

Gardner-Webb University

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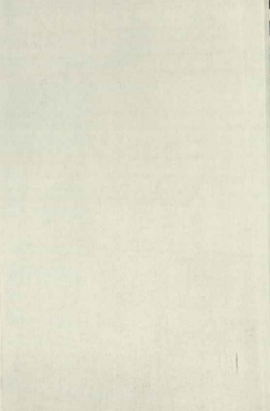


# Gardner-Webb University

*Undergraduate  
Catalog 2002-2003*



Celebrating 100 years in 2005



# Gardner-Webb

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## UNIVERSITY

2002-2003

Boiling Springs, North Carolina 28017

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## CATALOG REQUIREMENTS

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

Gardner-Webb

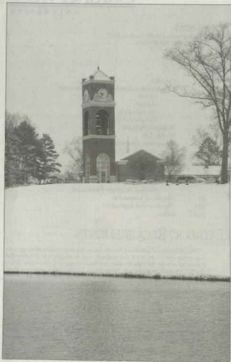
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Gardner-Webb University is committed to equality of opportunity in all areas of education and does not practice or condone discrimination in any form against applicants or students on the basis of race, color, national origin, gender, age, or disability.

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





# CALENDAR

## FALL SEMESTER 2002

August 7 (Wednesday)	RAs arrive
August 10 (Saturday)	OCAL Faculty Orientation
August 12 (Monday)	New Faculty Orientation
August 13-14 (Tues-Wed)	Faculty workshop
August 14 (Wednesday)	Big Brothers/Sisters arrive; OCAL classes begin
August 15 (Thursday)	New Graduate Student Orientation
August 16 (Friday)	Orientation/Registration for all first-time freshmen (residents and commuters) and new resident transfer students
August 18 (Sunday)	Check in for all returning students and Resident students living in residence halls
August 19 (Monday)	Advising/Registration for returning students, Residents and commuter transfers; Directly school classes begin
August 19-20 (Mon-Tues)	Advising/Registration for returning students, Non-Residents and commuter transfers
August 21 (Wednesday)	Day classes begin
August 26 (Monday)	Graduate classes begin
August 27 (Tuesday)	Fall Convocation; last day for late registration; last day for schedule modification
September 13-15 (Fri-Sun)	Family Weekend
October 10-11 (Thurs-Fri)	Mid-Semester Grades
October 14 (Monday)	Grades Due 12:00 noon
October 18 (Friday)	Fall Break begins after classes
October 21-22 (Mon-Tues)	Fall Break for Day classes - (OCAL classes meet on these dates)
October 23 (Wednesday)	Classes resume at 8:00 a.m.
October 16-Nov. 15	Advising/Pre-registration
November 2 (Saturday)	Honoring
November 27 (Wednesday)	Thanksgiving Holiday Begins After Classes
December 2 (Monday)	Classes resume at 8:00 a.m.
December 5 (Thursday)	Last day of classes for OCAL, Graduate Programs
December 6 (Friday)	Last day of classes - Day program
December 9-12 (Mon-Thurs)	Final Exams for OCAL and Graduate classes
December 9-14 (Mon-Sat)	Examinations
December 16 (Monday)	Grades Due by 12:00 noon

## SPRING SEMESTER 2003

January 5 (Sunday)	New student orientation-Day Program;
January 6 (Monday)	Residential students return
January 6-7 (Mon-Tues)	OCAL classes begin; New Graduate Students Orientation
January 8 (Wednesday)	Registration
January 13 (Monday)	Day classes begin at 8:00 a.m.
January 14 (Tuesday)	Graduate classes begin
	Last day for late registration; last day for schedule modification

Feb 27-28 (Thurs-Fri)	Mid-semester reports
February 28 (Friday)	Spring vacation begins after classes
March 3 (Monday)	Grades Due by noon
March 10 (Monday)	Classes resume at 8:00 a.m.
March 11-April 11	Advising and phone-in registration
April 18 (Friday)	Easter vacation begins after classes
April 21 (Monday)	GOAL classes meet
April 22 (Tuesday)	Classes resume at 8:00 a.m.
April 30 (Wednesday)	Last day of classes - Day program
May 1 (Thursday)	Last day of classes for GOAL, Graduate programs
	Reading Day
May 2-8 (Fri-Thurs)	Examinations (including Saturday exams)
	board plan ends with lunch on the 10th
May 5-8 (Fri-Thurs)	GOAL and Graduate exams
May 6 (Tuesday)	Graduating Senior grades due by noon
May 10 (Saturday)	Final Grades due noon
May 10 (Saturday)	Commencement

## SUMMER SCHOOL 2003

### First Term May 21 - June 24

May 21 (Wednesday)	Day registration GOAL and Graduate classes begin
May 22 (Thursday)	Day classes begin
June 23 (Monday)	Last day of classes - Day program
June 23-24 (Mon-Tues)	GOAL and Graduate exams
June 24 (Tuesday)	Day program exams
June 25 (Thursday)	Grades due noon

### Second Term June 25 - July 29

June 25 (Wednesday)	Day registration GOAL and Graduate classes begin
June 26 (Thursday)	Day classes begin
July 28 (Monday)	Last day of classes - Day program
July 28-July 29 (Mon-Tues)	GOAL and Graduate exams
July 29 (Tuesday)	Day program exams
July 31 (Thursday)	Grades due noon
August 2 (Saturday)	Commencement

## NEW FACULTY ORIENTATION 2003

August 11 (Monday)

## FACULTY WORKSHOP 2003

August 12-13 (Tues-Wed)

# INTRODUCTION TO GARDNER-WEBB

Gardner-Webb University is a nonsecular, 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 many 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 1909, has grown steadily to its current enrollment of over 3,500 students. The 2,500 undergraduates come from many states and 30 foreign countries. Slightly less than half of the students are women, 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 meaningful lives. In addition, the University offers programs in career-oriented fields to prepare students for specialized work. All of the programs at Gardner-Webb are evaluated periodically by accrediting agencies to insure that standards of quality are maintained.

Gardner-Webb provides three distinct academic programs: the on-campus program, the GCAL Program (evening classes taught in a number of locations for graduates of two-year colleges), and graduate programs. Gardner-Webb University has a Graduate School (offering M.A. degrees in a variety of areas to teachers, counselors and social workers), a graduate School of Divinity (offering the M.Div. and D.Min. degrees), a graduate School of Nursing (offering the M.S.N. degree), and a graduate School of Business (offering the M.B.A., M.B.A., and M.A.S. degrees). For additional information on the GCAL and Graduate programs, see the bulletins for each program.

The undergraduate on-campus program is designed to help the student gain maximum benefit by providing a balanced curriculum in general studies, a major

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

## ACADEMIC CALENDAR

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

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

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

The institution officially became known as Gardner-Webb University in January 1993, celebrating years of preparation. Today Gardner-Webb is a thriving regional university which offers nine 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 Wall, 1930-32; James L. Jenkins, 1932-35; A.C. Lovelace, 1935-36; George J. Bumsen, 1936-39; J.R. Carroll, 1939-45; Philip Lovin Elliot, 1945-51; E. Eugene Foster, 1951-76; Carven E. Williams, 1976-86; M. Christopher White, 1986-.

## THE PURPOSE OF GARDNER-WEBB UNIVERSITY

Gardner-Webb, a private, Christian, Baptist-related university, provides superior undergraduate and graduate education strongly grounded in the liberal arts. By fostering meaningful intellectual thought, critical analysis and spiritual challenge within a diverse community of learning, Gardner-Webb prepares its graduates to make significant contributions for God and humanity in an ever-changing global community.

## STATEMENT OF VALUES

### ACADEMIC EXCELLENCE

Visible enthusiasm for knowledge, intellectual challenge, continuous learning and scholarly endeavors; proactive pursuit of educational opportunities within and beyond the classroom for the sheer joy of discovery; notable recognition and accomplishment within one's field of study.

### LIBERAL ARTS

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

#### **SERIOUS WORK ETHIC**

Pursuing a clear purpose and persevering despite distraction and adversity until it is achieved.

#### **CHRISTIAN HERITAGE AND VALUES**

Self-giving service that displays itself in moral action in Christ-likeness, respecting the dignity and worth of others.

#### **TEAMWORK**

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

#### **STUDENT-CENTERED FOCUS**

Respecting the value and individuality of every student; leading an on-, a brief and a hard-to students in need; providing faculty, staff, facilities and programs that appeal and involve, thereby affording every student varied and valuable opportunities for personal and professional development; contributing financial assistance where necessary in support of students' educational activities.

#### **INSTITUTIONAL INVOLVEMENT AND RESPONSIBILITY**

Actively meeting our local, national and global community through research, education, volunteerism and service; fostering dialogue and action in support of human welfare and environmental stewardship.

#### **DIVERSITY**

Studying, respecting and celebrating our world's rich mix of cultures, ideologies and races. Conducting GWU's recruitment, employment and advancement practices in a manner that ensures equal opportunity for all qualified faculty, staff and students without regard to race, gender, or national origin.

## **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, Master's, and Doctoral 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 (161 Broadway, New York, New York 10006; 1-800-660-9836, Ext. 133). The associate degree nursing program is also approved by the North Carolina Board of Nursing. The M. Christopher White School of Divinity is accredited by the Association of Theological Schools of the United States and Canada. The 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 lawn and trees. It is designed and equipped to serve its living and learning community. Over 200 acres of rolling landscape provide more than adequate space for buildings, playing fields and landscaped areas. Extensive building and improvement projects have been completed in recent years. The present living and dining facilities are designed to serve a resident student body of approximately 1,300. Among the campus and buildings are the following:

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

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

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

**Communications Studies Hall**, formerly the Sealing Springs Elementary School, was acquired in 1990. It houses the Communication Studies Department offices, the Millennium Playhouse 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.

**Deckler Hall**, housing 140 women students, was named in memory of James Webb Deckler Chandler, the son of the late Mr. and Mrs. O. Max Chandler, Sr. Built in 1948, the three-story brick structure was completely renovated in 1986.

**Dover Campus Center**, constructed in 1966, was completely renovated in 1990. It houses the cafeteria, lounge, the Campus Shop, the financial planning center, and the undergraduate admissions offices. The building is named in memory of Charles I. Dover of Shelby.

**Dover Memorial Library** is named in memory of Mr. and Mrs. John B. 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 building includes 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 Chandler. The library houses the Bell-Ella Computer Center. The computer center was provided by the William Ella faculty 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



McGhee of Winston-Salem and donated to the school as a teaching tool. Located across from the Library is the Kathleen Nolan Drive Rose Garden.

**Dover Memorial Chapel** is a graceful and inspiring structure which stands at the formal entrance to the campus. Erected in 1972, the interior features a 300-seat auditorium. The lower level houses the Social Sciences departments and classrooms.

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

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

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

**Golf Center**, located one mile south of the main campus, provides office and locker facilities for the golf teams as well as a driving range for university and public use.

**Hamerick 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 1945. In 1945, the rebuilt structure was named in memory of L.B. Hamerick. In 1982, the building was placed on the National Register of Historic Places. In 1998, the building was completely renovated and now houses the School of Business and the George Blanton, Jr. Auditorium.

**Hoey-Anthonys-Padgett-Young (H.A.P.Y.) Hall** houses 82 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. Hoey-Anthony is the first floor of the central building, named in memory of Senator Clyde R. Hoey and his wife, Ben 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 Complex** is named in memory of Mr. and Mrs. Hugh H. Hollifield, Gardner-Webb alums and trustees respectively. The lake is surrounded by walking trails, and a bell tower with a forty-eight bell carillon.

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

**Lutz-Yelton Convocation Center**, completed in 1982, serves as the center of cultural and athletic activities for the area. Included in the Center is the 500 seat Kathleen Nolan Dover Theatre. The stage is fully equipped to handle all types of dramatic productions. Also included in the Center is the Paul Porter Arena, which seats 3,000 for basketball games and various meetings. Classrooms, offices for athletic administration and coaches, sports information, handball courts and athletic training facilities complete the Center.

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

**Mansury Hall** is a four-story brick structure completed in 1963. It houses 104 men and is named in honor of Mr. and Mrs. W.K. Mansury, Sr., and in memory of Mr. and Mrs D.C. Mansury 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 students. Nanney Hall is named in memory of C.F. 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 Diversity 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 1988 in memory of Dr. and Mrs. George T. Noel, of Kannapolis, N.C.

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

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

**Reynolds Hall**, which houses 54 men students, was formerly Reynolds Memorial Hospital. When the Crowley Memorial Hospital was completed in 1977, the one-story brick building was renovated for residence hall use.

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

**Spongler Memorial Stadium**, completed in 1966, includes a football stadium seating 5,000, a track, and a fully equipped field house. The facility is named in memory of Ernest W. and Verma Patrick Spongler of Shelby. The field house is named in honor of V.J. Hamrick of Shelby.

**Spongler Hall** was constructed in 1968 and houses 96 students. The three-story brick building is named in memory of R. Patrick Spongler of Shelby.

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

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

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

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

**University Commons** is a student apartment complex of six buildings located on campus on Stadium Drive. Overlooking beautiful Lake Hollifield, the six building complex was built in 1977 and 1999. It offers superior accommodations including private bedrooms.

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

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

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

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

**Webb Hall** was built by the O. Max Gardner Foundation in memory of Mrs. O. Max (Fie Webb) Gardner, her parents, grandparents, and great-grandparents. The first wing was completed in 1965, and the second wing was added in 1973. The building houses administrative offices, including the office of the president. In front of the Webb Hall is the Suttle-Wall Tower of Light. The tower, built in 1969, is in memory of Joseph Linton Suttle and Dr. Zeno Wall.

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

**Williams Observatory**, named in honor of Gardner-Webb's ninth president Dr. Caven E. Williams, was built in 1990. It houses a new fully automated 26 inch telescope.

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

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

## DISTANCE LEARNING

A limited but increasing number of courses are offered in an on-line format in addition to traditional formats. For information contact the appropriate department chair.

## SPECIAL ACADEMIES

### THE BRITTELL ACADEMY FOR THE STUDY OF INDEPENDENT CONCEPTS

The Brittell 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

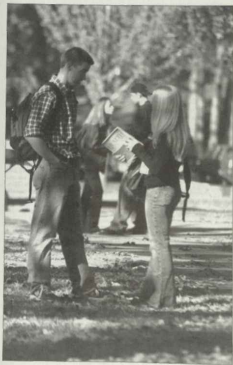
Visitors to Gardner-Webb University are welcome at all times. The administrative offices are open Monday through Friday from 8:00 a.m. until 5:00 p.m. Interviews and campus tours are available between the hours of 9:00 a.m. and 4:00 p.m. Monday through Friday or by appointment with the Admissions Office. 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 telephone address is Shelby, and the University is served by the Shelby-Lancaster telephone exchange. The number is (704) 434-2361. The FAX number is (704) 434-454X, (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](http://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 program of Gardner-Webb University is 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 four graduate schools which award master's degrees. The Graduate School offers the **Master of Arts** degree in Elementary Education, Middle Grades Education (5-9), Educational Administration, Sport Science and Pedagogy, English Education, School Counseling and Agency Counseling. The Graduate School of Divinity offers the **Master of Divinity** degree as well as the **Doctor of Ministry** degree. The Graduate School of Business offers the **Master of Business Administration** degree, the **International Master of Business Administration** degree, and **Master of Accountancy** degree. The School of Nursing offers the **Master of Science Nursing** degree.

For detailed information concerning the graduate programs please contact the appropriate Graduate Programs 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 track), 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 (5-9), 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, Environmental Science, English, Foreign Languages, French, General Science, Health Science, History, International Business, Interpreter Training, Management, Management Information Systems, Marketing, Mathematics, Music Studies, 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 Business Communication 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 ministry, 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.

### PREMINISTERIAL (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 ministry or divinity school, students, in general, who are interested in these areas should expect either to major in Religious Studies or in any 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 predental students.

## PRELAW

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 advisors 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 Aulick 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.

### NOEL 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.

The program director as well as other staff are available for academic, personal and career guidance.

Applicants must submit test scores from the SAT or ACT for admission purposes.



## **Gardner-Webb University / 18**

*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, counselors, 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 Program can help students who lack proficiency in English, mathematics or reading.

Restroom halls are equipped with visual fire alarms, and doorbell 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 (Stanford 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 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, or through 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 Program majors 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: Anson County, Charlotte, Dallas, Durham, Marion, Valdese, Newton, 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.

## STUDY ABROAD

The Gardner-Webb University curriculum provides students with a global understanding of the world, so that they may gain the international understanding necessary to be informed citizens. The University also encourages students to explore the appropriateness of study abroad. This can be an integral part of the students' university experience, providing personal growth, cultural understanding, an international perspective, improved foreign language skills, and a competitive edge in the eventual job search.

Semester exchanges are currently available at universities in England, Hong Kong, South Korea, Malin, and Sweden. OWU-sponsored summer school opportunities are available in Canada (French), Costa Rica, England, and Switzerland.

Students can also participate in mission experiences abroad. Honors students may attend special honors programs that take place in a foreign country. Students in the Boylhall School of Management CRM program will also participate in specially designed international experiences. Through the Office of International Programs students may arrange to study at foreign universities other than those with which OWU has an exchange agreement.

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

## MEDICAL TECHNOLOGY

Gardner-Webb University has entered into agreements with the Bowman Gray School of Medicine of Wake Forest University and with the Carolinas 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), bachelor's (BSN), and master's (MSN) degrees. The BSN program is an upper division program for registered nurses only. All programs are offered on the Boiling Springs campus. The BSN program is also offered in Statesville, Winston-Salem, Charlotte, and Concord. The MSN program is offered in Boiling Springs and in Statesville.

## PHYSICIAN ASSISTANT PROGRAM

The Physician Assistant Program is a cooperative program with the Wake Forest University School of Medicine. The student completes three years of work at Gardner-Webb University then enters WFU School of Medicine 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 from WFU School of Medicine.

## 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 a faculty advisor when they enter Gardner-Webb University and are encouraged to view the advising relationship as a partnership for success. First-year students who are enrolled in UNIV 101: Freshman Experience course will have the course instructor as their academic advisor until they declare a major. Undecided transfer students who do not take the Freshman Experience course will be assigned an advisor. Students who have declared a major will be assigned an advisor in the department of their chosen field of study. Once they declare a minor, students are encouraged to consult with the chair of the department of their minor field of study for advising regarding the minor, but the primary advising relationship remains with the advisor in the department of the student's major.

### 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 Dorer Memorial Library is an active and integral part of the University's academic program. The Library's collections, available on open stacks, support all areas of the curriculum with a total item count of approximately 750,000, including 198,000 volumes, 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 reinforce and enhance the instructional process. Professional librarians are available for individual and group instruction. Interlibrary loan, individual, and production (lamination, transparencies, etc.) services are available. The Library's home page at [www.library.gardner-webb.edu](http://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 LIVE index and full-text databases, as well as to access the University's 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 experience. 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 student's 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 and Career Services, Leadership and Volunteerism, Residence Life, University Police, and Student Leadership and Activities.

## ATHLETICS

Gardner-Webb University is a member of the National Collegiate Athletic Association Division I. As a member of the Atlantic Sun Conference, teams compete in men's and women's basketball, baseball, men's and women's golf, men's and women's soccer, men's and women's cross-country, women's volleyball, women's softball, men's and women's tennis, men's and women's track and field. As an associate member of the Big South Conference Gardner-Webb competes in football. Other university sponsored sports are wrestling and women's swimming. In addition to NCAA I membership, Gardner-Webb belongs to the East Coast Athletic Conference (ECAC) and the National Christian College Athletic Association (NCCAA). Also in the Department of Athletics are cheerleading and athletic training.

## BROOKHILL ADVENTURE COURSE

The Brookhill Adventure Course is a unique outdoor adventure challenge complex that offers three experiential elements: the Alpine Tower II, the Carolina Straight Wall, and the Rescue Rafting (all built by Alpine Towers, Inc.). The combined elements offer participants an opportunity to experience climbing and problem solving as a metaphor for accomplishing group goals and achieving personal growth. Participants are given tasks or obstacles to overcome and are then asked to make the connection between the experience and their everyday lives. The Brookhill 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 work study by applying for staff facilitator positions.

## CAMPUS MINISTRIES

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

- Offers personal care to students, faculty, administration, and staff.
- Serves as advisors to student religious organizations on campus.

- Coordinates DIMENSIONS and the planning of worship services held for the University community.
- Provides vocational counseling and referral service to students interested in church related vocations.
- Assists students in finding a place of worship as they seek a family of faith with which to affiliate.

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

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 Ministries and model unified functioning, mutual understanding, encouragement, and cooperation.

## COUNSELING SERVICES

College is a time of change and adjustment. This may result in anxiety, conflict and uncertainty for many students. The University Counseling Center staff is available to assist students who may be experiencing these and other feelings.

The University Counseling Center is staffed by a team of professionals trained in education and counseling who want to assist students in coping with difficulties and make the most of their opportunities for success.

The University Counseling Center adheres to the code of ethics of the American Counseling Association and operates within a Christian perspective. All Services provided are confidential and no information will be given to others without the consent of the individual.

The University Counseling Center provides services to students, faculty and staff in a concerned, caring, and confidential setting. Services are provided to assist students in defining and accomplishing personal and academic goals. The services include:

- High quality individual and group counseling to individuals who may be experiencing psychological or behavioral difficulties.
- Programming focused on the developmental needs of college students to maximize the potential of students to benefit from the academic environment and experience.
- Consultation to the institution to make the environment as beneficial to the intellectual, emotional and physical development of students as possible.

Appointments may be made by contacting the Counseling Center. Referrals to local community agencies may be made if needed.

## CAREER SERVICES

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

throughout the year, again open to all current students and classes.

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

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

## VOLUNTEERISM

The Office of Volunteerism exists to provide all members of the Gardner-Webb community with meaningful service opportunities. Each year Gardner-Webb students, faculty and staff volunteer their time and talents to the surrounding community through various campus wide programs sponsored by the Office of Volunteerism. These annual programs include the Volunteer Discovery, canned food drive, Salvation Army Angel Tree, Make A Difference Day, and others.

In addition to providing campus wide service programs, the Office of Volunteerism also serves as a resource center and clearinghouse for volunteer information. Interested individuals and groups may visit the office to receive information on various on-going and one time service opportunities. Students in the Leadership Through Civic Responsibility Certificate Program may document their service hours through the Office of Volunteerism.

Service leadership opportunities are available to students through the Student Volunteer Corps, a student organization which networks 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 Office of Leadership and Volunteerism 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, pillows, and other items to personalize their room. It is strongly suggested that they consult with their roommate about decor and items they want to bring.

Residence halls open the day before registration each semester and close after classes at the end of the fall, spring and summer semesters. Visitors only may remain through Commencement in spring and summer semesters. Residence halls close during Christmas break except for international students or those participating in University-sponsored events. Students must sign-up to stay during other breaks.

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

Each residence hall is staffed with a Graduate Resident Director and Resident Advisors. The staff is available to assist students with a variety of situations and

concerns. All halls are equipped with laundry rooms. Each room has telephone and cable TV service. In addition, the campus is wired for internet use and voice mail.

The residential campus is governed by the Residence Hall Association. Three elected student representatives provide programs for their respective populations existing 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. Residence Hall policies apply 365 days a year.

## 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

**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) All resident students must submit a properly completed Application and Contract for Housing and pay a \$150 Room Reservation Deposit before a room will be reserved.

(2) (a) New students enrolling for the full 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  
 AFTER MAY 15.**

## COMMUNICATIONS SERVICES/FEE

All students are required to pay a non-refundable communications services fee of approximately \$60 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 and calls made from their code until the code is reported lost or stolen. This includes all authorized or unauthorized use of University or individual telephone lineworks. 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 to 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 tolls by withholding transcripts, grades and registration.

## UNIVERSITY POLICE

The University Police Department is a multi-functional service agency whose primary purpose is to protect the University community and enforce N.C. state law. Full-time officers are professionals who have been certified, and sworn by the N.C. Attorney General's office. 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 unsworn.

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

## VEHICLE REGISTRATION

All motorized vehicles operated on Gardner-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 at the Poston Center. Parking regulations and restrictions information is distributed with each permit.

## STUDENT LEADERSHIP AND ACTIVITIES

The Office of Student Leadership and 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 student 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 Christian values and commitment by providing a staff of students and professionals who are



dedicated to the development of the total student. The activities that are planned range from weekend movies, variety acts, novelty, and special event dances. The Director oversees the Student Entertainment Association to provide quality entertainment.

The Student Leadership and Activities Office is a multi-functioning student centered area, responsible for assisting students in forming clubs, organizations and special events.

## 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 Leadership and Activities Office to start new organizations. Guidelines for starting new clubs/organizations are available from the Office of Student Leadership and Activities.

### DEPARTMENTAL

Physical Education Health Education Majors (PEHEM), Student National Education Association (NEA-SF), Student Nurses' Association, Psychology Club, French Club, Mathematics Club, Student Chapter of the Music Education 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, Chorale, Music Teachers Association, American Guild of Organists

### RELIGIOUS

Campus Ministries United (CMU) encompasses these organizations: Gulf Fellowship of Christian Athletes (GCA), FOCUS, GWU Gospel Choir, Christian Ministry Association (CMA), Celebration Walk, Off-Campus Ministry, Joyful Hands Sign Choir, Missions Possible, Small Groups, and Prayer Ministry.

### OTHERS

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

## 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.

## UNIVERSITY PHYSICAL DEVELOPMENT COMPLEX

Gardner-Webb University offers students, faculty, and staff a facility furnished with the latest state-of-art cardiovascular equipment to improve comprehensive health and wellness. The Suttle Wellness Center, one of the areas in the University Physical Development Complex, also houses a complete gymnasium for student enjoyment along with a TV viewing area and lounge for gathering with

other students and friends. The Berle Wellness Center, the Boar Gym and swimming pool, a full aerobic workout room, and a free-weight room make up the Complex. Students, faculty, and staff are encouraged to use this facility as a means of achieving overall physical well-being and recreation.

## 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. SEA assists with a variety of activities to involve students in social, cultural, and recreational opportunities. The SEA is advised by the Student Leadership and Activities Director.

## HEALTH SERVICES

Gardner-Webb University provides health services for resident students through Bowling Springs Medical Associates located near the campus and CLBCO Primary Care located in Shelby.

The physicians and/or physicians assistant regularly see students who have minor illnesses or injuries. Emergency cases are referred via ambulance to Cleveland Regional Medical Center. For residential students, the University pays the first \$15 of the doctor visits to Bowling Springs Medical Associates and CLBCO Primary Care 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 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 Speech.

### SIGMA TAU DELTA

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

### **PHI DELTA THETA**

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

### **PHI 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.

### **NURSING HONOR SOCIETY**

The objective of this honor society is to recognize BSN and MSN students who exhibit outstanding academic and professional abilities.

## **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 tennis tournament, football games, 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 a Christian environment. As in any community, certain standards of conduct are necessary to protect the safety, rights, health and general well-being of all members of the community. The University strives to promote concern for the good of the entire group as opposed to selfish individualism.

Each person whether student, faculty or staff voluntarily joins the University community and thus is expected to abide by rules and regulations that have been adopted to insure reasonable standards of conduct. The Code of Student Conduct

describes conduct which the University does not tolerate. By enrolling in the University, each student agrees to abide by University rules, regulations and expectations. The Board of Trustees has approved minimum penalties for certain of the prohibited behaviors. The University assures fundamental fairness to any student accused of involvement in prohibited behavior.

The Student Handbook describes the Code of Student Conduct and the judicial process used in the event that a student becomes involved in prohibited behavior. This year the Handbook is available on-line and may be accessed at <http://www.gardner-webb.edu/student/studenthandbook.html>. Portions of the Handbook (student rights, responsibilities and expectations) will be reviewed during orientation. A hard copy is available upon request at the office of the Vice President and Dean of Student Development, Sartin Hall 101.

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

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

- Narcotics (heroin, morphine, etc.)
- Cannabis (marijuana, hashish, etc.)
- Stimulants (cocaine, diet pills, etc.)
- Depressants (tranquilizers, etc.)
- Hallucinogens (PCP, LSD, designer drugs, etc.)
- Designer (MDA, MDA-known as ecstacy, 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 publication: Gardner-Webb University Student Handbook. Violations may also be referred to the appropriate civil authorities for prosecution under local, state, and federal law.

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

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

(5) Local, state and federal law prohibits the possession of weapons on campus. Those laws supersede any statutes which allow the possession of a concealed weapon by permit. C.S. 14-219.2

# 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 minimums of 2.50 GPA; 870 SAT or 18 ACT; and rank in the top 50% of the high school graduating class are base lines 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. Free prospective student visitation days, or VIP Days, are planned during the school year. Most VIP Days are held on a Saturday or a holiday to accommodate work schedules. Contact the Admissions Office at 1-800-253-6472/704-406-4449 for further information, or visit our website to register online.

Gardner-Webb University admission packets are available from many high school guidance offices or directly from the Admissions Office of the University. The completed application, along with a non-refundable \$25 application fee, transcripts of all high school credits and any college work attempted should be returned to the Gardner-Webb Admissions Office. Application for admission may also be made online at [www.gardner-webb.edu](http://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.

### 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 instruction 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 count their freshman year requirements at Gardner-Webb toward their graduation requirements from high school.

### HOME SCHOOL STUDENTS

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

### 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 follow the procedure below:

- (1) 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 800 is required. They may take the SAT or ACT in lieu of the TOEFL. Minimum requirements must be met in either case. Students who fail to meet the English language requirement may enroll at an ESL Center. Proficiency certification by ESL meets the English language requirement for admission.
- (2) Submit documentation of their ability to support themselves financially while in the United States.
- (3) Submit all transcripts of foreign college credits to World Education Services for evaluation before being mailed to Gardner-Webb. An application for a WES evaluation may be found at [www.wes.org](http://www.wes.org). WES may also be contacted by calling 1-800-937-5669.

This must be done prior to enrollment at Gardner-Webb.

(4) Submit \$100.00 (U.S. Dollars) document processing fee. This fee is to be submitted after formal acceptance to the University but prior to the issuing of an I-20.

(5) An I-20 will be sent after formal acceptance and receipt of the \$100 (U.S. dollars) for the document processing fee. The processing fee can be paid by money order, credit card, or wire transfer.

## ADVANCED PLACEMENT AND CREDIT

**Advanced Placement Program:** 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. Scores of four or five may receive advanced credit.

**College-Level Examination Program:** 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. CLEP 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 CLEP test, and no subject attempted in class may be repeated by CLEP.
- (3) Credit will be received as pass/fail; 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 CLEP 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 at or above the minimum score set by the American Council on Education listed for each examination.
  - (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 minimum score set

by the American Council on Education listed for each examination.

(b) The number of semester hours granted will be determined by the scope of the material measured as indicated by the American Council on Education.

(c) Credit thus granted may be applied to the student's course of study without restriction.

**International Baccalaureate Organizations** Gardner-Webb accepts credit for Higher Level courses completed with scores of 4 or above. Please contact the Transcript Evaluation Officer, located in the Registrar's Office, for further details concerning specific course credit.

**Armed Service-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 courses 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. 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 chair 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 agreement of the Academic Dean and the appropriate academic department.

## 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 10 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 68 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.

Credits 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 credits 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 withdrew 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.

## AIR FORCE RESERVE OFFICER'S TRAINING CORPS

As a member of the Charlotte Area Educational Consortium, students enrolled at Gardner-Webb University may participate in Air Force Reserve Officers Training Corps at the University of North Carolina at Charlotte. There is no additional tuition charge for this participation and the student remains membership at Gardner-Webb University. Participating students are eligible to apply for APROTC scholarships and financial aid. Those interested should contact the APROTC office at the University of North Carolina at Charlotte (704) 347-4518 or the Registrar's Office at Gardner-Webb University.

## FINANCIAL INFORMATION

### GENERAL INFORMATION

Gardner-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, Gardner-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 judgment of the Board of Trustees.

### EXPENSES FOR THE 2002-03 ACADEMIC YEAR - REGULAR PROGRAM

Item	Per Semester
Tuition (Full-time 12-18 hours) .....	\$6,610
Room, Textbook, dorm .....	\$1,270
University Commons .....	\$2,080
Board: See Board Plan Options	
Overload (more than 18 semester hours) .....	\$250/hour
Residence Hall Security Deposit .....	\$75
*Insurance .....	\$155

\*The cost for a student 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 (1)	Plan \$ Per Semester (2)	Requirements/ Limitations	Cost per Semester
Value Plan	21	0	Available to new students in commuter residence. Required for first-time freshmen (Fall & Spring)	\$1,120
Choice Plan	15	\$25	Available to upperclassmen in commuter residence. Not available to first-time freshmen.	\$1,180
Flex Plan	10	\$100	Available to upperclassmen in commuter residence. Not available to first-time freshmen.	\$1,120
Commuter Plan	7	\$150	Available only to University Commons residents.	\$1,050

(1) The work 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 points 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**

<b>Item</b>	<b>Per Semester</b>
<b>Private Lessons - Piano, Voice, Organ, Instruments</b>	
One lesson (1 1/2 hour) per week, credit or audit	\$170
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 trips, nursing pin and other pinning ceremony items, 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)	\$260/hour
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### **UNDERGRADUATE CONTINUING EDUCATION**

Tuition per semester hour	\$220
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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 2002**

Tuition per semester hour	\$220
Room and board per summer session	\$510

### **GRADUATION FEE**

Diploma and Commencement Attire	\$80
Late Application for Graduation	\$50

**MISCELLANEOUS**

Application fee (non-refundable) .....	\$25
International Student Application Fee .....	\$100
Late registration/enrollment during term .....	\$50
Auditing courses (non-refundable) .....	\$100/course
Late payment fee .....	\$25
Drop/Add course after classes begin (first week only) .....	\$5
Transcripts .....	\$5/copy
Examinations for course credit .....	\$150
Automobile registration .....	\$75
Replace I.D. card .....	\$5
Returned check fine .....	\$20
Late admission to Teacher Education Program .....	\$25
Late application for student teaching .....	\$25
Private Room (per semester when available) .....	\$500
Communications fee (non-refundable) .....	\$75/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 \$500 to \$600 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 courses. Personal expenses will vary with the individual student. For the student who must earn 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 commuter students is non-refundable after May 1 for fall enrollment and November 1 for spring enrollment.

- Commuting resident students may reserve a room during and after the advertised room sign-up period, by paying the \$150 Room Reservation Deposit and completing an Application and Contract for Housing. Commuting 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 pro-rata charge reductions through 60% of the enrollment period in the event a student OFFICIALLY WITHDRAWS from school. A withdrawal form must be completed and returned to the Registrar's Office in order for the student to be officially withdrawn. The official withdrawal date 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 a pro-rata refund for individual classes that are dropped. 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 the pro-rata charge reduction percentage is equal to the number of calendar days (includes weekends) remaining in the semester divided by the number of calendar days in the semester. No charge reduction will be given after the 60% period of enrollment for the semester.

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

#### ROOM AND BOARD REDUCTIONS

In the event a student continues to be enrolled for classes and is approved by Residence Life to move from University housing to off campus housing during a semester there will be no charge reduction for room charges. The student moving off campus may request to have his/her meal plan terminated at that time and receive a limited pro-rata charge reduction for meals. The meal plan reduction amount will equal the percentage of the semester remaining times fifty percent times the original meal plan rate. To have the meal plan terminated and receive this reduction the student must contact the Business Office once they have been approved to move off campus by the Office of Residence Life and have moved.

## DELINQUENT STUDENT ACCOUNTS

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

## 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 two 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 is enrolled full-time, maintains a cumulative 2.8 Grade Point Average, resides on campus, and continues to demonstrate a strong leadership ability and commitment to service. This scholarship only applies to fall and spring semesters and does not apply to hours taken in excess of 18 in any semester.

### GARDNER-WEBB PRESIDENTIAL SCHOLARSHIPS

The applicant must rank in the upper 25 percent of his or her high school class. To receive 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

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 gives priority to students majoring in a foreign language. Dr. Andrews served the University many years as a professor.

**Lloyd C. Best, Sr. Memorial Scholarships** Funded by friends and family of Lloyd Best. A resident of Shelby, N.C., Mr. Best served Gardner-Webb University as trustee for over thirty years.

**Charles B. and Sue C. Camp Scholarships** Established in 1995 by Mr. and Mrs. Charles B. Camp of Shelby, N.C., both alumni of Gardner-Webb.

**Roberta Wardick Dixon Memorial Scholarship:** This scholarship was initiated in 1981 in memory of Mrs. Robbie Dixon.

**Anthony F. Eastman Scholarships:** Established in 1991 by Dr. and Mrs. Greta Washburn, this scholarship honors the exceptional teaching ability and concern for individual students exhibited by Dr. Eastman. First preference is given to students majoring in history.

**Herman P. Jarvis Memorial Scholarships:** Funded by the estate of Herman Jarvis, of Asheville, N.C., the scholarship was established in 1991.

**M. Lonsford Jolley Scholarships:** Initiated in 1980 by the Department of Social Sciences of Gardner-Webb University to honor Professor M. Lonsford Jolley, a faculty member at Gardner-Webb for thirty-three years.

**Edna Thompson Mack Memorial Scholarships:** Funded by the estate of Mrs. Edna H. Mack of Conway, S.C., the scholarship was established in 1991.

**Milham Corporation Scholarships:** Established by the Milham Corporation of Spartanburg, S.C., to support academic excellence.

**Robert Earle Morgan Scholarships:** This scholarship was established in 1986 by Dr. Robert E. Morgan, professor of French and Mathematics at Gardner-Webb.

**Helen Speck Memorial Scholarships:** Funded by Helen Speck of Shelby, N.C.

**Max Clow Stroup Memorial Scholarships:** Funded by the estate of Mrs. Max Stroup of Shelby, N.C., the scholarship memorializes one of Gardner-Webb's most significant leaders. Max Stroup served as a Trustee for several terms, holding all Board leadership positions.

**Other Academic Fellowships Scholarships**

A. Frank and Florence B. Bonner, Betty E. Koon.

**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 Beams Hall of Fame Scholarships** Established in 1986 by Mr. and Mrs. Frank Beams 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 to provide scholarship aid for the women's basketball program.

**Winifred Herbert Lindsay Memorial Hall of Fame Scholarships** Funded in 1995, to provide scholarship aid for the men's basketball program.

**ATHLETIC ENDOWED SCHOLARSHIPS**

**J.W. and Terry C. Abernethy III Women's Basketball Scholarships** Funded by Gardner-Whit along with Mr. and Mrs. "JP" Abernethy of Newton, N.C.

**Garland H. Allen Golf Scholarships** Established by the Building Club.

**Building Club Scholarships** Established in 1989 by the Building Club to support the University's intercollegiate scholarship program.

**Thomas R. and Shirley B. Canby Men's Basketball Scholarships** Established in 1992 by Mr. and Mrs. Thomas R. Canby of Belmont, N.C.

**G. Wayne and Pauline J. DeHart Men's Basketball Scholarships** Established in 1994 in memory of G. Wayne DeHart of Hickory, N.C. and in honor of his wife Pauline J. DeHart.

**M. Henry and Pam Garity Athletic Scholarships** Initiated by the Board of Advisors and funded by friends and family of Mr. and Mrs. Garity.

**Florence Hamrick and Roland M. Hamrick, Sr. Scholarships** In 1965 Roland M. Hamrick, Jr. and Thomas B. Hamrick established this scholarship in honor of their parents.

**Thomas B. Hamrick Memorial Scholarships** Given by the Hamrick family.

**Trela R. and Edwin Hendrix, Sr. Men's Basketball Scholarships** Established in 1989 by Mrs. Trela R. Hendrix, Sr. of Trinity, 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. Memorial Men's Tennis Scholarships** Established in 1989 by Mr. and Mrs. Suttle of Shelby, N.C.

**Bessie Spensert Morris Memorial Women's Tennis Scholarships** Mrs. Morris, a resident of Rutherford County, N.C., and former trustee of Gardner-Whit, funded this scholarship through a trust.



**Vince Bolding Scholarships:** Funds for this scholarship were given by friends of the University from out-of-state counties.

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

**Paul Lokum and Dennis Gold Yelton Memorial Golf Scholarships:** Established by Mr. and Mrs. Yelton and their sons, Robert and Don.

#### **Other Athletic Scholarships:**

**Charles W. Bradburn:** Charles and Drew Bridges Health Careers; Myra W. and Ralph W. (Scott) Dixon, Jr.

#### **BUSINESS ENDOWED SCHOLARSHIPS**

**Bell/Elis Business Scholarships:** Given by the Bell Foundation, the Bell Corporation of Shelby and Forest City, and the William P. Ellis family.

**Hampton C. and Betty C. Hager Scholarships:** Funded by the Lutz Foundation of Clifside, 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, Robertson, Burke or Polk counties in North Carolina.

**Donald J. Kemerait Memorial Scholarships:** Established in 1992 by the family and friends of Donald J. Kemerait, who served as a professor from 1981 until his death in 1992. Preference is given to a senior studying in the Broyhill Undergraduate School of Management.

**Lamar Kennedy Scholarships:** Established in 1999 by Tom Bell, a Gardner-Webb alumnus and President of Transportation and Distribution Associates, Inc. Mr. Kennedy was a trucking industry executive.

**Ray Webb Lutz/Troxon Memorial Scholarships:** Initiated by Troxon/Lutz Enterprises in 1989, this scholarship honors Ray Webb Lutz, a trustee and longtime benefactor of Gardner-Webb University.

**Public Service Company of North Carolina Scholarships:** Initiated in 1907, the scholarship supports full-time students who demonstrate financial need.

**Clyde L. and Rufus Starrs Memorial Business Scholarships:** Established by Mrs. Starrs to provide financial assistance to citizens from North or South Carolina.

**Wachovia National Bank Scholarships:** Initiated by the Cleveland County Branches of First Union National Bank of North Carolina and The First Union Corporation of Charlotte, North Carolina.

**William Y. Webb Memorial Business Scholarships:** This scholarship was initiated by Mr. and Mrs. William Y. Webb in memory of Judge Edwin Yates Webb, Sr., and Wilbur Summers Webb.

**Other Business Scholarships:**

E.R. and Helen Hoffman

**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 Sallie N. Abrams Memorial Scholarships** Robert W. Abrams, W. Clenn Abrams, Mrs. Jessie A. Raddy, and Mrs. Floyd A. Bryant, established the fund in 1978 to honor their parents, Fred L. and Sallie N. Abrams of Gray's Creek Baptist Church community of Rutherford County.

**Robert W. and Elsie Abrams Scholarships** Established in 1985 by Dorcas Kay Abrams in honor of her parents. Reverend Abrams served many years on the staff of Gardner-Webb University.

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

**Hoyt Q. and Meta Q. Bailey Memorial Scholarships** Established in 1990 by Mr. and Mrs. Hoyt Q. Bailey, in memory of Mr. Bailey's parents.

**Harman A. and Ellen Baxter Beas Scholarships** This scholarship was established in 1992 by the estate of Harman A. Beas and Ellen B. Beas of Fullerton, N.C.

**Beaver Dam Baptist Church Scholarships** The Beaver 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.

**Lloyd C. and Virginia F. Best Scholarships** Established in 1992 by Mr. and Mrs. Lloyd Best of Shelby, N.C.

**Harold W. and Mary Lou Canady Scholarships** Established in 1993 by Mr. and Mrs. Harold W. Canady of Shelby, N.C.

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

**College Park Baptist Church Scholarships** This scholarship was initiated in 1999 by College Park Baptist Church of Winston-Salem, N.C., to express commitment to Christian higher education and the values held by Gardner-Webb University. Five professorships given to international students.

**Paul and Faye Comer Scholarships** Established in 1999 by Gardner-Webb alumni Paul and Faye Comer.

**F. Glenn and Ray Cornwall Scholarships** Initiated in 1960 by Mr. and Mrs. F. Glenn Cornwall of Shelby, N.C.

**W.D. and Irene Cornwall Scholarships** Established in 1991 by Mr. and Mrs. W.D. Cornwall of Charlotte, N.C.

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

**Mr. and Mrs. Thomas F. Davis Scholarships** Established in 1995 by Mr. and Mrs. Davis of Rutherford County, N.C.

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

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

**W.E. Everskin Memorial Scholarships** Established in 1980 by the Emmanuel Baptist Church of Charlotte, N.C., in memory of former beloved pastor, the Reverend W. E. Everskin.

**Forrest and Jessica Forpe Memorial Scholarships** Established in 1996 by friends of Dr. and Mrs. Forpe.

**First Baptist Church of Forest City Scholarships** Established by the First Baptist Church of Forest City, N.C.

**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 aunt Mrs. Lillie Jones.

**Robert M. Gold Memorial Scholarships** Harold W. and Mary Lou Canby of Shelby, N.C., established this scholarship in 2001 in memory of their friend and business associate Robert M. Gold.

**L.T. Hamrick Memorial Scholarships** Initiated in 1993 by Mrs. L.T. Hamrick in memory of her husband, a noted lawyer in Shelby.

**Clara Katherine Vickers Head Memorial Scholarships** Established in 1979 by the estate of Clara Katherine Vickers Head.

**Russell L. Hinton Memorial Scholarships** Established in 1990 by Mrs. Lillie Hinton in memory of her husband, the late Reverend Russell L. Hinton.

**Richard A. Isenhour Memorial Scholarships** Established in 1996 by the membership of the Christian Service Organization, the scholarship memorializes Richard Isenhour, a non-traditional ministerial student.

**Carl and Tyner Ivester Memorial Scholarships** Dr. and Mrs. Ivester of Lenoire, N.C., established this scholarship in 1990.

**Dorothy B. Koster Memorial Scholarships** Established in 1991 by H. S. Koster, Jr. of Shelby, N.C., in memory of his mother.

**J. Thurman Lewis Memorial Scholarships** Established in 1991 by Julius C. and Louise M. Taylor of Taylors, S.C., who fund memorials Dr. Lewis, Professor of Biblical Languages at Gardner-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 Rutherford County, North Carolina established this scholarship in 1990.

**Melba R. and James W. Lutz, Jr. Scholarships** Established in 1996 by T. G. Westmoreland, II and Judy Lutz Westmoreland of Shelby, N.C., in honor of her parents who are former employees of Gardner-Webb University.

**John T. and Lou McCulloch Scholarships** Mr. and Mrs. John McCulloch of Charlotte, N.C., established this fund to support nonmaternal students. Mr. McCulloch served as a University trustee and gave his time as architect for many campus projects.

**Carl and Martha Miller Scholarships** Established in 1989 by Bob and Carolyn Ely of Winston-Salem, N.C., in memory of Mrs. Ely's parents.

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

**Robert Earle Morgan Scholarships** This scholarship was established in 1990 by Dr. Morgan, professor of French and Mathematics from 1967-1998.

**M. Vann Murrell Scholarships** Established in 1994 by friends of Dr. Murrell, who served Gardner-Webb University from 1967 to 1995 as Professor of Religion.

**William T. and Mabel H. Nolen Scholarships** Established in 1990 by Mr. and Mrs. Nolen of Cameron, N.C.

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

**Jack and Ruth Partain Scholarships** Established in 2000 by the University to honor the career of Dr. Partain, Professor of Religion.

**Freeman T. and Evelyn P. Perry Memorial Scholarships** Established in 1991 by Freeman T. Perry of Kannapolis, N.C.

**Bobby M. and Carolyn Harless Perryjohn Scholarships** Established in 1995 by Gardner-Webb alumni Mr. and Mrs. Perryjohn in honor of their children Robert, Max and Mervyn, all Gardner-Webb alumni.

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

**R.E. and Beornie R. Price Scholarships** Established in 1990 by Mrs. Beornie Price of Bowling 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.

**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.

**Majesty Richardson and Edward H. Sessons Scholarships:** The Reverend and Mrs. Sessons 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 Esie Louise 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 Clevie Spangler Scholarships:** Gardner-Webb Trustees Ralph Spangler and his wife Clevie Spangler established this endowment fund in 1990.

**J.L. and Sara McFarland Suttle, Jr. Memorial 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, former owners of Tri-City Concrete in Forest City, N.C. established this scholarship in 1991.

**Bernett L. Walker Memorial Scholarships:** Established in 1990 by a gift from the estate of Bennett L. Walker of Gardner, N.C.

**M. Christopher and Linda F. White Scholarships:** Established in 1990 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; John H. and Ottem Hensdrick; Archie and Iva Kennedy; Kinston-Herricks; Ruth C. Kiser; John W. and Janet F. Long; Pleasant Home Baptist; Howard and Louise Wittenen; Claude Lee Proctor, Sr.; R. Scott and Barbara Owell; James and Betty Ruth Hatten; Albert Hensick Memorial; Clemente Beaver Sprinkle Memorial.

#### **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:

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

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

**Herman A. and Ellen B. Beza Scholarships** Established in 1997 by Ellen Baxter Beza of Fullerton, N.C.

**Cline W. and Doris Borders Scholarships** Established in 2000 by Cline and Doris Borders. Reverend Borders served as the Director of Missions for the King Missionary Baptist Association for many years prior to his retirement.

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

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

**Mattie T. Christopher and Erna S. Battenworth Scholarships** Established in 1995 by A. Donald and Joyce A. Christopher of Wilmington, N.C., in honor of Mrs. Erna S. Battenworth and in memory of Mrs. Mattie T. Christopher, mother of the donors.

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

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

**Donald S. and Kaye A. Cook Scholarships** Established in 2000 by the University to honor the retirement of Dr. Cook, Distinguished Professor of New Testament Interpretation in the divinity school.

**J. Hugh and Mildred Carmack Scholarships** Established in 1996 by Mr. and Mrs. Hugh Carmack of Forest City, N.C.

**Ralph W. and Sybil Y. Dixon, Sr. Scholarships** Established in 1996 by Mr. and Mrs. Ralph W. Dixon, Sr. of Fullerton, N.C.

**Double Shroud Baptist Church Scholarships** This scholarship was established by the members of Double Shroud Baptist Church of Cleveland County, N.C.

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

**Stephen Burgess Greene Memorial Scholarships** Established in 1994 by Ruth and Margaret Greene in memory of their sons.

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

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

**H.S. and Sandra Keener, Jr. Scholarships** Established in 1998 by Mr. Keener, a Gardner-Webb trustee and Mrs. Keener, a Gardner-Webb alumna.

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

**Robert L. and Rhon Lamb Scholarships** Established by Dr. and Mrs. Lamb to provide financial assistance for diversity students. Dr. Lamb was the founding Dean of the School of Diversity and has been honored as Dean Emeritus.

**Roland and Lois Lamb Scholarships** Initiated in 1977 and funded by friends of Roland and Lois Lamb of Shelby, N.C.

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

**Robert H. and Betty Lutz Scholarships** Established and funded by Mr. and Mrs. Robert H. Lutz of Shelby, N.C., longtime supporters of the Christian Service Organization.

**Thomas W. and Elene C. Martin Scholarships** Established in 1995 by Mr. and Mrs. Martin of Lenoir, N.C.

**McIntosh-Smith-Best Scholarships** Initiated in 1993 by Herman and Margaret Best of Shelby, N.C. in memory of the Reverend Neil McIntosh, 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 Clifftide, N.C.

**Don and Becky Morgan Memorial Scholarships** Initiated in 1958 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 1958 by Dr. Robert E. Morgan, Professor Emeritus of Gardner-Webb, in memory of his father and mother.

**James A. and Quaker Pittman Scholarships** The Reverend and Mrs. James A. Pittman of Roanoke Rapids, N.C. established this scholarship in 1994.

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

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

**Mahey Richardson and Edward H. Sisson Scholarships** The Reverend and Mrs. Edward H. Sisson of Cleveland County established this scholarship in 1994.

**Ralph and Cleo Spangler Scholarships** Established in 1996 by Mr. and Mrs. Ralph Spangler of Lenoir, N.C.

**Addie Crofts Sparks Memorial Scholarship:** Instituted in 1946 by Carl and Faye Spangler to honor the memory of Faye's mother, Mrs. Addie Crofts Sparks.

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

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

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

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

**M. Christopher and Linda F. White Scholarship:** Established in 1995 by Dr. and Mrs. Chris White. Dr. White has served as president of Gardner-Webb University since 1986.

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

#### **Other Christian Service Organization Graduate Scholarships**

W. Anderson and Shirley S. Barnett; F. Glenn and Kay Givens; John Ed and Essie D. Davis Memorial; J. W. Gantt, Jr., and Mrs. Edna E. Gantt; William E. and Ann T. Gray; L. T. Hamrick Memorial; Carl and Tyrone Foster Memorial; James L. Jenkins Memorial; Mildred Johnson; Dorothy B. Kester Memorial; Roger H. and Dorene S. McKen; R. Thad Parsons, III; R.E. and Bonnie B. Price; Reverend and Mrs. W. Bruce Rahon; Lester and Bertie Taylor and Carl and Frances Shook; Foster C. Sprinkle; Tri-City Concrete; Roy and Joyce Wyatt; David and Melissa White.

#### **SCHOOL OF DIVINITY ENDOWED SCHOLARSHIPS**

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

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

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

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

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



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

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

**Robert Z. and Jeanie B. Falls Scholarships:** Initiated in 1993 by Mr. and Mrs. Robert Z. Falls of Shelby, N.C.

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

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

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

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

**William T. and Mabel Helen Nolen Scholarships:** This scholarship was established in 2000 by Mr. and Mrs. W. T. Nolen of Oconee, N.C.

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

**Frances and Bob Riley Scholarships:** This scholarship was established in 1993 by April and Charles Dolejack of Shelby, N.C. to honor April's parents, Frances and Bob Riley.

**Springville Baptist Church - Reverend Paul Bollington Scholarships:** Initiated by the Springville Baptist Church of Lugoff, S.C., in 1998.

**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.

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

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

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

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

**Joe C. and 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. Wyon and Emily D. Washburn Scholarships:** Dr. and Mrs. Wyon Washburn of Bowling Springs, N.C., established this scholarship in 1993. Dr. Washburn served as the University physician for many years.

**Carlton L. and Constance C. Young Scholarships:** Established in 1993 by Mr. and Mrs. Carlton L. Young of Shelby, N.C.

**H. Fields and Ruth B. Young, Jr. Scholarships:** Established in 1993 by Mrs. H. Fields Young, Jr. of Shelby, N.C., in memory of her husband.

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

#### **Other School of Divinity Scholarships:**

Elizabeth Baptist Church, Erwin; and Virginia Phillips, First Baptist Church, Shelby, N.C.; Narcissa Ford Baptist Church, Charlotte, N.C.; and Dorothy B. Maynard; Ann King Rouse Memorial; Wade S. and Sophia S. Shephard; Springdale Baptist Church, Ballington, N.C.; Paul and Jean Mauney.

### **COMMUNICATION STUDIES ENDOWED SCHOLARSHIPS**

**Lee B. Wooten Memorial Scholarship:** The fund was established by Henry Lee and Pearl A. Wooten, children of Lee B. Wooten. Preference is given to students who major in Journalism or 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.

**Other Communication Studies Scholarships:** R.G. Pickett

### **DISABLED STUDENT ENDOWED SCHOLARSHIPS**

**William P. and Wilene C. Davis Scholarship For Hearing Impaired Students:** Established in 1983 by William P. and Wilene Davis of Southern Pines, N.C.

**George T. and Marguerite Noel Memorial Fund for Visually Impaired Students:** Marguerite Warren Noel established the fund in 1983 in memory of her husband, who was an ophthalmologist.

**Marylene Noel Scholarship for Disabled Students:** Established by Mrs. Marguerite Warner Noel in 1969 in honor of her daughter Marylene. Preference is given to students who are visually or hearing impaired.

**Charles L. Sigmum Memorial Scholarship for Visually Impaired Students:** Established in 1960 by Mrs. Charles L. (Lois B.) Sigmum and son Lee C. Sigmum.

**Alfred L. and Mary Mary Smeal Scholarship for Hearing Impaired Students:** Established in 1980 by the Smeal family.

**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.

**Carlos L. and Constance C. Young Scholarships:** Initiated in 1983 by Mr. and Mrs. Carlos L. Young of Shelby, N.C.

#### **FINE AND PERFORMING ARTS ENDOWED SCHOLARSHIPS**

**C.A. and Essie Y. Brittain Memorial Music Scholarships:** Established by Mrs. C.A. Brittain in 1971 in memory of C.A. Brittain of Cass, N.C.

**George R. Cribb Music Scholarships:** Funded by faculty, family, former students and friends, this scholarship honors the contribution of the Dr. George R. Cribb to the University.

**Etta M. Elliott Memorial Music Scholarships:** This scholarship was established in 1981 in memory of Mrs. Etta 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 1992 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 Bill Hudson, Jr., in memory of W.H. Hudson, a former Gardner-Webb University Trustee and personal friend of the late Philip Elliott, seventh president. 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.

**John T. McCulloch Fine Arts Scholarships:** This scholarship was initiated in 1998 by McCulloch England Associates Architects of Charlotte, N.C., as a memorial tribute to John T. McCulloch, whose commitment to Gardner-Webb University and Christian higher education was expressed through his talent as an architect and his service as a member of the Board of Trustees.

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

**Dorothy Seaton Seagraves Scholarships:** Established in 1995 by James A. and Dorothy Seaton 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.

**Elaine and Evelyn Spangler Music Scholarships** The fund was named in honor of Elaine and Evelyn Spangler of Shelby, N.C.

**Other Fine and Performing Arts Scholarships**  
Gardner-Webb University Music Faculty

#### INTERNATIONAL STUDENT ENDOWED SCHOLARSHIPS

**Brudak Rasmusen Craig Memorial Scholarships** The fund was established in 1979 by Mrs. Brudak Rasmusen Craig of Lincolnton, N.C. The scholarship provides financial aid to international students or to sons or daughters of missionaries.

**Clyde J. Dotson Scholarships** A pioneer missionary to Africa, the Reverend Clyde J. Dotson was honored by the creation of the scholarship fund by his daughter, Grace Dotson Warren and Dr. T.L. Warren of Hickory, N.C.

#### MATHEMATICS AND SCIENCE ENDOWED SCHOLARSHIPS

**Joseph W. Gubler Memorial Engineering Scholarships** In 1971 the University received funds from the estate of Joseph W. Gubler.

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

**Paul W. Jolley Scholarship for Mathematics** This scholarship was initiated in 1996 by Dr. Paul W. Jolley and Mrs. Marlene S. Jolley to express their commitment to Christian higher education. The scholarship is to provide financial assistance to worthy and needy students in their Junior or Senior years of study.

**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. Preference is given to students majoring in chemistry.

#### 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 Ulean Burke Scholarships** Mr. and Mrs. Ulean Burke of Newton, N.C., initiated this scholarship to aid undergraduate ministerial students.

**Bede Campbell Memorial Scholarships** Established in 2000 with a gift from the estate of Bede Campbell.

**Florence Baptist Church Scholarships** Established by Florence Baptist Church, Fayette 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 Forest 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 Marlene Q. Hall Ministerial Scholarships:** This program was established by Mr. and Mrs. Hall to aid deserving Christian vocational students.

**Carl and Luke Hamrick Memorial Scholarships:** Established in 1996 by the estate of Luke Hamrick of Basking Springs, N.C.

**A.D. and Ruth Park Harmon Memorial Ministerial Scholarships:** The fund was established by the late Troy Harmon, an alumnus and former employee of Gardner-Webb University, in memory of his mother and in honor of his father.

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

**Wendy Suzanne Hasbrough Love Memorial Scholarship:** This scholarship was established in 1991 by Mr. and Mrs. John B. Hasbrough and Maureen Hasbrough Caldwell in memory of their daughter and sister Wendy Suzanne Hasbrough. 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.

**Clyde B. and Kathryn B. Little Ministerial Scholarships:** Established in 1987 by Mr. and Mrs. Little.

**Paul E. May Memorial Ministerial Scholarships:** Instituted by Mrs. Billie H. May to honor the memory of her husband, the Reverend Paul E. May.

**R.L. and Dorothy B. Maynard Ministerial Scholarships:** Established in 2000 by Mr. and Mrs. R.L. Maynard of Taylorsville, N.C. Students from the Thomson Rankin Baptist Association, and in particular Highland Baptist Church of Catawba County, will receive preference.

**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, N.C.

**Reverend and Mrs. H.M. Stroup Memorial Ministerial Scholarships:** Established by the late Reverend and Mrs. H.M. Stroup of Spruce Pine, N.C.

#### **Other Ministerial Undergraduate Scholarships:**

Leta Niven Ayers Memorial; Hardin Memorial; William W. and Mary E. McKinney; M.G. Marie Memorial; Elizabeth Dudley Nolan Memorial; Donald Ervin and Betty Morris Smith.

#### **MINORITY SCHOLARSHIP**

**Ralph W. Andrews Memorial Scholarship:** Established in 1997 with funds from the R. W. Andrews 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 ENDOWED SCHOLARSHIPS**

**Mary McGandy Burnett Nursing Scholarship** Mr. and Mrs. William M. Burnett of Columbia, S.C., established this scholarship in 1928.

**Joseph H. and Carolyn C. Carroll, III Nursing Scholarship** This fund was established in 1980 by Mr. and Mrs. Carroll in memory of their son, Joseph H. (Joey) Carroll, IV. First preference is given to the residents of Cleveland County, N.C.

**Janice Perkins Clayton Memorial Scholarship** Initiated in 1997 by Mr. and Mrs. John W. Perkins of Forest City, N.C. to honor their daughter Janice.

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

**Robert R. and Jessie I. Fornay Nursing Scholarship** Established in 1988 by Mr. and Mrs. Robert R. Fornay 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 obliged 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 Money Memorial Scholarship** This scholarship was funded in 1995 with a gift from the estate of Willie Odum Money, a resident of Inlet County, N.C.

**Ravon Stewart Memorial Scholarship** Established in 1981 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 Nursing Program in Statesville, N. C.

**Isa Rufus E. Starrs Memorial Scholarship** Established by an estate gift from Mrs. Rufus Starrs, the scholarship provides support to training students with preference given to students from Cleveland and Scotland Counties in North Carolina and Dillon County, South Carolina.

**Ernest Julian Webb Memorial Nursing Scholarship** This scholarship was initiated by Mrs. Jessie B. Webb to honor the memory of her late husband, Mr. Ernest Julian Webb.

**Jean M. Young Memorial Nursing Scholarship** Established in 1994 by the family and friends of Jean M. Young, of Shelby, N.C.

## **Other Nursing Endowed Scholarships**

C. Adams and Millie Hippes Bennett; Maria Hoyle Memorial.

# **TEACHER EDUCATION ENDOWED SCHOLARSHIPS**

**Roberta Warlick Dixon Memorial Scholarship** This scholarship was established in memory of Mrs. Robbie Dixon, a teacher in the Shelby City Schools.

**Ralph L. Felt's Memorial Scholarship** Established in 1980 by Dr. Ralph L. Felt of Morganton, N.C.

**Michael J. Frost Scholarships** Funded by the Lutz Foundation of Chatham, N.C., the scholarship was established in 1991 to honor Michael Frost, Petroleum World executive. The scholarship is awarded to female students who are in the teacher education program.

**Hamrick-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 Hamrick.

**W.F. and Mable Custer Parker Scholarships** Established in 2000 by Mrs. Parker of Olin, N.C., to provide scholarships for North Carolina students.

**Sara McFarland Suttle Memorial Scholarships** Established in 1994 by Mrs. Suttle's children: J. Linton Suttle, Vance Suttle and Carol Suttle Avery, all of Shelby, N.C.

**James Oville "Dean" and Ruby Reynolds Terrell Scholarships** This scholarship was established in 1983 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.

#### **Other Teacher Education Scholarships**

Susan Renee Cook Memorial, Joyce Harris Putnam Memorial.

#### **THEATER SCHOLARSHIP**

**Barbara and John Brock Scholarships** Established in 1991 by Mr. and Mrs. John Brock of Shelby, N.C. to provide financial aid to fulltime students who work with the University's theater program in either acting or technical capacity.

#### **FINANCIAL NEED SCHOLARSHIPS**

**Clarence N. Forber Anderson Memorial Scholarships** The late Mrs. Harrie Forber Sell of Cherryville, N.C., and her daughter and son-in-law, Dr. and Mrs. W.B. Anderson, established a trust fund in memory of Clarence N. Forber Anderson, grandson and son of the donors.

**William S. Barkley, Jr. Memorial Board of Advisors Scholarships** Funded by the Board of Advisors of Gardner-Webb University, this scholarship was named in April 1994 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.

**C. L. Beas Memorial Scholarships** In 1966, Charles Grier Beas, Chairman, Board of Directors, Carolina Freight Carriers Corporation, created a scholarship named in honor of his mother, Mrs. Nancy Jean Beas of Lincoln County, and in memory of his father, Charles Lester Beas.

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

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

**T.F. and Rhon Bridges Scholarship** Established in 1987 by Mr. and Mrs. T.F. Bridges of Shelby, N.C.

**George Henry and Martha Jane Brittain Memorial Scholarship** In 1993 L.H. Brittain of Shelby, N.C., gave property to Gardner-Webb for the purpose of endowing a scholarship in memory of his parents.

**Class of 1949 Leadership Scholarship** Established in 1999 by the alumni of the Class of 1949 as part of their fiftieth reunion celebration.

**Class of 1950 Leadership Scholarship** Established in 2000 by the alumni of the Class of 1950 as part of their fiftieth reunion celebration.

**Class of 1951 Leadership Scholarship** Established in 2001 by the alumni of the Class of 1951 as part of their fiftieth reunion celebration.

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

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

**Duncan Family Scholarship** Established in 1993 by Cindy S. and Jerome W. Duncan of Belmont, N.C. to provide scholarships for needy but worthy full-time students. Preference is given to students from Chatham County, N.C.

**Philip Louis Elliott Memorial Scholarship** Established in 1961 by family and friends as a loan fund but transferred to a scholarship fund in 1997 for needy and worthy students. The scholarship honors Dr. Elliott who served as seventh president of Gardner-Webb for eighteen years.

**Dr. and Mrs. Philip L. Elliott and Mr. and Mrs. Albert W. Oakes Scholarship** Established in 1996 by Mr. and Mrs. George A. Pines.

**W.P. and Pauline T. Ellis Scholarship** In 1992 Mr. and Mrs. W.P. Ellis of Shelby, N.C. established the scholarship.

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

**Robert and Mae L. Gouge Memorial Scholarship** Established in 2000 by a gift from the estate of Mae L. Gouge to provide support for students with financial need.

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



**Marcell B. Hamrick, Sr., Ruth P. Hamrick, and G.P. Hamrick Endowed Scholarship Funds:** Established and funded by members of the Hamrick family, the fund provides support for worthy and needy students.

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

**Norman Harris Leadership Scholarships:** Instituted in 2001 by the estates of 1952 and 1953, the scholarship honors Norman Harris, a very influential football, basketball, and baseball coach and athletic director at Gardner-Webb.

**W. Shirley and Gladys J. Haynie Endowed Scholarship Funds:** 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 Quaker and Tiedker countries.

**James A. and Hazel B. Hodge Memorial Scholarships:** Established in 1989 by Mr. and Mrs. James Hodge of Rutherford County.

**Harold and Irene Hollifield Memorial Scholarships:** This scholarship was established in 2000 with a gift from the estate of Harold Hollifield. First preference is given to a student majoring in English.

**George P. and Cordis H. Johnson Memorial Scholarships:** Established in 2001 by the estate of Cordis H. Johnson to provide scholarship aid.

**Garric L. Kendrick Memorial Scholarships:** Established by Mrs. Garric L. Kendrick in memory of her husband.

**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 Wiley Kiser, Jr. Endowed Scholarship Fund:** Established in 1978 by Gardner-Webb alumnus Harwick W. Kiser, Jr. in memory of his grandfather, Glenn E. Swain, Sr., and in honor of his parents. Deserving students of Hispanic origin are to receive first preference.

**L.V. Lee Family Memorial Scholarships:** The scholarship fund was established by Iva Spurling (Mrs. Norman B.) Lee to honor the memory of Lawrence Victor Lee, M.D., Susan Lattimore Lee, and Norman B. Dentress 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 Torrence LeGrand, Sr., and Mr. and Mrs. Moffat 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.

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

**Ira and Catherine Priscilla McClurey Memorial Scholarships:** This scholarship was initiated in 2000 by Mrs. Jennie McClurey Wallace of Spartanburg, S.C., to honor the memory of her late parents, Ira and Catherine Priscilla McClurey, and to express her commitment to Christian higher education.

**Morris Randolph Martin Memorial Scholarships:** This scholarship was established in 1968 by Mrs. Randolph Martin and her children, Corral and John.

**Mr. and Mrs. B.S. Mauney Memorial Scholarships:** 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. First preference is given to members of the First Baptist Church, Belmont, NC.

**Mr. and Mrs. M.A. (Brick) Morris Scholarships:** Mr. and Mrs. Morris endowed this scholarship. Students from South Carolina are considered first.

**Parter Brothers, Inc., Scholarships:** In 1950 a fund was established by Parter 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. He is honored through this fund by his wife, children, and friends.

**D.W. Royster, Sr., Memorial Scholarships:** Established by the family and friends of D.W. Royster, 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 Tokana community in northern Cleveland County, North Carolina, the scholarship was established in 1988.

**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 Students Development. Preference is given to graduates of Shelby High School, Shelby, N.C.

**Max and Dorothy Elliott Sisk Scholarships:** Initiated in 2001 by Dr. and Mrs. Max Sisk of High Point, N.C., the scholarship provides assistance for deserving students who have financial need. First preference is to children of ministers.

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

**Ellen and Erskine M. Smalley Scholarships:** Mr. and Mrs. Smalley established this scholarship in 1985 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, N.C. Preference is given to Cleveland County students.

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

**Charlotte Stamey Memorial Scholarships:** This scholarship was established by a gift from the estate of Charlotte Stamey of Pullman, N.C.

**J.P. Stevens and Company Scholarships:** Established in 1965 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.

**M. Christopher and Linda F. White Hart County High School Scholarships:** Established in 1995 by Dr. and Mrs. Christopher White, with president and faculty of the University, the scholarship is restricted to graduates of Hart County High School, Hartwell, GA.

**Margaret Young Memorial Scholarships:** In 1966 Mr. J.F. Alexander, Mrs. Martha Howe, 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. Atterington; Anna Digham Memorial; Martha B. Blackburn; Roger Dale Bridges Memorial; Mary Lide Duggert Memorial; Nancy Holbrook; Frank and Barbara Mayo; Virgil M. Haire; Minnie Corcoran Patten Memorial; John and Helen Roberts; S.S. Royce, Sr. Memorial; Max and Dorothy Elliott Sisk; George Edward Sweet Memorial; Class of 1971; Class of 1973; Class of 1975; Class of 1987; Class of 1988; Class of 1997; Class of 1998; Class of 1999; Class of 2000.

### **GENERAL PURPOSE ENDOWED SCHOLARSHIPS**

**George and Ida Wood Blanton Scholarships:** In 1955 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:** 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, this scholarship is intended for those few extraordinary individuals whose academic ability and motivation are good, but whose personal circumstances prohibit college.

**Daniel W. and Bettye A. Moore, Jr., Scholarships:** Established in 1980 by Mr. and Mrs. Dan Moore, Jr. of Boiling Springs, N.C.

**Earl W. and Evelyn H. Spangler Practical Leadership Development Scholarships:** The fund was established by Earl W. and Evelyn H. Spangler of Shelby, N.C., in 1977 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 probable potential for general practical leadership.

**Elvie 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 stipends 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 \$800 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. 27512-1101 before April 1.

**Alpha Epsilon Recruitment Grants:** This KOC scholarship is given by the Alpha Epsilon Chapter of Delta Kappa Omega, 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.

**Boiling Springs Rotary Club Scholarships:** The Boiling Springs Rotary Club raises scholarship funds for graduates of high schools in Cleveland County.

**Charles and Drew Bridges Health Careers Scholarships:** Established in 1986 by Dr. Drew 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 Causey Scholarships:** \$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.

**Susan Reneae Cook Scholarships:** Funds are provided by Mr. and Mrs. Franklin C. Cook in memory of their daughter, Susan Reneae, a 1968 graduate of Gardner-Webb.

**Christian Vacation Scholarships:** Each student pursuing a Christian vacation may qualify for an annual \$500 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.

**Cleveland Physical Therapy Associates Scholarships:** This scholarship was established in 1999 by Cleveland Physical Therapy Associates and is awarded to a student studying in the Athletic Training Program.

**Coca-Cola "First Generation" Scholarships:** This scholarship was established by The Coca-Cola Foundation for one student at each of North Carolina's 46 independent colleges and universities. The student must be full-time and must be the first in his or her immediate family to attend college.

**Dever Foundation Scholarships:** Funds provided by the Dever Foundation of Shelby, N.C., are given to an outstanding graduate of each of the following high schools: Crest, Burns, Shelby, Kings Mountain. Application forms for these comprehensive freshman year scholarships may be obtained from the high school guidance counselor 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, N.C.

**FOCUS Scholarships:** The Fellowship of Christians United in Service, a ministry of the Gardner-Webb University Baptist Student Union, gives four, or more, \$100 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 Hyde 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.

**F. Keith Griggs Memorial Scholarship:** Established in 1996, this scholarship honors the memory of Dr. Keith Griggs, who was a professor in the Beaufort School of Management for 34 years.

**Margaret Wellmon Jarvis and Charles Jarvis Academic Scholarships:** This scholarship was established in 2000 to benefit students from the Gastonia area, with first preference given to students from Gaston County High School.

**J. Ray Lutz Memorial Scholarship:** Established in 1988 by Petroleum 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, Rutherford, Polk, McDowell, or Burke County.

**McCurry-Deck Scholarships:** This scholarship was established by the McCurry-Deck Motor Company in Forest City, N.C.

**Miller Orthopaedic Clinic Scholarships:** This scholarship was established in 1999 by Miller Orthopaedic Clinic, and is awarded to a student studying in the Athletic Training Program.

**Ministerial Board of Associates Scholarship Programs:** 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 Dependent Scholarships:** Each dependent of an ordained Baptist minister may receive a \$1,000 scholarship each academic year upon completion of the Minister's Dependent Scholarship application. The minister whose dependent claims the scholarship must be a full-time minister of a SBC or CBP Church or an ordained, full-time employee of a Baptist State Convention or agency. The recipient must be a full-time student. He/she must maintain at least a 2.3 cumulative grade point average to be eligible for renewal each year.

**John E. and Helen Goodwin Roberts Scholarships** This scholarship was established in October 1999 to assist students enrolled in the Communications Studies program.

**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. 27513-1107 before April 1.

**D.A. Toddler Scholarships** This is a \$200 scholarship given in memory of the Reverend Daniel Allen Toddler of Shelby, N.C., by his daughter, Mrs. Fredrick Smith. The scholarship is awarded to an able and deserving ministerial student.

**UPS Scholarships** This scholarship was established in the early 1970s by UPS through the Foundation for Independent Higher Education and is now facilitated through the North Carolina Independent Colleges and Universities organization.

## 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 loans:

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

(b) repayment rate will be \$50 monthly 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 repay 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 Andrews Foreign Language Loan Fund; Dick W. Andrews Loan Fund for Business Majors; The Dwyer and Alice 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 F. Camp Fund; Burns B. Carpenter Fund Loan Fund; Mr. and Mrs. Thomas Ray Casby Loan Fund; Cleveland County Medical Society Student Loan Fund; R.L. Cothren Ministerial Loan Fund; Martha Corrie Student Loan Fund; A.V. Dedmon Memorial Loan Fund; Hubert C. Deane Mathematics Loan Fund; Elizabeth Eversimon Homesteaders Club

Loan Fund; Mr. and Mrs. Eugene Elmore Loan Fund; Gerson's Almshouse Loan Fund; Harrie Nix Gilliam Memorial Loan Fund; Mr. and Mrs. Coleman Goforth Loan Fund; Mary Harwell Givens Loan Fund; Gold Loan Fund; Mary Sue Anthony Hamrick Nursing Loan Fund; Dr. C.H. Harrell Loan Fund; Ashbey Carr and Jane Gardner Harrison Loan Fund; Hendrix Bunting Company Loan Fund; Marion Hinson Loan Fund; J.D. Huggins Memorial Loan Fund; Joseph Henry Jones Memorial Loan Fund; G.W. and N.B. Kennebrew Loan Fund; Ada Harris Knowles Loan Fund; L&R Oil Company Loan Fund; James Ray Lail Memorial Loan Fund; John MacLaren Lawrence Memorial Loan Fund; Logan Loan Fund; Wilma L. McCauley Memorial Fund; David Penderley Memorial Loan Fund; Printing and Packaging Loan Fund; Roberts Loan Fund; Schenck Loan Fund; Florence Seaton Loan Fund; Shelby Tennis Club Loan Fund; Shelby Lions Club Loan Fund; Shelby Rotary Club Loan Fund; Mr. and Mrs. T.M. Stanback Loan Fund; Rob Stroup 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 Requirements;
- (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. 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)s:** 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 Programs:** 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 \$22,000 for undergraduate study. Students may borrow up to a maximum of \$40,000 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 or graduates. Interest accrues at the rate of five percent on the unpaid balance.

**Federal Subsidized and Unsubsidized Stafford 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 (6) 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 1979 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 (NCSIGs)** 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 Application 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 \$2500 per year and is a scholarship if the recipient teaches in North Carolina public schools. The deadline for submitting the application is February 15.



**North Carolina Vocational Rehabilitation Programs:** 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 1989 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 as 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 and master's degrees. 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

**William 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 Swain 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 Qubein & 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 Qubein and Associates, Inc., PO Box 5367, High Point, North Carolina 27262. 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

## DEGREES AND MAJOR FIELDS

Gardner-Webb 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.); International Master of Business Administration (I.M.B.A.); Master of Accounting (M.Acc.); Master of Science in Nursing (M.S.N.)

Areas are: Agency Counseling, Business, Divinity, Elementary Education, English Education, Middle Grades Education, Sport Science and Pedagogy, School Counseling, School Administration, and Nursing.

See the graduate catalog for degree requirements.

### DOCTOR'S PROGRAM

Doctor of Ministry (D.Min.)

See the graduate catalog for program and degree requirements.

## BACHELOR OF ARTS (B.A.)

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

Music Composition  
Political Science  
Religious Studies  
Second Music  
Social Sciences  
Social Sciences-Teacher Licensure  
Sociology  
Spanish  
Spanish-Teacher Licensure  
Theatre Arts

## BACHELOR OF SCIENCE (B.S.)

Accountancy  
Athletic Training  
Biology  
Biology-Teacher Licensure  
Business Administration  
Chemistry  
Chemistry-Teacher Licensure  
Computer Science  
Elementary Education (K-6)  
Finance  
Health/Wellness

International Business  
Management Information Systems  
Mathematics  
Mathematics-Teacher Licensure  
Medical Technology  
Middle Grades Education (6-8)  
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 Statesville campus BSN Program (See GCAL 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, minor(s), 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 the following pages.

### 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 facts and themes 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:

**Basic Course Requirements****Semester Hours Required**

<b>I. Dimensions of the Humanities (11-12 hours)</b>	
Composition, Literature, and Communication	11-12
English Composition I (ENGL 101)	
English Composition II (ENGL 102)	
Literature (one of the following: ENGL 211, 212, 251, 252, 253)	
Oral Communication (one of the following: COMM 233, BAIDM 325, THEA 330, EDUC 450, ENCL 370, RELI 394, or two semesters of COMM 215 (debate))	
Foreign Language	0-9
The student must complete a foreign language through the first semester of the intermediate level (201). The number of hours required depends upon the student's entering competence level (either FREN 101, 102, 201; GERM 101, 102, 201; GREEK 101, 102, 201; HEBR 101, 102, 201; SPAN 101, 102, 201; SCLEI 101, 102, 201).	
Students with two or more units of a foreign language in high school typically begin at the 102 or 201 level; those with exceptional ability may satisfy the requirement through testing.	
<b>II. Dimensions of Faith</b>	6
Old Testament (RELI 101)	
New Testament (RELI 102)	
<b>III. Dimensions of Heritage (15 semester hours)</b>	
Western Heritage	6
Western Civilization I (HIST 101)	
Western Civilization II (HIST 102)	
Global Heritage: choose one of the following	3
Global Understanding (ENCL 205)	
Religion and Culture in a Global Perspective (RELI 245)	
American Heritage: choose two of the following	6
Economics and the Free Market System (ECON 209)	
The American Political Process (POLS 202)	
The American Century (HIST 245)	
Technology and American Society (COMM 230)	
<b>IV. Dimensions of the Self (11 semester hours)</b>	
Freshman Seminar (University 101: Freshman Experience)	1
Personal Assessment and Adjustment (PSYC 280)	3
Dimensions of Personal Health (HEED 221)	3
Physical Dimensions of Wellbeing: Choose one course from one of the following areas	1
(Fitness), PHED 140-145	
(Literature/Spends), PHED 150-159	
(Outdoor Adventure), PHED 160-165	
An Survey (ARTS 225) or Music Survey (MUSC 225) or Theatre Survey (THEA 251), 3	
<b>V. Dimensions of Scientific Inquiry (8 semester hours)</b>	
Life Science (either BIOL 101, 104 or 111)	4
Physical Science (either CHEM 109 or 311; GEOL 101, 102, 105, or 106; PHYS 101, 104, 201, or 203)	4
<b>VI. The Quantitative Dimension (3-4 semester hours)</b>	3-4
Choose one of the following: Elementary Probability and Statistics (MATH 105), Finite Mathematics (MATH 110), Precalculus (MATH 150), Calculus (MATH 151), Calculus for Business and Social Sciences (MATH 219)	

## 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). 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. Students who place into the intermediate level of a particular language (201) will receive six semester hours of elective credit if they choose to complete 201 and 202 with grades of C or higher.

(d) Deaf students who score intermediate level or higher on the SCPI-ASL 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. (MATH 241, 251; CSCE 160, PSYC 396; EDUC 301) or by making a passing score on a special test for computer literacy administered by the Director of Institutional Research.

(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 (six semesters) has been earned.<sup>8</sup> (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 exercises is required. If a student is unable to participate in the Graduation Ceremony upon completion of degree requirements, the student must attend the next scheduled 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, 2000. For students participating in the Spring Commencement Exercises, the application for graduation must be submitted to the Registrar no later than November 15, 2000. For students participating in the Summer Commencement Exercises, the application for graduation must be submitted to the Registrar no later than March 30, 2001. 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 '00, September 1, 2000; Spring '01, January 15, 2001; and Summer '01, May 29, 2001.

## 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 DEMONSTRANS for Nursing majors is required. No student may graduate with an associate degree with less than 64 semester hours, inclusive of specified DEMONSTRANS 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 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 pending requirements for graduation.

## 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 category 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 30 semester hours or more 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. Advancements 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 pending 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	International Business
Art	Logistics
Biblical Languages and Literature	Management
Biblical Studies	Management Information Systems
Biology	Marketing
Business Administration	Mathematics
Chemistry	Music
Christian History and Thought	Philosophy
Classical Languages	Physical Science
Communication Studies	Political Science
Computer Science	Professional Education
Criminal Justice	Psychology
Economics	Religious Studies
English	Social Sciences
Foreign Languages	Sociology
French	Spanish
General Science	Sport Management
Health Promotion	Theater Arts
History	Wellness Promotion
Interpreter Training	

## 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). Students required to take Learning Assistance Program courses must achieve a minimum final grade of "C" in order to be released from required enrollment in the course(s). This means that students may not drop these courses once they have been enrolled in them. Students receiving a "D" or an "F" must repeat the course(s) in each semester semester of enrollment at GWU, until they earn at least a grade of "C".

Students with unsatisfactory performance in the Learning Assistance Program will be subject to academic dismissal from Gardner-Webb University. Attendance in LAP courses is critical and as such the attendance policy is more stringent than in other courses. The physical presence of students is required for at least 80% of the scheduled class meetings (no more than six (6) absences for M/W/F class or four (4) for T/R class). Students failing one or more LAP courses due to excessive absences will be suspended at the conclusion of the semester in which the excessive absences occur. Students are responsible for knowing the number of absences that they accumulate. Planned class absences for foreseeable personal circumstances or official University business must be negotiated with the professor prior to the absence.



## UNIVERSITY 101: FRESHMAN EXPERIENCE

University 101: Freshman Experience (Professor Sembrant) 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 goal setting, study skills, time management, exam preparation, and wellness. Students receiving an "F" in University 101 must repeat it the following spring semester. Students may not repeat the course in the fall.

## 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. Those grades of "F" in DIMENSIONS will result in suspension from the University. Any suspension 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 16 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 summer 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 preregistration 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 or her 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 valid reasons. In order to assure quality instruction, the University reserves the right to close registration when the maximum enrollment has been reached, or to make changes in the schedule and/or faculty when necessary.

### ADDING 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 by the student 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 "WF" (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 "WF" 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 75% of the course. After this

date, a course may only be dropped when withdrawing from school.

#### INDEPENDENT STUDY

The term 'independent study' is reserved for those courses specifically designed as guided reading studies for student-initiated research that includes a written prospectus.

Independent study requires junior or senior standing and the approval of the following: the professor offering the study, the student's major department, and the Academic Dean. The student's 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 which cannot be scheduled by the student. The course may be offered to the student on a one-to-one basis, provided the option is limited to instances of extenuating circumstances. Approval of the professor, 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 following terms or for more than 6 hours in each summer 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' were earned 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 will be counted in computing the Gardner-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 whether or not they are present. 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 course instructor.

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.

## HONOR CODE

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

## POLICY OF ACADEMIC HONESTY

### Preamble

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

### Student Responsibilities

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

### Repeating Courses in which Academic Dishonesty Occurred

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

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

## 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 incorporated in the table below, with the quality points for each hour of credit shown at the right.

Grade	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A—Exceptional	1	4
B—Outstanding	1	3
C—Satisfactory	1	2
D—Marginal	1	1
F—Failing	1	0
P—Passing	0	0
I—Incomplete	1	0
IN	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 where 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.

The grade of IN will be assigned in the following cases:

- (1) individuals in internships, graduate or undergraduates, who are prevented by circumstances beyond their control from completing their internships by scheduled deadlines.
- (2) students in courses with a multi-semester component which are not completed by grading deadlines.

A W will be assigned when a student withdraws from a course during the first four weeks of the semester. After the first four weeks of the semester, a WF or WP 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 (excluding semester 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 inaccurate or 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. These Grade Point Averages are significant for each student: the semester GPA; the GPA for work taken at Gardner-Webb; and the overall GPA, which includes any work taken at other institutions as well as the student's work at Gardner-Webb. The Overall GPA is 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 returns 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 Commanding Male Graduate Award is endowed by Dr. John Roberts of Greenville, SC. Dr. Roberts received the award when he graduated from Gardner-Webb in 1949. The award perpetuates the memory of Professor J. D. Huggins, the first principal of the Boiling Springs High School. The award recognizes scholarship and participation in University activities.

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

The 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 Gardner-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 laude, one-third will graduate magna cum laude, and one-half will graduate cum laude. This Standard will be applied to graduates in each of the following categories: Arts/Sciences, Elementary Education/Physical Education, Day Business, OCIAL Arts/Sciences, and OCIAL 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

institutional. Credit is only approved for courses of college level which also are confined toward graduation by the institution conducting the semester school. After completion of such courses, the student must request that an official transcript be sent to the Registrar, Gardner-Webb University.

The University is not obligated to accept credit for any course when prior permission was not granted. 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 Vice President and Dean of Academic Affairs 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 document should include the student's local or permanent address and a current phone number where he or she may be reached. Appeals made on behalf of the student by another party (faculty or official of the institution or a parent) 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 academic performance is below the minimum level expected of students in their class. If the student's academic performance fails to reach the minimum standard for continued enrollment in the ensuing semester, he/she will be suspended from the University.

Students will be placed on probation when their cumulative grade point average



falls below the minimum standards listed below:

- Freshman: 60 to 79 hours 1.5
- Sophomore: 80 to 99 hours 1.7
- Junior: 100 to 119 hours 1.9
- Senior: 120 hours and above 2.0

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 minimum requirements, 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 extracurricular 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 termination of enrollment during the course of a semester or summer term is defined as withdrawal.*

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

# 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
Baylor Undergraduate School of Management	Accounting, Business Administration, Finance, Management, Management Information Systems, International Business, Economics
Communication Studies	Radio and Television Broadcasting, Journalism, Public Relations, Electronic Publishing, 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, Spanish, Interpreter Training
Mathematical Sciences	Mathematics, Computer Science, Engineering
Natural Sciences	Astronomy, Biology, Chemistry, Geology, Physics
Nursing	Nursing (BSN and ADN)
Physical Education, 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 three 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 HONRS 393, 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 HONRS 393, 400, 401;
- Initiate, propose, 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, 396 HONORS SEMINAR 3 semester hours

*Interdisciplinary advanced study that encourages critical thinking as students explore specific topics. Topics vary from semester to semester, but recent topics have included: Man and the Environment; Movers and Shakers of the Modern World; Spirituality in the United States; Church and State; Human Rights; Death in American Culture; War, Peace, and Culture; The Lives of Christ. Open to Junior Honors students. Students may enroll for Honors seminar twice for credit in two different semesters. Other students may enroll with the permission of the instructor and the Honors Committee. 3-0-3 PS.*

## 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: S.C. Perry

Associate Dean, Graduate School of Business: A.J. Nighswander

Director, OCMAL Programs: E.H. Godfrey, Jr.

Professors: L.G. Borenstein, A.S. Boyers, S.C. Camp, J.C. Keys, A.J. Nighswander

Associate Professors: J.M. Gardner, S.C. Perry, A.K. Hixon, T.J. Minders

Assistant Professors: E.W. Fox, E.H. Godfrey, Jr., R.W. McElroy, P.G. Swinegood,  
P. Williams

Professor and Distinguished Executive in Residence: C.B. Tschetter

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.

## MISSION

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.
- (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, Finance, International Business, and Management Information Systems. In addition, a major in Sport Management is offered in conjunction with the Department of Physical Education, Wellness, and Sport Studies. Minors for business majors are offered in Business Logistics, 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 Sport Management is offered in conjunction with the Department of Physical Education, Wellness, and Sport Studies.

## **ADDITIONAL REQUIREMENTS AND COURSE SUBSTITUTIONS**

Economics 203, Mathematics 103 and Mathematics 150 (or Math 1513) are additional requirements for all students majoring or minoring in any area in the Brynhill School of Management (except for Sport Management majors). Students must obtain a "C" or better in each course.

Economics 203 is the only additional requirement for Sport Management majors. Sport Management majors must obtain a "C" or better in this course.

It is required that student's earn a grade of "C" or better in all courses that are taken to satisfy any major or minor requirement in the School of Business. A course in which this requirement is not satisfied must be repeated.

For cases in which a student's major requires ACCT 213 and the minor also requires ACCT 213, then ACCT 214 is the substitute course to fulfill the requirements of the minor. Other duplications should be resolved by selecting substitute courses from the same general field of study.

## **MAJORS OFFERED**

### **BUSINESS PROFESSIONAL COMPONENT REQUIREMENTS**

The Business Professional Component is a set of core courses that is required for many majors and minors offered in the Brynhill School of Management. The following courses are required in the Business Professional Component: Accounting 213, 214, Business Administration 300, 304, 305, 480, Economics 204, Finance 312, Marketing 300, Management Information Systems 251, Management 316, 416.

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

#### **GOALS AND OBJECTIVES**

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

#### **REQUIRED COURSE WORK**

The Business Professional Component (except for Management Information Systems 251), and the following accounting courses: ACCT 313, 314, 315, 400, 425, 435, and 490.

#### **TRANSFER CREDIT**

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 Brynhill School of Management.

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

#### **GOALS AND OBJECTIVES**

- (1) To be able to understand basic concepts of human relations management, marketing, organizational behavior, and production/operations.

management necessary to manage a modern business or non-for-profit organization.

- (2) To be prepared to adapt to the local business community and to participate in markets in a global community.
- (3) To be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

### **REQUIRED COURSE WORK**

The Business Professional Component and one of the following minors:

#### **Accounting**

A minor in Accounting requires Accounting 313, 314, 315, 425, 434, and 450.

#### **Business Logistics**

A minor in Business Logistics requires the student to complete Business Logistics 320, 330, 340, 450 (or Marketing 465), 420, and Management Information Systems 480. Students may select an additional 3 hours of business logistics internship (BLCK 420) in place of BLCK 150 with approval from their advisor.

#### **Economics/Finance**

A minor in Economics/Finance requires six courses in Economics/Finance approved by the advisor. The following are courses from which to choose: Economics 304, 305, 306, 311, 401, 402, 403, 404, 405, 480, Finance 321, 320, 420, 421, and 430.

#### **International Business**

A minor in International Business requires the student to complete Economics 401, 404, Management 465 (or Marketing 465), Political Science 321, and the foreign language component as described below.

#### **The Foreign Language Component for International Business Minors:**

Students must demonstrate proficiency in English plus one foreign language at the 201 level plus one of the following:

- a. Six hours in French or Spanish above the 201 level, or
- b. If the student has demonstrated proficiency in English and one additional foreign language, then the student may take six hours in French, Spanish, Russian, or German comprised of any two courses in the sequence 101, 102, 201, and 202, provided that the chosen language sequence is in addition to a language for which proficiency at the 201 level has already been demonstrated, or
- c. If the student has demonstrated language proficiency in English and two additional foreign languages, then the student may substitute three hours of business electives at or above the 300 level and three hours of foreign language literature/culture/history courses at or above the 300 level.

#### **Management**

A minor in Management requires six courses approved by the advisor. The following are courses from which to choose: Business Logistics 320, 330 or Management 150, 400, 403, 422, 418, 422 (or Marketing 400), 425, 430, 431, 466 (or Marketing 466), 481, or Finance 320. It is permissible to take multiple, different courses of Management 485.

#### **Management Information Systems**

A minor in Management Information Systems requires Management Information Systems 351, 371, two courses in approved programming languages, and two Management Information Systems electives above the 300 level (ACE, T 400 may be substituted for a MIS elective above the 300 level). Students who have

had Management Information Systems 251 as part of their curriculum are required to select an additional MIS elective above the 300 level.

### Marketing

A minor in Marketing requires Marketing 410, 420 (or Management 422) and four courses approved by the advisor. The additional four courses may be chosen from the following: Marketing 302, 304, 401, 404, 406, 408, 466 (or Management 466), and Economics 401.

## REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN FINANCE

### GOALS AND OBJECTIVES

- (1) To be able to understand and critique the financial operations of business firms from a managerial perspective.
- (2) To be prepared to manage the investment resources of individuals and business firms.
- (3) To be able to understand the functions of various financial institutions and the products and services they offer.

### REQUIRED COURSE WORK

The Business Professional Components and six courses selected from the following and approved by the advisor: Accounting 314, Business Administration 420, Economics 301, 303, 401, 402, and Finance 301, 320, 422, 423, and 430. Three of the six courses must have a Finance designation (Finance 301, 320, 422, 423, and 430).

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

### GOALS AND OBJECTIVES

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

### REQUIRED COURSE WORK

Accounting 213, 214, Business Administration 305, 490, Economics 204, 401, 404, Finance 312, Marketing 300, 466 (or Marketing 466), Management Information Systems 251, Political Science 321, three hours of business electives at or above the 300 level and the foreign language component described below. It is expected that Business Administration 490 be taken in the last semester of the student's senior year.

### THE FOREIGN LANGUAGE COMPONENT FOR INTERNATIONAL BUSINESS MAJORS

Students must demonstrate proficiency in English plus one foreign language at the 301 level and must choose one of the following options:

- a. Spanish/French 302 (3 hrs.), 301 (4 hrs.), Spanish/French 311-312 (6 hrs.)

Please: International business majors whose foreign language is other than French



or Spanish will complete on hours of BAIDM 367 in lieu of French/Spanish 311-312). When schedules permit, it is highly recommended that International Business majors complete French/Spanish 305 or French 306 or French 309, or

b. If the student has demonstrated language proficiency in English and two additional foreign languages, then the student may elect any minor offered by the university.

#### 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.

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

#### GOALS AND OBJECTIVES

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

#### REQUIRED COURSE WORK

Accounting 213, 214, 405, Business Administration 304, 305, 450, Economics 204, Finance 312, Management 415, Management Information Systems 201, 352, 371, 380, 412, 423, 433, 460, 471.

### REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN SPORT MANAGEMENT

The Byrnhill School of Management and the Department of Physical Education, Wellness, and Sport Studies jointly offer the Sport Management major. For requirements for this major refer to the catalog listings of the Department of Physical Education, Wellness, and Sport Studies.

### MINORS FOR NON-BUSINESS MAJORS

The Byrnhill School of Management recognizes that many students may not major in business, but may require knowledge of certain business functions due to their disciplines or future job aspirations. To meet this need, the Byrnhill School of Management offers minors for students who are not majoring in business the following areas:

#### ACCOUNTING

A minor in Accounting requires Accounting 213, 214, 313, 314 and two of the following: Accounting 315, 400, 423, 450.

## BUSINESS ADMINISTRATION

A minor in Business Administration requires Accounting 213, Business Administration 303, Marketing 303, Economics 204, Management 316, and Management Information Systems 351.

## ECONOMICS/FINANCE

A minor in Economics/Finance requires Economics 203 and 204 and four courses approved by the advisor. The additional four courses may be chosen from the following: Economics 301, 303, 304, 311, 401, Finance 301, 312, 320, 420, 425, 430 or Management 410.

## INTERNATIONAL BUSINESS

A minor in International Business requires Accounting 213, Economics 204, Economics 401, Finance 312, Management 406 (or Marketing 400), and Political Science 321.

## MANAGEMENT

A minor in Management requires Management 316 and five courses approved by the advisor. The additional five courses may be chosen from the following: Business Logistics 320, 330, Management 330, 400, 405, 410, 486, 418, 422 (or Marketing 420) and 485.

## MANAGEMENT INFORMATION SYSTEMS

A minor in Management Information Systems requires Management Information Systems 351 and 371, two courses in approved programming languages, and two Management Information Systems electives above the 300 level (ACCT 400 may be substituted for a MIS elective above the 300 level). Students who have had Management Information Systems 251 as part of their curriculum are required to select an additional MIS elective above the 300 level.

## MARKETING

A minor in Marketing requires Marketing 300, 400, and four courses approved by the advisor. The additional four courses may be chosen from the following: Marketing 302, 304, 402, 404, 406, 408, 420, 466 (or Management 406), and Journalism 375.

## GEM PROGRAM

The Brophy School of Management offers a program for business majors designed to enhance their status in the hiring market as management-track employees. The GEM program provides an added dimension to the student's experience by having a significant portion of their coursework taught by professors with corporate experience as Chief Executive Officers, Chief Operating Officers, judges or managing partners of major business or public-sector organizations.

To be eligible for a GEM certificate, business majors must:

- (1) Maintain an overall grade point average of 3.0 or higher.
- (2) Complete all requirements for a Bachelor of Science Degree in the Brophy School of Management including 5 courses designated as GEM courses.
- (3) Adhere to more stringent requirements in those courses designated as GEM courses with respect to both workload and grading scales.

- (4) Complete as a course of study an overseas experience approved by the [Royal] School of Management.
- (5) Attend annual receptions and retreats sponsored by the GEM program.
- (6) Pay an additional fee for participation in the GEM program.

## 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. Prerequisite: Accounting 213 or permission of the instructor. 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. Prerequisite: Accounting 214 or permission of the instructor. 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 losses, pensions, and tax. Financial reporting and analysis. Prerequisite: Accounting 313 or permission of the instructor. 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. Prerequisite: Accounting 214 or permission of the instructor. 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. Prerequisite: Accounting 214 or permission of the instructor. 3-0-3.

#### **400 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 251 or permission of the instructor. 3-0-3.

#### **411 ADVANCED BUSINESS LAW** 3 semester hours

Legal liability of accountants. Topics include Uniform Commercial Code, commercial paper, problems of tax practice, auditing responsibilities. Prerequisite: Business Administration 302 or permission of the instructor. 3-0-3.

#### **425 FEDERAL INCOME TAX I 3 semester hours**

Personal income tax planning, research, and preparation. Prerequisite: Accounting 214 or permission of the instructor. 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. Prerequisite: Accounting 214 or permission of the instructor. 3-0-3.

#### **435 ADVANCED ACCOUNTING 3 semester hours**

Accounting for partnerships, installment sales, insurance, corporate consolidations, and minorities. Prerequisite: Accounting 314 or permission of the instructor. 3-0-3.

#### **450 AUDITING 3 semester hours**

Principles, techniques, procedures, and legal responsibility of auditors. Prerequisite: Accounting 314 or permission of the instructor. 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 examinations. Special emphasis is placed on the opinions of the Accounting Principles Board and statements of the Financial Standards Board. Prerequisite: Student must have senior status. 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 regulation of business. Some of the topics covered are tort law, contract law, agency, partnerships, and corporations. 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. Prerequisite: Mathematics 105 or equivalent, Management Information Systems 231 or equivalent or permission of the instructor. 3-0-3.

#### **305 INTRODUCTION TO MANAGEMENT SCIENCE 3 semester hours**

An introduction to linear programming and sensitivity analyses, decision theory, inventory control models, waiting line theory and computer simulation to improve the planning, control and decision making process. Prerequisite: Mathematics 105 or equivalent 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.

**340 INTEGRATION OF FAITH AND BUSINESS** 3 semester hours

This elective course will explore the interplay between faith and business. Various models of integration at the personal and corporate level will be explored. Students will be challenged to develop their own philosophy of how faith makes a difference in their approach to business. In addition to traditional business ethics topics, this course will explore personal morality, the unique implications of the Christian faith to various business disciplines, and business as service. Prerequisite: Junior or senior level status and a minimum of 12 business credit hours completed.

**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. 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: ESSENSPAN 201 or equivalent in another language. Lecture-Travel-Work: 3-12 semester hours.

**420 INTERNSHIP IN BUSINESS** 1-6 semester hours

Prerequisite: Junior standing and department approval.

**480 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. 1-0-2.

**495, 496 INDEPENDENT STUDY** 1-6 semester hours

Supervised study program in a field of special interest. Prerequisite: Approval of department chair and instructor.

## BUSINESS LOGISTICS

**520 SUPPLY CHAIN / PURCHASING MANAGEMENT** 3 semester hours

Examines the design and management of logistics processes in a supply chain through a comprehensive breadth of supply chain topics such as inventory management as it relates to supply chain management, network design, enterprise resource management, strategic partnering, purchasing, procurement and sourcing strategies, and how these topics integrate within the supply chain. Prerequisite: MGMT 416. 1-0-1.

**530 BUSINESS LOGISTICS MANAGEMENT** 3 semester hours

Explores the management of logistics processes, including physical supply and distribution activities such as transportation, storage facility location and materials handling with emphasis placed on the logistics supply chain, the role logistics plays in the economy, and how logistics relates to other functions within an organization. Prerequisite: MGMT 416. 1-0-1.

**340 TRANSPORTATION SUPPLY AND INFRASTRUCTURE 3 semester hours**

This course is designed to explore a broad range of transportation modes, the role and importance of transportation systems with emphasis on modal components, the role of third party providers in the transportation marketplace and the role of government regulations that permeate the transportation field. How ERP (enterprise resource planning) and TRP (transportation requirement planning) systems are integrated in the transportation function of firms will also be explored. 1-0-3.

**420 BUSINESS LOGISTICS INTERNSHIP 3 semester hours**

The student will be given the opportunity to work in a logistical environment with supervision from an instructor at Gardner-Webb University and from an internship supervisor with a specific firm. This experience will help bridge the gap between textbook material and the application of this material to real life situations. Prerequisite: BUCO 320. 1-0-3.

**450 GLOBAL OPERATIONS / LOGISTICS 3 semester hours**

Addresses the process of global operations management from strategic thinking all the way through planning and execution. Students will explore the design and operation of international transportation and logistics systems. Students will be analyzing cases from Europe, the United States, Latin America, and Asia. Prerequisite: BUCO 320. 1-0-3.

## 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. 1-0-3.

**203 PRINCIPLES OF ECONOMICS I (Economics and the Free Market System) 3 semester hours**

Explores the economic implications, history and philosophy of the free enterprise system with special attention to national income theory, money, banking and the Federal Reserve system, Keynesian and Classical theories and the mechanics of the business cycle. 1-0-3.

**204 PRINCIPLES OF ECONOMICS II 3 semester hours**

Study of microeconomic concepts, price theory, behavior of the firm, market structure, and income distribution. 1-0-3.

**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. 1-0-3.

**303 INTERMEDIATE MICROECONOMICS I 3 semester hours**

Topics include microeconomic analysis, utility and price theory, resource allocation for optimization. Prerequisites: Economics 203 and 204. 1-0-3.

**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. 1-0-3.

**311 LABOR ECONOMICS** 3 semester hours

*Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages.* 3-0-3.

**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 failure and possible alternatives to markets in solving the problems of pollution and natural resource use.* 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.

## FINANCE

**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.* 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. Co-requisite: Accounting 213 or permission of the instructor.* 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 as related to managing life, health, property, and liability risks.*

**420 INVESTMENTS** 3 semester hours

*Investment goals, strategies, and policies for individual investors are examined. Prerequisite: Finance 312 or consent of the instructor.* 3-0-3.

**425 INTERMEDIATE CORPORATE FINANCE 3 semester hours**

Application-oriented approach to understanding the complexities of obtaining and allocating financial resources. Cases confronting real-world financial issues will be utilized. Prerequisite: FINC 312. 3-0-3.

**430 BANK MANAGEMENT 3 semester hours**

An introduction to the dynamics of managing financial institutions within a competitive and quickly changing marketplace. Prerequisite: FINC 312. 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**

An in-depth review of current word processing programs. 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.

**405 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. Prerequisites: Math 105 or Business Administration 304 or equivalent 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, management 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 425. 3-0-3.



**435 MANAGERIAL BUSINESS COMMUNICATIONS** 3 semester hours

Emphasis on corporate, intercollebral, and crisis communications; team presentations; technical writing and editing presentation software, and public relations. Prerequisite: Business Administration 325. 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. Prerequisite: MKGT 305. 3-0-3.

**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. 3-0-3.

## 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 160. 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 251. 3-0-3.

**352 PRINCIPLES OF PROGRAMMING WITH COBOL** 3 semester hours

Computer problem-solving using COBOL as a vehicle. Prerequisite: Management Information Systems 201. 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 371. 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 371. 3-0-3.

**422 ADVANCED COBOL AND RPG** 3 semester hours  
Advanced computer problem-solving using COBOL as the vehicle and an introduction to programming principles using RPG. Prerequisite: Management Information Systems 372. 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 371. Cross listed as Computer Science 371. 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 371 or 372. 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 380. Cross listed as Computer Science 433. 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 E-COMMERCE 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 matrices, 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. Prerequisite: Management Information Systems 423 and 411. 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 sectors. 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 presentation 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: Business Administration 304 or equivalent; Marketing 300, or permission of the instructor. 3-0-3.

**420 MARKETING MANAGEMENT** 3 semester hours

Capstone course in marketing that addresses marketing research, forecasting, and strategic decision-making. Prerequisite: Marketing 300 and three 400-level marketing courses. Cross-listed as Management 422. 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. Prerequisite: Marketing 300. Cross-listed as Management 466. 3-0-3.

# DEPARTMENT OF COMMUNICATION STUDIES

Chair: Professor T.W. Vaughan  
Professor H.J. Lawrence  
Assistant Professor: C. Parsons  
Instructors: R.J. Carey

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 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. WCWO-FM and cable, channel 19, 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 our 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

Students will,

- (1) demonstrate adequate entry level skills in the area of communication 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

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 those 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

Students will:

- (1) understand and demonstrate the basic concepts, techniques and motivation necessary to succeed in profit making or not-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, Public Relations or Photography must complete nine semester hours comprised of COMM 310 Techniques of Screenwriting, COMM 380 Communication Theory and COMM 480 Legal and Ethical Issues in Mass Media plus the following courses:

Radio and Television	COMM 118	Announcing	(3)
	COMM 131	Photography	(3)
	COMM 320	Station	
		Operations and Management	(3)
	COMM 342	Radio (Audio) Production	(3)
	COMM 360	Television	
		News Production	(3)
	COMM 440	Television	
		Studio Operations	(3)
	COMM 462, 464, 465, or 466	Internship	(3)
Electronic Publishing	COMM 155	Photography	(3)
	COMM 170	Internet Survey	(3)
	COMM 330	Introduction to Computer	
		Graphics	(3)
	JOUR 375	Graphic Design	
		and Publication	(3)
	COMM 470	Advanced	
		Computer Graphics	(3)
	COMM 472	World-Wide Web	
		Publishing	(3)
	COMM 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 HONR 400 and/or HONR

401 to fulfill up to six hours of credit toward these concentrations.

<b>Public Relations</b>	CCOM 313	Principles of Public Relations	(3)
	CCOM 314	Public Relations Copy Writing	(3)
	CCOM 315	Public Relations Techniques	(3)
	CCOM 370	Introduction to Computer Graphics	(3)
	MARK 303	Introduction to Marketing	(3)
	MARK 304	Advertising and Promotion	(3)
	CCOM 497	Internship in Public Relations	(3)

The concentration in public relations is completed with a minimum of 6 hours selected from the following courses. (BAUM 325 or CCOM 233 may not be applied to the major if taken to meet university general course requirements.)

CCOM 233	Speech	(3)
CCOM 235	Debate	(1)
CCOM 270	Internet Survey	(3)
JOUR 318	Editing	(3)
CCOM 360	Television News Production	(3)
JOUR 375	Graphic Design and Publication	(3)
CCOM 379	Internet Stratnet	(1)
CCOM 471	WWW Publishing	(1)
BAUM 325	Business Communication Applications	(3)

Students may utilize HCNR 400 and/or HCNR 495 to fulfill up to six hours of credit toward a concentration in public relations.

<b>Photography</b>	CCOM 255	Introduction to Photography	(3)
	CCOM 256	Intermediate Photography	(3)
	CCOM 370	Introduction to Computer Graphics	(3)
	CCOM 450	Advanced Photography	(3)
	CCOM 470	Advanced Computer Graphics	(3)
	JOUR 355	Photojournalism	(3)
	CCOM 495	Internship in Photography	(3)

The concentration in Photography is completed with a minimum of 6 hours selected from the following courses.

CCOM 250	Film Literature and Criticism	(3)
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COMM 199	Topics in Film	(1-3)
JOUR 315	Graphic Design and Publication	(3)
COMM 379	Internet Seminar	(1)
COMM 472	WWW Publishing	(3)

Students may utilize HCNR 400 and/or HCNR 401 to fulfill up to six hours of credit toward a concentration in Photography.

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, photography studios, internet service providers 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.

## 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 may concentrate in News-Editorial or Photojournalism. Students majoring in Journalism must complete nine semester hours comprised of ENCL 201 Newswriting, COMM 360 Communication Theory and COMM 480 Legal and Ethical Issues in Mass Media plus the courses in one of the following concentrations:

News-Editorial	JOUR 317	Reporting	(3)
	JOUR 318	Editing	(3)
	JOUR 335	Photojournalism	(3)
	COMM 360	Television News	
		Production	(3)
	JOUR 375	Graphic Design and Publication	(3)
	ENCL 420	Feature Writing	(3)
	JOUR 491	Internship	(3)

The News-Editorial concentration is completed with a minimum of 6 hours selected from the following courses. \*The student may enroll in JOUR 301 and 302 as often as desired. However, no more than 2 semester hours in each course may be applied to the major.

JOUR 201*	Student Newspaper Staff	(1)
JOUR 202*	Yearbook Staff	(1)
JOUR 301	Publications Editorial Staff I	(1)
JOUR 400	Special Topics in Journalism	(3)
JOUR 401	Publications Editorial Staff II	(2)
COMM 472	World-Wide Web Publishing	(3)

Photojournalism	COMM 255	Photography	(3)
	COMM 256	Intermediate Photography	(3)
	JOUR 317	Reporting	(3)
	JOUR 335	Photojournalism	(3)
	COMM 360	Television News Production	(3)

JOUR 325	Graphic Design and Publications	(3)
JOUR 491	Internship	(3)

The Photojournalism concentration is completed with a minimum of 6 hours selected from the following courses. \*The student may exceed in JOUR 201 and 202 as often as desired. However, no more than 2 semester hours in each course may be applied to the major.

JOUR 201*	Student Newspaper Staff	(1)
JOUR 202*	Yearbook Staff	(1)
JOUR 301	Publications Editorial Staff I	(1)
JOUR 400	Special Topics in Journalism	(3)
COMM 400	Special Topics in Communication	(3)
COMM 450	Advanced Photography	(3)
COMM 472	World-Wide Web Publishing	(3)

Students may utilize HCNS 400 and/or HCNS 401 to fulfill up to six hours of credit toward the major. The internship in journalism consists of a maximum 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 340 Scriptwriting, plus the following courses:

Theatre Arts	THEA 222	Stagecraft	(3)
	THEA 223	Advanced Stagecraft	(3)
	THEA 330	Acting I	(3)
	THEA 434	Dancing I	(3)
	THEA 495	Internship	(3)

The student must elect 12 additional hours from Theatre (THEA) offerings. Students may utilize HCNS 400 and/or HCNS 401 to fulfill up to six hours of credit toward the major. The theatre internship consists of a maximum 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, Photography, 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 15 semester hours beyond university basic course requirements.

### COMMUNICATION STUDIES MINOR

Students minoring in Communication Studies must take: CCMM 270 Internet Survey, CCMM 350 Techniques of Scriptwriting, 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 15 semester hours beyond the university basic course requirements. ENCR 309 Newswriting and CCMM 480 Legal and Ethical Issues in Mass Media plus 12 hours selected from journalism offerings completes the minor. CCMM 360 Television News Production may be applied to the Journalism minor.

### THEATRE ARTS MINOR

The Theatre Arts minor requires 15 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

#### 210 TECHNOLOGY AND AMERICAN SOCIETY 3 semester hours

Surveys the evolution of communication and information technology from Gutenberg to the Information Superhighway. Special emphasis is placed on the historical development of communication media and their influence on society and culture as well as business, economic and political systems in the western world. 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 concerns 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 paper. (Additional cost.) Concurrent participation in newspaper staff or yearbook staff is highly recommended. 3-2-3

**256 INTERMEDIATE PHOTOGRAPHY** 3 semester hours

More advanced photographic work in the studio and in available light conditions. Black and white and color photography is used to communicate ideas and concepts visually. Intermediate Photography is the second in a series of four photographic classes designed to prepare the student for work in the photographic industry, the formal studio, the graphics design arena and as a freelance photographer or photojournalist. Prerequisite: COMM 255. (Additional cost) 3-3-3

**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-2

**313 PRINCIPLES OF PUBLIC RELATIONS** 3 semester hours

An examination of theory, procedure and practice in public relations. Surveys the duties of the PR practitioner. Provides an overview of campaign design, fund raising, budgeting, issue management, contingency planning, problem analysis and use of research tools. Emphasis is on the professional practices and ethical standards important to effective communication within organizations and between organizations and their publics. 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 313. 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 ENCL 379). 0-2-1

**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 270 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. WC-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 STUDENT RADIO STAFF** 1 semester hour

Practical experience and instruction in all phases of radio station operations through the facilities of WCWG-FM, the university's radio station. Hands-on opportunities are available in audio production, air-shift performance, and management procedures. Prerequisite: COMM 238, COMM 320 and COMM 342 or permission of instructor. 0-3-1

**402 STUDENT TELEVISION STAFF** 1 semester hour

Practical experience and instruction in writing, producing and editing television programming for cable distribution. Prerequisite: CCMM 238 and CCMM 360 or permission of the instructor. 0-3-1.

**450 ADVANCED PHOTOGRAPHY** 3 semester hours

Emphasis is on proactive photographic techniques. Focuses on advanced photographic skills and procedures including digital visual manipulation using Adobe Photoshop. Prerequisite: CCMM 235 & 256. (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: CCMM 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 drama. Prerequisite: CCMM 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: CCMM 370. 3-1-3

**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: CCMM 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 INTERNSHIPS** 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 Pike. 1-1-1

**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

**303 NEWSPAPER EDITORIAL STAFF I** 1 semester hour

Introduction 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 Quick 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** 1 semester hour

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: ENCH 303, Newswriting, 3-0-3

**318 EDITING** 1 semester hour

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** 1 semester hour

Editorial photography and the challenges of available light conditions are emphasized. Ethics and law related to a photojournalist's activities are also covered. Concurrent participation in newspaper staff or yearbook staff is highly recommended. Prerequisite: COMM 255 or permission of instructor. (Additional cost). 3-2-3

**375 GRAPHIC DESIGN AND PUBLICATION** 1 semester hour

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

**400 SPECIAL TOPICS IN JOURNALISM** 1-3 semester hours (variable)

Specialized study in selected areas of journalism or photojournalism. Course content will vary and will reflect current developments in the industry and respond to student interest and need.

**405 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 immerse them in the procedures of the Quick 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. 2-4-2

**491 INTERNSHIP IN JOURNALISM** 1 semester hour

## **THEATRE/ARTS**

**203 APPLIED THEATRE** 1 semester hour

Participation in university theatre production. 0-3-4

**205 SUMMER THEATER WORKSHOP** 3 semester hours

Directed theater experience for five weeks each semester, 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 practice, 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 costuming and theatre management practices. Major production project required. Prerequisite: THEA 222. 3-3-3

## **235 THEATRE SURVEY 3 semester hours**

Encourages an appreciation and basic understanding of the world of live theatrical performance. The course focuses on the artistry and mechanics of producing the modern stage play. The knowledge, skills and talents necessary to succeed in the theatre arts are studied. Attendance at live theatre performances may be required. 3-0-3

## **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, scheduling, rehearsing and working with actors. Requires experience in at least one theatrical production. Prerequisite: THEA 229 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**

# SCHOOL OF EDUCATION

Dean Professor D.S. Simmons

Professors C.L. Jackson, R.N. Harris

Associate Professors J.C. Harrick, R.L. Nunnery, L.M. McKinney

Assistant Professors J.P. Palmer, A.D. Bury, J.C. Smith, F.H. Rucker

Instructor R.L. Wynn

## MAJORS

Elementary Education (B.S.)

Middle Grades Education (B.S.)

## MINOR

Professional Education

## PROFESSIONAL EDUCATION

The School 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 School 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 candidates 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 License. Courses are also available for career teachers seeking teacher renewal and for persons 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 School of Education seeks to:

- prepare undergraduate and graduate candidates 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 candidates 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 in the areas of Elementary Education, Middle Grades Education, English Education, School Administration, and School Counseling. Successful completion of these programs fulfills the requirements for the North Carolina Graduate 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 *theorist*—a positioner resting upon a knowledge base that is organized around four starting threads: the learner and learning, social context, methodology, and professional development. The courses offered in the Teacher Education Program are designed to foster in candidates:

- (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 educators operate,
- (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 faculty 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 programs. It is composed of faculty members from each department offering programs leading to licensure, student representatives, and public school personnel.

## 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.



- (3) Complete EDUC 201 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 the 15-week student teaching experience. Before beginning the professional semester, the candidate 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 3.50 cumulative grade point average.
- (3) Maintain a grade of C or better in all professional education courses.
- (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.

## 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 candidate.

## COMPLETION OF THE TEACHER EDUCATION PROGRAM

Successful completion of the basic course requirements, all major requirements and the Professional Education Minor, including the professional semester, will qualify candidates 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 candidate must meet the following requirements:

- (1) Complete an approved program of study.
- (2) Obtain minimum scores on the PRAXIS II Subject Assessment.
- (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 technology Product of Learning requirement.
- (6) Remit 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 candidate must meet entrance and exit requirements comparable to those required of a degree-seeking candidate in the approved program. A minimum of 21 hours must be taken at Gardner-Webb University to be recommended for licensure by the institution.

## STUDENT APPEALS

Students not meeting requirements for admission to teacher education and/or the professional semester (student teaching) may appeal to the 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 candidates 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 environments which meet 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 in 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 14 hours in the following courses: Art 300; Education 302, 305, 312, and 320; Mathematics 204, 305; Music 345, 346; Physical Education 300; Social Studies Education 370; Science Education 380. Additional requirements to meet NC licensure: GEOL 105, MATH 105, MUSC 115, ARTS 215, POLS 302, HIST 245, BIOL 111, CHEM 101 or PHYS 103, Literature (American and British or World).

**NOTE:** Students will not be permitted to complete more than 50 percent of the elementary education major until they are formally admitted into the Teacher Education Program.

## REQUIRED MINOR FOR ELEMENTARY EDUCATION

The required minor in Professional Education consists of Psychology 321, 326 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 candidate:

- (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.
- (9) to understand the unique needs of young adolescents.

The following course of study, along with Basic Course Requirements, meets North Carolina requirements for initial licensure in grades 5-9. A candidate must CHOOSE TWO areas of specialization:

### SOCIAL STUDIES

Two Concentrations Chosen from the Following

Language Arts Specialization \_\_\_\_\_ 21 hrs (+6\*\*)  
9 hours\*\* ENCL 101 and 102, 211 or 212  
ENCL 211 or 212, 251; EDUC 305, EDUC 320  
Electives (9 hrs) - Choose one course from History, and two from  
journalism, drama, and theater

Mathematics Specialization \_\_\_\_\_ 22 hrs (+6\*\*)  
3 hours\*\* MATH 105  
MATH 110, 150, 151, 204, 205, 250  
Math Electives (8 hrs)

<b>Social Studies Specialization</b>	<b>24 hrs (+0**)</b>
9 hours** HIST 101, 102, SSCJ 105	
HIST 101, 102, 145, 153, POLS 102, ECON 101, SSCJ 107	
Social Sciences Elective (3 hrs)	
<b>Science Specialization</b>	<b>22-23 hrs (+0**)</b>
8 hours** SCIE 103, CHEM 103	
PHYS 103, PHYS 104, SCIE 104, GEOG 105, SCED 130	
Natural Sciences Elective (3-4 hrs)	

\*\*General studies requirements.

**NOTE:** Students will not be permitted to complete more than 50 percent of the middle grades education major until they are formally admitted into the Teacher Education Program.

## REQUIRED MINOR FOR MIDDLE GRADES EDUCATION

The required minor in Professional Education consists of EDUC 101, 101, 313, 318, 325, 401, 431, 442, 450, and PSTC 102, 103.

**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 candidates 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 3 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. 1-1-3. (Fall)

**505 LANGUAGE ARTS METHODS** 3 semester hours

Planning, teaching and evaluating the language arts across the (K-6) curriculum, with emphasis on the creative integration of the whole language approach and effective lesson planning that addresses the needs and abilities of elementary and middle grades children. 3-0-3. (Fall)

**312 PRACTICUM IN READING (K-6)** 3 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. 3-1-1. (Fall, Spring/WCJ)

**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 issues 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. 3-0-2. (Fall, Spring)

**316 TEACHING READING IN THE CONTENT AREAS** 3 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-5 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. 1-0-4. (Fall, Spring)

**430 METHODS OF TEACHING ELEMENTARY** 3 semester hours

The investigation and demonstration of various teaching strategies, including planning, delivering, and evaluating instruction. Prerequisite: Admission to Teacher Education. 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 12-15 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 grades students. *Prerequisite:* Admission to Teacher Education, 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. *Prerequisite:* Admission to Teacher Education, 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** 12 semester hours

A fifteen-week period of full-time supervised teaching at the appropriate level. *Prerequisite:* Admission to Teacher Education. (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: J. Land

Professors: F. Bateman, J. Brown, D. Garrett, G. Price

Associate Professors: J. Hobbs, M. Throck

Assistant Professors: C. Davis, L. Kerner, D. Parker

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 maturely,
- (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. No more than nine hours of 300-level English courses may be counted towards the English major.

All English majors are required to complete a minor in a field of their own choice. For further information see the English major handbook.

## LITERATURE COURSE SELECTION

Literature courses are grouped in the following categories:

**B1 (British Literature through the Restoration and 18th C.)** -- 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: 315, Brit. Romanticism: 316, Victorian Lit.: 331, Modern Brit. & Amer. Lit.: 375, Studies in the Brit. Novel: 411, Seminar in Brit. Lit.

**A1 (Early American Literature)** -- English 211, Amer. Lit. Survey I: 333, Faces of Southern Lit.: 337, Amer. Lit. & the Civil War: 339, Topics in Amer. Lit.: 373, Studies in Folklore: 377, Studies in the Amer. Novel: 414, Seminar in Amer. Lit.

**A2 (Late 19th C. through modern literature)** -- English 212, Amer. Lit. Survey II: 331, Modern Brit. and Amer. Lit.: 335, Faces of Southern Lit.: 337, 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.

**World Literature** -- English 251, Foundations of World Lit.: 359, Topics in

## World Lit., 371, Masterpieces of World Drama

**ENGLISH MAJOR OPTIONS****(1) English Education Major with NC State Teaching License 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 communications; (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 majors' handbook and will pursue a minor in Professional Education.

**Required courses** – English 251, Foundations of World Lit.; 363, History of the English Language; 363, Structure 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 License:** Education 301, 301, 313, 323, 440, 450, English 481 or Education 432, Psychology 302 and 303. 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.

**(2) English Major with Pre-Professional Emphasis**

From a variety of experiences students will develop a strong liberal arts base 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 211, 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 301, Advanced Composition; 391/491, Workshops; 483, Internship in Writing; at least one hour of a publication staff course (English 204, Literary Magazine Staff; Journalism 301, Student Newspaper Staff; or Journalism 302, Yearbook Staff); six additional hours of writing courses (listed



below).

**Recommended courses** – English 203, Newswriting 204, Literary Magazine Staff 303, Professional Writing 306, Poetry Writing 308, Fiction Writing 409, Feature Writing.

**Other acceptable courses** – Jour 201, Student Newspaper Staff; Jour 202, Yearbook Staff; Jour 305, Publications Editorial Staff I; Comm 314, Public Relations Copy Writing; Jour 317, Reporting; Jour 318, Editing; Jour 403, Publications Editorial Staff II.

Because of the extreme importance of reading fine writing in the development of one's own writing skills, eighteen hours 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. No more than three hours of 200-level English courses may be counted towards the English minor.

### PREREQUISITE REQUIREMENTS

English 101 is prerequisite to English 102. English 101 and 102 are prerequisites to all other English courses except English 204. All students must begin their composition studies upon enrollment in the university and must complete all composition courses consecutively through English 102.

### TRAVEL ENDOWMENT FUND

The Graven-Johnson Professional Travel Endowment Fund provides professional travel funds for graduate and undergraduate English Majors. For more information contact the Department Chair.

## DESCRIPTION OF COURSES

### ENGLISH

#### 100 FOUNDATIONS OF COLLEGE WRITING 3 semester hours

Individual instruction in mastery of the basics of English. Students may not take English 100 for credit if they already have credit for English 101 or 102. 3-1-3.

#### 101 COMPOSITION I 3 semester hours

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

#### 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. 3-0-3.

#### 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. Enrolled students will be contributing writers for the campus newspaper. 3-0-3.

#### 304 LITERARY MAGAZINE STAFF 1 semester hour

Experience and instruction in the editing and design of literary magazines, focused on the production of the Gardner-Webb University literary magazine, *Reflections*. 0-2-1.

**211 BRITISH LITERATURE SURVEY I** 3 semester hours

Representative writers from the beginning 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.

**214 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)

**270 RHETORIC** 3 semester hours

Development of skill in rhetoric, the ancient art or discipline that deals with the use of discourse to inform or persuade or motivate an audience. Prerequisite: English 102. 3-0-3.

**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. (Spring, odd years) 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.

**306 POETRY WRITING** 3 semester hours

Introduction to the conventions of poetry, in both free verse and fixed forms. Students read and write poetry in a workshop setting using a variety of techniques. Prerequisite: one literature course beyond the freshman level. 3-0-3.

**309 FICTION WRITING** 3 semester hours

Introduction to the conventions of contemporary short fiction. Students read and write short stories in a workshop setting using basic terminology. Prerequisite: one literature course beyond the freshman level. 3-0-3.

**311 MEDIEVAL BRITISH LITERATURE** 3 semester hours

Study of Beowulf and other Anglo-Saxon achievements, medieval drama, romance, poetry and Chaucer. 3-0-3. WCII 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 dramas, 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, Waugh, 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. WCU 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 cooperation 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. WCU 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. (Spring, even years)

**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. (Fall, odd years)

**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, even years)

**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) WCU 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. (Fall, even years)

**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. 1-0-1.

**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. 1-0-1. WCE course.

**379 TOPICS IN FILM** 3 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, when it is held. (Cross listed with Communications as CCMM 395 1-0-1.)

**391 WORKSHOP IN ENGLISH I** 3 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. May not be taken before second semester of junior year. 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 303, or permission of instructor. 1-0-1. WCE 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. 1-0-1.

**413 SHAKESPEARE** 3 semester hours

Study of representative plays and poetry. 1-0-1. (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. 1-0-1.

**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. 1-0-1. (Fall, even years)

**483 THE TEACHING OF WRITING** 3 semester hours

Theories, research, and practice in the teaching of writing. 1-0-1. (Spring, even years) WCII course.

**491 WORKSHOP IN ENGLISH II** 3 semester hours

(required of all majors)

Development of a research and analytical essay/presentation on a subject appropriate to the major. Supervised experience in the research, writing and presentation processes. Prerequisite: English 391. 1-1-2. (Fall, Spring) WC II course

**493 INTERNSHIP IN WRITING** 3 summer hours

Experience involving supervised application of writing skills within an organization outside the classroom. *Prerequisite:* Writing course(s) above the 302 level, approval of department. *Application deadline:* Nov. 1 for spring; April 1 for summer and fall. (Fall, Spring, Summer)

## READING

**100 Foundations of College Reading** 3 summer hours

Individual instruction in the masters of the fundamentals of reading. 3-1-3



# DEPARTMENT OF FINE ARTS

## Chair:

Professors: C. Billings, T. Fera, O. Summers

Associate Professor: M. Whitfield

Assistant Professors: S. Bell, P. Hamilton, D. Korts, P. Pace

Adjunct Instructors: B. Bennett, G. Ellis, N. Francis, M. Freeman, K. Herring, P. Hoppert, N.

Mason, M. Mosley, S. Shown, P. Sato, C. Swaingood, R. Tetzlaff, H. Tressler, B. Tyler.

The Department of Fine Arts offers courses through its Art and Music Divisions.

The statement of purpose of the Department of Fine Arts is to stimulate interest and 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:

## B.A. IN MUSIC

- (1) to provide a broad overview of the discipline of music, including opportunities for either performance or research while providing opportunity for study in other areas of the liberal arts and sciences.

## MUSIC EDUCATION

- (1) to afford the music education theorist and practitioner the knowledge base of learning, methodologies, social context, and professional development needed to teach in a private or public school setting.
- (2) to instill confidence in the student's ability to perform and utilize musical understanding in the classroom and performance arenas.
- (3) to provide prospective music teachers the competencies required to obtain 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 demonstrate the understanding of aesthetic principles 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 music, theology, and church music issues and their interrelationships.

## MUSIC PERFORMANCE

- (1) to demonstrate technical proficiency in the chosen concentration that enables artistic self-expression.
- (2) to reveal musical values based on knowledge of music fundamentals and styles.
- (3) to prepare for advanced professional study in music.

## MUSIC COMPOSITION

- (1) to demonstrate technical proficiency that enables artistic creativity and self-expression.
- (2) to develop an understanding of how the composer functions professionally in society.

- (3) to provide an environment in which to compose and arrange music for private and public performance.
- (4) to prepare for advanced professional study in music.

#### 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 (NASM), and all course offerings and degree requirements are in accordance with this body.

The majors offered in music are: Music Education, Sacred Music, Performance, Music, and Composition.

Each of the majors leads to the Bachelor of Arts degree. In addition, the Department of Fine Arts offers minors in Art and Music. Music can be offered as a second major and music majors may double major.

A Music Handbook and complete curriculum outlines for each major in music and information pertaining to admission to programs, performance requirements, recital requirements, proficiency examinations, attendance requirements, are available in the office of the Chair, Department of Fine Arts.

Requirements for the Bachelor of Arts Degree with a Major in Music Education, Sacred Music, Music Performance, Music Composition, or Music are as follows:

#### Specific Additional Requirements by Area:

\*\*All music majors in the following areas must make a grade of "C" or better.

### COURSES REQUIRED IN ALL MAJORS

#### EXCEPT B.A. IN MUSIC

Primary Applied 12 hours: MUSC 105, 106, 205, 206, 305 (or 405 for education and sacred music majors), 306, 325, 326, 347, 446, 447. (39 hours)

- (1) Music Education Major: Secondary Applied, 4 hours (Piano Concentration, 2 hours of Organ and 2 hours of Voice) (Instrumental Concentration: 1 semester hour of applied voice required for knowledge of songwriting (Concentration: other than instrumental, 1 semester hour of elective credit required). Music 149, 246, 247, 347, 348. Select one according to Concentration: 349 (Band/Orchestral), 453 (Piano), 457 (Vocal) or 459 (Organ). Select one from Music 246, 277 or 259 according to concentration and 7 hours of Performance Group according to Concentration. (see Piano Proficiency and Music Education Minor) (22 hours)

(Total Hours including Education Minor - 90+ Core =149 semester hours)

Required Education Minor: EDUC 224, 301, 313, 316, 325, 440, and 450; Psychology 301 or 302 and 303. (31 hours)

\*\*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.

\*\*NOTE: The Department of Education requires additional procedures. See related requirements in this catalog under Department of Education.

- (2) Sacred Music Major: Secondary Applied, 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 Electric or Performance Group; Non-Keyboard Instrumental Concentration: 4 hours of voice and 4 hours of piano)

MUSC 245, 246, 247, 248, 249, 249, 249, 405, 406, 407; Select one according to Concentration: 349 (Band/Choral), 405 (Piano), 407 (Vocal) or 409 (Organ); Select one from Music 248, 257 or 259 according to Concentration; 5 hours of Performance Group; 4 hours in a vocal organization; and 4 hours according to Concentration; and Select one of the following according to Concentration: Keyboard/Instrumental, MUSC 257 and 1 hour of Voice Vocal Concentration; 2 hours of Voice Performance Ensemble, Applied Voice Elective or one hour of each; (see Piano Proficiency) (36-38 hours). (Total Semester Hours 75-77 score = 132-134)

- (3) **Performance Major:** 6 additional Primary Applied; Secondary Applied, 4 hours. Piano Concentration, 2 hours of voice and 2 hours of organ. MUSC 405. Select one of the following by concentration: 349 (Band/Choral), 405 (Piano), 407 (Vocal), or 409 (Organ) and another of the following: MUSC 248, 257, or 259. Ten (10) hours of Performance Ensemble according to concentration: 211, 312, and 413 recitals, and 413 (Performance Seminar); 425, 426, 427, 428 by concentration. (34 hours). (Total Semester Hours +core = 135-142)
- (4) **Composition Major:** 4 secondary applied, 307, 308, 405, 491, 492, 497. Select one of the following by concentration: 149, 455, 457, or 459 and one of the following by concentration: 248, 257, or 259. Eight (8) hours of performance ensemble by concentration and one of the following by concentration: 425, 426, 427, or 428. (Total Semester Hours 75)
- (5) **B.A. in Music:** 12 semester hours of primary applied; 2 semester hours of secondary applied; MUSC 105, 106, 205, 206, 325, 326; 8 semester hours of a major performance ensemble: 494/495 - Tissue Preparation (6 semester hours) or 212 - Recital (2 semester hours) and Music Electives (4 semester hours). Choose one course from the following: (1 semester hour) MUSC 247, 248, 257, 259, 345, 346, 349. (Total Semester Hours 49).

## 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 (2 semester hours for the B.A. in Music) for this purpose. Should the proficiency be passed before completing four hours of piano the Non-Piano Concentrations may take the remaining hours in any applied elective or Performance Ensemble. Piano concentrations must pass a sophomore screening which fulfills the piano proficiency requirement.

## PERFORMANCE ENSEMBLE 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 the Chair of the Department of Fine Arts 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: 4 hours of a major vocal performing ensemble and four hours in a major performing ensemble according to Concentration.



## 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 103-106 (First-Year) or MUSC 103-104 (Basic Theory) according to exam results. Transfer music major placement is based on results following an exam which covers material from the last semester of music theory completed by the student.

Next The Department of Fine Arts offers no second major in music.

## MUSIC MINOR

A minor in Music requires 18 semester hours including Music 103, 106, 4 semesters of a major performing organization (4 hours); and 6 hours of applied music (any required). The music minor may substitute MUSC 247 (Fundamentals of Conducting) for one of the applied hours. At least four hours of applied music must be in the same area of applied concentration. Recital attendance is required (1/2 of the number of recitals required for music majors) during the semester in which applied music credit is being earned toward the minor (see Music Handbook).

## MUSIC COURSES: NUMBERING KEY

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/saxophones, OBSC-oboe, TROM-trump, BSSN-bassoon, ORGN-organ, TRPT-trumpet, CELL-cello, PERC-percussion, TUBA-tuba, CLAR-clarinet, PIAN-piano, VILA-viola, FLUT-flute, SAXO-saxophone, VIOL-violin, GUIT-guitar, SBRG-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 earned/number of half-hour lessons in applied music. Example: CLAR 202 indicates applied clarinet study, sophomore year, 2 credit hours.

**Applied Music Fees** There are applied music fees for all applied music study. Fees are subject to change: 1 semester hour - \$175; 2 semester hours - \$275. Community School of the Arts Applied Music Fees 1 semester hour - \$185; 2 semester hours - \$495.

## DESCRIPTION OF COURSES

### 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. 3-2-4, 3-2-4.

#### **205 MUSIC THEORY III 3 semester hours**

The integrated study of chromatic harmony. A continuation of areas begun in first year theory with additional emphasis on analysis: sonata-allegro, rondo, and variation forms, and composition in smaller forms. 2-2-3.

#### **206 MUSIC THEORY IV 3 semester hours**

A survey of modern trends and thought from Romanticism to the present, including modulation to all keys and electronic music. Includes ear training, analysis, and composition in each style studied. Prerequisite: ENG111 102 (206 is a Writing Category II course) and MUSC 205. (ENG111 102 AND MUSC 205.) 2-2-3. WCI.

#### **305 COUNTERPOINT 2 semester hours**

An examination of linear writing and combination of contrapuntal voices in the Renaissance and Baroque periods. Composition and analysis are required. 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: MUSC 206, O-Tutorial-3, O-Tutorial-3.

#### **405 FORM AND ANALYSIS 2 semester hours**

A study of the forms of composition beginning with phrase and period and covering large forms such as rondo, sonata, concerto and fugue. Prerequisite: MUSC 206. 2-0-2.

#### **453, 454 PERFORMANCE SEMINAR 1 semester hour each semester fall and spring**

Includes performance requirements, literature research and discussion, and writing of program notes. 1-0-1.

**491, 492 COMPOSITION III AND IV** 3 semester hours each semester

Senior Composition project (Composition Option). Prerequisites: MUJSC 307, 308. 0-Preparation-3, 0-Preparation-3.

**497 Composition Presentation** 1 semester hour

Students will present a performance and defend his or her senior composition project in a formal setting open to the public and the academic community. 0-Tutorial-1

## 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 main literature of the various historical periods leading to in-depth study of Music History, touching on aspects of musical form, analysis, and listening. Offered in Spring semester. Prerequisites: MUJSC 105, 106, 205, or permission of instructor. 3-0-3.

**325, 326 MUSIC HISTORY I AND II** 3 semester hours each semester

An introduction to non-Western music and a study of the history of Western music, ancient Greek civilization to the present. Prerequisite: INCL 102 (325 is a Writing Category II course) and MUSC 226. 3-0-3, 3-0-3. WCH.

**425 VOCAL LITERATURE** 3 semester hours

A survey of art song literature from the late Renaissance to the present. Prerequisite: completion of at least 2 semester hours of applied voice at the 200 level. 3-0-3

**426 PIANO LITERATURE** 3 semester hours

A survey of classical piano literature from the Baroque to the present. Prerequisite: completion of at least 2 semester hours of applied piano at the 200 level. 3-0-3

**427 ORGAN LITERATURE** 3 semester hours

A survey of organ literature from the Renaissance to the present. Prerequisite: completion of at least 2 semester hours of applied organ at the 200 level. 3-0-3

**428 INSTRUMENTAL LITERATURE** 3 semester hours

A survey of important solo and ensemble literature as well as method and etude books in the student's area of instrumental concentration. Prerequisite: completion of at least 2 semester hours of applied music on the student's instrument of concentration. 3-0-3

**493, 494 TREATISE I AND II** 3 semester hours each semester

Required for Liberal Arts Majors (Treatise Option). 0-Preparation-3, 0-Preparation-3.

## MUSIC EDUCATION

**149 GUITAR CLASS I** 1 semester hour each semester

Group instruction for beginning and intermediate students of guitar. Emphasis is placed on learning guitar techniques while learning to read music, play simple melodies and chordal accompaniment, including beginning guitar literature, popular, and worship music. 2-0-1.

**150 GUITAR CLASS II** 1 semester hour each semester

Group instruction for more advanced students of guitar in a small ensemble setting. Emphasis

is placed on learning more advanced guitar techniques and for the purpose of performing guitar literature, including popular and worship music. 2-0-1.

**245 BRASS AND PERCUSSION CLASS** 1 semester hour

Elementary instruction in the techniques of playing instruments in the brass and percussion families. Fall semester. 1-1-1.

**246 STRINGS AND WOODWINDS CLASS** 1 semester hour

Elementary instruction in the techniques of playing instruments in the string and woodwind families. Spring semester. 1-1-1.

**247 CONDUCTING FUNDAMENTALS** 1 semester hour

An introduction to the fundamentals of conducting. Prerequisite: MUSC 105-106 or equivalent. Spring semester. 1-1-1.

**248 MARCHING BAND TECHNIQUES** 1 semester hour

Marching styles, problems of teaching marching, playing half-time shows, and instruction in concert 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. 1-1-1.

**257 VOICE DICTION** 1 semester hour

A guide to pronouncing the sounds of English, Latin, Italian, German, and French, with emphasis on English, and the written transcription of these languages utilizing General Phonetics and the International Phonetic Alphabet as they relate to the performance of vocal solo and choral music. Spring semester. 1-0-1.

**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. Fall of odd 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, workshop chanting, conducting, singing fundamentals, and recorder. 1-1-1.

**346 MUSIC FOR THE CLASSROOM TEACHER** 2 semester hours

Practical application of skills acquired in MUSC 345. Examination of basic 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. 1-0-1.

**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. 1-0-1.

**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. 1-0-1.

**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. 1-0-2.

**446 CHORAL CONDUCTING** 1 semester hour

Conducting and choral rehearsal techniques appropriate to school and church choral groups, emphasizing student conducting experience. Prerequisite: MUSC 247. Fall semester. 1-1-1.

**447 INSTRUMENTAL CONDUCTING** 1 semester hour

A study of instrumental conducting as it relates to the conducting of modern bands and orchestras, including history, techniques (baton and instrumentals), foreign terminology, score study and analysis. Prerequisite: MUSC 247. Spring semester. 1-1-1.

**450 INSTRUMENTAL PEDAGOGY** 2 semester hours

The study of methods and materials appropriate for private and group instruction for the teaching of instrumental music from the beginner through adult learner including instruments, the history and development of instruments. 2-1-2

**455 PIANO PEDAGOGY** 2 semester hours

Methods and materials appropriate for private and group instruction of children or adults from beginner to intermediate level. Each student will teach one beginning piano student under supervision. Fall semester of even years. 2-1/2-2.

**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. 200 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 and 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

**211 SOPHOMORE QUALIFYING RECITAL** 1 semester hour

Presentation of at least 20 minutes of music. Required of performance majors 0-performance-

**312 JUNIOR RECITAL** *3 semester hours*

Presentation of at least 30 minutes of music. Required of performance majors. 0-performance-2

**413 SENIOR RECITAL** *3 semester hours*

Presentation of at least 45 minutes of music. Required of performance majors. 0-performance-3

**412 LIBERAL ARTS RECITAL**

Presentation of at least 30 minutes of music. Option for B.A. in Music.

**INDEPENDENT STUDY****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. 0-Independent Study-3, 0-Independent Study-3.

**MAJOR PERFORMANCE ENSEMBLES**

(Freshmen and sophomores should register for the 100 numbers junior and seniors should register for the 300 number.)

**170, 370 CONCERT CHOIR** *1 semester hour each semester*

A mixed wearing chorus of select voices determined by auditions held in the Spring of the preceding school year. Open to all students of the university. 0-4-1, 0-4-1.

**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. Offered Fall Semesters. 0-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. 0-2-1, 0-2-1.

**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. 0-2-1, 0-2-1.

**CHAMBER ENSEMBLES****130 VOCAL CHAMBER ENSEMBLE** *1 semester hour*

A small, elective, ensemble for the performance of vocal literature. Open to any major with permission of instructor. 0-1-1.

**131A FLUTE CHOIR** *1 semester hour*

A small, elective, ensemble for the performance of flute choir literature. Open to any major (music or non-music) with permission of instructor 0-1-1.

**131B WOODWIND CHAMBER ENSEMBLE:** 1 semester hour

A small, elective ensemble for the performance of woodwind literature. Open to any major with permission of instructor. 0-1-1.

**132 BRASS CHAMBER ENSEMBLE:** 1 semester hour

An elective chamber ensemble for the performance of brass literature. Open to any major with permission of instructor. 0-1-1.

**133 STRINGS CHAMBER ENSEMBLE:** 1 semester hour

An elective chamber ensemble for the performance of string literature. Open to any major with permission of instructor. 0-1-1.

**134 PERCUSSION CHAMBER ENSEMBLE** 1 semester hour

An elective chamber ensemble for the performance of percussion literature. Open to any major with permission of instructor. 0-1-1.

**135 KEYBOARD CHAMBER ENSEMBLE** 1 semester hour

An elective chamber ensemble for the performance of keyboard literature. Open to any major with permission of instructor. 0-1-1.

**136 HANDBELL ENSEMBLE** 1 semester hour

An elective ensemble for the performance of handbell literature. Open to experienced handbell players of any major with permission of instructor. 0-2-1.

**137 JAZZ COMBO** 1 semester hour

A select chamber ensemble for the performance of jazz literature. Open to any student with permission of instructor. 0-2-1.

**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. 0-2-1, 0-2-1.

## ART DIVISION

### ART

**Minor in Arts** 18 semester hours including Art 201, 203, 205 or 303, 310, 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.

\*\*There are materials fees associated with some courses offered in the Department of Fine Arts.

### ART COURSES

**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 figure. 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, pastel, 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 prerequisites. Fall semester of odd years. 1-3-3.

**207 INTRODUCTION TO CLAY 3 semester hours**

Instruction in slab, coil and wheel-thrown pottery and free-form clay sculpture. No prerequisites. 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.

**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 prerequisites. Spring semester of even years. 3-0-3.

**306 ART HISTORY SEMINAR 3 semester hours**

Selected topics for discussion and research with emphasis on Renaissance and nineteenth and twentieth-century artists. Fall semester of even years. Prerequisite: Art 225. 3-0-3.

**310 ADVANCED DRAWING 3 Semester hours**

Emphasis on student development of both concepts and composition, technical, and expressive skills in a variety of drawing media. Lectures, demonstrations, field trips, research will enhance studio experience with still life, landscape, and figure subjects. Required for minors. Prerequisite: Both Art 201 and Art 203. 1-3-3.

**333 INTERMEDIATE CLAY 3 semester hours**

Continued experience in clay construction, glazing, and firing. Prerequisite: 205. 1-3-3

**411, 412 ADVANCED PAINTING 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, 454 ADVANCED CLAY I, II 3 semester hours**

Continued in-depth study and experiences in various clay techniques. Prerequisite: Art 333 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.



# DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

*Chair: Associate Professor C. Moore*

*Professors H. Tichenor, L. Crawford*

*Associate Professors K. Cagle, T. Cox*

*Assistant Professors M. High, N. Duvall, T. Phillips*

## 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) if a satisfactory score is received on the placement test.

## FRENCH MAJOR REQUIREMENTS

A major in French requires French 301, 302, one literature course (303 or 304), and one civilization course (305, 306, or 309). The additional 18 hours may be

## Department of Foreign Languages and Literature / L29

selected from French courses above the elementary level in consultation with the major professor.

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 302, 301, 302, 303, 304, 305, in addition to 12 semester hours chosen from the following: 306, 309, 311, 312, 407, 408, 409.

Other required courses for teacher candidates are: French 332 (method/practicum E-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 228, 301, 313, 323, 440, 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 301, 302, 305, and two literature classes (Spanish 303 and 308, or Spanish 304 and 307). The additional 15 hours may be selected from Spanish courses above the elementary level in consultation with the major professor.

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 302, 301, 302, 303 and 308 or 304 and 307, 305, in addition to 9 semester hours chosen from the following: 303 and 308 or 304 and 307 (depending on which literature classes have been taken as requirements), 311, 312, 407, 408.

Other required courses for teacher candidates are: Spanish 332 (method/practicum E-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 201, 301, 313, 323, 440, 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, 303, 300, 495 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 in order to graduate 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 in 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, 313, 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 consists of the following courses: Fundamentals and Theories of Interpreting I (303), Fundamentals and Theories of Interpreting II (313), Principles of Educational Interpreting (304), Interpreting for Special Populations (403), Signs in Application (404) and the Development and Structure of the English Language (English 363). Only students majoring in ASL are eligible to minor in 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 at the Elementary level: French 202, 212 (required), 315, and French 301, 302, and 305. It is also highly recommended that a student take one literature course if possible. Note that Methods/Practicum courses at both the Elementary and Middle Grades levels are required.

### 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 at the Elementary level: Spanish 202, 212 (required), 315, and Spanish 301, 302 and 305. It is also highly recommended that a student take one literature course if possible. Note that Methods/Practicum courses at both the Elementary and Middle Grades levels are required.

## DESCRIPTION OF COURSES

### FRENCH

#### **101 ELEMENTARY FRENCH I** 3 semester hours

This is a beginning course for students who have had little or no study in French. It is designed to help students acquire elementary skills in comprehension, speaking, reading, and writing. It is taught in French with one hour of lab per week. 3-1-3

#### **102 ELEMENTARY FRENCH II** 3 semester hours

This is the second part of the beginning course for students who have had some study and exposure to French. It is designed to help students improve basic skills in comprehension, speaking, reading, and writing. It is taught in French with one hour of lab per week. Prerequisite: French 101 or satisfactory score on placement test. 3-1-3

#### **201 INTERMEDIATE FRENCH I** 3 semester hours

This is the first semester of the second year of French language study. Students will increase functional knowledge of the French language. Students are expected to have a basic command of skills taught in Elementary French I and II. It is taught in French with one hour of lab per week. Prerequisite: French 101 or satisfactory score on placement test. 3-1-3

#### **202 INTERMEDIATE FRENCH II** 3 semester hours

This course serves as a bridge between basic and advanced courses in French. Its goal is to prepare students for upper-level French conversation, culture, and literature classes. It is taught in French with one hour of lab per week. Prerequisite: French 201 or permission of department. 3-1-3

#### **300 ASPECTS OF FRENCH CULTURE AND LANGUAGE** 3 semester hours

Selected topics of Francophone culture. Conducted in English. No prior knowledge of French is required. Does not count toward the major. 3-0-3 Electing Course - GCAL.

#### **301 INTENSIVE ORAL FRENCH** 6 semester hours

Oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic French vocabulary. Prerequisite: French 202 or permission of department. 6-0-6. (Every year)

#### **302 ADVANCED FRENCH GRAMMAR AND COMPOSITION** 3 sem. hours

Advanced grammar study and composition in French. Prerequisite: French 202 or permission of department. 3-0-3.

#### **303 SURVEY OF FRENCH LITERATURE I** 3 semester hours

The literature of France from the Old French period to the end of the Eighteenth Century with emphasis on literary movements, aesthetics, critics, and pertinent criticism. Prerequisite: French 201, 202 or permission of department. 3-0-3. (Fall, even years)

#### **304 SURVEY OF FRENCH LITERATURE II** 3 semester hours

French literature from the beginning of the nineteenth century to the present with emphasis on literary movements, aesthetics, critics and pertinent criticism. Prerequisite: French 201, 202 or permission of department. 3-0-3. (Spring, odd years)

#### **305 FRENCH CIVILIZATION I: CULTURAL HISTORY OF FRANCE**

3 semester hours

French history and civilization from early times to the present, with emphasis on continental France. Prerequisite: French 301 or 302 or permission of department. 3-0-3

## **306 FRENCH CIVILIZATION II: FRANCOPHONE CULTURAL HISTORY**

*3 semester hours*

French history and civilization with emphasis on Francophone cultures outside continental France. Prerequisite: French 301 or 302, or permission of department. 3-0-3.

## **309 CONTEMPORARY FRANCE** *3 semester hours*

A study of the six following aspects of contemporary France: geography, historical background, education, politics, business and economics, society. Prerequisite: French 301, 302, or permission of department. 3-0-3.

## **311, 312 FRENCH CONVERSATION ABROAD I AND II** *3 sem. hrs. each sem.*

Extensive formal and informal training in French conversation in a living French-speaking setting. Offered as a summer program through the Department of Foreign Languages in Trois-Rivières, Québec. French 311-312 numbers given only to French majors and minors. Other French course numbers given in transfer credit to Gardner-Webb will vary according to the student's proficiency level. Lecture-Travel-3, Lecture-Travel-3.

## **320, 321 INTERNATIONAL EXPERIENCE** *1-3 semester hours each semester*

## **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.

## **407 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 301 and 302 or permission of department. 3-0-3.

## **408 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 301 and 302 or permission of department. 3-0-3.

## **409 SPECIAL TOPICS IN FRENCH STUDIES** *3 semester hours*

Study by genre, ethnicity, gender, theme or period of one or more of the diverse aspects of past and/or present France and/or Francophone countries. Prerequisite: French 301 and 302, or permission of department. 3-0-3. (Can be retaken twice for a total of 9 hours if different topics are offered.)

## **495, 496 INDEPENDENT STUDY I AND II** *1-3 semester hours each semester*

Designed to enable a junior or senior student to undertake a specific research or intern project of professional interest and need. Permission of department required. 0-Independent Study-3, 0-Independent Study-3.

## **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 EXERCISES 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 302. 0-Independent Study-3, 0-Independent Study-5.

## 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 in Spanish grammar. The course is designed to help students acquire basic skills in comprehension, speaking, reading, and writing. Taught in Spanish, one hour of lab required per week. 3-1-3.

### 102 ELEMENTARY SPANISH II 3 semester hours

Prerequisite: Spanish 101 or satisfactory score on placement test. This is the second part of the beginning course for students who have had some study and exposure to Spanish grammar. The course is designed to help students improve basic skills in comprehension, speaking, reading, and writing. Taught in Spanish, one hour of lab required per week. Prerequisite: SPAN 101 or satisfactory score on placement test. 3-1-3.

### 201 INTERMEDIATE SPANISH I 3 semester hours

This is the first semester of the second year of Spanish grammar. Students are expected to have a basic command of skills taught in Elementary Spanish I and II. Taught in Spanish. One hour of lab per week. Prerequisite: Spanish 102 or satisfactory score on placement test. 3-1-3.

### 202 INTERMEDIATE SPANISH II 3 semester hours

This course combines a basic grammar review of Spanish 101-201 with readings and other exercises to prepare the student for upper-level Spanish conversation, culture, and literature classes. Taught in Spanish, one hour of lab per week. Prerequisite: Spanish 201. 3-1-3.

### 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 - OCAL.

### 301 INTENSIVE ORAL SPANISH 6 semester hours

Oral and written work with emphasis on the spoken language. Taught in Spanish. Prerequisite: Spanish 202 or permission of department. 6-0-6. (Every fall.)

**302 ADVANCED SPANISH GRAMMAR AND COMPOSITION** 3 sem. hrs.  
 Oral and written work with training in the acquisition of an active idiomatic Spanish vocabulary and advanced communication skills. Taught in Spanish. Prerequisite: Spanish 301, 301, or permission of department. 3-0-3. (Spring odd years.)

**303 SURVEY OF SPANISH LITERATURE I** 3 semester hours  
 The literature of Spain from the Old Spanish period to the 18th century with emphasis on literary movements, aesthetics, history, culture, and pertinent criticism. Taught in Spanish. Prerequisite: Spanish 301, 302, or permission of department. Must be paired with Spanish 308. 3-0-3. (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. Taught in Spanish. Prerequisite: Spanish 301, 302, or permission of department. Must be paired with Spanish 307. 3-0-3. (Spring, even years.)

**305 HISPANIC CULTURE AND CIVILIZATION** 3 semester hours  
 Selected topics on the culture and history of Spain and Spanish America. Taught in Spanish. Prerequisite: Spanish 301, or 302, or permission of Department. 3-0-3. (Spring even years.)

**307 SURVEY OF SPANISH AMERICAN LITERATURE I** 3 semester hours  
 The chronicles of discovery of the New World, the literature of the Baroque period, and Neoclassicism in Spanish America. Taught in Spanish. Prerequisite: Spanish 301, 302, or permission of department. Must be paired with Spanish 304. 3-0-3. (Fall, even years.)

**308 SURVEY OF SPANISH AMERICAN LITERATURE II** 3 semester hours  
 The literature of Spanish America from the 19th, 20th, and 21st centuries covering Romanticism, Modernism, Criticism, Vanguardism, the Boom, Feminism, and Post-colonialism/modernism. Taught in Spanish. Prerequisite: Spanish 301, 302, or permission of department. Must be paired with Spanish 303. 3-0-3. (Spring, odd years.)

**311, 312 SPANISH CONVERSATION ABROAD I AND II** 3 sem. hrs. each sem.  
 Extensive formal and informal training in Spanish conversation in a living setting. Offered as a semester program only. Spanish 311-312 numbers given only to Spanish majors and minors. Other Spanish course numbers given as consent credit to Gardner-Webb will vary according to the student's proficiency level. Lecture-Travel-3, Lecture-Travel-3.

**320, 321 INTERNATIONAL EXPERIENCE** 1-3 semester hours each semester

**401, 402 READING AND RESEARCH I AND II** 3 semester hours each semester  
 Extensive reading of Spanish literature. Study of bibliography and research techniques. Only open to outstanding seniors by permission of Department. 3-0-3, 3-0-3.

**407 SEMINAR IN GOLDEN AGE/COLONIAL** 3 semester hours  
 Selected topics in the literature of the Golden Age of Spain and/or the colonial period in Spanish America. Taught in Spanish. Prerequisite: Spanish 301, 302, or permission of department. 3-0-3. Offered on demand.

**408 SEMINAR IN 20TH CENTURY** 3 semester hours  
 Selected topics in the contemporary literature of Spain and/or Spanish America. Taught in Spanish. Prerequisite: Spanish 301, 302, or permission of department. 3-0-3. Offered on demand.

**495, 496 INDEPENDENT STUDY I AND II** 3 semester hours each semester

Designed to enable a senior or junior Spanish major to undertake a specific research or intern project of professional interest and need. (0-Independent Study I-3, 0-Independent Study I-3)

## 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 ELEMENTARY ASL I** 3 semester hours

A beginning course designed for students who have little or no study in ASL. The course is designed to help students acquire basic expressive and receptive conversational skills. Taught in ASL, one hour of lab required per week. 3-1-3



**102 ELEMENTARY ASL II** 3 semester hours

The continuation of a beginning course designed for students who have some study and some exposure to ASL. The course is designed to continue students' acquisition of basic expressive and receptive conversational skills. Taught in ASL, one hour of lab required per week. Prerequisite: ASL101 or satisfactory score on placement test. 3-1-3.

**212/312 ASL CONVERSATION PRACTICE** 1 semester hour

Lab designed to enhance student's ASL vocabulary and receptive skills. Prerequisite: ASL 102. 0-2-1

**201 INTERMEDIATE ASL I** 3 semester hours

An intermediate course designed to further expressive and receptive conversational ability of students who have a basic command of skills taught in Elementary ASL 101 and 102. Taught in ASL, one hour of lab per week. Prerequisite: ASL 101 or satisfactory score on placement test. 3-1-3.

**202 INTERMEDIATE ASL II** 3 semester hours

The continuation of an intermediate course with an increased emphasis on expressive skills, linguistic knowledge and integration of cultural behaviors in conversation. Taught in ASL, one hour of lab per week. Prerequisite: ASL 201 or satisfactory score on placement test. 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** 3 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.

**300 INTRODUCTION TO THE DEAF COMMUNITY** 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.

**305 DEAF CULTURE** 3 semester hours

An in-depth study of culture and the Deaf community. Topics include language use, traditions, norms and values. Taught in ASL. Prerequisite: ASL 201 or permission of the Department. 3-0-3.

**320, 321 INTERNATIONAL EXPERIENCE** 1-3 semester hours each semester

**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 ASL DISCOURSE** 3 semester hours

Course focuses on discourse patterns among Deaf persons, including approaches to the study of discourse, sign origins, register, structure, analysis, high context vs. low context languages, footing shifts, turn-taking techniques, formal and informal presentation. Prerequisite: ASL301 or permission of Department. 3-0-3.

# **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: ASL 301, 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 curriculum resources, 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 numerical signs, vocabulary, grammatical features and Deaf culture in lessons. Prerequisite: ASL 302 or permission of the Department. 3-0-3

# **409 SPECIAL TOPICS 3 semester hours**

Course focus is on specialized terminology to enhance the vocabulary of upper level ASL majors or interpreting minors. Topics may include but are not limited to medical, educational, legal and scientific terminology, computer, rehabilitation, mathematical, and religious terminology. A select number of topics will be covered during the progression of the course. (On demand only.)

# **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. Prerequisite: ASL 302 and permission of Department. 0-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 intensive immersion in ASL or interpreting with members of the Deaf community through supervised work placement. Students will receive internship credit after the satisfactory completion of two hundred hours of work placement and evaluations in both 495 and 496. 0-Internship-3, 0-Internship-3.

## **INTERPRETING MINOR**

# **303 FUNDAMENTALS AND THEORIES I 3 semester hours**

Course focus is on interpreting as a profession. Topics include the history of sign language interpreting, models of interpreting, the process of interpreting and the Code of Ethics. Application of models and theories is conducted through consecutive interpreting. Interpreting as a business is also discussed. Prerequisite: ASL 302 and permission of the Department. 3-0-3.

**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 tutoring/teaching strategies. Offered during fall of even years only. Prerequisite: ASL 203; co-requisite SCLD 303, 3-0-3 (Fall of even years)

**313 FUNDAMENTALS AND THEORIES II** 3 semester hours

Course is a continuation of Fundamentals and Theories I. Course focus is on the application of the interpreting process. Student will study in depth models of interpreting and use these models in an eclectic manner to analyze the interpreting process, including source/target language, conceptual accuracy, register, cultural issues, and ethical decisions. Prerequisite: ASL 303, 3-0-3.

**403 INTERPRETING FOR SPECIAL POPULATIONS** 3 semester hours

Topics include interpreting for Deaf persons with vision impairments, criminal languages development, physical difficulties, and age related issues. Prerequisite: 303; co-requisite ASL 302, and Interpreting 305, 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. Class will be devoted to exploration 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 MATHEMATICAL SCIENCES

Chair: Professor R. Bass

Professor: G. Bostons

Assistant Professors: L. Bulshcheva, J. Johnson, O. Poliakova, M. Myshkowski

Instructors: T. Hoyle, R. Towill

## 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. The Declaration of Scientific Inquiry must be satisfied with Physics 203.

A major in Mathematics requires 36 semester hours of mathematics and computer science classes selected as follows:

- (1) MATH 151, 152, 235, 251, 302, 312, 403, 404 (total of 27 hours);
- (2) MATH 400 or MATH 441 (3 hours);
- (3) Computer Science 201 (3 hours); and
- (4) Any other MATH course numbered above 300 (3 hours).

#### 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 Dimension of Scientific Inquiry must be satisfied with Physics 203.

A major in Mathematics with preparation for secondary (9 - 12) teacher licensure requires 36 semester hours of mathematics and computer science classes selected as follows:

- (1) MATH 105, 151, 152, 235, 251, 302, 303, 310, 404 (total of 30 hours);
- (2) Computer Science 201 (3 hours);
- (3) any other MATH course numbered above 300 (3 hours); and
- (4) the Professional Education minor consisting of Mathematics Education 432; Education 271, 301, 313, 323, 440, and 450; and Psychology 302 and 303.

Students will not be permitted to complete more than 50% of the Professional Education minor (including student teaching) 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 131. (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, 285, 301, 350, 361, 380, 411, 433 and 460; Math 302 or 311; and one additional course chosen from CSCI 440, 450, 470, or MATH 370.

#### 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 151 and 152, and at least one course 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. 1-0-0 (Fall)

### 100 BASIC MATHEMATICAL SKILLS II 3 semester hours

A study of selected topics from algebra emphasizing the connection from arithmetic to algebra and examining applications as time permits. This course does not fulfill the Quantitative Dimension of the Basic Core Requirements. A student will not receive credit for this course after receiving credit for any higher numbered mathematics course. 3-0-3 (Fall & Spring)

### 105 FUNDAMENTALS OF STATISTICS AND PROBABILITY 3 sem. 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 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 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 fundamental 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. 3-0-3 (Fall and Spring)

### 151 CALCULUS I 4 semester hours

The graphical and numerical study of the analytic operations of locating, 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 numbers and functions; and analytic geometry of the two and three dimensions. Prerequisite: Math 151. 4-0-4 (Spring)

### 204 MATHEMATICS FOR ELEMENTARY TEACHERS I 3 semester hours

A study of the real numbers, particularly whole numbers and their opposites and fractions, functions,

proofs and connections to algebra. Problem solving and critical thinking are emphasized throughout the course with a focus on applications to elementary and middle school education. Methods of introducing and developing concepts are incorporated into the deeper study of the content. A field experience is required for credit in this course. *Prerequisite:* the Quantitative Dimension of the Basic Course Requirements must be completed. 3-0-3 (Fall)

**205 MATHEMATICS FOR ELEMENTARY TEACHERS II** 3 semester hours

A study of decimals, percents, proofs and 2- and 3-dimensional geometry, including measurements. Problem solving and critical thinking are emphasized throughout the course with a focus on applications to elementary and middle school education. Methods of introducing and developing concepts are incorporated into the deeper study of the content. A field experience is required for credit in this course. *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. *Prerequisite:* Math 131. 3-0-3 (Spring)

**251 CALCULUS III** 4 semester hours

A study of the calculus of functions of several variables and vector-valued functions. *Prerequisite:* Math 152. 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:* Math 151, and 150 or permission. 3-0-3 (Fall) WC II

**323 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:* Math 152 and 130. 3-0-3. (Fall of even years)

**364 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)

**316 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 130. 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 and CSCI 201. 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)

**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 integrations. Prerequisite: Computer Science 201 and Mathematics 301, 251. 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, estimators, testing of hypotheses, and analysis of variance and covariance. Prerequisite: Mathematics 109 and 251. 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 280 and 251. 3-0-3. (On demand)

#### **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 280. 3-0-3. (Spring of even years)

#### **441 FUNCTIONS OF A COMPLEX VARIABLE 3 semester hours**

A study of the geometric and analytic properties of harmonic and biomorphic functions of a single complex variable. Prerequisite: Math 251. 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**

#### **412 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. It is recommended that this course be taken during the semester before student teaching. Prerequisite: Admission to Teacher Education. 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 MGIS 2543. (Effective credit for CSCI majors.) 3-0-3. (Fall and Spring)

#### **201 PROGRAMMING LANGUAGE 1 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 MGIS 201) 3-0-3. (Sp.)

#### **285 C PROGRAMMING LANGUAGE 3 semester hours**

An introductory 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: CSCI 105. 3-0-3. (Fall)

#### **301 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: CSCI 201. (Cross-Listed as MOIS 421) 3-0-3.

### **360 ASSEMBLY LANGUAGE PROGRAMMING AND ARCHITECTURE**

*3 semester hours*

Low-level programming in assembly language and an introduction to principles of hardware design. Prerequisite: CSCI 201. 3-0-3. (Fall of odd years)

### **361 OPERATING SYSTEMS AND COMPUTER ARCHITECTURE**

*3 hours*

Survey operating systems and principles of operating systems. Examine principles of UNIX design and programming. Prerequisite: CSCI 360. 3-0-3. (Spring of even years)

### **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: CSCI 201 (CSCI 285 is recommended for CSCI majors.) (Cross-Listed as MOIS 380) 3-0-3. (Spring)

### **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 construction, 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: CSCI 301 and CSCI 413. (Cross-Listed as MOIS 471) (Spring)

### **433 DATABASE MANAGEMENT**

*3 semester hours*

Apply design principles learned in Data Structures to relational and object-oriented data base management systems. Prerequisite: CSCI 380. (Cross-Listed as MOIS 433) 3-0-3. (Fall)

### **440 ARTIFICIAL INTELLIGENCE**

*3 semester hours*

Basic concepts and techniques of artificial intelligence. Natural language, search strategies and control, and applications. Prerequisite: CSCI 380. 3-0-3. (Fall of even years)

### **450 COMPILER DESIGN**

*3 semester hours*

Principles of compiler construction and the building of operating systems. Prerequisite: CSCI 380 and CSCI 361. 3-0-3. (Spring of odd years)

### **460 DATA COMMUNICATIONS AND NETWORKING**

*3 semester hours*

Introduction to concepts of computer network operating systems, telephones, routing, packets, and distributed processing. Prerequisite: CSCI 433 (CSCI 360 and 361 are recommended for CSCI majors.) (Cross-Listed as MOIS 460) 3-0-3. (Fall)

### **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, 498 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 profession. 1-0-1, (on demand)

# DEPARTMENT OF NATURAL SCIENCES

Chair/Associate Professor T. Zelenko

Professors L. Brown, T. Jones, S. Parrish

Assistant Professors S. Edlins, D. Judge, V. Totten

Instructor S. Marston

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, pursuance 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 Carolinas Medical Center and Wake Forest University School of Medicine

## BIOLOGY MAJOR REQUIREMENTS

A major in Biology requires 50 semester hours above the core requirements in Biology courses numbered 200 and above, including an animal science (Biology 201, 202, 203, 204, or 315), a plant science (Biology 207 or 320), a molecular science (Biology 301, 352, or 422), ecology (Biology 402), 12 hours of department approved Biology electives and 2 hours of seminar. Students may use Honors 402 under Honors 401 for three hours of the 12 hours of department approved Biology electives when the research and thesis topics are appropriate.

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, 204 and 202 are required. Math 151 is recommended to majors taking Math 109 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 requirement in Biology courses numbered 200 and above, including an animal science (Biology 201, 301, or 311), a plant science (Biology 207 or 320), a molecular science (Biology 301, 352, or 422), ecology (Biology 402), anatomy and physiology (Biology 203, 204), practicum (Biology 361), 1 hour of seminar and 4 hours of department approved Biology electives. Students may use Honors 400 and/or Honors 401 for three hours of the 12 hours of department approved Biology electives when the research and thesis topics are appropriate.

### PROFESSIONAL EDUCATION MINOR

Education 201, 301, 313, 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, 203, Math 151 in addition to Math 109 and 150 in the core, Health 121 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 111 and Biology 111 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 (363), and one hour of chemistry seminar.

### PROFESSIONAL EDUCATION MINOR

The minor consists of Education 201, 301, 313, 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 and they are formally admitted to the Teacher Education Program.

### ADDITIONAL REQUIREMENTS

Math 131 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 111 or 104 should be taken in the core.

## MEDICAL TECHNOLOGY MAJOR REQUIREMENTS

Coordinator: T. Zehnder

Gardner-Webb University is affiliated with the Wake Forest University School of Medicine of Wake Forest University and with Carolinian 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 transcripts, 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 of the Carolinian 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, 206, and 411.

### ADDITIONAL REQUIREMENTS / RECOMMENDATIONS

Chemistry 112, 201 and 202 are required. Biology 111, Chemistry 111, Mathematics 105 and 150 are required in the core. Physics 103, or 201/202, Biology 201 and 422 are recommended.

## PHYSICIAN ASSISTANT

Coordinator: L. Brown

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 203, 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. Biology 309 and NSNG 111 (pharmacology) are recommended.

## 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 111, Biology 402 and selections from two of the following three categories: animal science (Biology 201, 202, 315), plant science (Biology 207, 320), and cellular biology (Biology 301, 352, 422).

A minor in Chemistry requires 16 semester hours consisting of Chemistry 112, 201, 302, 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 205, 204, 302, and 104, Chemistry 105 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 102, 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 105 or higher, Geology 101 or higher, Physics 102 or higher and any biology course numbered 200 or higher.

A minor in Environmental Science requires 16 semester hours consisting of Biology 104, Geology 105, and Chemistry 251.

# 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. This class is NOT intended for biology majors and biology majors with teacher licensure. It is intended for non-science majors. 3-3-4, P, S, Su.

### 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 microbial diversity. 3-3-4 P,S,Su.

**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

**111 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. This class is NOT intended for non-science majors. It is intended for biology majors and biology majors with teacher licensure. 3-3-4-F, S, Su-1.

**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, Su-1. Biology 204. 3-2-4-S, Su-2.

**206 GENERAL MICROBIOLOGY** 4 semester hours

Introduction to microbiology and immuno. Applications in medicine, industry, and agriculture will be included. 3-3-4-S.

**207 GENERAL BOTANY** 4 semester hours

An introduction to the study of plants including aspects of morphology, anatomy, cell physiology, reproduction, growth, development, ecology, and taxonomy. 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. Diets. 3-3-4-S, even years.

**315 GENERAL AND COMPARATIVE ANIMAL PHYSIOLOGY** 4 sem. 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. Prerequisite: Biology 103 and Chemistry 201. 3-3-4-F, even years.

**330 PLANT SYSTEMATICS** 4 semester hours

Systematic study of vascular plants with emphasis on the seed plants. Lecture is predominantly analyzing evolutionary morphological characteristics and classical taxonomy. Laboratory work is field-oriented and includes collection and identification of specimens. 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. Prerequisite: Biology 103 and Chemistry 204 OR permission of the instructor. 3-3-4. S, even years.

**355, 356 PRACTICUM IN LIFE SCIENCES** 1 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.

**387 ISSUES IN SCIENCE AND RELIGION** 3 semester hours

An interdisciplinary examination of issues which arise at the interface between science and religion. A discussion of the nature of science and religion, ways of relating the two, and historical background will be followed by an exploration of specific topics of contemporary interest. 3-0-3. Spring odd years.

**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 experiences in literature review and oral presentation. Issues will enroll in 391 and 392, and seniors in 491 and 492. 1-0-1. F, S. WJL

**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. Prerequisite: Biology 103 and either Biology 301, 302, 307, or 320, or permission. 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. Prerequisite: Biology 301 and Chemistry 201. 3-3-4. S, odd years.

**405 TOPICS IN ADVANCED BIOLOGY** 1 to 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. 3-1-4 or 3-0-3. Offered on demand.

**411 IMMUNOLOGY** 4 semester hours

Study of mammalian immune systems 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 202. 3-1-4. S, odd years.

**422 BIOCHEMISTRY** 4 semester hours

Survey of biologically important molecules, metabolism. Prerequisite: Chemistry 202 with minimum grade of C; 3-3-4, F.

**493, 494 INTERSHIP IN BIOLOGY I & II** 3 semester hours

A hands-on experience to increase skills and knowledge in the student's major area of interest within an organization of the classroom. Prerequisite: 16 semester hours in the major.

**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 credit by arrangement in semester prior to term in which work is done.

## CHEMISTRY

**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 202 requires minimum grade of C in Chemistry 201. 3-3-4, 3-3-4, 201, F, 202, S.

**251 Environmental Chemistry** 4 semester hours

Basic principles of chemistry applied to environmental problems including air, water, and soil pollution, fossil fuel combustion, acid rain, ozone depletion and global warming. 3-3-4.

**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). 0-0-1, 0-0-1. 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, WJII

**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 151, 3-3-4, 3-3-4. 401, F, odd years. 402, S, even years.

**405 TOPICS IN ADVANCED CHEMISTRY** 1 to 4 semester hours

Study of specific areas in chemistry not covered by other upper-level courses. Course contents will vary and will reflect student and faculty interests. Prerequisite: Chem 111 and permission of the instructor. 3-0-3 or 3-3-4. Offered on demand.

**412 BIOCHEMISTRY** 4 semester hours

Survey of biologically important molecules, metabolism. Prerequisite: Chemistry 202 with minimum grade of C. 3-3-4, F.

**493, 494 INTERNSHIP IN CHEMISTRY I & II** 3 semester hours

A hands-on experience to increase skills and knowledge in the student's major area of interest within an organization outside of the classroom.

**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, the use of geologic and topographic maps, and environmental issues 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 times. 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 bases of the disciplines. 3-2-4. F, S, Su.

**106 ENVIRONMENTAL GEOLOGY** 4 semester hours

Intended for non-science majors to fulfill a physical science requirement. This course will blend basic concepts in geology and earth science with their implications in environmental issues including soil loss, water resource depletion and contamination, mining and petroleum issues, geological hazards, beach erosion, energy resources such as nuclear, fossil fuels and alternative energy, etc. 3-2-4. Offered yearly.

**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-8) are explored, including the planning, teaching, and evaluating of science in elementary and middle school classrooms. 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 motion, and atomic and nuclear physics. Prerequisites: Background in college algebra strongly recommended. 3-2-4, F,S,Su.

**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.) 3-3-4, F,S.

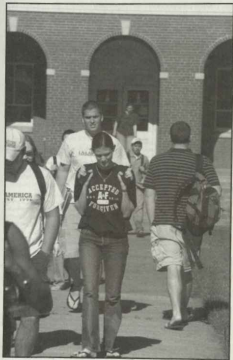
**201, 202 GENERAL PHYSICS I AND II** 4 semester hours each semester

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 182. 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-requisite: Mathematics 191. 3-3-4, 3-3-4, F, odd years; S, even years.

Courses identified as being offered in the summer (Su) 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 three nursing programs: (1) the Associate in Arts degree in Nursing (ADN) program leading to licensure as a Registered Nurse (RN); (2) the upper division Bachelor of Science in Nursing (BSN) degree program for RNs; and (3) the Master of Science in Nursing (MSN) program.

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, 63 Broadway, New York, New York 10006, 1-800-669-1656). National accreditation for the MSN program will be sought fall 2002.

The BSN program builds upon the ADN program, creating a "two-plus-two" arrangement/RN 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 MSN program offers graduate education to RNs in the areas of (1) Nursing Education; (2) Family Nursing in collaboration with the M. Christopher White School of Dentistry; and (3) Nursing Administration with an option for the dual MSN/MBA in collaboration with the School of Business. An RN to MSN option is available for those who wish to expedite the achievement of both the BSN and MSN degrees. The ADN program is located in Boiling Springs. The BSN program is offered in Boiling Springs and on a satellite campus in Statesville, NC with centers in Charlotte, Concord, and Winston-Salem. The MSN program is offered in Boiling Springs and Statesville. 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 OCAL catalog. Information about the MSN program is available in the University Graduate catalog.

The School of Nursing is committed to providing high quality undergraduate and graduate 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 theory-based nursing and health care needs of individuals, groups, and communities in a changing society, to employ leadership and management skills in the provision of health care, to be contributing members 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 Professor: M. Hodge

Instructors: M. Byrnes, S. Cannon, T. Hines, V. Smith, D. Street

Clinical/Laboratory Adjunct Instructors: Alexander, Baily, Barr, Clark, Ledford, McGee, Monroe

*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/diagnoses, plans, implements, and evaluates nursing care to provide for the patient's optimum level of wellness consistent with highest coping*

debates, 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 patients 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 patients, their families and/or significant others, and other care providers in the planning and delivery of health services.*

\**Manages nursing care for groups of patients with health care needs in varied settings which 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 his/her own practice and self-development.*

A major in nursing leading to the Associate in Arts degree has the following 71 semester hour requirements:

- (1) The Basic Course Requirements include Biology 105, 203, 204; Psychology 201 and 206; English 101 and 102; Sociology 201; Religion 101 or 102; and Physical Education activity course (31 hours).
- (2) The Major Course Requirements include Nursing 101, 102, 303, 104, 201, 302, 203, 204, and 290 (39 hours).
- (3) DIMENSIONS, 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 after 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) SAT score of 1000 or ACT score of 21. SAT score is based on the re-normalized 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 (var). Other information may be requested as necessary.

- (6) *References are required of students who have previously been enrolled in a health care education program.*

*Although students may have been accepted to the program, enrollment is not completed until they submit the following by the date specified by the program: (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, mental, and physical competence and freedom from conviction of felonies or other serious legal acts, including substance abuse, as outlined in the North Carolina Nursing Practice Act (1999). Note: all states have similar stipulations.*

## ADVANCED PLACEMENT

*Advanced placement in the program may be earned through transfer of nursing courses or credit by examination. A Challenge examination is available for Nursing 101. Challenge of other nursing courses may be permitted in special circumstances. Eligibility for challenging courses includes admission to Quackenbush, meeting nursing admission criteria, completion of courses similar to those being challenged, and completion of prerequisites.*

## \*DESCRIPTION OF COURSES

### 101 BASIC CONCEPTS OF NURSING 7 semester hours

*Foundational course which introduces basic nursing concepts such as caring, human needs, nursing process, pharmacology, nutrition, including computerization in health care, and roles of the associate degree nurse. The student learns beginning skills used in clinical nursing practice. Pre- or corequisites: BIOL 201; PSYC 201. Corequisite: NURS 104, 1-6-7. (Full semester course)*

### 102 BASIC CONCEPTS OF CLINICAL NURSING 3 semester hours

*Continuation of clinical nursing concepts and skills relating to gerontology, pharmacology, nutrition, 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, 104; BIOL 201; PSYC 201; Pre- or corequisites: BIOL 204; PSYC 206, 4-11-5. (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, 104; BIOL 201; PSYC 201. Pre- or corequisites: BIOL 204; PSYC 206, 4-11-4. (Half-semester course)*

### 104 BASIC CONCEPTS OF HEALTH ASSESSMENT 2 semester hours

*Provides theory and practice for performing health assessment on healthy individuals across the adult lifespan, utilizing the nursing process, adult growth and development theories, and roles of the associate degree nurse. Beginning proficiency in obtaining a client history and comprehensive assessment. Pre- or corequisites: BIOL 201; PSYC 201; Corequisite: NURS 101, 1-0-2. (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, 104; BIOL 201; PSYC 201. Pre- or corequisites: BIOL 204; PSYC 206, 5-9-4. (Half-semester course)*

**202 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, principles of growth and development, nutrition and pharmacology. Prerequisites: NURS 101, 102, 103, 104, 201; BNCL 203, 204; PSYC 201, 206. Pre- or corequisite: BNCL 109, 5-0-4. (Half-semester course)

**203 NURSING CARE OF ADULTS WITH SELECTED HEALTH PROBLEMS** 5 semester hours

A study of nursing and health care needs of the adult experiencing problems relating to digestive, elimination, endocrine, reproduction, vision and hearing. Prerequisites: NURS 101, 102, 103, 104, 201; BNCL 203, 204; PSYC 201, 206. Pre- or corequisite: BNCL 109, 5-12-5. (Half-semester course)

**204 NURSING CARE OF ADULTS WITH COMPLEX HEALTH PROBLEMS** 5 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 BNCL and PSYC courses; all other Nursing courses NURS 290 which is a corequisite. 5-15-5 (Half-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, 102, 103, 104, 201; All BNCL and PSYC courses; Pre- or corequisites: NURS 202, NURS 203, NURS 204. 3-0-3. (Full semester course)

*Theory: 1 semester hour of credit=1 clock hour of class*

*Lab: 1 semester hour of credit=3 clock hours of lab*



# DEPARTMENT OF PHYSICAL EDUCATION, WELLNESS, SPORT STUDIES

Chair, Associate Professor C. Blasingame

Professor D. Hunt

Associate Professors K. Baker, F. Borch

Assistant Professors Ken Jones, Kevin Jones, G. McFarland, C. Miller, S. Scruggs, S. Paxon,  
K. Petersen

Instructors L. Atkinson, A. Barson, T. Cole, T. Howell, J. Pinn, T. Seran, M. Simpson,

A. Smith, D. Wince, J. Mitchell, S. Petersen, T. Barson, N. Moxeyon

The purpose of the Department of Physical Education, Wellness, Sport Studies is to provide opportunities for the development of the physical, mental, social, environmental, emotional and spiritual well-being through a core curriculum and a professional studies area which emphasize a liberal arts philosophy that fosters Christian values and principles.

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/wellness, physical education, athletic training, or sport management;
- (3) knowledgeable in the development of social, intellectual, methodological, research and assessment skills to facilitate successful functioning in professional health/wellness 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 behaviors.

The teacher preparation programs in the department seek 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 and Praxis II Subject Assessment. 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. Human Biology (101) is recommended in the core requirements.

A major in Physical Education with preparation for teacher licensure (K-12) requires 19 semester hours of Health/Physical Education courses. Required courses are Physical Education 211, 213, 301, 311, 315, 342, 342, 401, 406, 408, 409, Health 321, and 322.

Students will not be permitted to register for more than 50 percent of the physical education (licensure) courses until they are formally admitted into the teacher education program.

### MINOR

Physical Education majors (teacher licensure) are required to complete a minor in professional education which includes Education 301, 301, 323, 401, 450, Psychology 302 and 305 and Physical Education 412. 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).

## HEALTH/WELLNESS MAJOR REQUIREMENTS

The Basic Course Requirements must be satisfied. Human Biology (101) is recommended in the core requirements.

A major in Health/Wellness requires 13 semester hours, including Health 322, 324, 322, Health/Wellness 300, 300, 301, 432, 440, 450, 451.

### MINOR

Health/Wellness majors are required to complete any minor offered by the University, which is consistent with the student's career goals, but are strongly encouraged to complete a minor in either Health Promotion or Wellness Promotion.

### ADDITIONAL REQUIREMENTS

Biology 203 (Human Anatomy and Physiology I), Biology 204 (Human Anatomy and Physiology II).

## ATHLETIC TRAINING EDUCATION PROGRAM

### ADMISSION TO THE ATHLETIC TRAINING EDUCATION PROGRAM

#### Accreditation

The Athletic Training Education Program is in the candidacy phase of accreditation from the Joint Review Committee on Athletic Training (JRC-AT), a subsidiary of the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

### **Observation Period**

Advancement into the athletic training program occurs each year between the fall and spring semesters. Any student wishing to pursue a major in athletic training must successfully progress through a 10-week fall semester observation in order to be eligible for advancement into the program. Prospective students are encouraged to express their interest in the athletic training program to the Program Director prior to or during fall semester to begin the freshman observation experience.

Observation consists of prospective students being assigned to each of the staff clinical instructors allowing each student a wide range of experiences while accumulating a minimum of 80 hours of observation. The student can obtain observation hours during mornings, afternoons, evenings, or weekends based upon the schedule of his or her assigned clinical instructor.

To provide consistent education for each prospective student, and to assure clear expectations for the observation, bi-monthly in-services will be conducted to disseminate information. Education will focus on information about the profession, expectations of the major, and discussion related to topics that will improve the quality of the observation experience.

### **Application Period**

At the completion of the 10-week observation period and an accumulation of 80 observation hours, students are eligible to apply to the athletic training program. The process begins with completing an application form, available from the Program Director for Athletic Training. In addition, three letters of recommendation and an essay on the observation experience are required. Lastly, proof of Hepatitis-B vaccination or beginning the series must be provided. Upon receiving all of the required information, an entrance interview with the athletic training staff and a member of the Department of Physical Education, Wellness, and Sport Studies will be conducted.

Due to the competitive admissions requirements of the program, the number of students accepted each year into the program will vary. Total program enrollment is limited to a maximum of 24 students. The number accepted each year will be based upon the number of vacant spots available. Acceptance into the program is not guaranteed solely upon completing the observation period, but rather upon successful completion of the entire application process.

To be eligible for an interview the student must complete the following:

1. 80 hours of athletic training room observation;
2. Attended all 3 in-services during fall semester;
3. Completion or have begun Hepatitis-B Vaccination or signed declaration of vaccination;
4. Three letters of recommendation;
5. Observation experience essay.

Following the interviews, prospective candidates will be selected and offered a position within the program contingent upon a fall semester (freshman year) GPA of a 2.25 or higher. Students not selected are encouraged to reapply to the program at a later date.

Students accepted into the program begin their athletic training course work and clinical education the following spring semester. The athletic training program is currently undergoing accreditation evaluation by CAAHEIP. Each student's course of study will be monitored carefully to ensure programmatic consistency during the transition.

### **Probation**

Any student can be placed on probation for unacceptable progress in his or her clinical education; or, if at any time a student's GPA falls below the following minimum standards:

- (1) Cumulative GPA lower than a 2.57 after spring semester Freshman year;
- (2) Cumulative GPA lower than a 2.50 after fall semester Sophomore year, or thereafter.

Probation can also be applied to an athletic training student who has a significant violation of university or athletic training program policy.

During probation a student's clinical education will not be reduced. The student will be notified by the Program Director in writing of their probationary status. For definitions and details of probation, please refer to the Athletic Training Manual.

### **Transfer Students**

Any student wishing to transfer from another institution into the athletic training program must complete the observation and application semester. Following acceptance into the program, transcripts and courses transferring to Gardner-Webb will be evaluated as to whether they will fulfill the educational requirements. This will determine where a transfer student begins his or her course work and clinical education. Acceptance of any courses previously taken is not guaranteed and will be handled on an individual student and course basis.

\*Any costs incurred with application and acceptance into the program are the student's responsibility. These costs include, but are not limited to:

- (1) Hepatitis B vaccination;
- (2) Uniform costs;
- (3) Supplies: latex 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 33 semester hours with a grade of "C" or higher in the Athletic Training area, including ATIR 311, 313, 322, 225, 311, 312, 324, 325, 332, 342, 402, 404, 411, 412, 435.

### **MINOR**

Athletic Training majors can select a minor of their choice or may take the following courses to constitute an interdisciplinary minor: Physical Education 335, 406, Health 224, Biology 203, 204, Physical Education 395, 406, and Health 224 require a grade of "C" or higher. An additional elective hour must be completed for an 18 hour minor.

### **ADDITIONAL REQUIREMENTS**

Each student major must complete Biology 101 and Communications 233 from the basic core requirements.

### **TECHNICAL STANDARDS**

As part of the Athletic Training Education Program and its accrediting agency (Commission on Accreditation of Allied Health Education Programs - CAAHEP)

requirements, the program must advertise itself as a rigorous and intense program that places specific requirements and demands on students enrolled in the program, requiring a minimum level of physical and cognitive ability. Candidates for selection to the Athletic Training Education Program must demonstrate and maintain a minimal of cognitive and physical ability to perform the prescribed "technical standards." All standards will be in accordance with any and all University policies.

## SPORT MANAGEMENT MAJOR REQUIREMENTS

The basic core requirements must be satisfied. ECON 203 is required for Sport Management majors and MATH 105 is recommended.

A major in Sport Management requires 39 hours, including Management 316, 400, 410; Accounting 213; Marketing 300; Physical Education 408, 410; and Sport Management 218, 323, 497.

### MINOR

Sport Management majors are required to complete any minor offered by the University.

## MINORS OFFERED BY THE DEPARTMENT

A minor in Health Promotion requires 18 semester hours, including Health 319, 401, 422, 431, Health/Wellness 402, Management 316.

A minor in Wellness Promotion requires 18 semester hours, including Health 422, Physical Education 335, 406, Health/Wellness 312, 335, Management 316.

A minor in Sport Management requires 18 hours including Sport Management 218, 323; Physical Education 408, 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 requirements 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-reinforcement.

To this end, the primary purpose is each individual shall find meaning and significance through participation in movement activities.

#### COURSE(S) OBJECTIVES

Upon successful completion of PHED 140-149, 150-159, or 360-365 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, culture, self-challenge);
3. improve social interaction to augment communication skills, group interaction;

skills, and cultural involvement (expression, 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. 1-0-1.*

## OUTDOOR ADVENTURE

**160 RAPPELLING/CLIMBING** 1 semester hour

*1-0-1.*

**161 HIKING/ORIENTEERING** 1 semester hour

*1-0-1.*

**162 CAMPING SKILLS** 1 semester hour

*Additional fees may apply. 1-0-1.*

**163 CANOEING/WHITE WATER RAFTING** 1 semester hour

*Additional fees may apply. 1-0-1.*

**164 BACKPACKING SKILLS** 1 semester hour

*Additional fees may apply. 1-0-1.*

**165 ALPINE TOWER CHALLENGES** 1 semester hour

*Additional fees may apply. 1-0-1.*

## PHYSICAL EDUCATION

**211 INTRODUCTION TO PHYSICAL EDUCATION, WELLNESS,  
AND SPORT STUDIES** 3 semester hours

*An overview of the fields of physical education, wellness, and sport studies with emphasis placed on history, current issues, and on career preparation. 3-0-3. (Fall) WC D*

**213 LIFEGUARDING AND LIFEGUARDING INSTRUCTOR** 3 sem. hours

*Emphasis on developing competencies in American Red Cross Lifeguarding skills, including CPR and first aid, and preparation for authorization as an ARC Lifeguarding Instructor. Students may receive certification in ARC Lifeguarding, CPR for the Professional Rescuer, including AED training, fundamentals of Instructor Training, and Lifeguard Instructor. (Will substitute for Physical Dimensions of Wellness requirement) 3-1-3.*

**214 SWIMMING AND WATER SAFETY INSTRUCTOR** 3 semester hours

*Emphasis on development of swimming skills directed toward becoming an American Red Cross Water Safety Instructor. Students may receive certifications in ARC swimming, Fundamentals of Instructor Training, and preparation for authorization as an ARC Water Safety Instructor. (Will substitute for Physical Dimensions of Wellness requirement) 3-1-3.*

**215 MOTOR LEARNING** 3 semester hours

*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** 3 sem. hours  
The integrated study of health, safety, and physical education in the elementary curriculum. The focus is on knowledge and application of healthful living concepts through the development of healthy lifestyle attitudes and behaviors which address the individual needs of students. A field experience is required. 3-1-1 (Spring)

**301 ELEMENTARY SCHOOL PHYSICAL EDUCATION** 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. 3-1-1 (Fall)

**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. 2-1-2

**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.

**311 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)

**315 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 programs specific handicapping conditions, modification of activities, facilities, equipment and I.E.P.'s. A field experience is required. 3-1-3 (Spring)

**406 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 issues 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

**412 SEMINAR FOR PHYSICAL EDUCATORS** 3 semester hours

Methods, materials, theory, practice, and program development in teaching physical education on the K-12 level. Students must be admitted to the Teacher Education Program before enrolling in PEED 412. (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 learn project of professional interest and need.

## HEALTH

**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 First Aid, Adult/Infant/Child CPR and AED. 3-0-3. (Fall, Spring)

**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 of 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 RELATIONS SKILLS IN HEALTH/Wellness** 3 sem. hours  
Designed to provide a basic overview of theory, process and skills 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)

**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

**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 Adult, Infant and Child CPR. Prerequisite: HLEED 112. 3-0-3. (Spring)

**431 PROBLEMS AND ISSUES 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)

**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/Wellness

**200 INTRODUCTION TO HEALTH/Wellness PROMOTION** 3 sem. hours  
A survey of the health and wellness field of study with respect to philosophies, practices, work settings, needs, knowledge bases and skills. 3-0-3. (Fall)

**300 PROGRAM PLANNING AND EVALUATION OF HEALTH/Wellness PROGRAMS** 3 semester hours  
Designed to provide an understanding and utilization of the basic theories and guidelines for assessing individual and community health/wellness programs, as well as, for planning, implementing, and evaluating health/wellness programs in a variety of settings. 3-0-3. (Spring)

**301 HEALTH BEHAVIOR CHANGE** 3 semester hours  
Designed to introduce health behavior change theories, principles, and strategies. Emphasis is on enhancement of health and prevention of disease. 3-0-3. (Spring)

**310 PRINCIPLES OF EXERCISE PRESCRIPTION AND ASSESSMENT**  
3 semester hours  
Designed to develop a thorough understanding of all health-related components of fitness, to include clinical assessment techniques and health risk assessment for each component. This course will provide the knowledge and skills necessary to design various programs for the development and functional progression of each component. (Guidelines from the American College of Sports Medicine will be emphasized.) 3-0-3. (Fall)

### **335 PATHOLOGY ASSESSMENT, INJURY PREVENTION AND TREATMENT 3 semester hours**

Designed to develop knowledge and skills necessary to evaluate musculoskeletal and cardiovascular systems of physically active individuals. Content will focus on assessment techniques for common causes of injury, training programs and strategies to minimize/prevent injuries and treatment protocols for injuries. 3-0-3. (Spring)

### **402 HEALTH PROMOTION AND DISEASE PREVENTION IN THE WORKPLACE 3 semester hours**

Designed to develop an understanding of prevalent diseases impacting the workplace. Emphasis will include awareness, knowledge and treatment options related to smoking cessation, cardiovascular disease, mental/emotional health, stress management, cancer, diabetes, substance abuse, and social health. 3-0-3. (Fall, Spring)

### **432 SEMINAR IN HEALTH/WELLNESS 3 semester hours**

Designed to investigate current issues and research in health/wellness promotion. A written and oral presentation of a research project is required. 3-0-3. (Fall, Spring)

### **440 EPIDEMIOLOGICAL FACTORS 3 semester hours**

Designed as an introduction to epidemiology, defined as the study of the distribution and determinants of diseases and injuries in human populations. Emphasis will be placed on the nation's leading chronic diseases and on the leading work-related health problems. 3-0-3. (Fall)

### **450 ORGANIZATION/ADMINISTRATION OF HEALTH/WELLNESS PROGRAMS 3 semester hours**

Designed to develop competencies in organizing and administering various health programs, to include risk factor identification, facility management, programming, facility design. Particular emphasis will be placed on "Guidelines from the American College of Sports Medicine." 3-0-3. (Spring)

### **451 INTERNSHIP 6 semester hours**

A supervised internship in a professional work environment which will provide the student with exposure to the job market in wellness related businesses and health related agencies. Each student will be responsible for 300 hours of work and be required to present detailed descriptions of work activities and experiences. (Pre-requisite: Senior Standing and/or Departmental Approval) 4-0-6. (Fall, Spring)

## **ATHLETIC TRAINING**

### **211 ATHLETIC TRAINING CLINICAL PROFICIENCIES I 1 semester hour**

In this course each student will demonstrate proficiency in affective, cognitive, and psychomotor skills learned in ATTR 222. Students shall perform Athletic Training duties in their assigned field experience commensurate with their level of experience and competence. Prerequisite: Program Admission. 1-0-1. (Fall)

**212 ATHLETIC TRAINING CLINICAL PROFICIENCIES II** 1 semester hour  
In this course each student will demonstrate proficiency in affective, cognitive, and psychomotor skills learned in ATTR 211. Students shall perform Athletic Training duties in their assigned field experience commensurate with their level of experience and competence. Prerequisite: ATTR 211. 1-0-1. (Spring)

**222 FIRST AID AND MANAGEMENT OF ACUTE INJURIES AND ILLNESS** 3 semester hours  
The intent of this course is to provide the student with the knowledge, skills, and values they must possess to recognize, assess, and treat acute injury or illness of athletes and other physically active individuals. 3-1-3. (Spring)

**225 TECHNIQUES OF PREVENTION AND CARE** 1 semester hours  
The student will develop the knowledge, skills, and values to identify injury and illness factors that may be encountered by athletes and others involved in physical activity and to plan and implement a risk management and prevention program. Prerequisite: ATTR 222. 1-1-3. (Fall)

**311 ATHLETIC TRAINING CLINICAL PROFICIENCIES III** 1 semester hour  
In this course each student will demonstrate proficiency in affective, cognitive, and psychomotor skills learned in ATTR 310. Students shall perform Athletic Training duties in their assigned field experience commensurate with their level of experience and competence. Prerequisite: ATTR 212. 1-0-1. (Fall)

**312 ATHLETIC TRAINING CLINICAL PROFICIENCIES IV** 1 semester hour  
In this course each student will demonstrate proficiency in affective, cognitive, and psychomotor skills learned in ATTR 325. Students shall perform Athletic Training duties in their assigned field experience commensurate with their level of experience and competence. Prerequisite: ATTR 311. 1-0-1. (Spring)

**324 EVALUATION AND RECOGNITION OF LOWER EXTREMITY INJURIES** 3 semester hours  
This course will concentrate on evaluation and recognition of techniques for orthopaedic musculoskeletal injuries of the lower extremity. Prerequisite: ATTR 225. 3-1-3. (Spring)

**325 EVALUATION AND RECOGNITION OF UPPER EXTREMITY INJURIES** 3 semester hours  
This course will concentrate on evaluation and recognition techniques for orthopaedic musculoskeletal injuries of the upper extremity. Laboratory course. Prerequisite: ATTR 324. 3-1-3. (Fall)

**332 REHABILITATION AND RECONDITIONING OF ATHLETIC INJURIES** 3 semester hours  
This course will provide the student with the knowledge, skills, and values they must possess to plan, implement, document, and evaluate the efficiency of therapeutic exercise programs for the rehabilitation and reconditioning of the injuries and illnesses of athletes and others involved in physical activity. Laboratory course. Prerequisite: ATTR 325. 3-1-3. (Spring)

## **342 ORGANIZATION AND ADMINISTRATION OF ATHLETIC TRAINING** 3 semester hours

A course designed to expose the athletic training student to the organizational and administrative demands of the traditional and non-traditional employment settings. Special emphasis will be placed on medical terminology used in health professions. Prerequisite: ATTR 325. 3-0-3 (Fall/WC 2)

## **402 MEDICAL CONDITIONS AND PHARMACOLOGY** 3 semester hours

To provide the student with the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities. An in-depth study of pharmacologic applications, including awareness of indications, contraindications, precautions, and interactions of medication and of the governing regulations relevant to the treatment of injuries to and diseases of athletes and others involved in physical activity. Laboratory course. Prerequisite: ATTR 332. 3-0-3 (Fall)

## **404 THERAPEUTIC MODALITIES** 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. Prerequisite: ATTR 332. 3-1-3 (Spring)

## **411 ATHLETIC TRAINING CLINICAL PROFICIENCIES V** 3 semester-hour

In this course each student will demonstrate proficiency in affective, cognitive, and psychomotor skills learned in ATTR 332 and 404. Students shall perform Athletic Training duties in their assigned field experience commensurate with their level of experience and competence. Prerequisite: ATTR 332. 3-0-1. (Fall)

## **412 ATHLETIC TRAINING CLINICAL PROFICIENCIES VI** 3 semester-hour

In this course each student will demonstrate proficiency in affective, cognitive, and psychomotor skills learned in ATTR 401. Students shall perform Athletic Training duties in their assigned field experience commensurate with their level of experience and competence. Prerequisite: ATTR 411. 1-0-1. (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. Prerequisite: ATTR 404. 3-0-3 (Spring)

\*All Laboratory Courses have an associated 1-hour lab scheduled at a separate time from the course.

# **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. For majors and minors only. 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. For majors and minors only. 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. Prerequisites: SP&M 218 and SP&M 303. (Fall, Spring, Summer)



# DEPARTMENT OF PSYCHOLOGY

Chair: Associate Professor D. Carraschillo

Professors P. Farrow, R. Chadda, F. Brown, J. Whalen, B. Wright

Associate Professor F. M. Weatherington

Assistant Professors K. Florin, L. Omer

Instructors P. Murray, H. Sweet

## 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, 397 and 441 (or 440). In place of the Psychology 206 requirement, majors may take two of the remaining developmentally oriented courses Psychology 301, 302, or 412. Fifteen hours, including Psychology 498, 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, five of these 12 hours must be at the 400 level. Psychology 280, 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 280. 1-0-3. (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 context on this evolution. 1-0-3.

**260 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 mental 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 laws 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. WL 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)*

**374 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 374) 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. 1-0-3.

**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. Emphases are on appropriate instructional strategies and historical and legal bases for dealing with exceptional students. Observational experiences are required. Prerequisite: Psychology 301 or 302, or permission of the instructor. 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

Emphases 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. Emphases 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.

**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 sem. hours each semester

Prerequisite: senior standing and departmental approval. 1-1-3, 1-1-3.





# DEPARTMENT OF RELIGIOUS STUDIES AND PHILOSOPHY

Chair: Associate Professor R. Williams

Professors: D. Brown, L. Cranford, A. Callahan, M.C. White

Associate Professors: K. Oliveira, D.L. Berry

Assistant Professors: B. Moore, P. Qualls

Instructor: T. Joney

## STATEMENT OF PURPOSE

The purpose of the Department of Religious Studies and Philosophy encompasses two areas:

For each student enrolled in the undergraduate and OUAL 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, Youth Education Studies, Mission Studies, or Biblical Languages and Literature. Each concentration presents a well-balanced course of study designed to acquire 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 inner-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 16PF Personality Inventory is administered to each student majoring in the department. The instrument provides the student the opportunity to look in a new, intensive way at his/her personal strengths and weaknesses as they relate to anxiety. The inventory and interpretation are offered each fall semester. Students are encouraged to take the 16PF 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 such 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

Biblical Studies	6 hours
Select 3 hours from Religion 302, 303, 306, or 307	
Select 3 hours from Religion 311, 312, 314, 316, or 317	
Church History	3 hours

Select 3 hours from Religion 321, 323, 324, 325, or 327	
Christian Thought	3 hours
Select 3 hours from Religion 306, 314, 315, 357, 341, or 387	
Christianity and the World	3 hours
Select 3 hours from Religion 243, 328, 346, or 378	
Education Studies	6 hours
Select 6 hours from Religious Education: 271 and 272, 350, 373, 374, or 375	
Senior Seminar	6 hours
Select 6 hours from Religion 491, 492, 493, 494, or senior honors thesis with prior departmental approval	
Religion Electives	3 hours
Select 3 hours from the above courses or Religion 353, 354, 380, 495, Religious Education 380, or any Philosophy course	
Internship/Practicum	3 hours
Select 3 hours from Religious Education 393, Religion 397, or Religion 358	

## MISC

### The student must choose:

- (1) a minor outside the Department of Religious Studies and Philosophy or a minor may be taken within the Department in a concentration other than that of the major.
- or
- (2) an inter-disciplinary minor consisting of a total of 18 hours with a minimum of 9 hours taken in one discipline. Advisor approval is required.

## 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 languages 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 301 to meet the basic course requirements, and Greek 101, 102, and 302 to meet the department's additional requirements for this concentration.

### MAJOR COURSE REQUIREMENTS

Biblical Studies	3 hours
Select 3 hours from Religion 302, 303, 306, 307, 311, 312, 314, 316, or 317	
Church History or Christianity and the World	3 hours

Select 3 hours from Religion 343, 312, 313, 314, 315, 316, 317, 346 or 328	
Christian Thought	3 hours
Select 3 hours from Religion 306, 314, 313, 317, 341, or 387	
Education Studies	6 hours
Select 6 hours from Religious Education 271, and 272, 370, 373, 375 or 376	
Senior Seminar	6 hours
Select 6 hours from Religion 491, 492, 493, 494, or senior honors thesis with prior departmental approval.	
Biblical Languages	12 hours
Either Hebrew 101, 101, 201, 202 (with the core requirement of Greek 101, 102, 201)	
or Greek 101, 102, 201, 202 (with the core requirement of Hebrew 101, 102, 201)	
Internship/Practicum	3 hours
Select Religious Education 397, Religion 397, or Religion 356	

#### MINOR

The student must choose:

- (1) a minor outside the Department of Religious Studies and Philosophy or a minor may be taken within the Department in a concentration other than that of the major.
- or
- (2) an inter-disciplinary minor consisting of a total of 18 hours with a minimum of 9 hours taken in one discipline. Advisor approval is required.

#### ADDITIONAL REQUIREMENTS

- Greek 202 (one semester beyond the core language requirement)  
or Hebrew 202 (one semester beyond the core language requirement)

### CONCENTRATION IN EDUCATION STUDIES

For those students who major in the Department with a concentration in Education Studies, the department seeks to lead students to understand and outline:

- (1) basic principles of teaching various age groups.
- (2) leadership and administration skills needed in the field of religious education.
- (3) assessment tools which help build a descriptive profile of a church or agency.
- (4) tools to develop and maintain spiritual, personal and psychological health.
- (5) 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

Biblical Studies	6 hours
Select 3 hours from Religion 302, 303, 306, or 307	
Select 3 hours from Religion 311, 312, 314, 316, or 317	
Church History and Christian Thought	3 hours
Select 3 hours from Religion 306, 314, 312, 315, 314, 315, 317, 313, 317, 341, or 387	

Christianity and the World.....	3 hours
Select 3 hours from Religion 243, 326, 346, or 378	
Education Studies.....	12 hours
Religious Education 271, 272, 370, and 374	
Senior Seminar.....	6 hours
Religious Education 489 and 490	
Internship/Practicum.....	3 hours
Select 3 hours from Religious Education 397, Religion 358 or 397	

## MINOR

### The student must choose:

- (1) a minor outside the Department of Religious Studies and Philosophy or a minor may be taken within the Department in a concentration other than that of the major,  
or
- (2) an inter-disciplinary minor consisting of a total of 18 hours with a minimum of 9 hours taken in one discipline. Advisor approval is required.

Additional Requirements.....	6 hours
Religious Education 373 and 375	

## CONCENTRATION IN YOUTH EDUCATION STUDIES

For those students who major in the Department with a concentration in Youth Education Studies, the department seeks to lead students to understand and utilize:

- (1) Basic principles of teaching youth.
- (2) The foundations for the practice of youth ministry.
- (3) Leadership and administration skills needed in the field of youth ministry.
- (4) Assessment tools which help build a descriptive profile of an effective youth ministry.
- (5) Tools to develop and maintain spiritual, personal and psychological health.
- (6) The ability to do critical research in youth ministry and to give clear, substantive oral and written reports of such research.

## MAJOR COURSE REQUIREMENTS

Biblical Studies.....	6 hours
Select 3 hours from Religion 302, 303, 306, or 307	
Select 3 hours from Religion 311, 312, 314, 316, or 317	
Church History, Christian Thought, or Christianity and the World.....	3 hours
Select 3 hours from Religion 243, 306, 314, 312, 313, 314, 315, 326, 327, 333, 357, 341, 346, 378, or 387	
Education Studies.....	18 hours
Religious Education 271, 272, 370, 373, 376, and 401	
Senior Seminar.....	3 hours (Emphasis in Youth Ministry)
Select 3 hours from Religious Education 489 or 490.	
Internship/Practicum.....	3 hours (Emphasis in Youth Ministry)
Select 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 or a minor may be taken within the Department in a concentration other than that of the major.
- or
- (2) an inter-disciplinary minor consisting of a total of 18 hours with a minimum of 9 hours taken in one discipline. Advisor approval is required.

Additional Requirements \_\_\_\_\_ 6 hours

Select 6 hours from Psychology 302, Psychology 425, Health Education 401, or Health Education 402

## **CONCENTRATION IN MISSION STUDIES**

For those students who major in the Department with a concentration in Mission Studies, the Department seeks to lead students to understand and utilize:

- (1) The biblical basis for Christian mission.
- (2) The history, heritage and theology of Christian mission.
- (3) Contemporary world religions, political situations and world views with which the Christian mission enterprise must relate.
- (4) The most current strategies/methodologies used by mission organizations.
- (5) The ability to do critical research in Christian mission and to give clear, substantive oral and written reports on such research.

### **Basic Course Requirements**

See the catalog section entitled "Bachelor's Degree Requirements." Students with the Mission Studies concentration will take Religion 245 and Religion 354 to meet the department's requirements for this concentration.

### **Major Course Requirements**

Biblical Studies \_\_\_\_\_ 6 hours

Select 3 hours from Religion 302, 303, 306, or 307

Select 3 hours from Religion 311, 312, 314, 316, or 317

Church History, Christian Thought, or

Christianity and the World \_\_\_\_\_ 18 hours

Religion 243, 325, 326, 333, 346, and 378

Education Studies \_\_\_\_\_ 3 hours

Select 3 hours from Religious Education 271, 272, 370, or 373

Senior Seminar \_\_\_\_\_ 3 hours (emphasis in Missions)

Select 3 hours from Religion 491, 492, or Religious Education 490

Internship/Practicum \_\_\_\_\_ 3 hours (emphasis in Missions)

Select 3 hours from: Religious Education 397 or Religion 358 or 397

### **Minor**

The Student must choose:

- (1) a minor outside the Department of Religious Studies and Philosophy or a minor may be taken within the Department in a concentration other than that of a major
- or
- (2) an inter-disciplinary minor consisting of a total of 18 hours with a minimum of 9 hours taken in one discipline. Advisor approval is required.

## 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 following four concentrations and complete the following 30 hours of courses:

### CONCENTRATION IN RELIGION

Biblical Studies	6 hours
Select 3 hours from Religion 302, 303, 306, or 307	
Select 3 hours from Religion 311, 312, 314, 316, or 317	
Church History	3 hours
Select 3 hours from Religion 322, 323, 324, 325, or 327	
Christian Thought	3 hours
Select 3 hours from Religion 306, 314, 333, 337, 341, or 387	
Christianity and the World	3 hours
Select 3 hours from Religion 243, 326, 346, or 378	
Education Studies	6 hours
Select 6 hours from Religious Education 271 and 272, 370, 373, 374, or 375	
Senior Seminar	6 hours
Select 6 hours from Religion 493, 492, 493, 494, or senior honors thesis with prior departmental approval.	
Religion Elective	3 hours
Select 3 hours from the above courses or Religion 351, 354, 380, Religious Education 390, or any Philosophy course.	

### CONCENTRATION IN EDUCATION STUDIES

- 3 hours of advanced Old Testament
- 3 hours of advanced New Testament
- Religious Education 271, 272, 370, 373, 374, 375, 376, and 489 or 490.

### CONCENTRATION IN YOUTH EDUCATION STUDIES

- 3 hours of advanced Old Testament
- 3 hours of advanced New Testament
- 3 hours from Church History, Christian Thought, or Christianity and the World
- 18 hours from Religious Education 271, 272, 370, 373, 376, and 374 or 401
- 3 hours from Religious Education 489 or 490

### CONCENTRATION IN MISSION STUDIES

- Religion 247 and 354 are recommended in the core curriculum.
- 3 hours of advanced Old Testament
- 3 hours of advanced New Testament
- 18 hours from Religion 243, 325, 326, 333, 346, and 378
- 3 hours from Religious Education 271, 272, 370, or 373
- 3 hours Religious Education 397 or Religion 358 or 397 (with emphasis in Missions)

### CONCENTRATION IN 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 four concentrations of study.*

### RELIGION

*A minor concentrating in Religion requires any 15 hours of Religion other than Religion 101 and 102.*

### EDUCATION STUDIES

*A minor concentrating in Education Studies requires any 15 hours of Religious Education courses.*

### YOUTH EDUCATION

*A minor concentrating in Youth Education Studies requires the following 15 hours:*

9 hours in Religious Education 271, 272, and 373  
3 hours in Religious Education 375 or 401  
3 hours in Religious Education 489 or 490

### MISSION STUDIES

*Religion 245 and 354 are recommended in the core curriculum for a minor concentrating in Mission Studies. The following 15 hours are required:*

9 hours from Religion 245, 323, and 326  
6 hours from Religion 346 and 378

### BIBLICAL LANGUAGES AND LITERATURE

*A minor concentrating 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 exception 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 EVANGELISM** 3 semester hours

A study of the biblical basis for evangelistic preaching, teaching, sharing the gospel, and Christian discipleship, locally and abroad. 3-0-3.

**245 RELIGION AND CULTURE IN A GLOBAL PERSPECTIVE** 3 sem. 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.

**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. WUE

**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 101 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 102 and Religion 305). 3-0-3.

**306 OLD TESTAMENT THEOLOGY** 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 names, background, structure, and message of the Pentateuch. 3-0-3.

**311 SYNOPTIC GOSPELS** 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 THEOLOGY** 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. W121

**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 THEOLOGY** 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, science, 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.

**346 WORLD RELIGIONS** 3 semester hours

An introduction to Judaism, Islam, Hinduism, Buddhism, and the religions of China and Japan. 3-0-3.

**351 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.

**154 ORAL COMMUNICATION IN A CHRISTIAN CONTEXT**

*3 semester hours*

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

**158 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.

**178 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.

**180 SELECTED TOPICS IN RELIGIOUS STUDIES** *1-3 semester hours*

**187 ISSUES IN SCIENCE AND RELIGION** *3 semester hours*

An interdisciplinary examination of issues which arise at the interface between science and religion. A discussion of the nature of science and religion, ways of relating the two, and historical background will be followed by an exploration of specific topics of contemporary interest. 3-0-3.

**197 PASTORAL INTERNSHIP** *3 semester hours*

A minimum of ten weeks spent in full-time supervised service in the pastoral work of a local church. Prerequisite: 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. Senior standing required. 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. Senior standing required. 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. Senior standing required. 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. Senior standing required. 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 Dover Library. 0 Independent Study-3.

## RELIGIOUS EDUCATION

### 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. (Credit may not be earned for both Religious Education 271 and 371.) 3-0-3. Offered each fall semester.

### 272 TEACHING METHODS 3 semester hours

A study of the educational principles utilized in the religious education of preschoolers, children, youth and adults. Special emphasis will be given to the developmental characteristics of and how to teach effectively people of these age groups. Students will observe and teach in each age-group. 3-0-3. Offered each spring semester.

### 370 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 fall semester.

### 371 INTRODUCTION TO RELIGIOUS EDUCATION MINISTRIES

3 semester hours

Guided studies, observation, 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. (Credit may not be earned for both Religious Education 271 and 371.) 3-1-3.

### 373 CHURCH ADMINISTRATION: LEADERSHIP I 3 semester hours

An inquiry into leadership which examines commitment, integrity, skills, policy, 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 spring 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 225, 280 or permission by the professor. 3-0-3. Offered each spring semester. W.II.

### 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 272.

### 376 INTRODUCTION TO YOUTH MINISTRY 3 semester hours

This course is a basic introduction to youth ministry, including the study of current trends in the field, characteristics of youth, methods for reaching and teaching youth. Included will be opportunities for practical ministry experiences, observing others in youth ministry, and studying resources, programs, and activities for effective youth ministry. Prerequisite: Religious Education 272. 3-0-3.

**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. Operational 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. Special attention will be given to counseling youth. Prerequisite: 6 hours of psychology, 3-0-3.

**489 RELIGIOUS EDUCATION TEACHING SEMINAR** 3 semester hours

Guided reading, group discussion, independent research, and teaching opportunities offer the senior student the opportunity to study more deeply the scope of religious education teaching ministry. Prerequisite: Religious Education 271, 370 and senior standing. 3-0-3. Offered each fall.

**490 RELIGIOUS EDUCATION RESEARCH 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. Prerequisite: Religious Education 271, 370, and senior standing. 3-0-3. Offered each spring semester. WLL

**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. Prerequisite: 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** 3 semester hours

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.

**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, falsona, revelation, and the challenge of the religions of the world. 3-0-3. (Also listed as Religion 337)

**380 SELECTED TOPICS IN PHILOSOPHY** 1-3 semester hours

Students may select from the following topics or other topics approved by the department:

1. *Philosophical Foundations of Theology* (with permission of the instructor)

2. *Philosophical Foundations of Ethics* (with permission of the instructor)

3. *Philosophical Foundations of Law* (with permission of the instructor)

4. *Philosophical Foundations of Science* (with permission of the instructor)

5. *Philosophical Foundations of Art* (with permission of the instructor)

## DEPARTMENT OF SOCIAL SCIENCES

Chair Professor D. Yehon

Professors G. Blackburn, T. Eastman, D. Ellington, B. Harbright, R. Martin

Associate Professor: D. Waring

Assistant Professor: T. Vanderburg

Instructor S. Stein

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 and 202.

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 200, Sociology 311.

## REQUIREMENTS FOR MINORS OFFERED IN THE DEPARTMENT

A minor in History requires History 201 and 249 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 244, 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 430, 432, 433, 440, 497; Sociology 411, Political Science 314, Management 400 and Health 403.

## 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 353) 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 (you 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 201, 301, 313, 316, 325, 432 (or SSEI 432, if offered), 440, and 450; Psychology 302 and 303. 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 Yabon, 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 ancient 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.

#### **244 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.

#### **245 THE AMERICAN CENTURY** 3 semester hours

The course surveys the impact of the U.S. on the world in the 20th Century. It covers the development of the U.S. as it develops into a great industrial 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 institutional 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 constitutional 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 controversy 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 dawn 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 interrelationship 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 impacts of these events and ideas. 3-0-3.

**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 1783 to its position as a leading power in the present century. The course focuses on relations with Latin America, Europe, the Far East, and Canada. 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.

**490 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.

**491 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 project/paper. Prerequisite: Approval by the professor offering the study, students's major department, and concurrence of the Dean. 3-Independent Study-3, 0-Independent Study-3.

**497,498 INTERNSHIP IN HISTORY** 3 semester hours

Three hour 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 oriented. 3-0-3.

### **202 THE AMERICAN POLITICAL PROCESS 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 government. 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. 3-0-3.

**361 POLITICAL THOUGHT** 3 semester hours

An introduction to traditional political theory as a field. Emphasis will be on reading and analyzing primary works. 3-0-3

**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. 3-0-3. P.

**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. 3-0-3.

**410 INTERNATIONAL POLITICAL ECONOMY** 3 semester hours

An introduction to the politics of international economic transactions, focusing on topics such as economic interdependence, world trade and investment, and the economic gap between the advanced industrial nations and the developing world. 3-0-3.

**430 SPECIAL TOPICS** 3 semester hours

A specialized study of various political developments. Topics will vary from semester to semester. 3-0-3.

**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 project/paper. 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, atomic 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: 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 reforms 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 aspirations 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

Three hours credit may apply to the student's major. Prerequisite: senior standing and departmental approval. 1-5-3, 1-5-3.

## SOCIAL STUDIES

**307 SOCIAL STUDIES METHODS** 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.

**480 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.

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Lee Carol Tucker, Concord, N.C.

**TRUSTEE EMERITI**

Samuel Pitts, Lenoirville, N.C.

W. Wren Workman, M.D., L.H.D., Dailly Springs, N.C.

**EX-OFFICIO**

H. Gene Workman, M.D., L.H.D., Dailly Springs

Arnold Isaacs, Concord, N.C.

Kevin T. James, M.D., Shelby, N.C.

Anthony N. Scurie, Richmond, VA.

W. David Ellis, Spartanburg, S.C.

Brenden E. McCoy, Youth Trustee

Kenneth M. Wince, Youth Trustee

# UNDERGRADUATE FACULTY 2001-02

- J. Lorick Anderson, 1997, Instructor in Physical Education, Assistant Football Coach,  
B.S., Gardner-Webb University; M.Ed., Concordia College
- B. Ken Baker, 1998, Assistant Professor of Physical Education  
B.A., Central Wesleyan College; M.A., Furman University; Ph.D., University of Georgia
- Robert J. Bass, 1995, 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
- Angel Kalkreuth-Nelson, 1998, Instructor in Physical Education, Head Volleyball Coach  
B.S., M.Ed., Western Carolina University
- Donald L. Best, 1998, Associate Professor of Religion, Director of the Global Mission Center  
B.A., University of Kentucky; M.Div., Ph.D., The Southern Baptist Theological Seminary
- Carleen A. Billings, 1979, Professor of Music  
B.M., Salem College; M.M., University of Illinois at Champaign-Urbana; DMA, University  
of Missouri at Kansas City
- Margaret E. Brown, 1995, 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
- Colman 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, 1997, Associate Professor of Physical Education, Chair, Department of  
Physical Education, Wellness and Sports Studies  
B.A., Southern Methodist University; M.A., Appalachian State University; Ph.D., Texas  
A&M University
- Kent B. Bowles, 1998, 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. Paula Bowman, 1987, Professor of English, President and Senior Vice President  
B.A., Furman University; M.A., University of Georgia; Ph.D., University of North Carolina  
at Chapel Hill
- L. Gloria Brannon, 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
- Larry C. Buey, 1997, Instructor in Athletic Training  
B.S., Morehead State University; M.A., Kent State University; A.T.C.
- Kelly D. Brumby, 1998, Instructor in Religion, Coordinator of Leadership and Vocationaries  
B.A., University of North Carolina at Greensboro; M.Div., Southern Baptist Theological  
Seminary
- Susan R. Burton, 2003, Instructor in Physical Education, Assistant Athletic Trainer  
B.S., University of Wisconsin-Eau Claire; M.Ed., Valdosta State University
- Travis F. Burton, 1995, 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. Burnett, 1980, Professor of English  
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi.  
Additional study, Appalachian State University

Leslie M. Jones, 1985, Professor of Biology

B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi

Claude Douglas Bryant, 2002, Professor of Religious Education

B.A., Furman University; B.S., Howard Payne University; M.A.B.S., Ph.D., Southwestern Baptist Theological Seminary

Jack W. Buchanan, Jr., 2002, Assistant Professor of Religion; Director of the Doctor of Ministry

Program, M. Christopher White School of Divinity

B.A., Gardner-Webb University; M.Div., The Southern Baptist Theological Seminary;

D. Min., Columbia Theological Seminary

Larisa A. Belykhova, 1999, Assistant Professor of Mathematics and Computer Science

M.S., Novosibirsk State University; Institute of Informatics Systems, RAS, Novosibirsk, Russia

Charles S. Beach, 1997, Assistant Professor of Physical Education; Vice President for Athletics

B.A., Gardner-Webb University; M.S., Eastern Kentucky University

Francis Bailey Burch, 2001, Associate Professor of Physical Education

B.S., Lock Haven University; P.A., M.A., Eastern Kentucky University; Ph.D., The University of Virginia

Kath M. Caplan, 1999, Associate Professor of Sign Language Studies

B.S., National Technical Institute for the Deaf; M.A., California State University at Northridge

Erney T. Caldwell, 1982, 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., Wakeup University; Additional study, University of South Carolina; Ed.D., University of Tennessee at Knoxville

Debra A. Casper, 1997, Instructor in Business Administration; Director of Academic Technology

A.A.S., Isothermal Community College; B.S., Appalachian State University; M.B.A.,

Gardner-Webb University

Shirley M. Casson, 1991, Instructor in Nursing

B.S.N., Loma Linda University

Robert J. Casey, 1997, Instructor in Communication Studies

B.A., University of Washington; Master's M.A., University of Memphis

Jane 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 GOSL Human Services Programs

A.A., Braxton College; B.S., Clemson University; M.A., Appalachian State University;

Ed.D., North Carolina State University

David M. Carradine, 1990, Associate Professor of Psychology; Chair, Department of Psychology

B.A., University of North Carolina at Asheville; M.A., Montford State University; Ph.D., University of South Carolina

W. Keith Casidy, 1996, Assistant Professor of Communication Studies

B.A., Wakeup College of Ohio; M.P.A., University of Florida

Deborah W. Coyle, 1991, Assistant Professor of Nursing

B.S.N., M.S.N., University of North Carolina at Chapel Hill

Tamara A. Cox, 1995, Associate Professor of French

B.A., M.A., University of Mississippi; Ph.D., University of North Carolina at Chapel Hill

- Leslie L. Crawford, 1999, *Professor of Religion*  
B.A., Wayland Baptist University; M.Div., Th.D., Southwestern Baptist Theological Seminary; Oberlin Institute, *Zentralblatt Deutsch-Ale Periodika*
- Alice R. Cullman, 1974, *Professor of Religious Education and Religion*  
B.A., Carson-Newman College; M.R.E., Ph.D., Southwestern Baptist Theological Seminary
- Nathalie L. Duvaut, 1998, *Assistant Professor of French*  
Maitrise in English Linguistics, Sorbonne-Neuveille, Paris; M.A., Ph.D., University of Missouri at Columbia
- Christopher V. Davis, 2001, *Assistant Professor of English*  
B.A., High Point University; M.A., Ph.D., Florida State University
- Anthony P. Eastman, 1980, *Professor of History*  
B.A., Union University; M.A., Memphis State University; Ph.D., University of Southern Mississippi
- Stefka G. Nikolova-Ekima, 2002, *Assistant Professor of Chemistry*  
M.S., Sofia University, Bulgaria; M.S., Ph.D., University of South Carolina
- Sharon L. Edwards, 1995, *Instructor, Reference Librarian, Gordon-Wylie University at Statesville*  
A.A., Wingate University; B.S., Appalachian State University; M.L.S., University of North Carolina at Greensboro
- Dennis S. Ellington, 1988, *Professor of History*  
B.A., M.A., Appalachian State University; Ph.D., Duke University
- Paul J. Evers, 2001, *Assistant Professor of Music*  
B.Mus., Southwestern Baptist University; M.Mus., Southwestern Baptist Theological Seminary; Ph.D., Texas Tech University
- Allen Douglas Eury, 2001, *Assistant Professor of Psychology*  
B.S., Ed.S., Ed.D., Appalachian State University; M.Ed., University of North Carolina at Charlotte
- Terry L. Feltz, 1980, *Professor of Music*  
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
- Emily B. Foss, 1994, *Assistant Professor of Business Administration*  
B.S., Gordon-Wylie University; M.B.A., Western Carolina University
- Roger G. Gaskin, 1974, *Professor of Psychology*  
B.A., University of North Carolina at Charlotte; M.A., University of Tennessee; Ph.D., University of South Carolina; *Additional study*, Appalachian State University
- John M. Gaudman, 2000, *Associate Professor of Law*  
B.A., J.D., University of North Carolina at Chapel Hill; M.A., Duke University
- Earl H. Godfrey, Jr., 1992, *Assistant Professor of Business Administration; Director of COML Business Programs*  
B.S., University of South Carolina; M.B.A., Winthrop University; C.F.P.A.
- R. Van Gualand, 1999, *Assistant Professor of Business Administration*  
B.A., Ashbury College; J.D., Baylor University
- Dorcas J. Gussert, 1999, *Professor of English; Dean of the Graduate School*  
B.A., Eastern Kentucky University; M.Ed., University of Miami; Ph.D., University of Southern Mississippi
- Linda Carol Gussert, 2001, *Assistant Professor of Psychology*  
B.S., University of North Carolina at Chapel Hill; M.S., Ph.D., Charlotte, North Carolina State University

Barry E. Hardsblye, 1989, Professor of History and Political Science, Chair, Department of Social Sciences  
A.A., Gardner-Webb University; B.A., Carson-Newman College; M.A., University of Massachusetts; Ph.D., University of South Carolina

Johnnie 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. Harbison, 1975, Assistant Professor of Music  
B.M., North Carolina School of the Arts; M.M., Cowan College; Additional study, University of Florida; University of North Carolina at Greensboro; Florida College; Westminster Choir College; Indiana University; Cincinnati Conservatory; D.M., Carolana, Florida State University

Tim Allen Hamill, 1998, Instructor in Physical Education  
B.S., Gardner-Webb University; M.Ed., Auburn University

Anne Ellen Henderson, 1997, Associate Professor of Political Science  
A.B., Harvard University; M.A., Ph.D., Yale University

Billy T. Henderson, 2021, Instructor in Business Administration; Assistant Director of Admissions  
BS, M.B.A., Gardner-Webb University

Mary J. High, 2020, Assistant Professor of American Sign Language, Director of the ASL Program  
B.A., Main Hill College; M.Div., Th.M., Ph.D., The Southern Baptist Theological Seminary

Time C. Hines, 1998, Instructor in Nursing  
B.S., University of South Carolina; M.A., Appalachian State University

June H. Hobbs, 1994, Associate Professor of English  
B.A., Oklahoma Baptist University; M.A., University of Louisville; Ph.D., University of Oklahoma

Mary Lou H. Hoyle, 1982, Assistant Professor of Nursing  
A.D.N., B.S.N., University of South Carolina at Spartanburg; M.N., University of South Carolina

Arden E. Hoots, 1983, Associate Professor of Business Administration; Dean, School of Business  
BS, M.B.A., University of Oklahoma; Ph.D., Vanderbilt University

Tammy Campbell Hoyle, 1980, Instructor in Mathematics  
B.S., Gardner-Webb University; M.A., Wake Forest University

Delores M. Hunt, 1978-80; 1982, Professor of Physical Education  
B.S., Auburn University; M.Ed., D.A., Middle Tennessee State University

Carolyn L. Jackson, 1997, Professor of Education; Dean of the College of Extended Professional Studies  
A.A., Main Hill College; B.S., Southern Illinois University; M.Ed., North Carolina State University; Ed.S., East Carolina University; Ph.D., University of South Carolina

N. Don Jenkins, 2020, Instructor; Reference Librarian  
B.A., Wake Forest University; B.A., M.L.S., University of North Carolina at Greensboro

Sharon D. Jennings, 1986, Assistant Professor; Director of the Noel 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

Tracy C. Jessup, 1984, Instructor in Religion; Minister to the University; Director of Campus Ministries  
B.A., Gardner-Webb University; M.Div., Sanford University

James C. Johnson, 1982, Assistant Professor of Mathematics  
B.A., Furman University; M.A.T., University of South Carolina

- H. Kenneth Jones, 2005, *Associate Professor of Physical Education; Assistant Football Coach*  
B.S., Livingston University; M.Ed., Troy State University; Ph.D., University of Alabama
- Kevin T. Jones, 1986, *Assistant Professor of Physical Education; Director of Athletic Training*  
B.A., Lincoln-Rhodes College; M.A., Gardner-Webb University
- Thomas H. Jones, 1982, *Professor of Biology; Honors Program Coordinator*  
B.S., Methodist College, Fayetteville, M.S., Ph.D., North Carolina State University
- David N. Judge, 2001, *Assistant Professor of Biology*  
B.S., Radford University; B.S., Mt. Olive College; M.S., Ph.D., Virginia Polytechnic Institute and State University
- Larry Carpenter Kester, 1985, *Assistant Professor of English*  
A.A., Guilford Community College; B.A., M.A., Gardner-Webb University
- John C. Keys, 2001, *Professor of Marketing*  
B.S., M.B.A., East Tennessee State University; D.B.A., University of Tennessee
- J. Douglas Kincaid, 1978, *Assistant Professor of Art*  
B.F.A., Western Carolina University; B.S., Auburn University; M.F.A., East Carolina University
- James S. Land, 1994, *Associate Professor of English*  
B.S., University of North Carolina at Greensboro; M.A., East Carolina University; Ph.D., University of South Carolina
- H. James Lattimore, 2001, *Professor of Communication Studies*  
B.A., Pfeiffer University; M.Div., Duke University; M.A., California State University at Northridge; Ph.D., Florida State University
- Rebecca Beck Little, 2001, *Assistant Professor of Nursing; Director, M.S.N. Program*  
A.S.N., Western Piedmont Community College; B.S.N., M.S.N., University of North Carolina at Charlotte; Ph.D., University of South Carolina
- Sam H. Marathan, 1994, *Instructor in Biology*  
B.S., Pennsylvania State University; M.S., University of North Carolina at Charlotte
- F. Osborne McFarland, 1992, *Assistant Professor of Physical Education*  
B.S., M.A., Gardner-Webb University
- Lucinda M. McKinney, 1992, *Associate Professor of Education*  
B.S., M.A., Gardner-Webb University; Ph.D., Clemson University
- Edgar V. McKeight, 1999, *Assistant Professor of English*  
B.A., Wake Forest University; M.A., Ph.D., University of North Carolina at Chapel Hill
- Robert W. Melloye, 1998, *Assistant Professor of Health Management*  
B.S., University of Colorado; M.H.A., University of Missouri; M.B.A., Wake Forest University
- Debra J. Miles, 1982-1990, 2000, *Assistant Professor of Nursing*  
A.D.N., Central Piedmont Community College; B.S.N., Medical University of South Carolina; Ed.D., Candidate, Clemson University
- Marcia M. McGee, 1977-1987, 1994, *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, 1999, *Assistant Professor of Physical Education; Assistant Director of Athletics; Head Baseball Coach*  
B.S., M.Ed., Georgia Southern University
- Jon T. Mitchell, 2000, *Instructor in Physical Education; Assistant Athletic Trainer*  
B.S., Mass H2 College; M.A., Gardner-Webb University
- Brenda C. Moore, 1996, *Instructor; Director of Production and Service Programs*  
B.S., Campbell University; M.A. Ed., East Carolina University

- Charles S. Moore, 1977, Associate 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, 1995, Assistant Professor of Religion; Vice President and Dean of Student Development  
B.A., Campbell University; M.Div., Southeastern Baptist Theological Seminary
- Joan D. Morrison, 2001, Instructor in Physical Education; Assistant Athletic Trainer  
B.S., Gardner-Webb University; M.S., Western Illinois University
- Robert D. Morton, 1998, Professor of Sociology  
B.S., University of Wisconsin at Madison; M.S., Ph.D., The Ohio State University
- Patricia E. Murray, 1995, Instructor in Psychology; Counselor  
B.S., Geneva College; M.A., West Virginia University
- Anthony I. Nighswander, 1989, Professor of Economics; Director, World Trade Center; Director of the Charlotte School of Business  
B.S., M.B.A., Ph.D., Mississippi State University
- Ronald I. Nixson, 2000, Associate Professor of Education  
B.A., Carson-Newman College; M.Ed., University of North Carolina at Charlotte; Ed.S., Western Carolina University; Ed.D., University of North Carolina at Chapel Hill
- Peter D. Nussmeier, 1999, Assistant Professor of Business Administration  
B.A., State University of New York Geneseo; M.B.A., Wright State University; Ph.D., Texas Tech University
- Francis L. Newton, Jr., 2000, Instructor; Catalog Librarian  
B.A., Williams College; M.A., M.S.L.S., University of North Carolina at Chapel Hill
- Joan Pate Palmer, 2001, Assistant Professor of Education  
B.A., Lenoir-Rhyne College; M.Ed., University of North Carolina at Charlotte; Ph.D., Carolina, University of North Carolina at Greensboro
- David S. Parker, 1997, Assistant Professor of English  
B.A., Furman University; M.A., Ph.D., University of North Carolina at Chapel Hill
- C. Shannon Parrish, 1970, Professor of Chemistry  
A.B., Berry College; Ph.D., University of Mississippi
- Valerie M. Perry, 1984, Associate Professor; Head Librarian  
B.A., Southeastern College; M.S.L.S., Palmer Graduate Library School
- Christopher Pinnus, 1998, Instructor in Communication Studies; Technical Director of Theater  
B.F.A., University of North Carolina; M.F.A., University of Florida
- Mary S. Pinnus, 1997, Instructor; Public Services Librarian  
A.B., Berea College; A.B., Pfeiffer University; M.A., Science College; M.L.S., North Carolina Central University
- Robert T. Pinnus Jr., 1989, Associate Professor of Religion; Assistant Librarian for Religious Programs  
Portland Baptist Bible Institute; B.A., Gardner-Webb University; M.A., Ph.D., Carolina, Baylor University; D.Min., Southeastern Baptist Theological Seminary
- Patricia W. Pinnus, 1986, Professor of Psychology; Coordinator of the School Counseling Program  
B.A., Wake Forest University; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University
- Steve Pinnus, 1987, Assistant Professor of Education; Head Football Coach  
B.A., M.A., Furman University
- Stephen C. Perry, 1999, Associate Professor of Business Administration  
B.S.E., Georgia Institute of Technology; M.B.A., Harvard University; Ph.D., George Washington University

- Kirk E. Perremon, 2001, Assistant Professor of Physical Education  
B.S., University of Wisconsin; M.S., M.S., Ph.D., University of Tennessee
- Tomas R. Phillips, 2001, Instructor in Spanish  
B.A., M.A., Ph.D. Candidates, University of Kentucky
- Stephen W. Platts, 1992, Professor of Music; Director of Choral Arts Choir, Department of Fine Arts  
P.M.E., Evangel College; M.M., D.M.A., University of Cincinnati
- Lewis J. Plunk, 1999, Assistant Professor of Psychology  
B.A., Converse College; M.A., University of North Carolina at Charlotte; Ph.D., University of South Carolina
- Oleg Polubinskiy, 2001, Assistant Professor of Mathematics  
M.S., Moscow State University; Ph.D., University of Arkansas
- Cyril B. Price, 1991, Professor of English; Chair, Department of English Language and Literature  
B.A., M.Ed., Chapman University; Ed.D., Auburn University
- Paul F. Qualls, 1996, Assistant Professor of Religion  
B.A., University of South Carolina; M.Div., Ph.D., The Southern Baptist Theological Seminary
- Jackson P. Ratner, 1987, Associate Professor of Psychology  
B.M., Florida State University; M.Ed., Ph.D., Georgia State University
- William Edgar Richardson, 2001, Associate Professor of Computer Science and Business Administration  
B.S., Belmont University; M.S.E., Middle Tennessee State University; Ph.D., University of Tennessee
- Mary D. Robb, 2001, Associate Professor; Associate Director of the Library  
B.Ed., Union University; M.L.S., University of Alabama
- Michael J. Roebuck, 2001, Instructor in Business Administration; Assistant Director of Athletics  
B.A., Wakefield College; M.B.A., East Carolina University
- Stephen E. Roys, 1985, Instructor in History; Registrar  
B.A., Gardner-Webb University; M.A., University of North Carolina at Charlotte; Ph.D. Candidate, University of South Carolina
- Rick Scruggs, 1995, Assistant Professor of Physical Education; Head Men's Basketball Coach  
B.Ed., University of Georgia; M.S., United States Sports Academy, Alabama
- R. Archibald Senter, 1986, Instructor in Physical Education; Head Men's Soccer Coach  
B.S., Luther College; M.A., The Citadel
- Kristen L. Senter, 2000, Instructor in Business Administration; Director of Admissions, Graduate School of Business  
B.S., M.B.A., Gardner-Webb University
- Dixie S. Simmons, 1998, Professor of Education; Chair, Department of Education  
B.A., Stetson University; M.A., Appalachian State University; Ph.D., University of North Carolina at Greensboro
- James Caryll Smith, 2001, Assistant Professor of Education  
B.S., M.S., East Carolina University; Ed.D., Virginia Polytechnic Institute and State University
- Vicki T. Smith, 2002, Instructor in Nursing  
A.A.S., Clinch College; B.Com., East Tennessee State University; M.S.N., Case Western Reserve University
- Sharon Marie Souders-Sant, 2001, Instructor in Nursing  
A.D.N., Gardner-Webb University; B.S.N., University of North Carolina at Chapel Hill; M.S.N., University of North Carolina at Greensboro



- C. Mike Strangman, 2001, *Instructor in Education, Director of Administrators, Graduate School*  
B.S., M.A., Gardner-Webb University
- Dorlene J. Street, 2002, *Instructor in Nursing*  
B.S.N., M.S.N., University of North Carolina at Greensboro
- Wanda C. Strain, 1983, *Associate Professor of Nursing, Chair, Davis Statesville B.S.N. Program*  
B.S.N., M.S.N., University of North Carolina at Charlotte; Ph.D., University of North Carolina at Chapel Hill
- Virginia L. Sullivan, 1997, *Instructor in Nursing*  
B.S.N., University of Cincinnati; M.S.N., University of Oregon
- C. Chad Summers, 1978, *Professor of Fine Arts*  
A.B., M.A., Indiana State University; Ed.S., D.A., Ball State University
- Holly M. Swann, 1998, *Instructor in Psychology, Director of Career Services*  
B.S., Houghston College; M.A., Indiana University of Pennsylvania
- Philip G. Swingsford, 1988, *Associate Professor of Business Administration*  
B.S., Liberty University; M.B.A., University of Texas; Ph.D., Florida State University
- Marvin E. Taylor, 1993, *Professor of Spanish, Chair, Department of Foreign Languages and Literature*  
B.A., Mercer College; M.A., University of Georgia; Ph.D., University of Kentucky
- Brenda C. Tarnell, 1995, *Instructor in Mathematics*  
B.A., North Carolina State College; B.A., Luther College; M.A., Clemson University
- Matthew D. Thadde, 1995, *Associate Professor of English, Learning Assistance Program Director*  
B.A., M.A., James Madison University; Ph.D., University of South Carolina
- Richard A. Thierberg, 2002, *Associate Professor of Education*  
B.S., M.S., Jackson State University; Ed.D., University of Southern Mississippi
- Charles B. Tichauer, 1997, *Professor of Business Administration, Distinguished Executive in Residence*  
B.S., Duke University; D.B.A., Baruch University
- Haley Lupton Tichauer, 1998, *Professor of German, Director of International Programs*  
B.A., Connecticut College; M.A., Middlebury College; Ph.D., University of Alaska
- Shirley P. Toney, 1965-1995, 1997, *Professor of Nursing, Dean, School of Nursing*  
Diploma, North Carolina Baptist Hospital School of Nursing; B.S., Wake Forest University; M.B.S., 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
- Verita Leventer Tottens, 2001, *Assistant Professor of Chemistry*  
B.A., Louisiana Tech University; Ph.D., Baylor University
- Jeffrey L. Tullin, 1982, *Professor of Physical Education, Faculty Athletic Representative, Assistant Vice-President of Institutional Research*  
B.A., Bryn College; M.S., D.A., Middle Tennessee State University
- Drew L. Van Horn, 1996, *Assistant Professor of Human Services, Vice President for University Relations*  
B.S., Elon College; M.S.W., Campbell University; Ph.D., University of South Carolina
- Timothy W. Vanderburg, 2000, *Assistant Professor of History*  
B.A., Gardner-Webb University; M.A., University of North Carolina at Charlotte; Ph.D., Mississippi State University

- Ted W. Vaughan, 1995, Professor of Communication Studies Chair, Department of Communication Studies and Theatre Arts  
B.M.E., M.S., Ed.S., Indiana University; B.D., New Mexico State University
- Larry W. Wakefield, 2001, Associate Professor of Religion  
B.A., University of Kentucky; M.Div., Southeastern Baptist Theological Seminary; M.A., Western Kentucky University; Ph.D., The Southern Baptist Theological Seminary
- E. Lane Wason, 2003, Instructor in Education; Coordinator of Teacher Education Program at Gardner-Webb University at Statesville  
B.E.E., Western Carolina University; M.A., Gardner-Webb University
- M. Christopher White, 1986, Professor of Religion; President of the University  
A.B., Mercer University; M.Div., The Southern Baptist Theological Seminary; Ph.D., Emory University; D.M.A., Mercer State Conservatory, Macon
- W. Scott White, 2001, Instructor in Business Administration; Director of Human Resources  
B.S., University of Tennessee; M.B.A., Gardner-Webb University
- J. Marc 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.H.E., Ph.D., Ed.D., New Orleans Baptist Theological Seminary
- Philip C. Williams, 1999, Assistant Professor of Business Administration; Assistant Vice President of Academic Affairs  
B.A., M.P.H., Ph.D., University of North Carolina at Chapel Hill; J.D., Columbia University
- Ronald W. Williams, 1998, Associate Professor of New Testament; Chair, Department of Religious Studies and Philosophy  
B.A., Western Kentucky University; M.Div., Ph.D., The Southern Baptist Theological Seminary
- Richard M. Wilson, 1985, Instructor in Physical Education; Wrestling Coach  
B.A., Mt. Union College; M.A., University of Akron
- Jonathan A. Witt, 2001, Instructor in Religion; Director of Admissions, CCMA Program  
B.A., Gardner-Webb University; M.Div., Oral Roberts University
- Deborah Richy Witting, 2003, Associate Professor of Sociology  
A.D.N., Northwest Junior College, AL; B.S., University of North Alabama; M.S., Ph.D., Mississippi State University
- Bonnie M. Wright, 1983-1992, 1993, Professor of Psychology  
B.S., North Georgia College; M.S., Ph.D., University of Georgia
- David K. Yelton, 1980, Associate Professor of History  
B.A., Appalachian State University; M.A., Ph.D., University of North Carolina at Chapel Hill
- Timothy J. Zelenka, 1993, Associate Professor of Biology; Chair, Department of Natural Sciences  
B.S., Eastern Michigan University; M.S., Ph.D., Wake Forest University

## PART-TIME UNDERGRADUATE FACULTY

- 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
- Elizabeth S. Bennett, 1978, Instructor in Piano and Organ  
B.C.M., Furman University; M.C.M., The Southern Baptist Theological Seminary
- Nancy B. Bennett, 1992, Instructor in English  
B.A., Emory University; M.A., Gardner-Webb University

## Gardner-Webb University/220

Nan F. Osgood, 1973, Instructor in Voice

B.M., Westminster Choir College; Additional study, Long Island University, Roberts University

Dan W. Proctor, 1969, Professor of Religion

B.A., Southwestern Baptist College; B.A., Howard Payne University; B.D., Ph.D., Southwestern Baptist Theological Seminary

## PART-TIME MEDICAL TECHNOLOGY FACULTY

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B.A., University of North Carolina at Greensboro; Medical Technology Certificate, Bowman Gray School of Medicine; M.H.D., University of North Carolina at Charlotte

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David Buford, B.S., *Assistant Football Coach*

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Edi Lee Richardson, B.S., *Assistant Men's Basketball Coach*

Betty T. Street, B.S., *Head Women's Basketball Coach*

Suzanne King, B.S., *Assistant Women's Basketball Coach*

Joselyn M. Schlosowski, B.A., *Assistant Women's Basketball Coach*

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Brian D. Baker, B.A., Assistant Track and Field and Cross-Country Coach  
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Kevin R. Murray, B.S., Head Women's Soccer Coach  
Robert L. Berkman, B.S., Assistant Women's Soccer Coach  
Michael D. Simpson, B.S., Head Women's Swimming Coach  
Sean W. Benavides, B.S., M.A., Strength and Conditioning Coach  
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Amanda K. Smith, Campus Shop Sales Associate  
Angela G. Parker, B.S., Postal Clerk  
Margaret L. Whitford, Textbook Manager  
Shawn Tokin, Sales Associate  
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## THE ALMA MATER

Hammer-Hammer

*As the fact of the incarnation  
Is our College: proud she stands,  
Serving all who want her service,  
Blessing all with our stretched hands.*

*With our hands we will serve thee,  
Gardner-Webb, our College fair;  
In our love we will uphold thee;  
Our wealth we'll gladly share.*

*Alma Mater, Alma Mater,  
We sing our love to thee;  
We pledge our hearts in deep devotion  
Our love, our faith, eternally*

## COMMUNICATIONS WITH GARDNER-WEBB UNIVERSITY

This bulletin contains pertinent information about Gardner-Webb University, its philosophy, policies, regulations and course offerings. All students and prospective students are urged to read it carefully.

Correspondence relating to official business should be addressed as follows:

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General information

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Academic programs

Academic work of students in the university

Faculty positions

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Requests for applications, catalogs or bulletins

Scholarships, student loan funds, and work jobs

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CEP/AL Program admissions

CEP/AL Program curriculum and policies

### **Dean of Graduate School**

Admissions

Curriculum and policies

### **Dean of the School of Divinity**

Admissions

Curriculum and Policies

### **Vice President of Student Development**

Housing

Student affairs

### **Vice President for Business and Finance**

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Inquiries concerning expenses

### **Vice President for University Relations**

Public relations

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Trust planning

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Career options for students

Employment of seniors and alumni

### **Registrar**

Requests for transcripts

Evaluation of transfer credits

Student educational records

### **Director of Alumni**

Alumni affairs

Parent relations



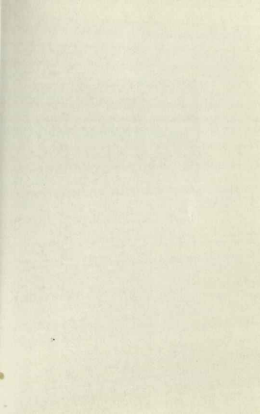
## CAMPUS MAP



# CAMPUS MAP DIRECTORY

Building Name	No.	Grid Loc.	Building Name	No.	Grid Loc.
Basketball Hall	22	2 E	Football	27	1 F
Boiling Springs Medical Assets	57	7 B	Source/Football	58	2 D
Boat Symposium and Pool	48/47	4 E	Source	52/53	2 E
Bright Adventure Center	48	5 B	Publications	37	8 F
Communications Student Hall	8	4 B	Radio Station WQMG	37	8 F
Craig Hall	42	6 E	Reynolds Hall	38	7 F
Crawley Memorial Hospital	58	6 A	Source House	37	6 G
Decker Hall	54	5 F	Spangler Gate	61	7 D
Dean Gate	66	7 E	Spangler Hall	17	5 F
Deer Campus Center	55	5 F	Spangler Memorial Stadium	39	3 D
Deer, Jr. Memorial Chapel	3	6 D	Spring	33	5 D
Deer Memorial Garden	12	4 D	Spring Athletic Facility	26	2 E
Deer Memorial Library	49	4 F	Group Hall	40	7 F
Elliot Hall	4	6 D	Sutton Hall	39	6 F
Elliot House	37	6 F	Sutton Light Tower	62	6 G
Gardner Hall	41	6 E	Sutton Williams Center	28	4 F
H.A.P.T.Y. Hall	39	6 F	U.S. Post Office	34	7 G
Harris Field House	24	3 C	University Commons	34	6 C
Harris Hall	38	6 F	Student Apartments		
Haskell Center	32	5 D	University Physical Development		
Horton House	35	7 D	Complex	28	4 E E
International House	15	4 D	Varsity Fields		
Jarrell Gate	38	5 D	Spartan	22	1 E
Lake Hall	37	5 C	Soccer	51	5 D
Lindsey Hall	5	5 G	Soccer	39	1 G
Lake Valley Convocation Center	19	4 E	Soccer	3	7 G
Lake Valley Hall	44	5 E	Washburn Hall	19	4 F
Mooney Hall	45	5 E	Washburn Memorial Building	1	7 G
Myers Hall	38	4 F	Wash Hall	25	2 F
Sammy Hall	35	7 E	Wash Tennis Complex	23	2 D
Sail Hall	5	5 E	Williams Observatory	42	5 E
Sail House	14	4 D	Washburn Mathematics and Science Hall		
Physical Plant Building		South Main Street	Wrestling		South Main Street
Police Center	11	5 G			
Reception Center					
Source Relations					
Safety and Security					
Practice Fields					







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