTER SCIENCE

160 INTRODUCTION TO COMPUTER CONCEPTS

3 semester hours

A general introduction to computers and operating systems, with applications to word processing spreadsheets, databases, and Internet. (Cross-Listed as MCIS 251). (Elective credit for CSCE majors.) 3-0-3.

201 PROGRAMMING LANGUAGE I

3 semester hours

A first language course in computers that introduces students to programming, programming logic, and structured programming methods. Utilizes a block structured language such as Pascal, Modula 2 or Scheme to teach programming concepts. (Cross-Listed as MCIS 201) 3-0-3.

385 C PROGRAMMING LANGUAGE*3 semester hours*

An introduction to the language syntax, style, and design of C programs. Emphasizes the use of C for low-level design and graphics, including extensions to C++. Prerequisite: CSCJ 301. 3-0-3.

391 SURVEY OF PROGRAMMING LANGUAGES*3 semester hours*

Introduction to the history and design of programming languages. The applicability of languages to special uses such as Fortran, Pascal, Ada, Oberon, Object Pascal, C++, Smalltalk. Examination of the modern concepts of object-orientation and functional programming. Prerequisite: CSCJ 301. (Cross-Listed as MGIS 423) 3-0-3.

390 ASSEMBLY LANGUAGE PROGRAMMING AND ARCHITECTURE*3 semester hours*

Low-level programming in assembly language and an introduction to principles of hardware design. Prerequisite: CSCJ 301. 3-0-3.

361 OPERATING SYSTEMS AND COMPUTER ARCHITECTURE*3 semester hours*

Survey operating systems and principles of operating systems. Examine principles of UNIX design and programming. Prerequisite: CSCJ 360. 3-0-3.

360 DATA STRUCTURES AND ALGORITHM ANALYSIS*3 semester hours*

A study of basic data structures, graphs, algorithm design and analysis, memory management, and system design. Prerequisite: CSCJ 301 (CSCJ 395 is recommended for CSCJ majors.) (Cross-Listed as MGIS 360) 3-0-3.

411 SOFTWARE ENGINEERING*3 semester hours*

The study of structured programming, systems analysis, and systems design techniques. Topics include top-down design, software design metrics, project management, program correctness, and the use of computer-aided software engineering (CASE) and configuration management tools. Problems of software engineering and design for graphical user interfaces are discussed. Prerequisite: CSCJ 301 and CSCJ 431. (Cross-Listed as MGIS 421)

433 DATABASE MANAGEMENT*3 semester hours*

Apply design principles learned in Data Structures to relational and object-oriented data base management systems. Prerequisite: CSCJ 360. (Cross-Listed as MGIS 433) 3-0-3.

440 ARTIFICIAL INTELLIGENCE*3 semester hours*

Basic concepts and techniques of artificial intelligence. Natural language, search strategies and control, and applications. Prerequisite: CSCJ 360. 3-0-3.

450 COMPILER DESIGN*3 semester hours*

Principles of compiler construction and the building of operating systems. Prerequisite: CSCJ 360 and CSCJ 361. 3-0-3.

460 DATA COMMUNICATIONS AND NETWORKING

3 semester hours

Introduction to concepts of computer network operating systems, telephony, routing, packets, and distributed processing. Prerequisite: CSCI 403 (CSCI 460 and 461 are recommended for CSCI majors.) (Cross-Listed as MGIS 460) 3-0-3.

470 TOPICS IN COMPUTER SCIENCE

3 semester hours

A specialized study of various computer science developments. Topics will vary from semester to semester. Students will be allowed to take the course more than once.

497, 499 INTERSHIPS IN COMPUTER SCIENCE

3 semester hours each

By special arrangement with the approval of the department chair.

ENGINEERING

101 INTRODUCTION TO ENGINEERING

An introduction to engineering disciplines, engineering principles, the application of engineering principles to system analysis and design, and the responsibilities and obligations of the engineering professions. 1-0-1. (on demand)



DEPARTMENT OF NATURAL SCIENCES

Chair: Professor T. Jones

Professors: L. Brown, B. Barkett, S. Parrish

Assistant Professors: T. English, M. Wright, T. Zehnder

Instructor: S. Manshan

The goals of the department are:

- (1) To familiarize students with the major concepts of science and the specific vocabulary associated with each concept
- (2) To develop in the students an understanding of science and how it relates to their lives
- (3) To develop a sense of responsibility toward the global environment, and to stimulate an awareness of the fragile interrelationships within ecosystems
- (4) To stimulate critical thinking in science
- (5) To present the aesthetics of nature
- (6) To develop within the student majors a background sufficient for employment in a science related career, pursuit of graduate work in science, entrance into a professional program such as medicine, dentistry, medical technology and other professional careers, and teaching on the secondary level.

The department offers a Bachelor of Science degree in the following majors:

- (1) Biology
- (2) Biology with teacher licensure
- (3) Chemistry
- (4) Chemistry with teacher licensure
- (5) Medical Technology in cooperation with Carolina Medical Center and Wake Forest University School of Medicine

BIOLOGY MAJOR REQUIREMENTS

A major in Biology requires 30 semester hours above the core requirement in Biology courses numbered 200 and above, including an animal science (Biology 201, 202, or 313), a plant science (Biology 207 or 320), a molecular science (Biology 301, 351, or 421), ecology (Biology 403), 12 hours of department approved Biology electives and 2 hours of seminar.

Biology chosen as a secondary major must meet all the requirements of the primary major.

MINOR

A student may take any minor offered by the University.

ADDITIONAL REQUIREMENTS/RECOMMENDATIONS

In addition to Chemistry 111 in the core, Chemistry 112, 201 and 202 are required. Math 151 is recommended to majors taking Math 105 and 150 in the core. Preprofessional students should take Physics 201 and 202 in preparation for professional admission tests.

BIOLOGY MAJOR WITH TEACHER LICENSURE REQUIREMENTS

A major in Biology with secondary teacher licensure requires 30 semester hours above the core requirements in Biology courses numbered 202 and above, including an animal science (Biology 201, 202, or 313), a plant science (Biology 307 or 320), a molecular science (Biology 301, 351, or 422), ecology (Biology 402), anatomy and physiology (Biology 203, 204), practicum (Biology 385), 1 hour of seminar and 4 hours of department approved Biology electives.

PROFESSIONAL EDUCATION MINOR

Education 201, 301, 316, 325, 401, 432, 440, 450, Psychology 302 and 303. Student teaching will become a 15-week experience during the 2000-2001 academic year and licensure programs will be under revision as this transition is made. Students' courses of study will be monitored carefully to ensure programmatic continuity during the transition. Students will not be permitted to complete more than 50% of the Professional Education minor until they are formally admitted to the Teacher Education Program.

ADDITIONAL REQUIREMENTS

Chemical 111, 112, 201, 202, Math 151 in addition to Math 109 and 150 in the core, Health 221 and 6 hours of literature.

CHEMISTRY MAJOR REQUIREMENTS

A major in Chemistry requires 30 semester hours. The major courses are organic (201,202), analytical (301,302), physical (401,402), biochemistry (422), and two semesters of chemistry seminar.

Chemistry chosen as a secondary major must meet all the requirements of the primary major.

MINOR

A student may take any minor offered by the University.

ADDITIONAL REQUIREMENTS

Math 151 if not taken in the core, Chemistry 112, Physics 201-202 or 203-204, Chemistry 311 and Biology 101 or 104 should be taken in the core.

CHEMISTRY MAJOR WITH TEACHER LICENSURE REQUIREMENTS

A major in Chemistry with secondary teacher licensure requires 30 semester hours. The major courses are organic (201,202), analytical (301,302), physical (401,402), biochemistry (422), chemistry practicum (385), and one hour of chemistry seminar.

PROFESSIONAL EDUCATION MINOR

The minor consists of Education 201, 301, 316, 325, 401, 432, 440, 450 Psychology 302 and 303. Student teaching will become a 15-week experience during the 2000-2001 academic year and licensure programs will be under revision as this transition is made. Students' courses of study will be monitored carefully to

ensure programmatic continuity during the transition. Students will not be permitted to complete more than 50% of the Professional Education minor until they are formally admitted to the Teacher Education Program.

ADDITIONAL REQUIREMENTS

Math 151 if not taken in the core, Chemistry 112, Physics 201-202 or 203-204, Health 221 and 6 hours of literature. Chemistry 111 and Biology 103 or 104 should be taken in the core.

MEDICAL TECHNOLOGY MAJOR REQUIREMENTS

Coordinator: S. Parrish

Gardner-Webb University is affiliated with the Wake Forest University School of Medicine at Wake Forest University and with Carolinas Medical Center whereby students may earn the Bachelor of Science degree in medical technology.

Students must apply directly to the clinical facilities for admission in the first semester of the junior year. Admission is granted by the clinical facilities based on university transcript, recommendations and personal interview conducted by the clinical facilities.

Students accepted by either of the clinical facilities will complete three years at Gardner-Webb with a minimum of 96 hours and the final year of study, a full calendar year, at the clinical facility. Transfer students must earn a minimum of 30 hours at Gardner-Webb before entering the clinical facility program. After completion of the medical technology program at the clinical facility, the student will graduate with a baccalaureate degree from Gardner-Webb and will receive a certificate from the clinical facility. Final certification as medical technologist will be completed upon the passage of an examination given by a national certifying agency.

The program of medical technology at the Bowman Gray School of Medicine or the Carolinas Medical Center Hospital takes the place of the major. Thirty-two hours are accepted by Gardner-Webb from the clinical facility to meet graduation requirements.

MINOR

The minor for the program consists of the following courses: Biology 203, 204, 306, and 411.

ADDITIONAL REQUIREMENTS / RECOMMENDATIONS

Chemistry 112, 204 and 307 are required. Biology 103, Chemistry 111, Mathematics 103 and 150 are required in the core. Physics 103, or 301/302, Biology 303 and 422 are recommended.

PHYSICIAN ASSISTANT

Gardner-Webb has maintained a long standing relationship with Wake Forest University School of Medicine's Physician Assistant Program. The University maintains an affiliation with the Wake Forest program but does not guarantee acceptance into their program. A student proposing to become a Physician Assistant should expect to graduate from Gardner-Webb's carefully planned Physician Assistant track with a Biology or Chemistry major. The student will then be well prepared to apply to Wake Forest School of Medicine's Physician Assistant Program or any similar program throughout the nation. Gardner-Webb works closely with the Wake Forest Physician Assistant Staff to maintain a curriculum

that will prepare students well for application to their Masters degree program.

Students pursuing a career as a Physician Assistant should take, in addition to the core courses for the B.S. Degree, Biology 201, 204, 206, 301, 422 among the 30 hours of biology required for the major. Additionally the student should take Nursing 111, Chemistry 111, 112, 201, 202, Math 105 and 150 are taken in the core.

PHYSICAL THERAPY

Gardner-Webb does not offer a program in physical therapy. However, students desiring to enter a physical therapy program may complete the basic curriculum requirements at Gardner-Webb for admission to a physical therapy program. Interested students should contact the university of choice directly. The basic courses for most university physical therapy programs include 8 hours each of chemistry, biology, physics and 3 hours each of algebra and statistics along with other university requirements. Successful applicants have average GPAs of 3.3 on a 4.0 scale. Many of the physical therapy programs are on the master's level which requires a bachelor's degree prior to admission.

MINORS OFFERED BY THE DEPARTMENT

A minor in Biology requires 16 semester hours including Biology 101, Biology 402 and selections from two of the following three categories: animal science (Biology 201, 202, 315), plant science (Biology 201, 301), and cellular biology (Biology 301, 342, 422).

A minor in Chemistry requires 16 semester hours consisting of Chemistry 112, 101, 202, and a 4 semester hour chemistry elective (chemistry 301 is the recommended course). Chemistry 111 must be taken in the core.

A minor in Health Science requires 16 semester hours consisting of Biology 201, 204, 310, and 104. Chemistry 103 or 111 must be taken in the core.

A minor in Physical Science requires 16 semester hours consisting of Chemistry 111, Geology 101 or Geology 105, Physics 201, and one of the following Physics 202, Chemistry 112, Geology 101, Physics 104.

A minor in General Science requires 16 semester hours above the core science requirement. The students will select four hours from each of the four areas available: Chemistry 103 or higher, Geology 101 or higher, Physics 103 or higher and any biology course numbered 200 or higher.

DESCRIPTION OF COURSES

BIOLOGY

101 HUMAN BIOLOGY

4 semester hours

An introduction to the biology of the human organism with emphasis on contemporary issues in human biology as well as traditional structure and function of major body systems. 1-3-4. F, S, Su.

103 GENERAL BIOLOGY

4 semester hours

Introduction to the principles of biology including ecology, biological chemistry, cellular biology, genetics, reproduction, and development. Laboratory investigations are designed to supplement and enhance the classroom lecture activities. 1-3-4. F, S, Su-L.

104 ENVIRONMENT

4 semester hours

Introduction to the principles of ecology with a primary focus on man's direct and indirect influences on his surroundings. Emphasis on current and local concerns. Laboratories focus on methods of sampling, field observations, and methods of examining resource allocation. 3-3-4 F,S,Sa.

105 MICROBIOLOGY FOR THE HEALTH SCIENCES

4 semester hours

A study of the biology of microorganisms with special focus on the organisms of human disease and on the techniques of microbiology that are appropriate to the health sciences. (Not for Biology majors.) 3-3-4 F

201 INVERTEBRATE ZOOLOGY

4 semester hours

Phylogenetic survey of invertebrates, with emphasis on systematics, morphology, and ecology. Field work, individual term projects. Prerequisite: one semester of general biology or permission of instructor. 3-3-4, F, odd years.

202 VERTEBRATE ZOOLOGY

4 semester hours

Systematic study of the vertebrates with emphasis on morphology, physiology, and ecology. Field study, laboratory exercises in morphology. Prerequisite: one semester of general biology or permission of instructor. 3-3-4, S, even years.

203, 204 HUMAN ANATOMY AND PHYSIOLOGY I AND II

4 semester hours each semester

Survey of basic structure and function of the human body. Levels of organization and homeostatic mechanisms. (Not for biology majors except by permission of instructor.) Biology 203, 3-2-4, F, Sa-L. Biology 204, 3-2-4, S, Sa-2.

206 GENERAL MICROBIOLOGY

4 semester hours

Introduction to microbiology and immunity. Applications to medicine, industry, and agriculture will be included. 3-3-4, S.

207 PLANT DIVERSITY

4 semester hours

Systematic survey of the plant kingdom with emphasis on evolutionary changes in morphology, reproductive strategies, cellular development, and anatomy. 3-3-4, F, even years.

301 GENETICS

4 semester hours

Study of principles of heredity (including molecular and population genetics), their significance in human inheritance, plant and animal breeding, and evolution. Prerequisite: Biology 103 and Chemistry 201 or permission of instructor. 3-3-4, F.

310 NUTRITION

4 semester hours

Biochemical basis of how the body uses food. Relationship of nutrition to health. Practical aspects of obtaining, storing, and preparing food for maximum nutrition. Nutrition through the life cycle. Diet. 3-3-4, S, even years.

315 GENERAL AND COMPARATIVE ANIMAL PHYSIOLOGY

4 semester hours

Survey of how animals solve fundamental physiological problems. Emphasis on homeostatic mechanisms. Examples from molecular, cellular, systems, and organismic levels, using both invertebrates and vertebrates. Prerequisites: Biology 103 and Chemistry 201. 3-3-4. F, even years.

320 PLANT SYSTEMATICS

4 semester hours

Synonymic study of vascular plants with emphasis on the seed plants. Lecture is predominantly analyzing evolutionary morphological characteristics and classical taxonomy. Laboratory work is field-oriented and includes collection and identification of specimens. Prerequisite: Biology 207. 3-3-4. S, odd years.

335 PATHOPHYSIOLOGY

3 semester hours

Study of alterations in normal body structure and function associated with various disease processes. Not for biology majors. 3-0-3. Offered on demand.

352 CELL BIOLOGY

4 semester hours

Survey of cellular structure and function with emphasis on current methods of studying cells. Prerequisites: Biology 103 and Chemistry 201 OR permission of the instructor. 3-3-4. S, even years.

385, 386 PRACTICUM IN LIFE SCIENCES

2 semester hour each semester

Practical experience in designing, setting up, and teaching laboratory. Recommended for all biology majors, and required for those planning to teach. No more than two hours credit may be used toward filling major requirements. Prerequisite: approval of department chair and laboratory instructor(s). 0-6-1, 0-6-1. Offered by arrangement.

391, 392, 491, 492 BIOLOGY SEMINAR

1 semester hour each semester

Directed reading, study, and discussion designed to re-emphasize the fundamental principles of biology, to correlate and summarize the course work of the major program and related fields, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391 and 392, and seniors in 491 and 492. 1-0-1. F, S, WLI.

402 ECOLOGY

4 semester hours

Study of the interaction of organisms and their adaptations to their physical environments. The ecosystem approach is emphasized along with population and community ecology. Prerequisites: Biology 103 and either Biology 201, 302, 307, or 320. 3-3-4. F.

404 DEVELOPMENTAL BIOLOGY

4 semester hours

Study of the basic developmental processes including fertilization, differentiation, morphogenesis, embryogenesis, growth, and aging. Selected examples drawn from microorganisms, plants, invertebrates, and vertebrates. Prerequisites: Biology 301 and Chemistry 201. 3-3-4. S, odd years.

405 TOPICS IN ADVANCED BIOLOGY

3 or 4 semester hours

Study of specific areas in biology not covered by other upper-level courses. Course content will vary and will reflect student and faculty interests. Prerequisite: Biology 103 and permission of instructor. 3-3-4 or 3-0-1. Offered on demand.

411 IMMUNOLOGY

4 semester hours

Study of mammalian immune system with emphasis on human immunology. Theoretical and practical aspects will be considered. Diagnostic, therapeutic, and research applications of immunology will also be included. Prerequisite: Chemistry 302. 3-3-4. S, odd years.

422 BIOCHEMISTRY

4 semester hours

Survey of biologically important molecules, metabolisms. Prerequisite: Chemistry 302 with minimum grade of C. 3-3-4. F.

495, 496 INDEPENDENT STUDY

1 to 3 semester hours each semester

Individual work planned to meet the need and interests of qualified students. Time and credits by arrangement in semester prior to term in which work is done.

CHEMISTRY

Department of Natural Sciences / Chemistry and Physics

103 INTRODUCTORY CHEMISTRY

4 semester hours

Recommended for nonscience and nursing majors. Emphasis on application of the basic principles of chemistry. Prerequisite: placement out of Mathematics 100 (or its equivalent for transfer students) and no previous college credit for chemistry with a grade of C or higher. 3-3-4. F, Su.

111 GENERAL CHEMISTRY I

4 semester hours

Recommended for first-year science and mathematics majors. The first of a two-semester comprehensive coverage of the fundamental laws and theories of chemistry: history, measurements, mathematical manipulations, dimensional analysis, formula writing and nomenclature, thermochemistry, gas laws, quantum theory of electronic structure, chemical bonding, and physical properties. Prerequisite: Mathematics, Advanced High School Algebra. (This course may not be used with Chemistry 103 to meet basic science course requirements.) 3-3-4. F.

112 GENERAL CHEMISTRY II

4 semester hours

Continuation of Chemistry 111: solutions, chemical spontaneity, equilibria, reaction rates and kinetics, acids-base behavior, redox reactions, nuclear chemistry, and organic or inorganic reactions. Prerequisite: Chemistry 111 with minimum grade of C. 3-3-4. S.

201, 202 ORGANIC CHEMISTRY I AND II

4 semester hours each semester

Comprehensive coverage of the reactions and structures of aliphatic and aromatic compounds. Laboratory involves typical compound preparations. Prerequisite: Chemistry 112

with minimum grade of C. Continuation in Chemistry 302 requires minimum grade of C in Chemistry 201. 3-3-4, 3-3-4. 201, F; 202, S.

301, 302 ANALYTICAL CHEMISTRY I AND II

4 semester hours each semester

Classical and modern methods of chemical and instrumental analysis. Prerequisite: Chemistry 112; prerequisite or corequisite Chemistry 201. 3-3-4, 301, F, even years; 302, S, odd years.

385, 386 PRACTICUM IN CHEMISTRY

1 semester hour each semester

Practical experience in designing, setting up, and teaching laboratory. Recommended for all chemistry majors, and required for those planning to teach. No more than two hours credit may be used toward filling major requirements. Prerequisite: approval of department chair and laboratory instructor(s). 0-6-1, 0-6-1. Offered by arrangement.

391, 392, 491, 492 CHEMISTRY SEMINAR

1 semester hour each semester

Directed reading, study, and discussion designed to re-emphasize the fundamental principles of chemistry, to correlate and summarize the course work of the major program and related fields, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and seniors in 491, 492. Each course 1-0-1. F, S, WLL

401, 402 PHYSICAL CHEMISTRY I AND II

4 semester hours each semester

Application of laws of physics and mathematics to chemistry; emphasis on thermodynamics. Prerequisite: Mathematics 221. 3-3-4, 3-3-4. 401, F, odd years; 402, S, even years.

421 BIOCHEMISTRY

4 semester hours

Survey of biologically important molecules metabolism. Prerequisite: Chemistry 202 with minimum grade of C. 3-3-4, F.

395, 396, 495, 496 INDEPENDENT STUDY

1 to 3 semester hours each semester

Individual work designed to meet the needs and interests of exceptionally qualified students. Juniors will enroll in 395 and/or 396, and seniors in 495 and/or 496. Time and credits by arrangement in semester prior to term in which work is done.

GEOLOGY

101 PHYSICAL GEOLOGY

4 semester hours

Survey of the distributions, processes of formation, alteration, and transportation of materials composing the earth. The composition and basic identification of common minerals and rocks, and the use of geologic and topographic maps are considered. 3-2-4. F, S, Su.

102 HISTORICAL GEOLOGY

4 semester hours

A survey of geologic history of the earth. Emphasis on plate tectonics and the evolution of life throughout geologic time. 3-2-4. Offered on demand.

105 OCEANOGRAPHY AND METEOROLOGY

4 semester hours

Survey of basic concepts of physical oceanography and meteorology with emphasis on physical and chemical basis of the disciplines. 3-2-4. F.S.Sa.

405 TOPICS IN GEOLOGY

3 or 4 semester hours

Study of specific areas in geology not covered by other geology courses. Course content will vary and will reflect student and faculty interest. 3-3-4 or 3-0-3. Offered on demand.

SCIENCE EDUCATION**330 SCIENCE METHODS**

3 semester hours

Methods of teaching science (K-9). Planning, teaching and evaluation of science in the elementary school. For elementary education majors only. 3-0-3. F.

PHYSICS**103 INTRODUCTORY PHYSICS**

4 semester hours

A study of the elementary concepts of classical and modern physics, including measurement, basic mechanics, energy, thermodynamics, electricity and magnetism, optics and wave motions, and atomic and nuclear physics. Prerequisite: Background in college algebra strongly recommended. 3-3-4. F.S.Sa.

104 ASTRONOMY

4 semester hours

A survey of fundamental concepts in modern and historical astronomy and astrophysics. Topics include the origin and nature of patterns and motions in the sky; the makeup and dynamics of our solar system, the sun as a star, and the stellar properties and evolution in general; astronomical instruments and techniques; and galaxies and cosmology. Prerequisite: Background in college algebra strongly recommended. (The course will include some night time observing.) Fall semester has an emphasis on the solar system. Spring term has an emphasis on stars and galaxies. 3-3-4. F.S.

201, 202 GENERAL PHYSICS I AND II

4 semester hours each semester

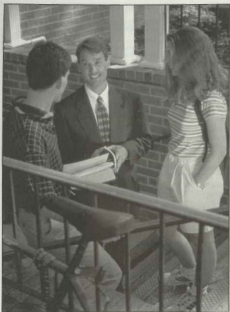
The study of basic classical mechanics, including kinematics and dynamics of a variety of systems; the law of thermodynamics; the physics of matter; fundamentals of wave motion, including sound and physical and geometrical optics; basic electricity and magnetism; and atomic and nuclear physics, as well as other topics in modern physics. Prerequisite: Mathematics 115. 3-3-4, 3-3-4. F, even years; S, odd years.

203, 204 PHYSICS FOR ENGINEERS I AND II

4 semester hours each semester

The techniques of calculus will be applied to the topics listed under Physics 201, 202. Co-requisites: Mathematics 121. 3-3-4, 3-3-4. F, odd years; S, even years.

Courses identified as being offered in the summer (Sa) are routinely taught during summer school, though a specific course may not be offered each summer.



SCHOOL OF NURSING

The School of Nursing at Gardner-Webb University is comprised of two programs: (1) The Associate in Arts degree in Nursing (ADN) program leading to licensure as a Registered Nurse (RN) and (2) The upper division Bachelor of Science in Nursing (BSN) degree program for Registered Nurses. The BSN program builds upon the ADN program creating a "two-plus-two" arrangement/BSN completion program. The program is open to all RNs who have completed an associate degree or hospital diploma nursing program who meet admission criteria. The ADN program is located in Boiling Springs. The BSN program is offered in Boiling Springs and on a satellite campus in Statesville with centers in Charlotte, Concord, and Winston-Salem. The Boiling Springs campus accommodates both residential and commuting students while the other sites accommodate commuting students only. Information regarding the ADN program is given below in this catalog. Information about the BSN program may be found in the Gardner-Webb University GCAL catalog.

The ADN program, which prepares individuals for initial RN licensure, is fully approved by the North Carolina Board of Nursing. Both the ADN and BSN programs are fully accredited by the National League for Nursing Accrediting Commission (NLNAC, 150 Hudson Street, New York, New York 10014 1-800-662-9656).

The School of Nursing is committed to providing high quality education to basic and RN students that is consistent with the Christian mission of the University. Within that framework, learning experiences enable graduates to meet nursing and health care needs of individuals, groups, and communities in a changing society, to be a contributing member of the profession, and to continue personal and professional development.

ASSOCIATE IN ARTS DEGREE (ADN)

Dean, School of Nursing: Professor S. Torrey

Associate Degree Nursing Program Chair: Assistant Professor T. Caldwell

Assistant Professors: Beck-Little, M. Holgu, D. Mullinger

Instructors: M. Bivens, S. Carson,

Clinical/Laboratory Adjunct Instructors: Alexander, Clark, Finnerherst, Morton, Rogers, Strum, Taylor

Within the framework of the University and the School of Nursing, the graduate of the ADN program at Gardner-Webb demonstrates the following educational outcomes:

*Assesses, analyzes/interprets, plans, implements, and evaluates nursing care to provide for the client's optimum level of wellness consistent with his/her coping abilities, teaching needs, and capacity for self-care.

*Utilizes a hierarchy of needs theory as a framework for prioritizing psychosocial, cultural, and spiritual needs and providing individualized nursing care for clients in various stages of the lifespan.

*Provides nursing care characterized by critical thinking, clinical competence, caring, utilization of therapeutic interpersonal skills, and attention to societal forces, including technology, which impact health care.

*Communicates with clients, their families and/or significant others, and other care providers in the planning and delivery of health services.

*Manages nursing care for groups of clients with health care needs in varied

settings which may include hospitals, extended care facilities, and other community health care agencies.

"Practices nursing according to ethical and legal standards, is a contributing member within the discipline of nursing, and assumes responsibility for higher own practice and self-development.

A major in nursing leading to the Associate in Arts degree has the following requirements which total 72 semester hours:

(1) The Basic Course Requirements include Biology 105, 203, 204; Psychology 201 and 206; English 101 and 102; Sociology 201; Religion 201 or 202; and Physical Education activity course (31 hours).

(2) The Major Course Requirements include Nursing 101, 111, 112, 102, 109, 201, 202, 203, 204, 205, and 290 (40 hours).

(3) DIMENSIONIS, a University requirement (1 hour).

Biology 203 and Psychology 201 are pre- or corequisites to first semester nursing courses, Biology 204 and Psychology 206 are pre- or corequisites to second semester nursing courses. All pre- or corequisites must be successfully completed before taking clinical nursing courses or the student must be enrolled in them continuously throughout the semester while taking the nursing courses. If a corequisite is dropped, the student must also withdraw from nursing courses. A minimum grade of C is required on all nursing and science courses. Only one repeat of one nursing course is permitted; a second D or F in a nursing course will preclude further enrollment in the ADN program at the University. A science course can be repeated only once.

A nursing class is admitted once a year for the fall semester. Applicants are considered only when they have been admitted to the University. The best qualified applicants are selected from those who apply each year. A waiting list is established as necessary. Nursing admission criteria are developed by the School of Nursing faculty in consultation with the Admissions Office of the University. Program admission criteria include the following:

(1) Graduation from high school or equivalent.

(2) High school or college algebra, biology, and chemistry with minimum grades of C.

(3) A minimum 2.5 cumulative overall grade point average (on a 4.0 scale) on all previous work taken.

(4) If transferring less than 15 semester hours, must present a minimum total SAT score of 1200 (800 Math and 400 Verbal) or ACT score of 21. The SAT score is based on the recentered scale of 1995.

(5) Satisfactory physical and mental health and required lab work (and results) and immunizations as documented on University health form. Immunizations include those required by the University and Hepatitis B (or waiver of Hepatitis B series), and varicella titer. Other information may be requested as necessary.

(6) References are required of students who have previously been enrolled in the health care education program.

Although students have been accepted to the program, they may not enroll until they submit the following by July 15, 1999: (1) current CPR certification (adult, child, infant) and (2) payment of professional liability insurance fee to Business Office. Conditions of admission must be maintained to enroll in the program.

Eligibility for licensure as a registered nurse includes clinical, manual, and physical competence and freedom from conviction of felonious or other serious legal acts, including substance abuse, as outlined in the North Carolina Nursing Practice Act (1997). Note all states have similar stipulations.

ADVANCED PLACEMENT

Advanced placement in the program may be earned through transfer of nursing courses or credits by examination. Challenge examinations are available for Nursing 101, 111, and 112. Challenge of other nursing courses may be permitted in special circumstances. Eligibility for challenging courses includes admission to Gardner-Webb, meeting nursing admission criteria, completion of courses similar to those being challenged, and completion of prerequisites.

*DESCRIPTION OF COURSES

101 BASIC CONCEPTS OF NURSING

6 semester hours

Foundational course which introduces basic nursing concepts such as caring, human needs, the nursing process, and roles of the associate degree nurse. The student learns beginning skills used in clinical nursing practice. Corequisites: NURS 111, 112. Pre- or corequisites: BIOL 205; PSYC 201. 4-6-6. (Full semester course)

102 BASIC CONCEPTS OF CLINICAL NURSING

5 semester hours

Continuation of clinical nursing concepts and skills relating to geriatrics, perioperative care, mobility and rehabilitation, fluid and electrolyte balance, alterations in the immune and endocrine systems, disabling and chronic conditions, and oncology. Prerequisites: NURS 101, 111, 112; BIOL 205; PSYC 201; Pre- or corequisites: BIOL 204; PSYC 206. 6-12-5. (Half-semester course)

103 PSYCHOSOCIAL NURSING

4 semester hours

A study of nursing care needs of the person experiencing stress or altered patterns of behavior with a focus upon coping mechanisms, psychotherapeutic modalities, communication skills, and therapeutic relationships. Prerequisites: NURS 101, 102, 111, 112; BIOL 205; PSYC 201. Pre- or corequisites: BIOL 204; PSYC 206. 4-12-4. (Half-semester course)

111 PHARMACOLOGICAL CONCEPTS IN NURSING

2 semester hours

Introduction to major classifications of drugs, concepts and skills utilized in the computation and administration of medications and solutions, and nursing responsibilities relating to pharmacologic agents. 1-0-2. Pre- or corequisites: NURS 101; BIOL 205; PSYC 201. (Full semester course)

112 NUTRITIONAL CONCEPTS IN NURSING

1 semester hour

Introduction to basic food groups, nutritional constituents and sources, nutritional needs throughout the lifespan, therapeutic diets, and role of the nurse in nutritional care. 1-0-1. Pre- or corequisites: BIOL 205; PSYC 201. Open to non-nursing majors with special permission of the instructor. (Full semester course)

201 NURSING CARE OF THE CHILDBEARING FAMILY

4 semester hours

A study of nursing and health care needs of the mother, infant, and family during the normal and high-risk childbearing cycle. Prerequisites: NURS 101, 102, 111, 112; BIOL 205; PSYC 201. Pre- or corequisites: BIOL 204; PSYC 206. 5-9-4. (Half-semester course)

201 NURSING CARE OF CHILDREN

4 semester hours

A study of nursing and health care needs of children within the family unit, utilizing a human needs theory, the nursing process, nursing roles, and principles of growth and development. Prerequisites: NURS 101, 111, 112, 102, 103, 203; BACL 203, 204; PSYC 201, 206. Pre- or co-requisite: BACL 105, 5-6-4. (Half-semester course)

203 NURSING CARE OF ADULTS WITH SELECTED HEALTH PROBLEMS

3 semester hours

A study of nursing and health care needs of the adult experiencing problems relating to digestion, elimination, endocrine, reproduction, vision and hearing. Prerequisites: NURS 101, 111, 112, 102, 103, 201; BACL 203, 204; PSYC 203, 206. Pre- or co-requisite: BACL 105, 6-12-5. (Half-semester course)

204 NURSING CARE OF ADULTS WITH COMPLEX HEALTH PROBLEMS

3 semester hours

A study of nursing care needs of the adult experiencing complex/serious health problems primarily related to cardiopulmonary and neurological dysfunctions. Learning experiences also assist the student to critically appraise and apply previous nursing knowledge in the management of care for clients with varied health problems. Prerequisites: All BACL and PSYC courses; all other Nursing courses except NURS 203 and NURS 290 which are co-requisites. 3-13-3 (Half-semester course)

205 COMPUTER CONCEPTS IN NURSING AND HEALTH CARE

1 semester hour

Overview of computer technology in society with emphasis on its impact and role in nursing and health care. Introduction to the computer, information storage and processing, and legal and ethical implications. Includes experiences and observations with computer technology on-campus and in clinical settings. Elementary typing skills required. 2-0-1. (2 clock-hours of class/lab=1 semester hour of credit - full semester course)

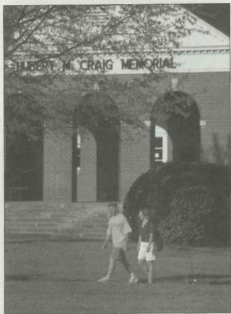
290 ASSOCIATE DEGREE NURSING PRACTICE IN CONTEMPORARY SOCIETY

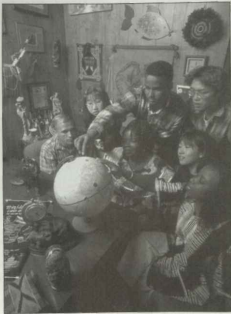
3 semester hours

A study of major trends and issues, ethical/legal, economic, and sociopolitical influences, and responsibilities related to health care, the discipline of nursing, and the practice of nursing by the associate degree graduate. Prerequisites: NURS 101, 111, 112, 102, 103, 201; All BACL and PSYC courses; Pre- or co-requisites: NURS 201, 203, 204; Co-requisite: NURS 204. 3-0-3. (Full semester course)

*Theory: 1 semester hour of credit=1 clock hour of class

Labs: 1 semester hour of credit=3-clock hours of lab





DEPARTMENT OF PSYCHOLOGY

Dean, School of Education: Professor D. Hunt

Chair: D. Carscadden

Professors: P. Pavin, R. Gidycz, F. Brown, J. Whitham, R. Wright

Associate Professors: J. Rainer, D. Carscadden

Assistant Professor: K. Plunk

Instructor: P. Murray

GOALS AND OBJECTIVES

The Department of Psychology endeavors to develop within its students the following:

- (1) An understanding of the fundamentals of human behavior
- (2) A functional knowledge of scientific methods of studying behavior
- (3) An appreciation of the dignity and complexity of persons.

A student may earn a Bachelor of Science degree in Psychology.

PSYCHOLOGY REQUIREMENTS

A major in Psychology requires 36 semester hours of Psychology, including Psychology 201, 206, 391 and 441 (or 446). Fifteen hours, including Psychology 406, must be earned at the 400 level.

Psychology majors are required to complete a minor field selected in consultation with the faculty adviser. Students choosing Psychology as a secondary (30 hour) major must meet all of the requirements of the primary major. (Honor program students majoring in Psychology may count Honors 400/401 collectively as one of the five required 400 level courses.)

MINOR IN PSYCHOLOGY

A minor in Psychology requires 18 semester hours, including Psychology 201, 206, plus 12 additional hours. Six of these 12 hours must be at the 400 level. Psychology 282, which is included in the Basic Core Requirements, is not included in the minor.

DESCRIPTION OF COURSES

201 GENERAL PSYCHOLOGY

3 semester hours

A survey of psychology as the scientific study of behavior. The areas include learning, motivation, personality, measurement, the development process, social adjustment and the biological bases of behavior. This course is prerequisite to all other courses in Psychology, except psychology 282. 3-0-3. (Does not apply to students in teaching preparation programs.)

206 DEVELOPMENTAL PSYCHOLOGY

3 semester hours

The psychological evolution of the individual through the life span and effect of the bio-social field on this evolution. 3-0-3.

280 PERSONAL ASSESSMENT AND ADJUSTMENT

3 semester hours

A study of psychological processes of adjustment in the lives of university students. 3-0-3 (part of Basic Core Requirement).

301 CHILD PSYCHOLOGY

3 semester hours

A study of the general principles and theories of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, cultural, and social development. 3-0-3.

302 ADOLESCENT PSYCHOLOGY

3 semester hours

The study of intellectual, emotional, physical and social maturation from puberty to early adulthood with emphasis on socio-cultural and economic influences as well as adjustment difficulties and communication with the adolescent. 3-0-3.

303 EDUCATIONAL PSYCHOLOGY

3 semester hours

An analysis of the basic principles of learning theory as well as physical, social, and moral development as they are applied to classroom learning with emphasis upon the application of theory to practical educational situations. Basics of standardized measurement, behavior management as applied to the classroom, and the influence of socio-cultural forces in society on education are discussed. Educational exceptionalities and how related to them are also examined. 3-0-3. WL II

305 PSYCHOLOGY OF PERSONALITY

3 semester hours

A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. Prerequisite: Psychology 206. 3-0-3. WC II

307 PHYSIOLOGICAL PSYCHOLOGY

3 semester hours

An examination of the biological correlates of behavior with emphasis on the structure and function of the nervous system, bases of perception, arousal, motivation, memory and learning. 3-0-3.

310 SOCIAL PSYCHOLOGY

3 semester hours

A study of the interactions of persons in American society including such topics as group dynamics and pressure, crowd behavior, social movements and change, conformity and leadership. 3-0-3. (See Sociology 310)

314 PSYCHOLOGY OF RELIGION

3 semester hours

A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life. 3-0-3. (See Religious Education 314) WL II

396 INTRODUCTION TO STATISTICS

3 semester hours

An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference and hypothesis testing. 3-0-3. (See Sociology 396.)

397 EXPERIMENTAL PSYCHOLOGY

3 semester hours

An introductory examination of procedures involved in selecting and stating problems, constructing research designs, collecting and evaluating data and stating conclusions. Prerequisite: Psychology 396 or permission of instructor. 2-2-3. WL II.

401 PSYCHOPATHOLOGY

3 semester hours

Survey and analysis of the major mental disorders, interpretations and theories of therapy, including the relationship of abnormal behavior to social norms. 3-0-3.

402 INTRODUCTION TO COUNSELING

3 semester hours

The study of the basic theories of counseling integrated into a problem-management model. Prerequisite: Psychology 401 or permission of instructor. 3-0-3.

403 HUMAN BEHAVIOR IN ORGANIZATIONS

3 semester hours

The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement and human relations. (See Management 403). 3-0-3.

405 PSYCHOLOGY OF THE EXCEPTIONAL STUDENT

3 semester hours

A study of a wide range of exceptionalities manifested by children and adolescents in a school setting. Emphasis are on appropriate instructional strategies and historical and legal bases for dealing with exceptional students. Observational experiences are required. Prerequisite: Psychology 301 or 302. 3-0-3.

406 HISTORY AND SYSTEMS

3 semester hours

A study of the major systems and schools of psychology. 3-0-3.

412 PSYCHOLOGY OF AGING

3 semester hours

An introduction to the psychological, social and biological aspects of aging. 3-0-3.

425 CRISIS INTERVENTION COUNSELING

3 semester hours

Emphasis are on death and dying, divorce, suicide, chemical dependency, rape and violence in the family. Supervised field experience is required. 3-0-3.

440 FAMILY COMMUNICATION

3 semester hours

A study of family communication systems. Emphasis are on the role of self concepts, perceptions and emotions, listening skills, nonverbal communication, conflict resolution and building intimacy in family systems. 3-0-3.

441 PSYCHOLOGY OF LEARNING

3 semester hours

A study of the major concepts of learning, experimental methods of studying learning phenomena and learning theory. *Prerequisite:* 9 hours of psychology or permission of the instructor. 3-0-3.

444 PSYCHOLOGICAL MEASUREMENT AND APPRAISAL

3 semester hours

An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests and special aptitudes. 3-0-3. WL II

491, 492, 493 SEMINAR IN PSYCHOLOGY

1,2 or 3 semester hours

Typical seminars are Psychology and Law and the Psychology of Women. Others are offered upon sufficient demand. 1-0-1, 2-0-2, 3-0-3.

495, 496 INDEPENDENT STUDY

3 semester hours

An in-depth research study for seniors majoring in psychology working under the guidance of the psychology department faculty. The paper/project shall become a part of the holdings of Dover Library at the conclusion of the course. *Prerequisite:* Approval of the professor, chair and Dean. 0-Independent Study-3, 0-Independent Study-3.

497, 498 INTERNSHIP IN PSYCHOLOGY I AND II

3 semester hours each semester

Prerequisite: senior standing and departmental approval. 1-3-3, 1-3-3.



DEPARTMENT OF RELIGIOUS STUDIES AND PHILOSOPHY

Chair: R. Williams

Professors: L. Gardiner, A. Callahan, M.C. White

Associate Professors: K. Blavins, R. Parsons, S. Seibel

Assistant Professors: Barrett, S. Hearn, B. Moore, Qualls, D.L. Berry

Instructor: T. Jossop

Part-time Professor: Proctor

STATEMENT OF PURPOSE

The purpose of the Department of Religious Studies and Philosophy encompasses two areas:

For each student enrolled in the undergraduate and GOAL programs, the department offers an introduction to the Old and New Testaments. These introductions offer a survey of the history and faith of the communities out of which the texts emerge. They are intentionally placed in the context of a liberal arts education.

For students seeking a major, the department offers a major in Religious Studies with a choice of concentrations in Religion, Education Studies, or Biblical Languages and Literature. Each concentration presents a well-balanced course of study designed to acquaint each student with a variety of sub-disciplines and to nurture in each student disciplines appropriate for life-long learning and service.

Specific goals for these two areas are as follows:

The department seeks to lead each undergraduate student enrolled in the survey courses to demonstrate the ability to:

- (1) identify and discuss the significance of the major people, places, events, themes and types of literature in the Old and New Testaments.
- (2) trace the historical development of the canons of the Old and New Testaments.
- (3) identify, assess, and utilize appropriate resources in biblical interpretation.
- (4) utilize the principles of critical analysis in interpreting a passage of Scripture.

The department seeks to prepare those students who major in the department to demonstrate the same skills as listed above and add the following overall objectives (specific objectives are included in the various areas of concentration):

- (1) basic skills in biblical interpretation and exegesis.
- (2) skills in critical thinking, written and oral communication.
- (3) an openness to the various theological and philosophical opinions of others and ability to communicate comfortably with those who agree and disagree with their own positions.
- (4) an increasing awareness of one's own self, including one's theology, personality, family of origin, choice of vocation, and

inter-personal relationship skills.

- (5) an appreciation and understanding of the value of a major in religious studies within the context of a liberal-arts education.
- (6) the articulation of a systemic plan for life-long learning and service.

Faculty members in the Department of Religious Studies and Philosophy are committed:

- (1) to a life of scholarly exploration into our Judeo-Christian heritage.
- (2) to living lives which reflect the ideals and values of that heritage (including the worth of every person and our responsibility to be servants), seeking to follow the example of Jesus Christ.
- (3) to communicate the ideals and values of our Christian faith on campus and in the community.

REQUIREMENTS FOR A DEGREE WITH A MAJOR IN RELIGIOUS STUDIES AND PHILOSOPHY

The 1687 *Personality Inventory* is administered to each student majoring in the department. The instrument provides the student the opportunity to look in a more intensive way at his/her personal strengths and weaknesses as they relate to ministry. The inventory and interpretation are offered each fall semester. Students are encouraged to take the 1687 during their Sophomore or Junior years. Students must complete the inventory and have a conference before they can graduate.

The Christian Ministry Association is the departmental club established to benefit religion majors and other interested students/faculty by providing additional opportunities for learning and service in the field of Christian Ministry. All students majoring in the department are required to attend four of the six yearly meetings.

Students who excel in Religious Studies may be invited to become a member of the University chapter of Theta Alpha Kappa, a national honor society.

CONCENTRATION IN RELIGION

Those students who major in the department with a concentration in Religion should:

- (1) identify and develop the critical tools necessary for the disciplined exploration of Biblical Studies, Christian History and Thought, Religious Education, and related disciplines.
- (2) have a heightened awareness of the diversity and depth of their Christian religious experience.
- (3) list and discuss significant writers, literature, methodology, and the unique shape of the various disciplines in the field of Religion.
- (4) be able to do critical research in Religious Study and to give clear, substantive oral and written reports of each research.

BASIC COURSE REQUIREMENTS

Note the requirements under the section "Bachelor's Degree Requirements" in the catalog. Greek or Hebrew is highly recommended.

MAJOR COURSE REQUIREMENTS

Area I.	Biblical Studies. Select 6 hours: 3 hours from Religion 302, 303, 306, 307 and 3 hours from Religion 311, 312, 314, 316 or 317.
Area II.	Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 325, 327, 333 or 337.
Area III.	Christian and the World. Select 3 hours from Religion 343, 346, 326, 341, 347 or 378.
Area IV.	Religious Disciplines. Select 3 hours from Religious Education 271, 371, 372, 373 or 375.
Area V.	Religion Seminar. Select two of the following: Religion 491, 492, 493, 494, or Senior honors thesis with prior departmental approval.
Area VI.	Select 9 hours from one or more of Areas I, II, III, IV, V, Religion 331, 334, 405, any Philosophy course not counted in the basic course requirements, Religious Education 370, 374, 401. Six hours of Greek or Hebrew language may apply toward the major after the Basic Course Requirements and the additional requirements are satisfied.
Area VII.	Select 3 hours from Religious Education 397, Religion 397 or Religion 336.

MINOR

The student must choose:

(1) a minor outside the Department of Religious Studies and Philosophy. A second minor may be taken within the Department of Religious Studies in a concentration other than that of the major.

or

(2) an inter-disciplinary minor consisting of a total of 12 hours outside the department, with a minimum of 9 hours taken in one discipline. Advisor approval is required.

ADDITIONAL REQUIREMENTS

(1) Three hours of any literature course offered by the Department of English Language and Literature (not counted in the basic course requirements), or English 301.

(2) Six additional hours of one foreign language. (Biblical languages are strongly recommended).

CONCENTRATION IN BIBLICAL LANGUAGES AND LITERATURE

The students in this concentration are expected to demonstrate the same skills as students taking the concentration in religion with the following additional expectations:

- (1) an intermediate competency in Koine Greek.
- (2) an intermediate competency in biblical Hebrew.
- (3) an in-depth understanding of the literature of the Old and New Testaments.
- (4) an understanding of the cultural context from which the language and literature come.
- (5) the ability to do critical research in Biblical Languages and Literature and to give clear, substantive oral and written reports of such research.

BASIC COURSE REQUIREMENTS

See the catalog section entitled "Bachelor's Degree Requirements." Students with the Biblical Languages and Literature concentration will take Greek 201 to meet the basic course requirements, and Greek 101, 102, and 202 to meet the department's additional requirements for this concentration.

MAJOR COURSE REQUIREMENTS

Area I.	Biblical Studies. Select 6 hours: 3 hours from Religion 302, 303, 306, or 307 and 3 hours from Religion 311, 312, 314, 316 or 317.
Area II. & III.	Christian History and Thought, and Christian and the World. Select 3 hours from Religion 246, 322, 323, 324, 325, 326, 327, 333, 337, 341, 347 or 376.
Area IV.	Related Disciplines. Select 3 hours from Religious Education 271, 371, 372, 373, or 375.
Area V.	Religion Seminar. Select two of the following: Religion 491, 492, 493, 494, or senior honors thesis with prior departmental approval.
Area VI.	Biblical languages: Hebrew 101, 102, 201, 202.
Area VII.	Select 3 hours from Religious Education 397, Religion 397 or 398.

MINOR

The student *must* choose:

(1) a minor outside the Department of Religious Studies and Philosophy. A second minor may be taken within the Department of Religious Studies in a concentration other than that of the major.

or

(2) an inter-discipline minor consisting of a total of 18 hours outside the department, with a minimum of 9 hours taken in one discipline. Advisor approval is required.

ADDITIONAL REQUIREMENTS

(1) Three hours of any literature course offered by the Department of English Language and Literature (not counted in the basic course requirements), or English 301.

(2) Greek 101, 102, 102 (Greek 201 will be taken in the basic course requirements).

CONCENTRATION IN EDUCATION STUDIES

For those students who major in the department with a concentration in Education Studies, the department seeks to lead the students to understand and achieve:

- (1) basic principles of teaching various age-groups in the church.
- (2) the history of religious education and current trends in the field.
- (3) leadership and administration skills needed in the field of religious education.
- (4) curricula and programming design and implementation.
- (5) tools to develop and maintain spiritual, personal and psychological health.
- (6) the ability to do critical research in Religious Education and to give clear, substantive oral and written reports of such research.

BASIC COURSE REQUIREMENTS

Note the requirements under the section "Bachelor's Degree Requirements" in the catalog.

MAJOR COURSE REQUIREMENTS

Area I	Biblical Studies. Select 6 hours: 3 hours from Religion 302, 303, 306 or 307 and 3 hours from Religion 311, 312, 314, 316 or 317.
Area II	Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 325, 327, 333 or 337.
Area III	Christianity and the World. Select 3 hours from Religion 243, 246, 326, 341, 347 or 378.
Area IV	Religious Education 271.
Area V	Seminar Studies. Religious Education 375 and 490.
Area VI	Religious Education 270, 371 and 373.
Area VII	3 hours from Religious Education 397 or Religion 358.

MINOR

The student must choose

(1) a minor outside the Department of Religious Studies and Philosophy. A second minor may be taken within the Department of Religious Studies in a concentration other than that of the major.

or

(2) an inter-discipline minor consisting of a total of 18 hours outside the department, with a minimum of 9 hours taken in one discipline. Advisor approval is required.

ADDITIONAL REQUIREMENTS

(1) Six additional hours of one foreign language (may be the same or different from the basic course requirements).

(2) Three hours of any literature course offered by the Department of English Language and Literature (not counted in the basic course requirements), or English 301.

(3) Religious Education 371 and 374.

RELIGIOUS STUDIES AS A SECOND MAJOR

Students majoring in other departments who wish to have a second major in the Department of Religious Studies and Philosophy must select one of the three concentrations and complete the following 30 hours of courses:

RELIGION

Area I	Biblical Studies. Select 6 hours: 3 hours from Religion 302, 303, 306, 307 and 3 hours from Religion 311, 312, 314, 316 or 317.
Area II	Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 325, 327, 333 or 337.
Area III	Christianity and the World. Select 3 hours from Religion 243, 246, 326, 341, 347 or 378.
Area IV	Related Disciplines. Select 3 hours from Religious Education 271, 371, 372, 373 or 375.
Area V	Religion Seminar. Select two of the following: Religion 491,

Area VI

492, 493, 494, or Senior honors thesis with **prior** departmental approval.
Select 9 hours from one or more of Areas I, II, III, IV, V, Religion 251, 354, 495, any Philosophy course not counted in the basic course requirements, Religious Education 270, 374, 401. Six hours of Greek or Hebrew language may apply toward the major after the Basic Course Requirements and the additional requirements are satisfied.

EDUCATION STUDIES

3 hours of advanced Old Testament
3 hours of advanced New Testament
Religious Education 270, 271, 371, 372, 373, 374, 375, 490.

BIBLICAL LANGUAGES AND LITERATURE

12 hours of Greek
12 hours of Hebrew
3 hours advanced Old Testament
3 hours advanced New Testament

MINORS OFFERED BY THE DEPARTMENT

Students seeking a minor in the Department of Religious Studies and Philosophy may choose one of three concentrations of study.

RELIGIOUS STUDIES MINOR

A minor in Religious Studies requires any 15 hours of Religion other than Religion 101 and 102.

EDUCATION STUDIES MINOR

A minor in Education Studies requires any 15 hours of Religious Education courses.

BIBLICAL LANGUAGES AND LITERATURE MINOR

A minor in Biblical Languages and Literature requires the following:

6 hours of Greek
6 hours of Hebrew
3 hours of advanced Old Testament or New Testament.

PREREQUISITE REQUIREMENTS

Religion 101 and Religion 102 are prerequisites to all other religion courses. Any exceptions must be approved by the chair of the Department of Religious Studies and Philosophy.

DESCRIPTION OF COURSES

RELIGION

101 INTRODUCTION TO THE OLD TESTAMENT

3 semester hours

An introduction and survey of the Old Testament focusing upon the history, literature, and faith of the people of Israel and its contemporary relevance. (Credit may not be earned for both Religion 101 and Religion 304.) 3-0-3, offered each semester.

102 INTRODUCTION TO THE NEW TESTAMENT

3 semester hours

An introduction and survey of the New Testament focusing upon the history, literature and faith that gave rise to Christianity and its contemporary relevance. (Credit may not be earned for both Religion 102 and Religion 305.) 3-0-3, offered each semester.

243 RELIGION AND MODERN EXPERIENCE

3 semester hours

An introduction study of the nature of religion, and some of the significant philosophical questions inherent in religious thought. 3-0-3.

245 WORLD RELIGIONS AND CULTURE

3 semester hours

The course will explore the relationship between selected cultures of the world and the religious ideas and concepts which inform them. It will examine the impact of religion on culture, as well as the role which culture has played in shaping religious traditions. 3-0-3.

246 WORLD RELIGIONS

3 semester hours

An introduction to Judaism, Islam, Hinduism, Buddhism, and the religions of China and Japan. 3-0-3.

251 BIBLICAL BACKGROUNDS

3 semester hours

A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. Lecture-Travel-3 or 3-0-3.

302 THE SACRED WRITINGS

3 semester hours

A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel. 3-0-3. WUI

303 OLD TESTAMENT PROPHETS

3 semester hours

A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. 3-0-3.

304 OLD TESTAMENT SURVEY

3 semester hours

An introduction and survey of the Old Testament focusing upon the history, literature, and faith of the people of Israel and its contemporary relevance. (Credit may not be earned for both Religion 303 and Religion 304). 3-0-3.

305 NEW TESTAMENT SURVEY

3 semester hours

An introduction and survey of the New Testament focusing upon the history, literature and faith that gave rise to Christianity and its contemporary relevance. (Credit may not be earned for both Religion 302 and Religion 305). 3-0-3.

306 OLD TESTAMENT THOUGHT

3 semester hours

An exploration of Old Testament theological themes. 3-0-3.

307 STUDIES IN THE PENTATEUCH

3 semester hours

A critical evaluation of the nature, background, structure, and message of the Pentateuch. 3-0-3.

311 THE TEACHINGS OF JESUS

3 semester hours

A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. 3-0-3.

312 LIFE AND LETTERS OF PAUL

3 semester hours

A study of Paul's life and thought as presented in his Epistles. 3-0-3.

314 NEW TESTAMENT THOUGHT

3 semester hours

A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. 3-0-3.

316 THE WRITINGS OF JOHN

3 semester hours

A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation. 3-0-3.

317 THE GENERAL EPISTLES AND HEBREWS

3 semester hours

A study of the background, theology, and exegesis of James I and II, Peter, Jude, and Hebrews. 3-0-3.

322 EARLY AND MEDIEVAL CHRISTIANITY

3 semester hours

A survey of the most significant institutional, theological and social developments in the history of the Christian church from the first century through the latter Middle Ages. Prerequisite: History 101. 3-0-3.

323 MODERN CHRISTIANITY

3 semester hours

Beginning with the Reformation, this course is descriptive of church history to the present. Prerequisite: History 101. 3-0-3.

324 AMERICAN CHRISTIANITY

3 semester hours

A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3-0-3.

325 BAPTIST HERITAGE

3 semester hours

A study of the Baptists' story as well as those convictions and movements which have shaped their life. 3-0-3. WLL

326 CHRISTIAN MISSIONS

3 semester hours

A wide-ranging exploration of the Christian mission, including the background and current status of missions, the strategies and methods of cross-cultural missions, and key issues in missions discussion. 3-0-3.

327 THE RENAISSANCE AND REFORMATION

3 semester hours

An exploration of the major religious, social, intellectual and political changes in Western Europe from the late Middle Ages to the close of the sixteenth century. Particular emphasis is given to the relationship between Italian Humanism and the Protestant Reformation and to the continuity of the movement for Ecclesiastical Reform throughout the period. (Also listed as History 327.) 3-0-3.

333 CHRISTIAN BELIEFS

3 semester hours

An introduction to the history, methods, and principal topics of Christian theology. 3-0-3.

337 PHILOSOPHY OF RELIGION

3 semester hours

An introduction to selected issues raised through a philosophical investigation of religion including, but not confined to, the nature of religious language, the existence of God, the problem of evil, faith, miracles, revelation, and the challenge of the religions of the world. (Also listed as Philosophy 337) 3-0-3.

341 CHRISTIAN ETHICS

3 semester hours

A systematic study of the nature of morality; a defense of "Christian" ethics and exploration of principles of Biblical ethics. Specific contemporary ethical issues provide the backdrop for discussions. 3-0-3.

334 CHRISTIAN PREACHING

3 semester hours

Guided readings and practice in the preparation and delivery of effective sermons. Prerequisite: six hours of religion. 3-0-3.

338 MINISTRY PRACTICUM

3 semester hours

An introduction to the many facets of ministry. The course combines reading, discussion, lectures and reflection with guided experience in a church or other ministry setting. Prerequisite: approval of the department. 2-supervised experience-3.

378 AMERICAN RELIGIOUS GROUPS

3 semester hours

A study of the basic history and teachings of unorthodox American religious groups and how they compare and contrast with orthodox Christianity. Special emphasis will be given to the cult and occult phenomena as well as the electronic and mail order church. 3-0-3.

380 SELECTED TOPICS IN RELIGIOUS STUDIES

1-3 semester hours

397 PASTORAL INTERNSHIP

3 semester hours

A minimum of ten weeks spent in full-time supervised service in the pastoral work of a local church. Prerequisites: approval of instructor and department. 0-practical experience-3 offered each semester.

491 OLD TESTAMENT SEMINAR

3 semester hours

Through research and creative development, the course explores concepts such as faith, doctrine and religious experience in the Old Testament. 3-0-3.

492 NEW TESTAMENT SEMINAR

3 semester hours

Through directed readings, discussions and research, the course explores some of the major theological concepts in the New Testament. 3-0-3.

493 CHURCH HISTORY SEMINAR

3 semester hours

Through research and discussion, an in-depth study of some of the major personalities, institutions and periods of the history of the Christian church. 3-0-3.

494 CONTEMPORARY THEOLOGY SEMINAR

3 semester hours

A seminar consisting of directed readings, discussions and research with attention given to primary sources representative of theological investigation from Schleiermacher to the present. 3-0-3.

495 INDEPENDENT STUDY

3 semester hours

A course consisting of guided readings, independent research, conferences with the supervising professor, and the production of a final paper reflecting the student's synthesis of readings, research and conferences. The final paper shall become part of the holdings of the Davis Library. 0-Independent Study-3.

RELIGIOUS EDUCATION

270 INTRODUCTION TO RELIGIOUS EDUCATION FOUNDATIONS

3 semester hours

An inquiry into the biblical, theological, philosophical, historical, sociological and psychological foundations for the practice of Christian education, as well as an examination of current trends in Protestant Churches. 3-0-3. offered each spring semester.

271 INTRODUCTION TO RELIGIOUS EDUCATION MINISTRIES

3 semester hours

Guided studies, observations, and practical experiences in the educational leadership in the church, including special study in the areas of personal and spiritual growth and development, church renewal, and vocational ministries. 3-1-3. offered each fall semester.

371 RELIGIOUS EDUCATION OF PRE-SCHOOLERS AND CHILDREN

3 semester hours

A study of the educational principles utilized in the religious education of pre-schoolers and children. Special emphasis will be given to the developmental characteristics of these age-groups as well as the values and the limitations of organizations and methods designed to teach them. 3-0-3. Offered each fall semester.

372 RELIGIOUS EDUCATION OF YOUTH AND ADULTS

3 semester hours

A study of the educational principles utilized in the religious education of youth and adults. Special emphasis will be given to the developmental characteristics of these age-groups as well as the values and limitations of organizations and methods designed to teach them. 3-0-3. offered each spring semester.

373 RELIGIOUS EDUCATION FOUNDATIONS: LEADERSHIP I

3 semester hours

An inquiry into leadership which examines commitment, integrity, skills, politics, policies and procedures related to the individual and to church organization, with a focused study on the call to ministry. 3-0-3. Offered each fall semester.

374 PSYCHOLOGY OF RELIGION

3 semester hours

A study of the principles of psychology as related to religious experience designed to assist students in developing insight into one's own spiritual life (also listed as Psychology 374). Prerequisite: Psychology 201. 280 or permission by the professor. 3-0-3. offered each spring semester WILL.

375 ORGANIZATIONS AND CURRICULUM: LEADERSHIP II

3 semester hours

An inquiry into the field of church growth, organizational procedures, and curricula for the practice of religious education in Protestant Churches. 3-0-3. Offered each fall semester. Prerequisite: Religious Education 270.

380 SELECTED TOPICS IN RELIGIOUS EDUCATION

1-3 semester hours

397 RELIGIOUS EDUCATION INTERNSHIP

3 semester hours

A minimum of ten weeks spent in full-time supervised service in a local church or Christian-affiliated agency. Prerequisites: approval of the instructor and the department. 0-practical experience-3, offered each summer.

401 COUNSELING FOR CHURCH LEADERS

3 semester hours

A study of basic counseling techniques, such as referral, qualifications of the counselor, theories of personality, along with a consideration of basic counseling theories. Prerequisites: 6 hours of psychology, 3-0-3.

490 RELIGIOUS EDUCATION SEMINAR

3 semester hours

Guided reading, group discussion, and independent research offer the senior student the opportunity to study more deeply the scope of religious education ministry. Prerequisites: Religious Education 170 and senior standing. 3-0-3, offered each spring semester. WLII

495 INDEPENDENT STUDY

3 semester hours

An in-depth study for seniors majoring in religious studies who wish to write a research project in the field of religious education under the guidance of a faculty member assigned by the department. Prerequisites: approval of the instructor and of the department. 0-independent study-3, offered by arrangement.

PHILOSOPHY

200 INTRODUCTION TO PHILOSOPHY

3 semester hours

An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. 3-0-3.

201 AN INTRODUCTION TO LOGIC

An introduction to classical and contemporary logic, emphasizing argumentation and reasoning. Attention to language and its relation to philosophical problems. Examination of the formal laws of valid thought and fallacies found in ordinary discourse. 3-0-3.

243 RELIGION AND MODERN EXPERIENCE

3 semester hours

An introductory study of the nature of religion, and some of the significant philosophical questions inherent in religious thought. 3-0-3.

337 PHILOSOPHY OF RELIGION

3 semester hours

An introduction to selected issues raised through a philosophical investigation of religion including, but not confined to, the nature of religious language, the existence of God, the problem of evil, fideism, revelation, and the challenge of the religions of the world. 3-2-3. (Also listed as Religion 337)

380 SELECTED TOPICS IN PHILOSOPHY

1-3 semester hours



DEPARTMENT OF SOCIAL SCIENCES

Chair Professor B. Humberg

Professors G. Blackburn, T. Eastman, R. Martin, A. Stokanow

Associate Professors D. Ellington, M. Templeman, A. Henderson, D. Yelton

Assistant Professor P. Statishin

Instructor S. Sato

The Department of Social Sciences accepts candidates for the Bachelor of Arts degree with a major in History, Social Science, Sociology, and Political Science. The major purposes of the department are:

- (1) to prepare students for careers such as teaching, research, social work, and government service;
- (2) to provide a foundation for continued study in graduate or professional schools;
- (3) to help the student acquire an awareness of the major social, political, and historical contexts of various world cultures past and present;
- (4) to help the student understand and function effectively in the society in which he or she lives.

The teacher-training program attempts to:

- (1) assure that the student acquires an understanding of the social, political, geographical, economic, and religious forces operating in society;
- (2) provide for in-depth preparation in history and the social sciences plus an intensive study in one or more of the major disciplines;
- (3) provide for development of the social studies skills required in formulating objectives, selecting content, using effective teaching strategies and evaluating learning;
- (4) instill in the student an awareness of the need for continuing education and professional development. Students seeking secondary social studies certification must meet requirements for admission and completion of the teacher education program as well as fulfill the specific departmental requirements for a major and for teacher certification which are listed below.

All students are required to complete a minor in a field of their own choice. Students choosing to seek teacher licensure must minor in teacher education and complete a supportive minor within the Department.

REQUIREMENTS FOR MAJORS OFFERED IN THE DEPARTMENT

A major in History requires 33 semester hours of History beyond core requirements. As a part of the 33 hours, each student should have a minimum of 9 hours in American history, 9 hours in non-American history (including at least one course in non-Western history), plus History 200. History 200 should be taken in the sophomore year prior to taking any 300 or 400 level history courses.

A major in Political Science requires 30 semester hours in Political Science. Students are required to take Political Science 201, 302, and 411.

A major in Sociology requires 30 semester hours of Sociology including 201, 311, 330 and Sociology 398.

A major in Social Science requires 33 semester hours as follows: 6 hours each of

history, political science, and sociology; 3 hours of economics; and 9 hours of courses at the 300 or 400 level in the social sciences. The remaining 3 hours is met by taking a method course appropriate to the minor, eg. History 300, Sociology 311, Political Science 411.

REQUIREMENTS FOR MINORS OFFERED IN THE DEPARTMENT

A minor in History requires History 201 and 202 plus 12 additional hours of history beyond core requirements as approved by the faculty advisor.

A minor in Sociology requires Sociology 201 plus 15 additional hours of sociology as approved by the faculty advisor.

A minor in Political Science requires Political Science 201 and 202 plus 12 additional hours of Political Science as approved by the faculty advisor.

A minor in Social Sciences requires History 201 and 202, Political Science 201 and 202, Sociology 201 plus one additional 3 semester hour course as approved by the faculty advisor.

A minor in Criminal Justice requires 18 hours chosen from the following: CJ 402, 420, 430, 440, 497; Sociology 411, Political Science 314, Management 400 and Health 401.

TEACHER LICENSURE REQUIREMENTS

Students seeking licensure in secondary social studies may major in either History or Social Sciences. History majors seeking Social Studies licensure must include at least one non-Western course (e.g. HIST 331) in their major and must take a variety of history courses in order to meet N.C. State Department of Public Instruction mandated competencies (for those competencies see the Advising Handbook). Meeting these competencies necessitates that all students seeking Secondary Social Studies licensure complete a supportive minor, which is taken in lieu of free elective hours. For History majors, this requires a minor in Social Sciences consisting of 18 hours selected from Political Science, Sociology and Economics course offerings (not, must have at least one course from each of these disciplines in your minor). For Social Sciences majors, this necessitates a minor in History consisting of 18 hours which must include a minimum of six hours of US history, six hours of European history and three hours of non-Western history. In addition, all students seeking secondary social studies licensure must complete a professional education minor consisting of the following courses: Education 301, 303, 313, 316, 325, 430 (or SSED 432, if offered), 440, and 490; Psychology 302 and 305. Finally, students must make a C or better in any course counting towards meeting a state mandated competency. In effect, this means that students may only count courses in their major, professional education minor or supportive minor if they receive a grade of C or higher. For more information consult Dr. David Yelton, Secondary Social Studies Area Coordinator.

Students will not be permitted to complete more than 50% of the Professional Education minor until they are formally admitted to the Teacher Education Program.

DESCRIPTION OF COURSES

SOCIAL SCIENCE AND GEOGRAPHY

101 INTRODUCTION TO PHYSICAL GEOGRAPHY

3 semester hours

The study of climate, vegetation, soil, water resources, mineral resources, and land form from the geographic perspective. 3-0-3.

102 WORLD REGIONS

3 semester hours

The study of physical and human geography of the various world regions. 3-0-3.

205 GLOBAL UNDERSTANDING

This course is an introduction to the major economic, social, political, diplomatic, and environmental trends in the World since 1945. Geography is emphasized in this course. 3-0-3.

HISTORY

101 SURVEY OF WESTERN CIVILIZATION I

3 semester hours

Beginning with earliest times, the course covers the civilizations of Egypt, Mesopotamia, Greece, Rome, Medieval and Early Modern periods. Concludes with 1715. 3-0-3.

102 SURVEY OF WESTERN CIVILIZATION II

3 semester hours

Beginning with 1715, this course presents a perspective of the last three centuries of western history. 3-0-3.

200 INTRODUCTION TO HISTORICAL STUDY

3 semester hours

This course, required of all History and Social Sciences Majors, is intended to provide students with a foundation for further in-depth historical study. To help students develop such a basis, the course addresses the issue of the scope, skills and methods of historical study and writing, including understanding basic terminology, ethics, research sources and methodologies. 3-0-3.

201 SURVEY OF UNITED STATES HISTORY TO 1877

3 semester hours

This course attempts to survey the social, intellectual, economic, geographical and constitutional foundations of the United States. 3-0-3.

202 SURVEY OF UNITED STATES HISTORY SINCE 1877

3 semester hours

The purpose of this course is to survey the economic, social, political, geographic and international development of the United States from basically a rural society to an industrialized, urban world power. 3-0-3.

311 MEDIEVAL EUROPE

3 semester hours

An examination of the significant social, religious and political developments in the Medieval West from the fall of the Roman Empire through the fifteenth century. Special emphasis is given to the synthesis of Roman, Christian and Germanic values and institutions in the medieval period. 3-0-3.

315 THE UNITED STATES DURING THE COLONIAL PERIOD

3 semester hours

The purpose of this course is to examine the settlement of the American colonies and the development of the social, political, intellectual and international factors that formed the foundations of American civilization. 3-0-3.

316 HAMILTON, JEFFERSON AND JACKSON

3 semester hours

The purpose of this course is to examine the beginnings of American Federalism and its political, social, economic and international context. 3-0-3.

318 CIVIL WAR AND RECONSTRUCTION

3 semester hours

The purpose of this course is to study and analyze the causes and events of the American Civil War and its consequences. 3-0-3.

319 THE UNITED STATES IN THE TWENTIETH CENTURY

3 semester hours

The purpose of this course is to examine the history of the United States in regard to events, movements, trends and the growth of the United States as a world power. The course also examines the influence of global economics and United States' diplomacy as a world power. 3-0-3.

322 EARLY AND MEDIEVAL CHRISTIANITY

3 semester hours

A survey of the most significant institutional, theological and social developments in the history of the Christian church from the first century through the later Middle Ages. 3-0-3.

323 MODERN CHRISTIANITY

3 semester hours

Beginning with the Reformation this course is descriptive of church history to the present. Prerequisite: History 101. 3-0-3.

324 AMERICAN CHRISTIANITY

3 semester hours

A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3-0-3.

327 THE RENAISSANCE AND REFORMATION

3 semester hours

An exploration of the major religious, social, intellectual and political changes in Western Europe from the late Middle Ages to the close of the sixteenth century. Particular emphasis is given to the relationship between Italian Humanism and the Protestant Reformation and to the continuity of the movement for Ecclesiastical Reform throughout the period. 3-0-3.

331 NINETEENTH CENTURY EUROPE

3 semester hours

This course explores the main aspects of the political, social, cultural, economic, intellectual, diplomatic and military events of European history from 1789 to 1914. Specific attention will be given to the French Revolution, conservatism, liberalism, nationalism, industrialization, imperialism and the outbreak of the First World War and the broad impacts of these ideas and events upon European civilization. 3-0-3.

332 TWENTIETH CENTURY EUROPE

3 semester hours

The course is designed to provide students with an in-depth understanding of the causes, course and impacts of the World Wars, Communism, Fascism/Nazism, the Cold War, the decline of European unity, decolonization and the emergence of an interdependent world and the collapse of Soviet hegemony in Eastern Europe on the political, social, economic, cultural/intellectual and diplomatic development of Europe. 3-0-3.

345 NORTH CAROLINA HISTORY

3 semester hours

A chronological study of the history of North Carolina from its colonial beginnings until the present. The state's problems and potential are carefully examined in the broader context of U.S. history. 3-0-3.

353 ASIAN AND AFRICAN CIVILIZATION

3 semester hours

Study of the cultural, social, political, economic and diplomatic trend in Asia and Africa. Special emphasis will be given to the growing interrelatedness of these regions to the world, the technology and the spread of democracy. 3-0-3.

363 HISTORY OF MODERN RUSSIA

3 semester hours

An examination of Russian political, social, economic, diplomatic, cultural and intellectual history from the beginning of 19th century to the present. The course will focus upon major events in Russian history, their causes, consequences and impact on Russian people, European and World history, the Russia's role in the contemporary world. 3-0-3.

380 MODERN GERMANY SINCE 1789

3 semester hours

This course is a detailed examination of the political, social, economic, cultural, intellectual, diplomatic and military development of modern Germany. The German Question: the debate over whether the German people can exist as a unified nation without seeking to dominate their neighbors, remains a constant theme throughout the course. Other key topics include liberalism, nationalism, industrialization, the World Wars, Nazism, the occupation and division of Germany, and unification and the broad aspects of these events and ideas. 3-0-3.

396 INTERNATIONAL TRAVEL

3 semester hours

This course provides the student an opportunity to study the history, geography, economy, and culture of a country by visiting and studying in the country. Study tours will include Europe, Asia, Africa and Latin America. Lectures, classroom requirement, research and travel. 1-3 semester hours.

411 DIPLOMATIC HISTORY OF THE UNITED STATES

3 semester hours

The purpose of this course is to examine the foreign relations of the United States from its emergence as a nation in 1793 to its position as a leading power in the present century. The course focuses on relations with Latin America, Europe, the Far East, and Canada. 3-0-3.

414 HISTORY OF ENGLAND TO 1688

3 semester hours

Study of English history from Roman Britain to the Glorious Revolution of 1688. Special emphasis on Anglo-Saxon England, the Norman Conquest, the Tudor Dynasty and the constitutional conflicts of the seventeenth century. 3-0-3.

419 EUROPE SINCE 1945

3 semester hours

A study of European history from the Second World War to the present. This course will examine economic developments, the evolution of European unity, domestic politics of the European states-cultural and social change, and Europe's role in the Contemporary world. 3-0-3.

450 SPECIAL TOPICS: EUROPEAN HISTORY

3 semester hours

A specialized study of various historical developments in European History. Topics will vary from semester to semester. 3-0-3.

431 SPECIAL TOPICS: AMERICAN HISTORY

3 semester hours

A specialized study of various historical developments in American History. Topics will vary from semester to semester. 3-0-3.

495, 496 INDEPENDENT STUDY

3 semester hours each semester

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written paper/essay. Prerequisite: Approval by the professor offering the study, student's major department, and concurrence of the Dean. 0-Independent Study-3, 0-Independent Study-3.

497,498 INTERNSHIP IN HISTORY

3 semester hours

Three hours credit may apply to the student's major. Prerequisite: senior standing and department approval.

POLITICAL SCIENCE

201 INTRODUCTION TO POLITICAL SCIENCE

3 semester hours

A basic course in political science dealing with the fundamentals of persons politically organized. 3-0-3.

202 UNITED STATES GOVERNMENT

3 semester hours

A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governments and the Federal system. 3-0-3.

304 STATE AND LOCAL GOVERNMENT IN THE UNITED STATES

3 semester hours

A study of the problems of governmental relationships and administrative management in state, county, and municipal governments. 3-0-3.

311 EUROPEAN GOVERNMENT AND POLITICS

3 semester hours

A detailed account of the political institutions and processes of France, Germany, the United Kingdom, and the U.S.S.R. 3-0-3.

314 JUDICIAL PROCESS

3 semester hours

A study of judicial processes in the United States including pertinent court decisions and a general review of the administration of justice in our society. 3-0-3.

315 CIVIL LIBERTIES

3 semester hours

A study of basic freedoms such as speech, press and religion as well as emphasis on the significance of equal protection of the law. Emphasis will be given to both court cases and the development of concepts such as freedom of expression. 3-0-3.

320 CONSTITUTIONAL LAW

3 semester hours

A study of principles and leading cases with emphasis on judicial and executive elaboration and the development of civil liberties in the United States. 3-0-3.

321 INTERNATIONAL RELATIONS AND WORLD POLITICS

3 semester hours

An analysis of politics among nations with emphasis on the changing international setting in the 20th century as the Third World nations become key part of world politics. 3-0-3.

323 AMERICAN POLITICAL PARTIES

3 semester hours

A study of the history, structure and function of parties in the American system of government. 3-0-3.

325 SOUTHERN POLITICS

3 semester hours

An analysis of the nature and style of Southern politics with emphasis on the development of two-party politics and the rise of Black political participation. 3-0-3.

333 THE PRESIDENT AND CONGRESS

3 semester hours

A study of the executive and legislative branches of government in the U.S. with an emphasis on their political development and interaction. 3-0-3.

338 AMERICAN FOREIGN POLICY

3 semester hours

A survey of the American foreign policy-making process, and of the major international challenges confronting America today. Issues addressed will include military intervention, nuclear weapons, security strategy, and economic competition. 3-0-3.

351 POLITICS OF DEVELOPING AREAS

3 semester hours

A study of the dynamics of political change including the democratization of developing nations. 3-Q-3.

361 POLITICAL THOUGHT

3 semester hours

An introduction to traditional political theory as a field. Emphasis will be on reading and analyzing primary works. 3-Q-3.

365 INTERNATIONAL ORGANIZATION

3 semester hours

An examination of the powers, responsibilities, and activities of international organizations such as the United Nations, NATO and the European Union. We will study how international organizations attempt to promote goals such as peace, security, economic cooperation, and environmental protection. 3-Q-3. F.

401 COMPARATIVE POLITICAL ECONOMY

3 semester hours

An analysis of how politics affects the performance and structure of the economy in the United States and the other industrialized nations. We will focus on the politics of issues such as welfare, taxation, government spending, monetary policy, and government support for industry. 3-Q-3.

410 INTERNATIONAL POLITICAL ECONOMY

3 semester hours

An introduction to the politics of international economic interactions, focusing on topics such as economic interdependence, world trade and investment, and the economic gap between the advanced industrial nations and the developing world. 3-Q-3.

411 RESEARCH METHODOLOGY IN POLITICAL SCIENCE

3 semester hours

An introduction to the scientific method in social science which will include a research design done by each student. 3-Q-3.

430 SPECIAL TOPICS

3 semester hours

A specialized study of various political developments. Topics will vary from semester to semester. 3-Q-3.

495 INDEPENDENT STUDY

3 semester hours

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written paper/essay. Prerequisite: Approval by the professor offering the study, student's major department, and concurrence of the Dean. 0-Independent Study-(1-3).

497, 498 INTERNSHIP IN POLITICAL SCIENCE

3 semester hours, each semester

Three hours credit may apply to the student's major. Prerequisite: junior standing and departmental approval. 0-Practical Experience-3, 0-Practical Experience-3.

SOCIOLOGY

201 INTRODUCTION TO SOCIOLOGY

3 semester hours

An introduction to sociology, providing essentials for an understanding of the forces making for group-life and for specialized study of sociological problems. 3-0-3.

202 SOCIAL PROBLEMS

3 semester hours

An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis upon causes, treatment, and prevention. 3-0-3.

203 MARRIAGE AND FAMILY

3 semester hours

A study of the practical problems of courtship and marriage, with emphasis on interpersonal relationships between husband and wife, and parents and children. While more attention is given to the American family, the family is studied in other parts of the world including Asia, Africa, Latin America, the Middle East and Europe. 3-0-3.

300 DEMOGRAPHY

3 semester hours

A study of the changes in a population, how these changes occur and what impact these population changes have on geographical and economic systems. The course compares the American experience with lesser developed countries. 3-0-3.

310 SOCIAL PSYCHOLOGY

3 semester hours

A study of the interaction between the individual and the group, and the influence of each on the other. 3-0-3.

311 SOCIAL RESEARCH METHODOLOGY

3 semester hours

The scientific method is applied to social phenomena: formulating and testing hypotheses, techniques for collecting data, measuring social variables, interpreting research findings. The scientific method as applied to social sciences will be explored in the latter part of the course through student participation in the design and analysis of a survey. 3-0-3.

313 SOCIOLOGY OF DEVIANT BEHAVIOR

3 semester hours

An introduction to the sociological study and critical analysis of theories of deviant behavior. Descriptive and explanatory approaches to kinds and amounts of deviance in contemporary American society; social change, economic and social disorganization theories; the process of organization; formal and informal societal responses to deviance and the deviant. 3-0-3.

330 SOCIOLOGICAL THEORY

3 semester hours

A systematic analysis of the trends and developments in sociological theory. Emphasis is placed on the current state of sociological theory and its relationship to empirical research. 3-0-3.

331 PRINCIPLES OF SOCIAL WORK

3 semester hours

An examination of the field of social work, its nature, scope, and functions of social work today, including public and private social agencies and institutions. 3-0-3.

340 SOCIAL CHANGE

3 semester hours

An examination of social systems within the framework of functional and conflict theory with particular emphasis upon the planning of social change. 3-0-3.

356 SOCIOLOGY OF RELIGION

3 semester hours

Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social-psychology of religious behavior. 3-0-3.

396 INTRODUCTION TO STATISTICS

3 semester hours

(See Psychology 396.) 3-0-3.

400 MINORITY GROUPS

3 semester hours

A study of present-day racial and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. In addition to studying minority relations in the United States, attention will be given to minority relations in South Africa, the Far East, Eastern Europe, Latin America and other parts of the world. 3-0-3.

405 SOCIOLOGY OF EDUCATION

3 semester hours

The study of education as a social system. Emphasis will be placed on the internal processes and structure of educational institutions, the function of education in society, and the dynamics of educational reform in a changing social environment.

410 SOCIOLOGY OF GENDER

3 semester hours

Sociological theories, concepts, and perspectives will be used to analyze the social meaning of gender in American society. Attention will be given to gender differences and similarities, social role expectations, and an historical survey of the changing roles of men and women in our society.

411 CRIMINOLOGY

3 semester hours

An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control. 3-0-3.

421 THE COMMUNITY

3 semester hours

A study of the structure and function of rural and urban communities, their institutions and problems. Differences between American communities and communities in other cultures will be examined. 3-0-3.

430 SPECIAL TOPICS: SOCIOLOGY

3 semester hours

A specialized study of various sociological developments. Topics will vary from semester to semester. 3-0-3.

490 SOCIOLOGY SEMINAR

3 semester hours

Independent research, guided readings and other learning experiences offers the senior student the opportunity to study more deeply the total scope of the field of sociology. 3-0-3.

497, 498 INTERNSHIP

3 semester hours each semester

These hours credit may apply to the student's major. Prerequisites: senior standing and departmental approval. 1-5-3, 1-5-3.

SOCIAL STUDIES

307 SOCIAL STUDIES IN THE ELEMENTARY SCHOOLS

3 semester hours

A study of the content, resources, and strategies in social studies education. This course includes examination of methods for planning, teaching, and evaluating history, geography, civics and other social studies. 3-0-3.

432 METHODS OF TEACHING SECONDARY SOCIAL STUDIES

3 semester hours

This course will examine methods of teaching secondary social studies, including the formulation of instructional objectives, use of multiple resources, selection of appropriate strategies, and a variety of techniques for assessing and evaluating student progress. Supervised field experience will be included. 3-0-3.



DIRECTORY AND APPENDICES

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Leland A. Kerr, Director of Museums, Kings Mountain Regional Association
Annabel Lee Williams, Youth Trustee
S. Kirk Ward, President of the Alumni Association

UNDERGRADUATE FACULTY 1998-99

J. Lerick Adkins, 1987*, Instructor in Health Education and Physical Education; Assistant Football Coach
B.S., Gardner-Webb University; M.Ed., Converse College

Doris V. Bascant, 1970-1978, 1982, Professor of Education and Mathematics
A.A., Gardner-Webb University; B.S., M.A., Ed.S., Appalachian State University; Ed.D., University of North Carolina at Greensboro

Robert J. Biss, 1985, Associate Professor of Mathematics, Chair, Department of Mathematical Sciences
B.S., University of North Carolina at Charlotte; M.S., Ph.D., University of North Carolina at Chapel Hill

Angell Kirkpatrick Benson, 1986, Instructor in Health Education and Physical Education, Head Volleyball Coach
B.S., M.Ed., Western Carolina University

Susan C. Bell, 1986, Assistant Professor of Art
B.A., Mary Baldwin College; M.A., Presbyterian School of Christian Education; M.A., University of South Carolina

Carolyn A. Billings, 1978, Professor of Music
B.M., Nelson College; M.M., University of Illinois at Champaign-Urbana; D.M.A., University of Missouri at Kansas City

Margie E. Bivens, 1985, Instructor in Nursing
A.S., Western Piedmont Community College; B.S.N., University of North Carolina at Charlotte; M.S.N., University of North Carolina at Greensboro

Oliver W. Blackburn, 1968, Professor of History, Vice President and Dean of Academic Affairs
A.A., Gardner-Webb University; B.A., M.A., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill

Carol L. Blasingame, 1987, Associate Professor of Physical Education and Health Education
B.A., Southern Methodist University; M.A., Appalachian State University; Ph.D., Texas A&M University

Kate D. Blivins, 1988, Associate Professor of Religion
B.A., Wake Forest University; M.Div., Ph.D., The Southern Baptist Theological Seminary; Additional study, The Catholic University of America

A. Frank Boone, 1982, Professor of English, Provost and Senior Vice President
B.A., Furman University; M.A., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

J. Glenn Bottoms, 1983, Professor of Economics and Management Information Systems
B.A., Emory University; M.A., University of Oregon; Ph.D., Georgia State University; Additional study, George Washington University

Larry C. Bray, 1985, Instructor in Athletics Training
B.S., Morehead State University; M.A., Kent State University; A.T.C.

Randall H. Browner, 1987, Instructor Reference Librarian
A.A., Lenoir College; B.A., University of North Carolina at Chapel Hill; M.L.I.S., University of North Carolina at Greensboro

Frederic P. 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

- Joyce C. Brown, 1966, Professor of English
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi;
Additional study, Appalachian State University
- LeRoy M. Brown, 1966, Professor of Biology
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi
- Larisa A. Buldyreva, 1998, Assistant Professor of Mathematics and Computer Science
M.S., Novosibirsk State University; Institute of Information Systems, RAS, Novosibirsk,
Russia
- Susan A. Buntz, 1992, Lecturer in English
B.A., B.S., College of Charleston; M.A., Ph.D. Candidates, University of South Carolina
- Charles S. Butch, 1987, Assistant Professor of Health Education and Physical Education; Vice
President for Athletics
B.A., Gardner-Webb University; M.S., Eastern Kentucky University
- Barbara N. Burkett, 1979, Professor of Biology
B.S., North Carolina State University; Ph.D., Western Reserve University
- Kathy M. Cagle, 1996, Assistant Professor of American Sign Language
B.S., National Technical Institute for the Deaf; M.A., California State University at
Northridge
- Tara T. Caldwell, 1992, Assistant Professor of Nursing; Chair, Associate Degree Nursing Program
Diploma, Spartanburg General Hospital School of Nursing; B.S.N., M.N., University of
South Carolina
- Sue C. Camp, 1976, Professor of Business Administration
B.S., Gardner-Webb University; M.A.T., Winthrop University; Additional study, University
of South Carolina; M.D., University of Tennessee at Knoxville
- Dwight A. Canaper, 1997, Instructor in Business Administration; Director of Academic Technology
A.A.S., Institutional Community College; B.S., Appalachian State University; M.B.A.,
Gardner-Webb University
- Shirley M. Carson, 1991, Instructor in Nursing
B.S.N., Louisiana University
- Patrick W. Caruso, 1997, Assistant Professor of Mathematics
B.S., M.S., North Carolina State University; Ph.D., Stanford University
- Robert Casey, 1997, Instructor in Communication Studies
B.A., University of Washington, Seattle; M.A., University of Memphis
- Jennifer L. Carlin, 1997, Instructor in English
B.A., Georgia State University; M.F.A., Eastern Washington University
- Jean M. Carlson, 1982, Professor of Nursing
B.S., Lenoir-Rhyne College; M.N., Emory University; Ed.D., North Carolina State University
- T. Eugene Carpenter, 1994, Associate Professor of Human Services; Director of OCM Human
Services Programs
A.A., Seward College; B.S., Clemson University; M.A., Appalachian State University;
Ed.D., North Carolina State University
- David M. Carraschick, 1988, Assistant Professor of Psychology
B.A., University of North Carolina at Asheville; M.A., Marshall State University; Ph.D.,
University of South Carolina
- Bonjouris B. Carson, 1991, Professor of Education
A.B., Catawba College; M.A., Furman University; Ed. D., University of Georgia

- W. Keith Canale, 1995, Assistant Professor of Communication Studies
B.A., Wilmington College of Ohio; M.F.A., University of Florida
- Gary L. Chandler, 1997, Associate Professor of Health Education and Physical Education
B.S., M.A., Appalachian State University; Ed.D., University of North Carolina at Greensboro
- Deborah W. Coyle, 1991, Assistant Professor of Nursing
B.S.N., M.S.N., University of North Carolina at Chapel Hill
- Edwin Cohen, 1995, Instructor in Nursing
A.A., Carrizo Community College, California; B.S.N., California State University at Fullerton; M.S.N., University of North Carolina at Greensboro
- Victor J. Conzalez, 1991, Assistant Professor of Communication Studies
B.S., Western Carolina University; M.A., Regent University; Ph.D., University of Tennessee at Knoxville
- Amy E. Cox, 1992, Assistant Professor of Marketing
B.A., Duke University; M.B.A., University of Michigan; Ph.D. Candidate, University of Minnesota
- Tamara A. Cox, 1991, Assistant Professor of French
B.A., M.A., University of Mississippi; Ph. D., University of North Carolina at Chapel Hill
- Loris L. Crawford, 1998, Professor of Religion
B.A., Wakeford Baptist University; M.Div., Th.D., Southeastern Baptist Theological Seminary; Gordon Institute, Zurich; Doctoral Abt. Freudenstadt
- Alice E. Cullinan, 1974, Professor of Religious Education and Religion, Chair, Department of Religious Studies and Philosophy
B.A., Carson-Newman College; M.B.E., Ph.D., Southeastern Baptist Theological Seminary
- Serve Dabura, 1996, Professor of Education
A.A., Gardner-Whit University; S.S., Wake Forest University; M.A., Ed.S., Appalachian State University; Ed.D., University of North Carolina at Greensboro
- Nathalie S. Davison, 1998, Assistant Professor of French
Maitrise in English Linguistics, Sorbonne-Neuve, Paris; M.A., Ph.D., University of Missouri at Columbia
- Vlad Deryabin, 1996, Instructor in English, Coordinator of International Students
B.A., Moscow State Institute of Foreign Languages, Russia; M.A., Gardner-Whit University
- Anthony F. Eastman, 1996, Professor of History, NCAA Compliance Coordinator
B.A., Union University; M.A., Memphis State University; Ph.D., University of Southern Mississippi
- Deana S. Ellington, 1998, Associate Professor of History
B.A., M.A., Appalachian State University; Ph.D., Duke University
- Thomas B. English II, 1987, Assistant Professor of Physics and Astronomy
B.S., Oerlikon College; M.S., University of Georgia
- Tony L. Felt, 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 Study, Oberlin Conservatory of Music, Oberlin College
- Paul W. Foss, 1994, Instructor in Business Administration, Business Coordinator - OQAL Program
B.S., Gardner-Whit University; M.B.A., Western Carolina University
- Roger G. Gadsby, 1974, Professor of Psychology
B.A., University of North Carolina at Charlotte; M.A., University of Tennessee; Ph.D., University of South Carolina; Additional study, Appalachian State University

- Earl H. Gaudin, Jr., 1982, *Assistant Professor of Business Administration, Director of GOML Business Programs*
B.S., University of South Carolina; M.B.A., WakeForest University; C.P.A.
- Dorine J. Givens, 1989, *Professor of English, Dean of the Graduate School of Education and Counseling*
B.A., Eastern Kentucky University; M.Ed., University of Miami; Ph.D., University of Southern Mississippi
- F. Keith-Griggs, 1985, *Professor of Business Administration and Management Information Systems*
B.S., M.A., Appalachian State University; M.Ed., University of North Carolina at Charlotte; Ed.S., Western Carolina University; Ed.D., Virginia Polytechnic Institute and State University
- Ned S. Griggs, 1985, *Assistant Professor of Health Education and Physical Education*
A.B., Lenoir-Rhyne College; M.A., Appalachian State University; Additional study, Western Carolina University; University of North Carolina at Charlotte; Gardner-Webb University
- Barry E. Hambricht, 1989, *Professor of History and Political Science, Chair, Department of Social Sciences*
A.A., Gardner-Webb University; B.A., Carleton-Newman College; M.A., University of Massachusetts; Ph.D., University of South Carolina
- Juliana C. Hamrick, 1982, *Associate Professor of Education*
B.S., M.A., Gardner-Webb University; Ed.S., Appalachian State University; Ed.D., University of North Carolina at Greensboro
- Patricia B. Hamilton, 1975, *Associate Professor of Music*
B.M., North Carolina School of the Arts; M.M., Conservatory College; Additional study, University of Florida; University of North Carolina at Greensboro; Bankia College; Westminster Choir College; Indiana University; Cincinnati Conservatory; D.M. Candidate, Florida State University
- Lizzy W. Hart, 1982, *Assistant Professor of Mathematics and Computer Science*
B.S., M.A., Appalachian State University; B.A., M.S., University of North Carolina at Charlotte
- Emberly J. Hartman, 1988, *Associate Professor of Education*
B.S., University of North Carolina at Greensboro; M.S., Florida State University; Ph.D., University of North Carolina at Greensboro
- Ted Allen Hessel, 1986, *Instructor in Health Education and Physical Education*
B.S., Gardner-Webb University; M.Ed., Ashland University
- Stephen Z. Heuser, 1996, *Assistant Professor of Religion, Director of Admissions for the School of Divinity*
B.A., Elm College; M.Div., Th.M., Southeastern Baptist Theological Seminary; D.Min., Eastern Theological Seminary
- Alice Ellen Henderson, 1992, *Associate Professor of Political Science*
A.B., Harvard University; M.A., Ph.D., Yale University
- Jane H. Heflin, 1989, *Assistant Professor of English*
B.A., Oklahoma Baptist University; M.A., University of Louisville; Ph.D., University of Oklahoma
- Mary Lynn H. Hodge, 1982, *Associate Professor of Nursing*
A.D.N., B.S.N., University of South Carolina at Spartanburg; M.N., University of South Carolina
- Arlio K. Horne, 1993, *Assistant Professor of Business Administration, Dean, School of Business*
B.S., M.B.A., University of Oklahoma; Ph.D., Vanderbilt University
- Tammy Campbell Hunkle, 1982, *Instructor in Mathematics*
B.S., Gardner-Webb University; M.A., Wake Forest University

- Debra M. Hahn, 1978-80, 1982, *Professor of Health Education and Physical Education; Dean, School of Education*
B.S., Auburn University; M.Ed., D.A., Middle Tennessee State University
- Carol L. Jackson, 1987, *Professor of Education; Dean of the College of Extended Professional Studies*
A.A., Mass Hill College; B.S., Southern Illinois University; M.Ed., North Carolina State University; Ed.S., East Carolina University; Ph.D., University of South Carolina
- Sharon D. Jennings, 1986, *Assistant Professor; Director of the Need Program for the Disabled*
A.A., Stephens College; B.A., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Charlotte
- Tim C. Jolley, 1994, *Instructor in Religion; Minister to the University; Director of Campus Ministries*
B.A., Gardner-Whit University; M.Div., Sanford University
- James C. Johnson, 1990, *Assistant Professor of Mathematics*
B.A., Furman University; M.A.T., University of South Carolina
- Kevin T. Jones, 1986, *Assistant Professor of Health Education and Physical Education; Director of Athletic Training*
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- Thomas H. Jones, 1982, *Professor of Biology; Chair, Department of Natural Sciences; Honors Programs Coordinator*
B.S., Methodist College, Fayetteville; M.S., Ph.D., North Carolina State University
- Robert J. Jurek, 1988, *Assistant Professor of Business Administration*
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- Lynn Carpenter Ketter, 1988, *Assistant Professor of English*
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- Sandra Lynn Smith King, 1985, *Assistant Professor of Nursing*
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- Rebecca Beck Little, 1981, *Instructor in Nursing*
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- Melvin R. Lutz Jr., 1988, *Associate Professor of Religion; and Greek; Dean of Advising and Registration*
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- Robert W. McIlhenny, 1998, *Assistant Professor of Health Management*
B.S., University of Colorado; M.H.A., University of Minnesota; M.B.A., Wake Forest University
- Marilyn M. McGee, 1977-1982, 1994, *Associate Professor of Nursing; Chair, Campus B.S.N. Program*
B.S.N., University of Michigan; M.S.N., University of North Carolina at Chapel Hill; Ph.D., University of Texas at Austin
- W. Clyde Miller, 1988, *Assistant Professor of Health Education and Physical Education, Assistant Director of Athletics*
B.S., M.Ed., Georgia Southern University
- Brenda C. Moore, 1996, *Instructor, Director of Freshman and Senior Programs*
B.S., Campbell University; M.A. Ed., East Carolina University
- Charles B. Moore, 1992, *Assistant Professor of Spanish*
B.S., University of Tennessee at Knoxville; M.A., George Mason University; Ph.D., University of North Carolina at Chapel Hill
- G. Bruce Moore, 1985, *Assistant Professor of Religion; Vice President and Dean of Student Development*
B.A., Campbell University; M. Div., Southeastern Baptist Theological Seminary
- Robert D. Myers, 1989, *Associate Professor of Sociology*
B.S., University of Wisconsin at Madison; M.S., Ph.D., The Ohio State University
- Fantasia E. Murray, 1998, *Instructor in Psychology; Counselor*
B.S., Geneva College; M.A., West Virginia University
- Anthony J. Nighswander, 1989, *Associate Professor of Economics; Director, World Trade Center; Director of the M.B.A. Program*
B.S., M.S., Ph.D., Mississippi State University
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- David B. Parker, 1987, *Assistant Professor of English*
B.A., Furman University; M.A., Ph.D., University of North Carolina at Chapel Hill
- C. Sherman Parrish, 1925, *Professor of Chemistry*
A.B., Berry College; Ph.D., University of Mississippi
- Valerie M. Parry, 1984, *Associate Professor; Head Librarian*
B.A., Southampton College; M.S.L.S., Palmer Graduate Library School
- Christopher Parson, 1998, *Instructor in Communications Studies; Technical Director of Theatre*
B.F.A., University of North Carolina; M.F.A., University of Florida
- Robert T. Parsons Jr., 1989, *Associate Professor of Religion; Assistant Librarian for Religious Programs*
Presbyterian Baptist Bible Institute; B.A., Gardner-Webb University; M.A., Ph.D. Candidates, Baylor University; D.Min., Southeastern Baptist Theological Seminary
- Jack G. Perrais, 1993, *Professor of Religion*
B.A., Baylor University; B.D., Southeastern Baptist Theological Seminary; Th.D., Southeastern Baptist Theological Seminary; Additional study, University of Texas at Austin
- Fannie W. Parris, 1988, *Professor of Psychology and Coordinator of the School Counseling Program*
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- Steve Parris, 1997, *Assistant Professor of Education; Head Football Coach*
B.A., M.A., Furman University

- Phil D. Parris, 1989, *Professor of Music; Director of Chorus*
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Additional study, Westminster Choir College
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- Cagle B. Price, 1982, *Professor of English; Chair, Department of English Language and Literature*
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- Jackson F. Raines, 1997, *Associate Professor of Psychology*
B.M., Florida State University; M.Ed., Ph.D., Georgia State University
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- Scotley C. Rogers, 1985, *Instructor; Reference Librarian*
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- Stephen E. Sain, 1987, *Instructor in History; Registrar*
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- Michael G. Schumacher, 1997, *Assistant Professor of Business Administration and Accounting*
B.S.Ed., University of Mississippi; M.B.A., University of California at Los Angeles; Ph.D. Carolina, The University of Mississippi
- Rick Scruggs, 1995, *Assistant Professor of Health Education and Physical Education; Head Men's Basketball Coach*
B.Ed., University of Georgia; M.S., United States Sports Academy, Alabama
- Douglas N. Seay, 1997, *Instructor; Director of Residence Life*
B.S., Mars Hill College; M.Ed., University of South Carolina
- Elizabeth B. Seay, 1997, *Instructor; Director of Academic Advising*
B.A., University of Virginia; M.Ed., University of South Carolina
- R. Anthony Setzer, 1988, *Instructor in Health Education and Physical Education; Head Men's Soccer Coach*
B.S., Lorain College; M.A., The Citadel
- Albina S. Simmons, 1989, *Professor of Education; Chair, Department of Education*
B.A., Simon University; M.A., Appalachian State University; Ph.D., University of North Carolina at Greensboro
- Janet Snowball, 1994, *Instructor; Technical Systems and Services Librarian; OQR Librarian*
B.A., M.L.S., The University of Alabama
- Miller Kester Spangler, 1997, *Instructor in Health Education and Physical Education; Head Men's and Women's Golf Coach*
B.S., Wakeup University; M.S., Florida International University
- Barbara S. Stansbury, 1988, *Assistant Professor of Sign Language Studies*
B.A., Maryville College; M.A., University of North Carolina at Charlotte
- Paula Maria Stathakis, 1996, *Assistant Professor of History*
B.A., University of North Carolina at Greensboro; M.A., University of North Carolina at Charlotte; Ph.D., University of South Carolina
- Sophia Gwyneth Steidel, 1994, *Associate Professor of Religious Education*
B.A., Gardner-Webb University; M.A., Ed.D., Southeastern Baptist Theological Seminary

Alexander Stokanov, 1981, Professor of History

B.S., M.A., Ph.D., Penn State University, Russia

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B.S.N., M.S.N., University of North Carolina at Charlotte; Ph.D., University of North Carolina at Chapel Hill

Virginia L. Sullivan, 1992, Instructor in Nursing

B.S.N., University of Cincinnati; M.S.N., University of Oregon

C. Cheryl Summers, 1976, Professor of Fine Arts

A.B., M.A., Indiana State University; Ed.S., D.A., Ball State University

Holly M. Swann, 1988, Instructor in Psychology; Director of Career Services

B.S., Houghton College; M.A., Indiana University of Pennsylvania

Philip G. Swingswood, 1988, Assistant Professor of Business Administration

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

Marcia E. Taylor, 1983, Professor of Spanish; Chair, Department of Foreign Languages and Literature

B.A., Shreve College; M.A., University of Georgia; Ph.D., University of Kentucky

Mark E. Templeman, 1997, Associate Professor of Sociology

B.A., Virginia Polytechnic Institute and State University; M.S., Ph.D., Purdue University

Brenda C. Tarnell, 1980, Instructor in Mathematics

A.A., North Oconeeville Junior College; B.A., Luther College; M.A., Clemson University

Matthew D. Thiede, 1995, Assistant Professor of English; Learning Assistance Program Director

B.A., M.A., James Madison University; Ph.D., University of South Carolina

Charles E. Tichenor, 1997, Professor of Business Administration; Distinguished Executive in Residence

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

Helen Lynda Tichenor, 1988, Professor of German; Director of International Programs

B.A., Connecticut College; M.A., Middlebury College; Ph.D., University of Akron

Shirley F. Toney, 1965-1990, 1992, Professor of Nursing; Dean, School of Nursing

Diploma, North Carolina Baptist Hospital School of Nursing; B.S., Wake Forest University; M.Ed., North Carolina State University; Ph.D., University of Texas at Austin; Additional Studies, Southwestern Baptist Theological Seminary, University of North Carolina at Charlotte, University of South Carolina

Jeffrey L. Toller, 1982, Professor of Health Education and Physical Education; Faculty Athletic Representative; Assistant Vice-President of Academic Affairs

B.A., Bryan College; M.S., D.A., Middle Tennessee State University

Ted W. Vaughan, 1991, Professor of Communication Studies; Chair, Department of Communication Studies and Theater Arts

B.M.E., M.S., Ed.S., Indiana University; Ed.D., New Mexico State University

M. Christopher White, 1988, Professor of Religion; President of the University

A.B., Murray University; M.Div., The Southern Baptist Theological Seminary; Ph.D., Emory University; D.M.A., Missouri State Conservatory, Russia

J. Matt Whitfield, 1992, Associate Professor of Music; Director of Band

B.M.E., Murray State University; M.Mus., D.M.A., University of Alabama

James D. Whitlow, 1986, Professor of Psychology; Director of Counseling

A.A., Anderson College; B.A., Carson-Newman College; M.R.E., Th.M., Ed.D., New Orleans Baptist Theological Seminary

- Dale R. Williams, 1991, *Instructor in Health Education and Physical Education; Assistant Football Coach*
B.A., M.S., West Virginia University
- Donald W. Williams, 1988, *Assistant Professor of New Testament*
B.A., Western Kentucky University; M.Div., Ph.D., The Southern Baptist Theological Seminary
- Richard M. Wince, 1990, *Instructor in Health Education and Physical Education; Wrestling Coach; Cross Country Coach*
B.A., Mt. Union College; M.A., University of Akron
- Rebecca M. Wright, 1985-1992, 1995, *Professor of Psychology; Chair, Department of Psychology*
B.S., North Georgia College; M.S., Ph.D., University of Georgia
- Marion W. Wright, 1998, *Assistant Professor of Chemistry*
B.S., University of North Carolina at Charlotte; Ph.D., Wake Forest University; Post graduate student at University of Virginia
- David K. Yellari, 1980, *Associate Professor of History*
B.A., Appalachian State University; M.A., Ph.D., University of North Carolina at Chapel Hill
- Timothy J. Zehnder, 1991, *Assistant Professor of Biology*
B.S., Eastern Michigan University; M.S., Ph.D., Wake Forest University

PART-TIME UNDERGRADUATE FACULTY

- Elizabeth S. Bevers, 1976, *Instructor in Piano and Organ*
B.C.M., Furman University; M.C.M., The Southern Baptist Theological Seminary
- Nancy B. Bottoms, 1992, *Instructor in English*
B.A., Emory University; M.A., Gardner-Webb University
- Nan F. Gregg, 1975, *Instructor in Voice*
B.M., Westminster Choir College; Additional study, Long Island University, Hofstra University
- Dan W. Justice, 1989, *Professor of Religion*
A.A., Southeastern Baptist College; B.A., Howard Payne University; B.D., Ph.D., Southeastern Baptist Theological Seminary
- Chris Roberts, 1995, *Instructor in Music; Director of the Choir*
B.S., Gardner-Webb University; M.C.M., The Southern Baptist Theological Seminary

PART-TIME MEDICAL TECHNOLOGY FACULTY

- Elizabeth T. Anderson, 1978, *Program Director, School of Medical Technology; Clinical Faculty, Carolinian Medical Center, Charlotte*
B.A., University of North Carolina at Greensboro; Medical Technology Certificate, Bowman Gray School of Medicine; M.H.D.L., University of North Carolina at Charlotte
- Loraine W. Flann, 1980, *Program Director, Medical Technology; Clinical Faculty, Bowman Gray School of Medicine*
B.A., University of North Carolina at Greensboro; Medical Technology Certificate, Bowman Gray School of Medicine; M.Ed., University of North Carolina at Greensboro
- Edward H. Liptford, II, 1989, *Medical Director, School of Medical Technology; Clinical Faculty, Carolinian Medical Center, Charlotte*
A.B., University of North Carolina at Chapel Hill; M.D., Vanderbilt University

Malvern B. Hopkins, III, 1998, Medical Director, Medical Technology Program, Clinical Faculty,
Roverman Gray School of Medicine, B.S., University of Richmond; M.D., University of
Virginia School of Medicine.

GRADUATE SCHOOL OF DIVINITY FACULTY 1998-99

Bobby BB Adams, 1993, Professor of Christian Ethics

A.B., Northwestern Oklahoma State University; B.D., Central Baptist Theological Seminary;
Ph.D., Southwestern Baptist Theological Seminary; Additional study - University of Illinois,
Champaign/Urbana; University of Texas at Arlington; Princeton Theological Seminary;
Regis College, Toronto, Canada; Vanderbilt University

Sheryl Ann Dawson Adams, 1995 Associate Professor of Theology

B.M.E., Northwestern Louisiana State University; M.Ed., Louisiana State University; M. Div.,
Th.D., New Orleans Baptist Theological Seminary

John W. Campbell, 1998, Associate Professor of Church Music

B.M., Sanford University; M.M., University of Illinois, Urbana-Champaign; D.M.A., The
Southern Baptist Theological Seminary

Donald E. Cook, 1993, Distinguished Professor of New Testament Interpretation

B.A., Furman University; B.D., Th.M., Southwestern Baptist Theological Seminary; Ph.D.,
Duke University; Additional study, Hebrew Union Seminary, Jerusalem

Robert G. Fullbright, 1987, Professor of Christian Education

A.A., Mass Hall College; B.A., Furman University; M.A., Ph.D., Southwestern Baptist
Theological Seminary

Gerald L. Keown, 1996, Professor of Old Testament Interpretation

B.S., University of Alabama; M.Div., Ph.D., The Southern Baptist Theological Seminary

Robert L. Lamb, 1962-77, 1978, Professor of Religious Education; Dean Emeritus, M. Christopher
White School of Divinity

B.A., Stephen F. Austin State College; M.A. in B.D., Ph.D., Southwestern Baptist
Theological Seminary; Additional study, Westminster Choir College; Baylor University;
University of Houston; North Carolina State University; Appalachian State University

Robert T. Parsons, Jr., 1989, Associate Professor of Biblical Studies; Assistant Librarian for
Religious Programs

Fairland Baptist Bible Institute; B.A. Gardner-Webb University; M.A., Ph.D. Candler,
Baylor University; D.Min., Southwestern Baptist Theological Seminary

Mary Alice Seale, 1996, Associate Professor of Church Music; Assistant Dean, M. Christopher
White School of Divinity

D.Mus., University of North Carolina at Greensboro; M.C.M., D.M.M., The Southern Baptist
Theological Seminary

J. Wayne Stacy, 1995, Professor of New Testament Interpretation, Dean, M. Christopher White
School of Divinity

B.A., Palm Beach Atlantic College; M.Div., Ph.D., The Southern Baptist Theological
Seminary; Hebrew Union College and Jewish Institute of Religion, Cincinnati; Post-doctoral
study-The Jerusalem Center for Biblical Studies

M. Christopher White, 1986, Professor of New Testament Interpretation, President of the
University

A.B., Mercer University; M.Div., The Southern Baptist Theological Seminary; Ph.D., Emory
University; D.M.A., Moscow State Conservatory, Russia

GRADUATE SCHOOL OF BUSINESS FACULTY 1998-99

- L. Orlan Norcross, 1983, Professor of Economics and Management Information Systems**
B.A., Emory University; M.A., University of Ottawa; Ph.D., Georgia State University;
Additional study, George Washington University
- Joe C. Camp, 1976, Professor of Business Administration**
B.S., Gardner-Whell University; M.A.T., Wakeup University; Ed.D., University of
Tennessee at Knoxville
- Amy E. Cox, 1997, Assistant Professor of Marketing**
B.A., Duke University; M.B.A., University of Michigan; Ph.D. Candidate, University of
Minnesota
- F. Keith Griggs, 1985, Professor of Business Administration and Management Information Systems**
B.S., M.A., Appalachian State University; M.Ed., University of North Carolina at Charlotte;
Ed.S., Western Carolina University; Ed.D., Virginia Polytechnic Institute and State
University
- Adam K. Hume, 1995, Director of the Beardsall School of Management, Dean of the School of
Business**
B.S., M.B.A., University of Oklahoma; Ph.D., Vanderbilt University
- Anthony I. Nighswander, 1989, Associate Professor of Economics, Director of the MBA Program**
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- Michael G. Schumacher, 1997, Assistant Professor of Business Administration and Accounting**
B.S.Ed., University of Mississippi; M.B.A., University of California at Los Angeles; Ph.D.
Candidate, The University of Mississippi
- Charles B. Tichenor, 1997, Professor of Business Administration; Distinguished Executive in
Residence**
B.S., Duke University; D.B.A., Santa University
- Robert W. Melloy, 1998, Assistant Professor of Health Management**
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- Philip G. Swingswed, 1998, Assistant Professor of Business Administration**
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GRADUATE SCHOOL OF EDUCATION AND COUNSELING FACULTY 1998-99

- Doris V. Barnes, 1992, Professor of Education and Mathematics**
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University of North Carolina at Greensboro
- Oliver W. Blackburn, 1988, Professor of History; Vice President and Dean of Academic Affairs**
A.A., Gardner-Whell University; B.A., M.A., Wake Forest University; Ph.D., University of
North Carolina at Chapel Hill
- Carol L. Hestingsen, 1997, Associate Professor of Physical Education and Health Education**
B.A., Southern Methodist University; M.A., Appalachian State University; Ph.D., Texas
A&M University
- A. Frank Barnes, 1997, Professor of English; Provost and Senior Vice President**
B.A., Furman University; M.A., University of Georgia; Ph.D., University of North Carolina
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Joyce C. Brown, 1986, Professor of English

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A.A., Gardner-Webb University; B.S., Wake Forest University; M.A., Ed.S., Appalachian State University; Ed.D., University of North Carolina at Greensboro

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B.A., Eastern Kentucky University; M.Ed., University of Miami; Ph.D., University of Southern Mississippi

Emberly J. Hartman, 1998, Associate Professor of Education

B.S., University of North Carolina at Greensboro; M.S., Florida State University; Ph.D., University of North Carolina at Greensboro

Debra M. Hartz, 1978-80, 1982, Professor of Health Education and Physical Education, Dean, School of Education

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Gaye E. Price, 1991, Professor of English, Chair, Department of English Language and Literature

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B.A., Stetson University; M.A., Appalachian State University; Ph.D., University of North Carolina at Greensboro

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B.A., Bryan College; M.S., D.A., Middle Tennessee State University

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FACULTY EMERITI

- Garland H. Allen, 1951, Professor Emeritus of Religion and History
 Dick W. Andrews, 1982, Professor Emeritus of Business
 Robert R. Blackham, 1958, Professor Emeritus of Health Education and Physical Education
 Perry A. Chiss, 1966, Associate Professor Emeritus of Ancient Languages and Literature
 Barbara J. Cobb, 1989, Associate Professor Emerita of Education and Art
 George R. Cobb, 1989, Professor Emeritus of Music
 Robert L. Crockett, 1930, Professor Emeritus of Music
 Dorothy Washburn Edwards, 1949, Registrar Emerita
 Nertie R. Gidney, 1945, 1953, Professor Emerita of Voice
 M. Landolf Jolley, 1957, Professor Emeritus of Social Science
 Paul W. Jolley, 1962, Professor Emeritus of Mathematics
 Betty H. Leggett, 1957, Associate Professor Emerita of Business
 Albin Miller Mitchell, 1937, Professor Emerita of Music
 F. Thurben Ochsman, 1957, Professor Emeritus of English
 Robert E. Morgan, 1967, Professor Emeritus of Physics and Mathematics
 M. Vance Myerell, 1982, Professor Emeritus of Religion
 Lucinda E. Preece, 1989, Professor Emerita of Health Education and Physical Education

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- James E. Crawley, 1994, Dean Emeritus, School of Business
 Robert L. Lamb, 1962, Dean Emeritus, M. Christopher White School of Chemistry

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- M. Christopher White, A.B., M.Div., Ph.D., D.M.A., President
 Michael J. Martin, B.A., Assistant to the President
 Kathryn C. Eck, Administrative Assistant to the President
 Marchant W. McCready, B.A., Secretary to the President
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THE ALMA MATER

Hammond-Hammond

*At the foot of the mountains
Is our College proud she stands,
Serving all who trust her service,
Blessing all with out-stretched hands.*

*Alma Mater, Alma Mater,
We sing our love to Thee
We pledge our hearts in deep devotion
Our love, Our Faith, Eternally.*

*In our hearts we embrace thee,
Pay due homage far and wide,
Offer sacrificial service,
(To thee our) hope, our joy, our pride.*

*Alma Mater, Alma Mater,
We sing our love to thee;
We pledge our hearts in deep devotion
Our love, Our Faith, Eternally.*

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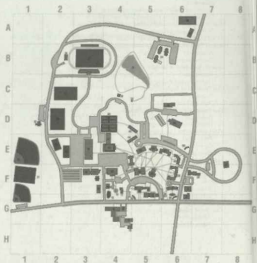
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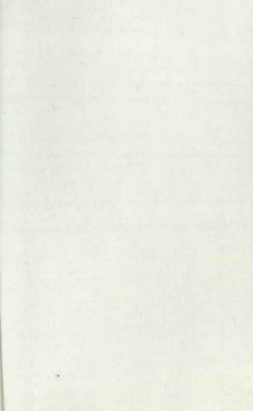
CAMPUS MAP



CAMPUS MAP DIRECTORY

Building Name	No.	Grid Loc.	Building Name	No.	Grid Loc.
Alumni House	7	4-G	Center for hearing and visually impaired		
Publications			Spencer (C. Max) Memorial Hall	41	6-B
Sports Information			Philip L. Elliott Hall	4	5-F
Swain Springs Medical Assoc.	57	6-A	Physical Plant Building	9	4-G
Swain Physical Education and Swimming Pool	49/47	4-E	Poston Center	11	3-F
Campus Health	39	5-D	Reception Center		
Crang (Student W.) Hall	42	5-A	Student Publications		
Crawley Memorial Hospital	54	6-A	Safety and Security		
Coker Hall	54	4-E	Practice Fields		
Dean Gate	55	5-F	Football	21	1-F
Dean (Charles L.) Campus Center	55	5-F	Soccer/Football	50	2-D
Grounds Buildings	57/56	4-G/H	Soccer	52/53	2-E
H.A.P.T. Hall	39	5-F	Soccer	57	2-F
Hawkins Field House	34	2-B	Radio Station WCRG	58	2-F
Hawkins (S. B.) Hall	58	5-F	Hayden Hall	57	4-B
Hoffblatt Center	52	4-E	Spangler Gate	18	3-F
International House	15	2-F	Spangler Hall	34	3-B
International Students			Spangler (Ernest W.) Memorial Stadium	50	4-C
Issues Program			Spring	49	5-E
Over, Jr. (J. R.) Memorial Chapel	9	5-B	Stress Hall	40	4-D
Over (Kathleen R.) Memorial Garden	12	4-D	Sutter Tennis Courts	1	4-B
Over (John R.) Memorial Library	49	4-F	U.S. Post Office	34	5-B
Jewell Gate	37	5-B	University Commons		
Lake Hallfield	52	5-F	Student Apartments		
Light Tower	9	5-F	Varsity Fields		
Linkway Hall	19	3-B	Baseball	22	1-E
Late Yellow Conversation Center	44	4-E	Soccer	51	2-C
Late Yellow Hall	45	4-C	Soccer	20	1-D
Murray Hall	18	3-F	Soccer	2	5-F
Myers Hall	22	1-E	Westcott Hall		
Nancy Baseball Field	30	6-C	Admissions Hall/Financial Planning	10	5-F
Nancy Hall	6	5-F	Wentworth Memorial Building		
Neil Hall	14	4-F	(Foreign Language Studies)	1	4-F
Neil House			West Hall	23	1-D
			Williams (Gwen E.) Observatory	42	5-E
			Wilson Mathematics and Science Hall		

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