

Gardner-Webb University

## Digital Commons @ Gardner-Webb University

---

Undergraduate Academic Catalogs

Gardner-Webb University Academic Course  
Catalogs

---

2005

### 2005 - 2006, Gardner-Webb University Academic Catalog

Gardner-Webb University

Follow this and additional works at: <https://digitalcommons.gardner-webb.edu/undergraduate-academic-catalogs>

---

#### Recommended Citation

Gardner-Webb University (Ed.). (2005). Gardner-Webb University Academic Catalog.

This Book is brought to you for free and open access by the Gardner-Webb University Academic Course Catalogs at Digital Commons @ Gardner-Webb University. It has been accepted for inclusion in Undergraduate Academic Catalogs by an authorized administrator of Digital Commons @ Gardner-Webb University. For more information, please contact [digitalcommons@gardner-webb.edu](mailto:digitalcommons@gardner-webb.edu).

A woman with short dark hair and glasses, wearing a dark jacket and a necklace, is leaning over a desk. She is looking down at a student with blonde hair who is looking up at her. Another student with blonde hair is visible in the foreground, looking towards the woman. The background is slightly blurred, showing what appears to be a classroom or office setting with framed pictures on the wall.

We have  
great  
things in mind.

Gardner Webb  
University



# Gardner-Webb University

2005-2006

Boiling Springs, North Carolina 28017

Telephone (704) 406-4000

FAX (704) 406-4329

## CONTENTS

3	Calendar
6	Introduction to Gardner-Webb University
	History
	Purpose
	Accreditation
	Campus and Buildings
15	Academic Programs
21	Student Life
30	Admissions, Finances and Financial Aid
	Expenses 2005-2006
	Financial Aid
	Scholarships
73	Academic Regulations
	Degree Requirements
	General Academic Regulations
94	Courses of Instruction
247	Directory and Appendices
271	Index

## CATALOG REQUIREMENTS

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

Gardner-Webb

Vol. 97-August 2005

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

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

Postage paid at Boiling Springs, N.C. 28017.





# CALENDAR

## FALL SEMESTER 2005

August 10 (Wednesday)

August 13 (Saturday)

August 15 (Monday)

August 16-17 (Tues-Wed)

August 17 (Wednesday)

August 17 (Wednesday)

August 18 (Thursday)

August 19 (Friday)

August 22 (Monday)

August 22 (Monday)

August 22-23 (Mon-Tues)

August 24 (Wednesday)

August 29 (Monday)

August 30 (Tuesday)

September 23-25 (Fri-Sat)

October 13-14 (Thurs-Fri)

October 17 (Monday)

October 21 (Friday)

October 24-25 (Mon-Tues)

October 26 (Wednesday)

October 26-November 29

November 5 (Saturday)

November 22 (Tuesday)

November 28 (Monday)

December 8 (Thursday)

December 9 (Friday)

December 12-15 (Mon-Thurs)

December 12-17 (Mon-Sat)

December 19 (Monday)

RA's arrive

GCAL Faculty Orientation

New Faculty Orientation

Faculty Workshop

Big Brothers/Big Sisters arrive

GCAL Classes Begin

New Graduate Student Orientation

School of Divinity New Student

Orientation

Orientation/Registration for all first-time

Probation (Residents and Commuter) and

New Resident Transfer Students

Check in for all Returning students and Re-

admit students living in residence halls

Advising/Registration for Returning

Students, Re-Admits and Commuter

Transfer, School of Divinity Classes Begin

Advising/Registration for Returning

Students, Re-Admits and Commuter

Transfer

Day Classes Begin

Graduate Classes Begin, School of Divinity

Commencement

Fall Convocation; Last Day for Late

Registration; Last day for Schedule

Modification

Last Day For Schedule Modification

Family Weekend

Mid-Semester Grades

Grades Due 12:00 noon

Fall Break begins after classes

Fall Break for Day Classes - GCAL

Classes Meet on these dates

Fall Break for School of Divinity Classes

(Except for Thursday classes)

Day Classes Resume at 8:00 a.m.

Advising/Early Registration

Beginning

Thanksgiving Holidays Begins after classes

Day Classes Resume at 8:00 a.m.

Last day of classes for GCAL and Graduate

Classes; Last day of School of Divinity

Classes

Last day of classes - Day Program

GCAL and Graduate Exams

Examinations

Grades Due by 12:00 noon

## SPRING SEMESTER 2006

January 5 (Thursday)

January 6 (Friday)

January 9 (Monday)

January 9 (Monday)

January 9 (Monday)

January 9-10 (Mon-Tues)

January 11 (Wednesday)

January 16 (Monday)

January 17 (Tuesday)

March 2-3 (Thurs-Fri)

March 6 (Monday)

March 10 (Friday)

March 13-17

March 20 (Monday)

March 21- April 21

April 13 (Thursday)

April 17 (Monday)

April 17-18 (Mon-Tues)

April 18 (Tuesday)

May 3 (Wednesday)

May 4 (Thursday)

May 4 (Thursday)

May 5-11 (Fri-Thurs)

May 8-11 (Mon-Thurs)

May 9 (Tuesday)

May 13 (Saturday)

May 13 (Saturday)

School of Divinity New Student  
Orientation

Sevenswick Classes Begin

New Student Orientation (Day Program)

Residential Students Return

GCAL Classes Begin; New Graduate  
Student Orientations; School of Divinity  
Classes Begin

Registration

Day Classes Begin at 8:00 a.m.

Graduate Classes Begin

Last Day for Late Registration; Last Day for  
Schedule Modification

Mid-Semester Reports

Grades Due by 12:00 noon

Spring Vacation Begins after classes

Spring Break for School of Divinity

Day Classes Resume at 8:00 a.m.

Advising/Early Registration

Easter Vacation Begins after classes  
(Easter-April 16)

GCAL Classes meet

Easter Break for School of Divinity

Day Classes Resume at 8:00 a.m.

Last day of classes-Day Program

Last day of classes for GCAL and Graduate  
Classes; Last day for School of Divinity  
Classes

Reading Day

Examinations (Including Saturday Exams)

GCAL and Graduate Exams

Graduating Students-grades due by 12:00  
noon

Final Grades Due 12:00 noon

Commencement

## SUMMER 2006

First Term: May 24 - June 27

May 22-June 27

May 24 (Wednesday)

May 25 (Thursday)

June 26 (Monday)

June 26 - 27 (Mon-Tues)

June 27 (Tuesday)

June 28 (Thursday)

School of Divinity Classes meet Monday  
and Tuesday only

Day Registration

(GCAL & Graduate Classes Begin)

Day Classes Begin

Last day of classes - Day Program

GCAL and Graduate Exams

Day Program Exams

Grades due 12:00 noon

**Second Term: June 28-August 1**

June 28 (Wednesday)	Day Registration, OCAL & Graduate Classes Begin
June 29 (Thursday)	Day Classes Begin
July 10-27	School of Divinity Classes meet Monday through Thursday
July 31 (Monday)	Last day of classes - Day Program
July 31-August 1 (Mon-Tues)	OCAL and Graduate Exams
August 1 (Tuesday)	Day Program Exams
	Graduating Students-grades Due by 12:00 noon
August 3 (Thursday)	Grads Due 12:00 noon
August 5 (Saturday)	Commencement

**Ten Week Term**

May 22-July 25	School of Divinity Classes meet Tuesday Night Only
----------------	--

**NEW FACULTY ORIENTATION 2006**

Aug 14 (Monday)

**FACULTY WORKSHOP 2006**

Aug 15-16 (Tuesday-Wednesday)

# INTRODUCTION TO GARDNER-WEBB

Gardner-Webb University is a confessional, residential, church-related university on a beautiful campus in Boiling Springs, North Carolina. The University derives its name from O. Max Gardner, distinguished governor of North Carolina in the 1930s, and his wife, Fay Webb-Gardner. The beauty of the campus and the quality of the academic 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 is the home of state and national leaders. Forty-five miles east of Gardner-Webb is the thriving city of Charlotte, the largest city in the Carolinas. Less than one hour away to the south is the city of Spartanburg, South Carolina. One hour to the west is The Historically Rich mountain city of Asheville, NC.

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

## STUDENTS

Gardner-Webb University, founded by Baptists in 1905, has grown steadily to its current enrollment of over 1,800 students. The 1,600 undergraduates come from many states and 50 foreign countries. Slightly less than half of the students are men, and the student body includes several racial and socioeconomic groups. Gardner-Webb University admits students of any race, sex, and national or ethnic origin without discrimination. This diversity enriches the life of the campus community and reflects the nature of American society.

## PROGRAMS

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

Gardner-Webb provides three distinct academic programs: the on-campus program, the COAL Program (evening classes taught in a number of locations for graduates of two-year colleges), and graduate programs. Gardner-Webb University has a Graduate School (offering M.A. degrees in several areas, an Ed.D. degree in educational administration, and an M.S. degree in nursing (MSN); a graduate School of Divinity (offering the M.Div. and D.Min. degrees); and a graduate School of Business (offering the M.B.A., EMBA, and M.Acc. degrees). For additional information on the COAL 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 honored the University with long years of service. The faculty is large enough to provide well-sourced academic programs. Yet, a major strength of Gardner-Webb is that the University has remained small enough so that the relationship between faculty and students is friendly, informal and lasting. The faculty:student ratio is 1:15.

## ACADEMIC CALENDAR

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

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

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

Various study-abroad programs complement the academic calendar.

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

## HISTORY

Gardner-Webb University has experienced remarkable growth, perseverance, and maturity. The institution began as a boarding high school and later became a junior college. Today Gardner-Webb is a thriving 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 1, 1909, as an institution "where the young...could have the best possible educational advantages under destructive 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 obstacles for the College, but its survival was secured by the sacrifice of many loyal supporters.

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

The decades following World War II were years of physical growth and academic development. New buildings went up as enrollments increased. A major step in the institution's development was its full accreditation as a senior college in 1971. In 1982 the institution began offering a master of arts degree in education.

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

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

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

## **PRESIDENTS**

James Shreve Davis, 1918-30; Zeno Wall, 1930-32; Justin L. Jenkins, 1932-35; A.C. Lovelace, 1935-36; George J. Bennett, 1936-39; J.R. Canwell, 1939-43; Philip Lovin Elias, 1943-61; E. Eugene Fosson, 1961-76; Craven E. Williams, 1976-86; M. Christopher Whane, 1986-2002; Frank R. Campbell, President, 2002-2007; Dr. A. Frank Dentner, 2007-.

## **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.

### **STRONG 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 disagreements constructively.

### **STUDENT-CENTRED FOCUS**

Respecting the value and individuality of every student; lending an ear, a heart and a hand 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 assisting our local, national and global community through research, education, volunteerism and outreach; 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 GSWU'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 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.

## **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 (40 Broadway, New York, New York 10006; 1-800-696-1656; Ext. 1535). The associate degree nursing program is also approved by the North Carolina Board of Nursing. The M. Christopher White School of Divinity is accredited by the Association of Theological Schools of the United States and Canada. The Athletic Training Educational Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The 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 natural resources. 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 1,150. Among the campus and buildings are the following:

*The Art Center* is located behind the Communications Studies Hall. This building houses classroom space for art studios, art education and numerous art production courses.

*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.

*Bloxton House* serves as a significant presence of the University in Shelby, NC. It is the home of the University's President. It is listed on the National Registry of Homes. In 1981 the children of George and Ida Wood Bloxton gave their family home to Gardner-Webb University.

*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, renovated in 1999, is heated and enclosed for year-round use.

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

*Communications Studies Hall*, formerly the Boiling Springs Elementary School, was acquired in 1990. It houses the Communication Studies Department's offices, the Multimedia Playhouse and classrooms for journalism, photography, television, radio and theater.

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

*Decker Hall*, housing 134 women students, was named in memory of James Webb Decker Gardner, the son of the late Mr. and Mrs. O. Max Gardner, Sr. Built in 1948, the three-story brick structure was completely renovated in 1996.

*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 R. Dover, Sr., pioneer industrialists of Cleveland County. The three-story structure, erected in 1914, is designed to provide seating for over 450 students. The library is equipped with computer technology, which provides access to libraries around the world. The holdings include several special book collections, the most notable being the library of the local post-Civil War author, Thomas Dixon, and the diaries and scrapbooks of the late Mrs. O. Max Gardner. The library houses the Bell-Elli Computer Center. The computer center was provided by the William Ellis family

of Shelby, N.C., and the Bulk 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 nature, was constructed by William McGlashan of Winston-Salem and donated to the school as a teaching tool. Located across from the library is the Kathryn Nelson Dover Scout Garden.

Downer Memorial Library is also home to the Gardner-Wells Archives, located on the lower level. Rare photographs, historical manuscripts and university publications are available to all for viewing and research. These archives represent historical perspectives of the Gardner-Wells University history.

*Dancer Memorial Chapel* is a graceful and inspiring structure which serves as the formal entrance to the campus. Erected in 1971, the interior features a 100-seat sanctuary. The lower level houses the Social Sciences department and classrooms.

*Ellison Hall*, originally constructed in 1912, honors the memory of the seventh president of the University. Renovated in 1995, the building houses the School of Nursing and classrooms.

*Ellery House* houses the University radio station, WCUW 88.3 FM, a 50,000-watt educational station broadcasting to over 15 counties in North and South Carolina. University and Media Relations and the University Publications offices are also located in *Ellery House*.

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

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

*Graduate School*, located on Highway 150, this building provides offices for the Cardinal-Weiss Graduate School Admissions and Academic Programs.

*Hammock Field House*, named in honor of V.F. Hammock of Seelye, this facility houses the coaching offices for Soccer and Track and Field, locker rooms and academic/athletic services.

*Hamrick Hall* was built after World War I as a memorial to men residents who gave their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, the rebuilt structure was named in memory of E.B. Hamrick. In 1982, the building was placed on the National Register of Historic Places. In 1988, the building was completely renovated and now houses the School of Business and the George Shenton, Jr. Auditorium with a seating capacity of 511.

[illegible]

second floor, named in memory of Tilden R. 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 alumni and trustees respectively. The lake is surrounded by walking trails, and a bell tower with a forty-eight bell carillon.

**Linbury Hall**, completed in 1967 and completely renovated in 1992. This three-story structure was named in memory of David and Winifred Herbert Linbury, of Rutherfordton. The building houses the M. Christopher White School of Divinity, the Religion and Psychology departments and classrooms.

**Late-Yelton Convocation Center**, completed in 1982, serves as the center of cultural and athletic activities for the area. Included in the Center is the 600 seat Kathleen Nolan Dover Theatre. The stage is fully equipped to handle all types of dramatic productions. Also included in the Center is the Paul Porter Arena, which seats 3,000 for basketball games and various meetings. Classrooms, offices for athletic administration and coaches, sports information, handball courts and athletic meeting facilities complete the Center.

**Late-Yelton Hall** houses 93 men. This impressive building, completed in 1963, is named for the former Late-Yelton Companies of Shelby.

**Mansury Hall** is a four-story brick structure completed in 1945. 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 1962. The attractive two-story brick structure houses 62 students.

**Nanney Hall**, completed in 1967 and renovated in 1993 is a two-story brick structure which houses 62 students. Nanney Hall is named in memory of C.F. and Irene B. Nanney of Gastonia.

**Noel Hall**, built in 1991, is a two-story brick structure which houses the M. Christopher White School of Divinity and academic classrooms. The hall is named in memory of Dr. and Mrs. George T. Noel, of Kannapolis, N.C.

**Noel House** contains the programs for students with disabilities. The house was named in 1986 in memory of Dr. and Mrs. George T. Noel, of Kannapolis, N.C.

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

**Poston Center**, named for Dr. Cene Poston, Gardner-Webb's eighth president, contains a visitors' center, the Gardner-Webb Police Department's offices and clerical relations.

**Reynier Hall**, which houses 34 men students, was formerly Reynier Memorial Hospital. When the Crawley Memorial Hospital was completed in 1977, the one-story brick building was renovated for residence hall use.

**Spangler Memorial Stadium**, completed in 1966, renovated in 2004, includes a football stadium seating 8,600, a track, and a fully equipped field house. The facility is named in memory of Simon W. and Verma Patrick Spangler of Shelby. The field house is named in honor of V.J. Hutnick of Shelby.

*Spangler Hall* was constructed in 1968 and houses 85 students. The three-story brick building is named in memory of R. Patrick Spangler of Shelby.

*Springe 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.

*Studio 130*, located on Memorial Drive, houses offices and studios of music faculty.

*Suttle Hall*, the east wing of the H.A.F.Y. complex, is named in memory of the Reverend John W. Suttle. It contains the offices of the division of Student Development, 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 seven buildings located on campus on Stadium Drive. Overlooking beautiful Lake Hollifield, the seven building complex was built in 1997,1999 and 2004. It offers superior accommodations including private bedrooms for 328 residents.

*University Honors House* was acquired in 1965, and an addition was made in 1974. The house provides residential and study space for 51 students in the University Honors Program.

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

*Washburn Hall* was purchased and completely renovated in 1990. The building contains the offices of the College for Extended Professional Studies (CEPALS), 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 Susan A. Washburn in memory of the Washburn families. Originally used as a library, the building now houses the Department of World Languages, Literatures and Cultures.

*Webb Hall* was built by the O. Max Gardner Foundation in memory of Mrs. O. Max (Pey Webb) Gardner, her parents, grandparents, and great-grandparents. The first wing was completed in 1960, and the second wing was added in 1973. The building houses administrative offices, including the office of the president. In front of the Webb Hall is the Suttle-Wall Tower of Light. The tower, built in 1969, is in memory of Joseph Lincoln 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 sixth president Dr. Calvin E. Williams, was built in 1990. The observatory is host to numerous astronomy related events throughout the year including national conferences and public star-gazing events.

***Wilsons Mathematics and Science Hall***, named in memory of A.T. Wilson 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 BEYTHILL ACADEMY FOR THE STUDY OF INDEPENDENT CONCEPTS

The Beythill 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 telegraph address is Shelby, and the University is served by the Shelby-Lenoir telephone exchange. The number is (704) 406-4000. The FAX number is (704) 406-4143.

## 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 three graduate schools which award master's degrees. The Graduate School offers the **Master of Arts degree** in Elementary Education (K-6), Middle Grades Education (6-9), Educational Administration, Sport Science and Pedagogy, English, English Education, School Counseling, and Mental Health Counseling. The Doctor of Education degree is offered in Educational Leadership. 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 in Nursing degree**.

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

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

The **Bachelor of Music degree** is awarded in the following fields: Composition, Education, Performance, and Sacred Music.

The **Bachelor of Science degree** is awarded in the following fields: Accounting, Athletic Training, Biology, Business Administration, Chemistry, Computer Science, Elementary Education (K-6), Finance, Health/Wellness, Middle Grades Education (6-9), International Business, Management Information Systems, Mathematics, Mathematics with Teacher Licensure, Medical Technology, 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. (See also GCAL catalog.)

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, Biology, Business Administration, Biblical Languages and Literature, Biblical Studies, Chemistry, Christian History and Thought, Christian Studies, Clinical Languages, Communication Studies, Computer Science, Criminal Justice, Economics, Environmental Science, English, Foreign Languages, French, General Science, Health Promotion, Health Science, History, International Business, Interpreter Training, Management, Management Information Systems, Marketing, Mathematics, Music Studies, Music, Philosophy, Recreation, Physical Science, Political Science, Professional Education (available for areas of licensure only).

Psychology, Religious Studies, Sign Language Studies, Social Sciences, Sociology, Spanish, Sport Management, Theater Arts, and Wellness Promotion.

## 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 programs, either at the graduate or undergraduate level, that are based on a liberal arts education.

## PREMINISTRIAL (ANY FULL-TIME CHRISTIAN VOCATION)

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

## **PREFACE**

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

## **ALL PREPROFESSIONAL MAJORS**

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

## **PROFESSIONAL PROGRAMS**

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

## **SPECIAL ACADEMIC PROGRAMS**

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

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



### PROGRAM FOR THE DEAF AND HARD-OF-HEARING

Gardner-Webb University provides liberal arts educational opportunities for students who are deaf or hard of hearing. Qualified interpreters, 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.

Residence halls are equipped with visual fire alarms, and double-bell lights. The University is alert to the need for sound amplification equipment that will aid the hard of hearing students 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 SATII (General 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.B.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, Brunswick, Charlotte, Dallas, Dobson, Marion, Maryland, 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 instruction. 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, Malta, and Sweden. GWU-sponsored summer school opportunities are available in Canada (French), Costa Rica, England, and Switzerland.

Students can also participate in mission experiences abroad. History students may attend special history programs that take place in a foreign country. Students in the Byrhill School of Management BSM 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 GWU has an exchange agreement.

During the academic year, GWU 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 an agreement with the Bowman Gray School of Medicine of Wake Forest University 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 (ASN), 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 Fuding Springs campus. The BSN program is also offered in Statesville, Winston-Salem, and Charlotte. The MSN program is offered in Fuding Springs and in Statesville.

## ARMY RESERVE OFFICERS' TRAINING CORPS (ROTC)

Gardner-Webb offers Army ROTC in cooperation with the University of North Carolina at Charlotte. Military science coursework is offered on the Gardner-Webb campus, and there are no additional tuition charges for those participating in this program. ROTC provides world class leadership training opportunities applicable in corporate, executive, and government leadership positions.

## YMCA PROFESSIONAL STUDIES PROGRAM

Gardner-Webb University, the Cleveland County YMCA, and the YMCA of the USA have formed a partnership to develop a GWU Student YMCA. The YMCA will prepare undergraduates for a career in the non-profit field, including YMCAs. Through this innovative partnership, these courses will offer a distinct path toward future employment. The YMCA program is designed to provide undergraduate students with opportunities to learn and develop competencies needed in the professional workplace. Specific YMCA courses, as well as those complementary to non-profit settings, are offered at GWU. Refer to page 101 for course listings.

## 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 mainframe 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 Dover Memorial Library is an active and integral part of the University's academic program. The Library's collections, available on open stacks, support all areas of the curriculum with a total item count of approximately 800,000, including 200,000 volumes, 500,000 microforms, and many other materials such as videos, compact discs, and computer files. The library has print and/or online full-text access to more than 11,000 periodicals and is a selective depository for federal government documents.

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

Professional librarians are available for individual and group instruction. Interlibrary loan, microform, and production (animation, 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, a library handbook for students, access to our integrated catalog MAX, a virtual reference page linking to recommended Web sites, and lists of recently added materials. Patrons may use the Library computer to access its collections of cataloged material, to conduct research in the NCLIVE and other online databases, and to perform general internet research.

### UNIVERSITY WRITING CENTER

The University Writing Center, located in Craig Hall, offers free assistance to all Gardner-Webb students on any problem related to writing. Qualified graduate and undergraduate students, under the direction of a faculty specialist in writing, provide individual and group tutoring and answer questions upon request.

# STUDENT LIFE

Gardner-Webb University is committed to the education of the whole person. This includes the mind, the body and the spirit. To this end, the University considers the student's activities outside the classroom to be just as important as the classroom experiences. These activities and others help the student to develop social and interpersonal skills, deepen spiritual commitments, explore career opportunities, formulate a philosophy of life, develop leadership skills, and develop sound ethical and moral principles. Experiences in residence halls, student government, religious life, the Campus Center, service organizations, informal social groups, Brophyhill Adventure Course, and numerous 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, Academic Advising, 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.

## BROPHYHILL ADVENTURE COURSE

The Brophyhill Adventure Course is a unique outdoor adventure challenge complex that offers three experiential elements: the Alpine Tower II, the Carolina Struggle Wall, and the Rescue Erector (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 Brophyhill 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 BAC 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 pastoral care to students, faculty, administration, and staff.
- Serves as advisors to student ministry organizations on campus.

- Coordinates DEDICATIONS 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 development 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 SICI-PLUS, a computerized guidance system, resume writing assistance, and job listing service. The Career Services Office also sponsors educational workshops, on-campus interviewing, and several career fairs throughout the year, again open to all current students and alumni.

The Career Services Office also administers an online resume referral and job

listing service. All students are required to register with career services before their senior year. Registration is simple using MonsterTrak. Students complete a registration section and transfer their answers 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.goshute-welb.edu](http://www.careers.goshute-welb.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 recruiters.

## SERVICE LEARNING AND VOLUNTEER PROGRAMS

The Office of Student Leadership and Activities houses the Service Learning & Volunteer programs in order to provide all members of the Goshute-Welb community with meaningful service opportunities. Each year Goshute-Welb students, faculty and staff volunteer their time and talents to the surrounding community through various campus wide volunteer programs. These annual programs include the Volunteer Discovery, canned food drive, Relay for Life, Make A Difference day, and others.

In addition to providing campus wide service programs, the office also serves as a resource center and clearinghouse for volunteer information. Interested individuals and groups may visit the office to receive information on various on-going and one time service opportunities. Interested faculty members who would like to add a Service Learning component to their syllabus should contact the Office of Student Leadership and Activities.

Service leadership opportunities are available to students through REACH, a student organization which networks campus involvement in community service for individuals and groups.

Students, faculty and staff who are interested in making a difference in the community are encouraged to contact the Office of Student Leadership and Activities for more information.

## RESIDENCE LIFE

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

Residence halls open the day before registration each semester and close after classes at the end of the fall, spring and summer semesters. Seniors 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. These elected student representatives provide programs for their respective populations

utilizing funds from an activity fee. The approximate \$30 (non-refundable) residence hall activity fee must be paid at check-in annually.

More specific Residence Life policies and guidelines may be found in The Student Handbook and the Housing Contract. 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 150 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 exemptions 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 fall semester should submit the Housing Contract and \$150 Room Reservation Deposit within 30 days of acceptance or before the opening of school. **THE ROOM RESERVATION DEPOSIT IS NON-REFUNDABLE.**

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

**THE ROOM RESERVATION DEPOSIT IS NON-REFUNDABLE AFTER MAY 15.**

## COMMUNICATIONS SERVICES/FEE

All students are required to pay a non-refundable communications services fee of approximately \$85 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 bills by withholding transcripts, grades and reputation.

## 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, engineering, educational seminars, a 24-hour emergency room, vehicle emergency 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 uniformed.

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 Oakstar-Webb property must be registered with the University Police Office and display a valid permit. Undergraduate students can obtain permits for \$75 during orientations, 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 Oakstar-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 parties, comedy 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 joining 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 suborganizations are available from the Office of Student Leadership and Activities.

### DEPARTMENTAL

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

### MUSIC AND FINE ARTS

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

### RELIGIOUS

Campus Ministries United (CMU) encompasses these organizations: OaP, Fellowship of Christian Athletes (FCA), FOCUS, OPU Gospel Choir, Christian Ministry Association (CMA), Celebration Week, Off-Campus Ministry, Joyful Hands Sign Choir, Ministers Possible, Small Groups, and Prayer Ministry.

### OTHERS

International Students Club, Cheerleaders, Residence Hall Association, Student Environment Association, Student Volunteer Corps, Computer Club, Joke, 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 Settle Wellness Center, one of the areas in the University Physical Development Complex, also houses a complete game room for student enjoyment along with a TV viewing area and lounge for gathering with other students and friends. The Settle Wellness Center, the Boat Gym and swimming pool, a full aerobics workout room, and a free-weight room make up the Complex. Students, faculty, and staff are encouraged to use this facility as a means of achieving overall physical well-being and recreation.

## STUDENT GOVERNMENT

Representing the interest of the Gardner-Webb student body is the Student Government Association (SGA). Proposals 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 or Bowling Springs Family Medicine located near the campus and CLICCO Primary Care located in Shelby.

The physicians and/or physicians assistant/practitioners 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, Bowling Springs Family Medicine and CLICCO 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 Spanish.

### SIGMA TAU DELTA

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

### PI DELTA PI

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

### PSI CHI

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

## THETA ALPHA KAPPA

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

## Who's Who

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

## SIGMA THETA TAU, MU PSI CHAPTER

The Sigma Theta Tau International Honor Society is comprised of ISN and MSN students, faculty, and community members who have demonstrated outstanding academic and professional abilities in nursing. The society is dedicated to improving the health of the world's people.

## 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 game, and other activities. Special activities are scheduled during the week for students.

### FAMILY WEEKEND

The Parents' Association of Gardner-Webb University and the division of University Relations invite the parents, guardians 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

A highly anticipated social event is Spring Formal. The event is held in the Lindsay Court in the Lutz-Yelton Convocation Center. It has become an evening to dress up and dance the night away.

## 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 assumes 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, North 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.)
- Cocaine (crack/cocaine, hashish, etc.)
- Stimulants (amphet, diet pills, etc.)
- Depressants (tranquilizers, etc.)
- Hallucinogens (PCP, LSD, designer drugs, etc.)
- Designer (MDA, MDA-known as ecstasy, etc., etc.)
- Alcohol

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

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

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

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

# 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, 18 ACT, and rank in the top 50% of the high school graduating class are base lines for academic success. For information regarding SAT scores, please inquire with the Admissions Office for equivalency of the new SAT scoring. 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. Five prospective students visitation days, or DAWG Days, are planned during the school year. Most DAWG Days are held on a Saturday or a holiday to accommodate work schedules. Contact the Undergraduate Admissions Office at 1-800-253-6472/704-406-4408 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 \$40 application fee, transcripts of all high school credits and any college work attempted should be returned to the Gardner-Webb Undergraduate Admissions Office, P.O. Box 817, Folling Springs, NC 28017. 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 Christ and 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. The SAT school code for GWU is 5342, and 3102 for ACT.

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.

### 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 instructors in the Department of Fine Arts are able to schedule lessons for them.
- (2) Persons 21 years of age or older who are not high school graduates or degree candidates but wish to take class work. Such persons are accepted on the basis of maturity and background sufficient to do the class work desired.
- (3) College graduates who are interested in further study.
- (4) High school students who wish to take work on the Gardner-Webb campus prior to and during their senior year. Credits 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, extra-curricular 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. If courses were taken at a community college, or college/university, transcripts must be submitted.

### 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 regents 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 500 (paper) or 173 (computer based) on the TOEFL 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 1-800-957-3895. This must be done prior to enrollment at Gardner-Webb.

(4) International Document Processing Fee This fee (\$100) will be billed on the student's account for the processing of the international documents. This fee can be paid by money order, credit card, or wire transfer.

(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 exam of the College Board will receive credit for the specific course covered by the test as determined by the appropriate academic department of the University. Students achieving a score of four or five may receive additional advanced credit. AP credits are not counted toward the senior college credit hour minimum (64).

**College-Level Examination Program:** Gardner-Webb accepts credit earned through the College Level Examination Program based on exams taken prior to, and through the end of, the student's first semester of enrollment. CLEP credits are not counted toward the senior college credit hour minimum (64).

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

### *General CLEP Guidelines:*

1. Credit will be received on the same basis as transferred credit from accredited institutions of higher learning.
2. Credit will not be granted in an area for which the examinee has attempted or earned college credit.
3. Credit will be received as partial. No hours attempted or quality points earned will be computed in the examinee's academic record.
4. Unsatisfactory scores will not become part of the examinee's academic record.
5. A CLEP test on any subject may be administered only one time.

### *General Examination Guidelines:*

1. The student must submit a score at or above the minimum score set by the American Council on Education listed for each examination.
2. The number of semester hours granted will be the total normally granted for the area covered by the test with the following restrictions:

1) A maximum of six semester hours of credit may be granted for each test.

2) A maximum of three semester hours credit may be granted on the basis of a sub-score, provided the sum is appropriate.

3. Credit thus granted may be applied to the student's course of study only in basic courses or free elections.

### ***Subject Examination Guidelines***

1. The student must submit a score at or above the minimum score set by the American Council on Education, listed for each examination.

2. The number of semester hours granted will be determined by the scope of the material examined as indicated by the American Council on Education.

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

A detailed list of AP and CLEP equivalencies is available online and may be accessed as follows:

Address:	<a href="http://www.galileo-webb.edu">www.galileo-webb.edu</a>
Click on:	Registrar
Click on:	Transfer Credit
Click on:	Credit for AP and CLEP Exams
Access:	Appropriate link within each test section

***International Baccalaureate Organization:*** The University accepts credit for Higher Level courses completed with scores of 5 or above.

***Armed Service-Related Programs:*** Veterans who have successfully completed a course or courses under the Service School training program or through USAFI may submit these courses for credit consideration. Credit may be applied to University requirements verified depending on the student's specific academic program requirements.

***Local Testing Programs:*** A student who attains a satisfactory score on a special test administered by one of the University's academic departments may be exempted from the related course, but will be required to take an advanced course in the department carrying equal or greater credit. Arrangements for advanced placement through this program require the approval of the appropriate Associate Provost and department chair.

### ***Associate in Arts in Nursing***

Credit may be earned by successfully completing prescribed challenge examinations. One such exam is available for Nursing 101 (Basic Concepts of Nursing). Challenge of other nursing courses may be permitted in special circumstances. The following criteria determine the student's eligibility for challenging courses:

1. Admission to the University
2. Fulfillment of Nursing department admission criteria
3. Completion of courses similar to those being challenged
4. Completion of designated prerequisite courses



## ADMISSION OF TRANSFER STUDENTS

Requirements include a formal application for admission, an official high school transcript and college transcript showing date of graduation or GED Certification, SAT or ACT scores, and a non-refundable \$40 application fee. The high school transcript (or equivalent) and entrance test scores are not required of applicants who have completed 15 semester hours of college credits with at least a 2.0 Grade Point Average.

The applicant's record is evaluated by Gardner-Webb entrance 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.

Community college graduates with an Associate of Arts or Associate of Sciences degree from a North Carolina Community College should see the Comprehensive Articulation Agreement in the General Studies Requirements section of this catalog.

See Articulation Agreement, note 11 under Bachelor's degree requirements.

Students transferring from accredited four-year colleges may transfer up to 98 semester hours. For a bachelor's degree, the final 32 semester hours for graduation must be taken at Gardner-Webb. Candidates for the associate degree must take their final 24 hours at Gardner-Webb.

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

If a transfer student attended a school that is not regionally accredited, the student will need to follow the guidelines below in order for Gardner-Webb to consider the courses individually for transfer.

All courses reviewed for transfer must be related to general studies or the major subject area chosen by the student. There are currently two ways in which we can review these specific courses:

(1) If any course(s) has a recommendation from an agency listed below, that recommendation will be used to aid in the evaluation. In the event the recommendation is vague or unsatisfactory, the Gardner-Webb faculty department chair for the subject area of the course being evaluated will be contacted for aid in determining the full appropriate credit to be granted. The agencies from which we accept recommendations are: American Council on Education, American Association of Collegiate Registrars and Admissions Officers, and NAFSA: Association of International Educators.

(2) For course work that does not have recommendations from the guides listed above, the student must complete the following procedural steps for each course he or she wishes to have transferred:

(a) Produce a syllabus for the course requested for transfer.

(b) Request the academic institution previously attended to submit a record of credentials for the teaching faculty member(s) of each course requested for transfer (a catalog showing degrees earned, faculty vita, or a letter from the academic dean indicating graduate level work and area of graduate work for the faculty member(s)).

<sup>\*\*</sup>These credentials will be reviewed by the Provost's Office for authenticity and credibility. Once approved, the Provost's Office will contact the Registrar's Office to permit review of the course syllabi for possible transfer of courses.

Courses accepted in transfer admission are recorded as credit only grades are recorded, but no grade points or grade point average are computed for graduation or retention purposes. The Registrar interprets the transfer policy and certifies students for graduation.

## GRADE POINT AVERAGE

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

## READMISSION OF FORMER STUDENTS

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

Students who leave Gardner-Webb University while on probation may request an evaluation of courses taken at other institutions after returning to good academic standing. Approval must be granted by the Appropriate Associate Provost. A request may not be made for summer courses taken immediately after being placed on probation at the end of spring semester.

Students who leave Gardner-Webb University while on suspension may request an evaluation of courses taken at other institutions after returning to good academic standing. Approval must be granted by the Dean of Academic Affairs. Courses taken during the semester or semesters the students were suspended are not eligible for evaluation. A request may not be made for summer courses taken immediately after being placed on suspension at the end of spring semester.

## ARMY RESERVE OFFICER'S TRAINING CORPS (ROTC)

Prospective Gardner-Webb students may apply for an Army ROTC Scholarship, which will cover all of the recipient's tuition and fees. In addition, Gardner-Webb University waives room and board charges for recipients of ROTC Scholarships. Other benefits also accrue to those attending Gardner-Webb on ROTC Scholarships, including monthly stipends and book allowances. Those interested should contact the Admissions Office at Gardner-Webb (704) 426-4495, or the ROTC battalion office at the University of North Carolina at Charlotte (704) 687-3411.

## ASSOCIATE DEGREE IN NURSING

A nursing class is admitted once a year for the fall semester. 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 of 3.0 cumulative overall grade point average (on a 4.0 scale) on all previous work taken.



(4) SAT score of 1250 or ACT composite score of 22. SAT score is based on the incoming 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 test. Other information may be requested as necessary.

(6) Two letters of recommendation (1 personal, 1 educational) are required of students who have previously been enrolled in a health care education program.

(7) State criminal background check.

Admission requirements for the Bachelor of Science in Nursing can be found in the College of Extended Professional Studies (CEPS) catalog.

## FINANCIAL INFORMATION

### GENERAL INFORMATION

Cardinal-Weber 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, Cardinal-Weber 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 2005-06 ACADEMIC YEAR - REGULAR PROGRAM

Item	Per Semester
Tuition (Full-time: 12-18 hours)	\$7,980
Room: Traditional dorm	\$1,470
University Commons	\$2,300
Books: See Board Plan Options	

Plan Description	Meal Opportunities per week (1)	Room & Plan Semester (2)	Requirements/ Limitations	Cost per Semester
Value Plan	21	\$20	Available to any student in continuous studies. Required for first-time freshmen (Fall & Spring)	\$1,150
Choice Plan	15	\$40	Available to upperclassmen in continuous studies. Not available to first-time freshmen.	\$1,325
Flex Plan	10	\$100	Available to upperclassmen in continuous studies. Not available to first-time freshmen.	\$2,215
Commons Plan	7	\$150	Available only to University Commons residents.	\$1,165

Overload (more than 18 semester hours).....	\$200/semester
Residence Hall Security Deposit.....	\$75
*Transportation.....	\$165

\*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.

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

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

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

### ART STUDIO FEE

All art studio classes carry a base fee of fifty dollars. The fee supplies the student with a limited amount of material necessary for the class. Art students can expect to have additional expenses for tools and materials specific to each studio course.

Art studio fees will be collected by the business office.

### MUSIC FEES

Item	Per Semester
Private Lessons - Piano, Voice, Organ, Instruments	
One lesson (1/2 hour) per week, credit	\$175
Two lessons (1 hour) per week, credit	\$283

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 program.

## PART-TIME ENROLLMENT

Tuition for day courses (no more than 9 hours per semester) ..... \$295/semester

## UNDERGRADUATE CONTINUING EDUCATION

Tuition per semester hour ..... \$252

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 2006

Tuition per semester hour ..... \$252

Room and Board per summer session ..... \$965

## GRADUATION FEE

Diploma and Commencement Attire ..... \$100

Late Application for Graduation ..... \$50

## MISCELLANEOUS

Application fee (non-refundable) ..... \$25

International Student Application Fee ..... \$100

Auditing courses (non-refundable) ..... \$150/course

Late payment fee ..... \$50

Non-payment fee ..... \$100

Transcripts ..... \$10/copy

Examination for course credit ..... \$150

Automobile registration ..... \$75

Replace I.D. card ..... \$5

Returned check fine ..... \$25

Late application for admission to Teacher Education Program ..... \$25

Late application for student teaching ..... \$15

Private Room (per semester when available) ..... \$150

Communications fee (non-refundable) ..... \$65/semester

Replacement of room key ..... \$25

Improper residence hall check-out fee ..... \$30

## ROOM CHARGE

Students changing rooms without permission of 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 \$300 to \$500 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 address 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.

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

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

### **BALANCE OF THE ACCOUNT**

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

Those who cannot pay or find it necessary to finance university charges should contact the Business 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

reductions will be given after the 60% period of enrollment for the semester.

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

### ROOM AND BOARD REDUCTIONS

In the event a student continues to be enrolled for classes and is approved or required 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 higher 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 concerning room 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 balance, 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 means, gifts or aid.

### GARDNER-WEBB UNIVERSITY FELLOWS SCHOLARSHIPS

Each year two students are selected as Presidential Fellows, three are Academic Fellows, and five are selected as University Fellows. These scholarships are awarded on the basis of outstanding academic achievement, demonstrated leadership ability, and commitment to service. To receive a nomination for this competition you must be a friend of Gardner-Webb University and selected by the University Fellow Scholarship Screening Committee to interview in the winter months.

### PRESIDENTIAL FELLOWS

Each year two students are chosen to receive a full-tuition, room and board scholarship that is renewable for 3 years, provided that the recipient is enrolled full time, maintains a cumulative Grade Point Average of 3.0, resides on campus and continues to demonstrate a strong leadership ability and commitment to service. This scholarship is divided equally between the fall and spring semesters and does not apply to hours taken in excess of 18 in any semester.



### ACADEMIC FELLOWS

Each year three students are chosen to receive a full-tuition, scholarship that is renewable for 3 years, provided that the recipient is enrolled full time in the regular day program and maintains a cumulative Grade Point Average of 3.0, resides on campus and continues to demonstrate a strong leadership ability and commitment to service. This scholarship is divided equally between the fall and spring semesters and does not apply to hours taken in excess of 18 in any semester.

### UNIVERSITY FELLOWS

Each year five students are chosen to receive 80% of tuition scholarship that is renewable for 3 years, provided that the recipient is enrolled full time in the regular day program, maintains a cumulative Grade Point Average of 3.0, resides on campus and continues to demonstrate a strong leadership ability and commitment to service. This scholarship is divided equally between the fall and spring semesters and does not apply to hours taken in excess of 18 in any semester.

## GARDNER-WEBB UNIVERSITY MERIT BASED SCHOLARSHIPS

### GARDNER-WEBB UNIVERSITY PRESIDENTIAL SCHOLARSHIPS

The applicant must rank in the top 25% of his or her high school graduating class. This \$2000 scholarship is renewable for 3 years, provided that the recipient is enrolled full time in the regular day program and maintains a cumulative Grade Point Average of 2.8. This scholarship is divided equally between the fall and spring semesters and does not apply to hours taken in excess of 18 hours in any semester.

### GARDNER-WEBB UNIVERSITY TRANSFER SCHOLARSHIPS

Transfer students with 15 or more transferable credits with a 2.8 or better cumulative Grade Point Average via the Gardner-Webb University transcript evaluation will receive a \$2000 scholarship. Nominations are normally made at the point of acceptance to the university. This scholarship is renewable for up to 7 semesters based on the number of hours transferred into the university provided that the recipient is enrolled full time in the regular day program and maintains a cumulative Grade Point Average of 2.8. This scholarship is divided equally between the fall and spring semesters and does not apply to hours taken in excess of 18 hours in any semester.

## 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 women 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 E. Anderson Memorial Scholarships** Funded by family and friends of Dr. Charles Anderson, this scholarship gives priority to students majoring in a foreign language. Dr. Anderson served the University many years as a professor.

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

**Charles B. and Sue C. Camp Scholarships** Established in 1993 by Mr. and Mrs. Charles B. Camp of Shelby, N.C., both alumni of Gardner-Webb.

**Roberta Warlick Dixon Memorial Scholarship** This scholarship was initiated in 1992 in memory of Mrs. Roberta Dixon.

**Anthony F. Eastman Scholarships** Established in 1993 by Dr. and Mrs. Gene Whitlans, 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.

**Herbert P. Jarvis Memorial Scholarship** Funded by the estate of Herbert Jarvis, of Asheville, N.C., the scholarship was established in 1991.

**M. Lancelot Jolley Scholarships** Initiated in 1992 by the Department of Social Sciences at Gardner-Webb University in honor Professor M. Lancelot Jolley, a faculty member at Gardner-Webb for thirty-three years.

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

**Robert Earle Morgan Scholarships** This scholarship was established in 1986 by Dr. Robert E. Morgan, professor of French and Mathematics at Gardner-Webb from 1967-1998.

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

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

#### **Other Academic Fellow Scholarships**

Black-Burns; Betty E. Knox; Milliken Corporation.

#### **ATHLETIC HALL OF FAME SCHOLARSHIPS**

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

**Franklin V. and Mary Beum Hall of Fame Scholarships** Established in 1996 by Mr. and Mrs. Frank Beum 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 ENDOVED SCHOLARSHIPS

*J.W. and Terry C. Abernethy III Endowed Athletic Scholarships* Funded by Gardner-Webb donors Mr. and Mrs. "D" Abernethy of Newton, N.C. Preference is given to the women's basketball program.

*Queland H. Allen Golf Scholarships* Established by the Bulldog Club.

*Bulldog Club Scholarships* Established in 1989 by the Bulldog 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 Gentry Athletic Scholarships* Instituted by the Board of Advisors and funded by friends and family of Mr. and Mrs. Gentry.

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

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

*Treia R. and Erlene Henshin, Sr. Men's Basketball Scholarships* Established in 1989 by Mrs. Treia R. Henshin, 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.

*Bettie Sprunt Morris Memorial Women's Tennis Scholarships* Mrs. Morris, a resident of Rutherfordton, N.C., and former trustee of Gardner-Webb, funded this scholarship through a trust.

*J.L. and Sara McFarland Scott, Jr. Memorial Men's Tennis Scholarships* Established in 1989 by Mr. and Mrs. Scott of Shelby, N.C.

*Veter Bulldog Scholarships* Funds for this scholarship were given by friends of the University from surrounding countries.

*Martin Lynn and Heather Robertson White Volleyball Scholarships* Established in 1990 by Dr. and Mrs. M. Christopher White. Dr. White was the tenth president of Gardner-Webb University, having served in that role from 1986-2002. The scholarship honors their son, Martin (Class of 1993) and daughter-in-law Heather (Class of 1996).

*Andrew Christopher and Cassell Martin White Tennis Scholarship* Established in 1990 by Dr. and Mrs. M. Christopher White. Dr. White was the tenth president of Gardner-Webb University, having served in that role from 1986-

2002. The scholarship honors their son Andrew (Class of 1994) and daughter-in-law Cassell Martin (Graduate Program Class of 1999).

**Paris Leland and Donnie Gold Yelton Memorial Golf Scholarships** Established by Mr. and Mrs. Yelton and their sons, Robert and Don.

**Other Athletic Scholarships**

**Justin Scott Adams Memorial Scholarship** Charles W. Seaburn; Charles and Dena Bridges Health Careers; Mary W. and Ralph W. (Scott) Dixon, Jr.; James E. and Patricia J. Patterson OBU Tennis Alumni.

**BUSINESS ENDOWED SCHOLARSHIPS**

**Bell/Ello Business Scholarships** Given by the Bell Foundation, the Bell Corporation of Shelby and Forest City, and the William F. Ello family.

**Hampton C. and Betty C. Hager Scholarship** Funded by the Lutz Foundation of Charlotte, 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, Richland, Burke or Polk counties in North Carolina.

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

**Lamar Kennedy Scholarship** 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/Tenure Memorial Scholarship** Initiated by Tenure/Star Enterprises in 1999, this scholarship honors Ray Webb Lutz, a trustee and long-time benefactor of Gardner-Webb University.

**Public Service Company of North Carolina Scholarship** Initiated in 1997, the scholarship supports full-time students who demonstrate financial need.

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

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

**William F. Webb Memorial Business Scholarship** This scholarship was initiated by Mr. and Mrs. William F. Webb in memory of Judge Edwin Tate Webb, Sr., and Willie Strattens Webb.

**Other Business Scholarships**  
E.R. and Helen Hoffman

### CHRISTIAN SERVICE ORGANIZATION UNDERGRADUATE SCHOLARSHIP

Established over thirty 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 Scholarship:** Robert W. Abrams, W. Glenn Abrams, Mrs. Jeanie A. Bolden, and Mrs. Floyd A. Prent, established the fund in 1978 to honor their parents, Fred L. and Sallie N. Abrams of Gray's Creek Baptist Church community ofutherford County.

**Robert W. and Elba Abrams Scholarship:** Established in 1995 by Donna 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.

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

**Herman A. and Ellen Baxter Beam Scholarship:** This scholarship was established in 1992 by the estate of Herman A. Beam and Ellen B. Beam of Fallston, N.C.

**Beaver Dam Baptist Church Scholarship:** The Beaver Dam Baptist Church of Shelby, N.C., established this scholarship in 1991.

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

**Bethlehem Baptist Church Scholarship:** Established by the Bethlehem Baptist Church of Kings Mountain, N.C. in 1991.

**Lloyd C. and Virginia F. Best Scholarship:** Established in 1992 by Dr. and Mrs. Lloyd Best of Shelby, N.C.

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

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

**College Park Baptist Church Scholarship:** 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. First preference is given to international students.

**Paul and Faye Carter Scholarship:** Established in 1999 by Gardner-Webb alumni Paul and Faye Carter.

*F. Glenn and Ray Cornwall Scholarships* Initiated in 1990 by Mr. and Mrs. F. Glenn Cornwall of Shelby, N.C.

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

*Alvir Rae Culberson Scholarships* Established in 2004 by family and friends for their appreciation for her many years of faithful service to Clinch-Wald University.

*John Ed and Elnie 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.

*Rev. L. Keith Dixon Scholarships* Established in 2005 by members of First Hill Baptist Church to express their appreciation to Rev. Keith Dixon for his pastoral leadership for eighteen years. First preference will be given to members of First Hill Baptist Church.

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

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

*W.E. Dravakis Memorial Scholarships* Established in 1990 by the Emmanuel Baptist Church of Charlotte, N.C., in memory of former beloved pastor, the Reverend W. E. Dravakis.

*Forrest and Jessica Foster Memorial Scholarships* Established in 1995 by friends of Dr. and Mrs. Foster.

*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 wife Mrs. Lillie Jones.

*Robert M. Gold Memorial Scholarships* Harold W. and Mary Lou Caudy 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 1991 by Mrs. L.T. Hamrick in memory of her husband, a noted lawyer in Shelby.

*Chas Katherine Vickens Head Memorial Scholarships* Established in 1979 by the estate of Chas Katherine Vickens 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. Ingham Memorial Scholarships** Established in 1996 by the membership of the Christian Service Organization, the scholarship memorializes Richard Ingham, a non-traditional ministerial student.

**Carl and Tyner Ivester Memorial Scholarships** Dr. and Mrs. Ivester of Lenoir, 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.

**Archie and Iris Kennedy Scholarships** Established in 1994 by Archie and Iris Kennedy to provide financial assistance to students preparing for full-time Christian service. First priority shall be given to students from Kerr Memorial Baptist Church, Concord North Carolina.

**Ruth C. Kiser Scholarships** Established in 1991 by Miss Ruth Kiser, this scholarship was endowed by family and friends to honor the memory of Ruth Kiser, long-time teacher and administrator at Gardner-Webb.

**J. Thurman Lewis Memorial Scholarships** Established in 1991 by Julius C. and Laura M. Taylor of Taylors, S.C., the fund memorializes 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.

**Melvin 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 Betty Lou McCulloch Scholarships** Mr. and Mrs. John McCulloch of Charlotte, N.C., established this fund to support ministerial 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 1999 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 1991 by Mr. and Mrs. Robert G. Moore of Cliftide, 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 Chaucer, N.C.

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

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

**Freeman T. and Evelyn P. Perry Memorial Scholarships** Established in 1991 by Freeman T. Perry of Kanasota, 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 Maury, 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 Bonnie R. Price Scholarships** Established in 1990 by Mrs. Bonnie Price of Becking Springs, N.C., in memory of her husband.

**Race Path Baptist Church 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.

**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.

**Rev. Ed H. Sessom Scholarships** Established in 2005 by members of First Hill Baptist Church to express their appreciation to Rev. Ed Sessom for his long-time support and encouragement of the Christian Service Organization at Gardner-Webb. Past preference shall be given to students from First Hill Baptist Church.

**Margie Richardson and Edward H. Sessom Scholarships** The Reverend and Mrs. Sessom established this scholarship in 1996.

**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 Eadie Louise C. Spake Memorial Scholarships** Instituted 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 Clevis Spangler Scholarships** Gardner-Webb Trustee Ralph Spangler and his wife Clevis 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.

*Bennett 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. M. Christopher White. Dr. White was the tenth president of Gardner-Webb University, having served in that role from 1986-2002.

*E. Archie and Edith M. White Scholarship* 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* Trust J. and Dorothy I. Beaud, Boiling Springs Florists; J.R. Garrett Memorial; Baptist Student Union; R. Scott and Barbara Good; Albert Hamrick Memorial; James O. and Betty Ruth Hatten; John Hurd Oatman Herschick; Kinscannon-Herschick; John W. and Janet P. Long; Pleasant Home Baptist; Claude Lee Proctor, Sr.; Clemmie Brown Sprinkle Memorial; Howard and Louise Whitaker.

#### CHRISTIAN SERVICE ORGANIZATION GRADUATE SCHOLARSHIPS

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

*A. Donald and Hazel H. 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. Boon Scholarships* Established in 1997 by Ellen Baxter Boon of Polkton, N.C.

*C. David Boon Scholarships* Established in 2002 by Dr. David Boon, a Gardner-Webb alumnus.

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

*Curtis and Joyce Brantwell* Established in 1999 by Mr. and Mrs. Curtis Brantwell 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 Ema S. Battenworth Scholarships** Established in 1995 by A. Donald and Joyce A. Christopher of Wilmington, N.C., in honor of Mrs. Ema S. Battenworth and in memory of Mrs. Mattie T. Christopher, mothers 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 Scholarship** Established in 1996 by Lucille Hammer Cole of Shreveport, Louisiana, in memory of her husband. Family members have added to the endowment corpus.

**Donald E. 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.

**F. Glenn and Ray Cornwell Scholarships** Established in 2003 to provide financial assistance to divinity students preparing for full-time Christian service.

**J. Hugh and Mildred Cornwell Scholarships** Established in 1986 by Mr. and Mrs. Hugh Cornwell of Forest City, N.C.

**Ralph W. and Syd F. Dixon, Sr. Scholarships** Established in 1996 by Mr. and Mrs. Ralph W. Dixon, Sr. of Fuquay, N.C.

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

**Charles W. "Buddy" Freeman Scholarships** Established in 1995 by friends of Buddy Freeman, Gardner-Webb alumnus.

**Stephen Dargatzis Greener Memorial Scholarships** Established in 1994 by Ruth and Margaret Greener in memory of their son.

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

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

**Mildred Johnson Scholarships** Established in 2001 by First Baptist Church Foundation of the First Baptist Church of Statesville to honor the memory of Mildred Johnson.

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

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

**Richard and Lois Leath Scholarships** Initiated in 1997 and funded by friends of Richard and Lois Leath of Shelby, N.C.

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

*Robert Harold and Betty Jolley 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.

*McInnis-Smith-Best Scholarships* Initiated in 1993 by Herman and Margaret Best of Shelby, N.C. in memory of the Reverend Neff McInnis, father of Mrs. Best, and in honor of the Reverends Rockwell Smith and David Herman Best, brothers-in-law and sons of the Bests.

*Roger H. and Denise S. McKee Scholarships* Established in 2001 by Roger H. and Denise S. McKee to provide financial assistance to worthy and/or needy students who are attending the school of divinity and who have committed their lives to full-time Christian service.

*Robert Q. and Mary Francis Moore Scholarships* Established by R.Q. and Mary Francis Moore of Cliftide, N.C.

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

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

*Rev. and Mrs. James A. Pinnson Scholarships* The Reverend and Mrs. James A. Pinnson, of Cherokee 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 Rutherford County.

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

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

*Addie Coats Sparks Memorial Scholarships* Initiated in 1996 by Carl and Faye Spangler to honor the memory of Faye's mother, Mrs. Addie Coats Sparks.

*Foster C. "Phoebe" Sprinkle Memorial Scholarships* Established in 2000 by Antra Sprinkle Roberson of Shelby, N.C. to honor the memory of her father.

**R. Wayne Stacy Scholarships** Established in 1966 by Mrs. Susan W. Upchurch of Raleigh, N.C., to honor her former pastor Dr. R. Wayne Stacy.

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

**Gene L. Watterson Scholarships** 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 Scholarships** Established in 1985 by Dr. and Mrs. M. Christopher White. Dr. White served as president of Gardner-Webb University from 1986-2002.

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

**Other Christian Service Organization Graduate Scholarships**

Vivian Bryant Bishop; W. Anderson and Shirley S. Blanton; Jack W. and Josephine S. Buchanan; Cumberland College Alumni John Ed and Elna D. Davis Memorial; L. Paul and Kathryn C. Eeds; J. W. Gantt, Jr., and Mrs. Edna R. Gantt; William K. and Anne T. Gary; L. T. Hazrick Memorial; George E. Hampton; Carl and Tyrone Ivester Memorial; James L. Jenkins Memorial; Robert L. and Miss Lamb; R. Thad Parsons, III; Rev. Richard E. and Mary Elizabeth Webb Pyles; R.E. and Bonnie R. Price; Reverend and Mrs. W. Bruce Rabon; Lester and Bertie Taylor and Carl and Frances Shook; Tri-City Concrete; David and Melba White; Roy and Joyce Wyatt.

**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.

**Robert H. and Karen Blalock, Jr. Scholarships** 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 Boon Scholarships** Established in 1996 by Mrs. Helen J. Smith of Papillard, N.C., the scholarship honors her former pastor, Dr. David Boon, an alumnus of Gardner-Webb University.

**Lewis and Gladys Bousoughs Scholarships** Established in 1993 by Mr. and Mrs. Lewis Bousoughs of Greensboro, N.C.

**J. Harold and Peggy Craig Scholarships** Established in 1995 by the Preslope 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.

**Carl E. Cook Scholarships** Established in July 2002 by the members of the First Baptist Church - Rutherfordton to express gratitude for the life and legacy of Carl Cook.

**Robert Z. and Jennie B. Falls Scholarships** Instituted in 1913 by Mr. and Mrs. Robert Z. Falls of Shelby, N.C.

**Charles and Carolyn Horton Scholarships** Established in 1989 by family and friends of Charles and Carolyn Horton. For many years Dr. Horton was pastor of the College Park Baptist Church in Orlando, FL.

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

**Thomas McFarland Linnens Memorial Scholarships** This scholarship was instituted 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 Kays Mountain Baptist Association.

**Elizabeth, Pat and Tammy McClain Scholarships** Established in July 2002 by the members of the First Baptist Church - Rutherfordton to express gratitude for the life and legacy of Elizabeth, Pat and Tammy McClain.

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

**Bertie and Ray Morris Scholarships** Established in July 2002 by the members of the First Baptist Church - Rutherfordton to express gratitude for the life and legacy of Bertie and Ray Morris.

**Frank Nannery Scholarships** Established in 2003 by Frank Nannery, a Gardner-Webb Trustee, to express his commitment to Christian theological education.

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

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

**Robert E. "Zeke" and Virginia Phillips Scholarships** Established in 1998, this scholarship was endowed by the estate of Robert E. "Zeke" Phillips in 2004 to provide financial assistance to students in the divinity school.

**Frances and Bob Riley Scholarships** This scholarship was established in 1999 by April and Garland Bolejack of Shelby, N.C. to honor April's parents, Frances and Bob Riley.

**Wade R. and Sophia S. Shepherd Scholarships** Established in 2002 by Mr. and Mrs. Shepherd to express their commitment to Christian theological education and the students of the School of Divinity.

**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.

**Springvale Baptist Church - Reverend Paul Ballington Scholarships:** Initiated by the Springvale Baptist Church of Lugoff, S.C., in 1988.

**H. Stroughton and Elaine 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. Stroughton and Elaine Brown Stokes.

**Underwood-Watson Scholarships:** Established in 1984 by the Reverend James A. Putnam and his wife Cornell of Roanoke Rapids, N.C., the scholarship honors two professors who made a lasting impression on him during his student years at Mars Hill College. The scholarship honors Dr. Evelyn Underwood and Mrs. Elizabeth Watson.

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

**Ray O. Warren and Jeannine H. Warren Christian Educational Fund:** Ray 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 Lucille McSwain Washburn Memorial Scholarships:** Established in 1993 by various descendants of Joe C. and Lucille McSwain Washburn of the Double Springs Community of Cleveland County, North Carolina.

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

**M. Christopher and Linda F. White Scholarships:** Established in 2003 by M. Christopher and Linda F. White to provide financial assistance to worthy and/or needy students attending the school of divinity.

**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 1989 by Mrs. H. Fields Young, Jr. of Shelby, N.C., in memory of her husband.

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

**Other School of Divinity Scholarships:**  
First Baptist Church of Lenoir; First Baptist Church of Shelby; Fred and Jean Murray Church Music; J.L. and Nettie McCamery Nations Ford Community Church - Charlotte; Ann King Rouse; Sophie Shell Shepherd; Wade R. and Sophie S. Shepherd.

#### COMMUNICATION STUDIES ENDOWED SCHOLARSHIPS

*Lee B. Wooten Memorial Scholarship:* The fund was established by Henry Lee and Paul A. Wooten, children of Lee B. Wooten. Preference is given to students who major in Journalism or Communications Studies with an interest in broadcast media 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.

*R. G. Packert Scholarship:* Established by Ramon A. Perrais in honor of R. G. Packert to assist students studying journalism.

#### DISABLED STUDENT ENDOWED SCHOLARSHIPS

*William P. and Wilburn C. Davis Scholarship For Hearing Impaired Students:* Established in 1981 by William P. and Wilburn 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 Warren Noel in 1989 in honor of her daughter Marylene. Preference is given to students who are visually or hearing impaired.

*Charles L. Sigmon Memorial Scholarship for Visually Impaired Students:* Established in 1980 by Mrs. Charles L. (Lana B.) Sigmon and son Les C. Sigmon.

*Alfred L. and Mary Mays Starnell Scholarship for Hearing Impaired Students:* Established in 1989 by the Starnell family.

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

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

#### FINE AND PERFORMING ARTS ENDOWED SCHOLARSHIPS

*C.A. and Essie F. Brittain Memorial Music Scholarships:* Established by Mrs. C.A. Brittain in 1977 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 contributions of Dr. George R. Cribb to the University.

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

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

*W.H. Hudson Scholarship Fund:* Established by Sue and 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.

**Suzanne Thant Kirby Memorial Scholarship:** Established in 2004 by her estate to provide assistance to full-time Gardner-Webb University students majoring in piano and organ.

**John T. McCulloch Fine Arts Scholarship:** This scholarship was initiated in 1948 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 Scholarship:** Established in 1960 by Mr. and Mrs. Max Padgett of Hickory, N.C.

**Dorothy Seaton Seagraves Scholarship:** Established in 1965 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

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

**Clyde J. Dutton Scholarship:** A pioneer missionary to Africa, the Reverend Clyde J. Dutton was honored by the creation of this scholarship fund by his daughters, Grace Dutton Warren and Dr. T.L. Warren of Hickory, N.C.

#### MATHEMATICS AND SCIENCE ENDOWED SCHOLARSHIPS

**Joseph W. Gribbles Memorial Engineering Scholarship:** In 1971 the University received funds from the estate of Joseph W. Gribbles.

**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 1966 by Dr. Paul W. Jolley and Mrs. Maxine 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 Scholarship:** 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 Udon Burke Scholarships* Mr. and Mrs. Udon Burke of Newton, N.C., initiated this scholarship to aid undergraduate ministerial students.

*Bela Campbell Memorial Scholarship* Established in 2000 with a gift from the estate of Bela Campbell.

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

*Gaston Memorial Education Fund* The fund was established by O'Neil and the late W.F. Gaston of Belmont, N.C., in 1978 to 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.

*Wythe D. and Marleen Q. Hall Ministerial Scholarships* This program was established by Mr. and Mrs. Hall to aid deserving Christian vocational students.

*Carl and Lela Hamrick Memorial Scholarships* Established in 1995 by the estate of Lela Hamrick of Bowling 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. Harrill Ministerial Scholarships* Established by the late L.R. Harrill of Raleigh, N.C., the scholarship provides financial aid for a student or students preparing for service in the foreign mission field.

*Wendy Suzanne Hawthorth Love Memorial Scholarships* This scholarship was established in 1991 by Mr. and Mrs. John S. Hawthorth and Maureen Hawthorth Cobwell in memory of their daughter and sister Wendy Suzanne Hawthorth. 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.

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

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

**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 Spout Pine, N.C.

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

Lerna Niven Ayers Memorial; Hazlen Memorial; William W. and Mary E. McKinney; M.G. Morris Memorial; Elizabeth Dudley Nolan Memorial; Donald Evin 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. Awarding good academic and social records, the scholarship is renewable for up to four years.

#### **NURSING ENDOWED SCHOLARSHIPS**

**C. Always and Millie Happs Bettsen Scholarships:** Established by Mr. and Mrs. Ramon A. Bettsen in memory of C.A. and Millie Happs Bettsen to provide financial assistance to students in the nursing program.

**Mary McGrody Burnett Nursing Scholarship:** Mr. and Mrs. William M. Burnett of Columbia, S.C., established this scholarship in 1998.

**Joseph H. and Carolyn C. Carroll, III Nursing Scholarship:** This fund was established in 1992 by Mr. and Mrs. Carroll in memory of their son, Joseph H. (Jory) Carroll, IV. First preference is given to the residents of Cleveland County, N.C.

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

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

**Wilfrid Olson Money Memorial Scholarship:** This scholarship was funded in 1994 with a gift from the estate of Wilfrid Olson Munro, a resident of Irwell County, N.C.

**Rogers 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 Sealeville, N.C.

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

**Donald and Betty Taylor Nursing Scholarship:** Established in September 2002 to support worthy and needy nursing students. Recipients will be known as "Taylor Scholars".

**Ernest Julian Webb Memorial Nursing Scholarship:** This scholarship was initiated by Mrs. Irene 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**

Mattie Hoxby; Marysue Cox Gray; Albert D. Ratson Memorial; J.L. and Nellie McChasey; Grace L. Long; Shirley Purnam; Tony; Elizabeth J. Moore Memorial.

**TEACHER EDUCATION ENDOWED SCHOLARSHIPS**

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

**Ralph L. Falls Memorial Scholarship:** Established in 1900 by Dr. Ralph L. Falls of Morganton, N.C.

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

**Hamrick-Perry Memorial Scholarship:** Mr. and Mrs. Dwight S. Perry of Lenoirville, 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 Myrtle Gasser Parker Scholarship:** Established in 2000 by Mrs. Parker of Gibson, N.C., to provide scholarships for North Carolina students.

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

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

**Other Teacher Education Scholarships**

Proctor-Bridges; Susan Rutan Cook Memorial; Joyce Harris Purnam Memorial.

## THEATER SCHOLARSHIP

*Barbara and John Brock Scholarships* Established in 1993 by Mr. and Mrs. John Brock of Shelby, N.C. to provide financial aid to full-time students who work with the University's theater program in either acting or technical capacity.

## FINANCIAL NEED SCHOLARSHIPS

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

*William S. Barkley, Jr. Memorial Board of Advisors Scholarship* Purchased 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 SOA President during his student days at Gardner-Webb and was recognized as the most outstanding male graduate.

*William S. Barkley, Jr. Memorial Scholarship* Established in 1993 by faculty and friends of William S. Barkley, Jr. who lost his life in service to his country.

*C. L. Beane Memorial Scholarship* In 1966, Charles Orser Beane, Chairman, Board of Directors, Carolina Tights Carriers Corporation, created a scholarship named in honor of his mother, Mrs. Hattie Jean Beane of Lincoln County, and in memory of his father, Charles Lester Beane.

*Caroline Thayer Bland Memorial Scholarship* Established in December 2000 with funds received from the Caroline Thayer Bland Trust.

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

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

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

*George Henry and Martha Jane Brittain Memorial Scholarship* In 1963 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.

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

*J.B. Dwyer, Jr., Memorial Scholarships* In 1962, J.B. Dwyer, Jr., established an endowed fund for scholarships.

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

*Philip Lewis Elliott Memorial Scholarships* Established in 1961 by family and friends in a loan fund but transferred to a scholarship fund in 1997 for needy and worthy students. The scholarship honors 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 Scholarships* Established in 1986 by Mr. and Mrs. George A. Pinner.

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

*Catherine Clive Falls and John Zissi Falls, Jr., Memorial Scholarships* Dr. and Mrs. Ralph L. Falls and Mrs. Helen F. Miller established the fund in memory of Catherine and John Z. Falls.

*First Baptist Church of Shelby Scholarships* Established in 2003 by First Baptist Church of Shelby, North Carolina to provide scholarship assistance to worthy and/or needy students.

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

*Maxwell B. Hamrick, Sr., Ruth P. Hamrick, and O.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 alumni 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 Quabus 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 Gaston and Yadkin counties.

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

**Harold and Jean Hollifield Memorial Scholarship:** 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 Cordia H. Johnson Memorial Scholarship:** Established in 2001 by the estate of Cordia H. Johnson to provide scholarship aid.

**Gertie L. Kendrick Memorial Scholarship:** Established by Mrs. Gertie L. Kendrick in memory of her husband.

**Kings Mountain/Gardner-Webb University Scholarship:** 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 1995 by Gardner-Webb alumnus Harwick W. Kiser, Jr. in memory of his grandfather, Oliver E. Swain, Sr., and in honor of his parents. Deserving students of Hispanic origin are to receive first preference.

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

**LeGrand-Wiatt Memorial Scholarship:** Mr. and Mrs. R.F. LeGrand, Jr., of Shelby, N.C., established this scholarship in memory of their parents, Mr. and Mrs. Richard Tourance LeGrand, Sr., and Mr. and Mrs. Mother Alexander Wiatt. 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 Scholarship:** Established in 1989 by Mrs. Lindsay, a resident of Rutherford County, N.C., the fund provides financial assistance to worthy and needy full-time students. Preference is given to residents of Rutherford and area counties in North Carolina.

**Ira and Catherine Priscilla McClurey Memorial Scholarship:** This scholarship was initiated in 2000 by Mrs. Jessie 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.

**Randolph and Evangeline Morris Memorial Scholarship:** This scholarship was established in 1989 by Mrs. Randolph Morris and her children, Gerald and John.

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

**Daniel W. Moore, Jr. Scholarship:** Established in 2005 by his wife Bettye A. Moore in loving memory of her husband Dan, a former Trustee.

**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. (Beck) Morris Scholarships** Mr. and Mrs. Morris endowed this scholarship. Students from South Carolina are considered first.

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

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

**Mixna Lee Bowling Rice Memorial Scholarships** Established in 2003 by her niece, Eleanor Porter, in Memory of her Aunt Mixna.

**William Paul Riggs, Sr. and Louise Wright Riggs Scholarships** Established in 2003 by Betty J. and Helton Wright to express their appreciation to the Riggs for their commitment to Christian higher education and the values held by Gardner-Webb University.

**John E. and Helen Graduate Roberts Scholarships** Funded in 2002 by Dr. and Mrs. Roberts to assist two worthy and needy students, one of whom is to be studying in the field of communications.

**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 Tokens community in northern Cleveland County, North Carolina, the scholarship was established in 1995.

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

**Max and Dorothy Elliot Sink Scholarships** Instituted in 2001 by Dr. and Mrs. Max Sink of High Point, N.C., the scholarship provides assistance for deserving students who have financial need. First preference is to children of missionaries.

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

**Ellen and Eshelton M. Sowersley Scholarships** Mr. and Mrs. Sowersley 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.

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

**Charlene Stacey Memorial Scholarships** This scholarship was established by a gift from the estate of Charlene Stacey of Pulliam, 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.

**Michael Ray Wagner Memorial Scholarships** Established in 1992 by Rev. and Mrs. Donald Wagner, this scholarship honors the memory of their son Michael Ray Wagner. Michael was killed on September 20, 1984 in Beirut, Lebanon while serving his country. Preference is given to football players, students in the School of Divinity, or students in the School of Nursing.

**Annie Mae Walker Memorial Scholarships** Fetched 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. M. Christopher White. Dr. White was the tenth president of Gardner-Webb University, having served in that role from 1986-2002. The scholarship is restricted to graduates of Hart County High School, Harwell, GA.

**Margaret Young Memorial Scholarships** In 1966 Mr. J.P. 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**

Barbara Ann Allabrand, C. and C. Arrington, Arlene Beaufort Memorial, Martha B. Blackburn, Roger Dale Bridges Memorial, Mary Lide Duggert Memorial, First Baptist Church of Shelby, Nancy Holbrook, Frank and Barbara Mayo, William W. McKinney, Virgil M. Halsey, Minnie Connor Poston Memorial, S.S. Royner, Sr. Memorial, George Edward Sweet Memorial, Class of 1951, Class of 1972, Class of 1973, Class of 1987, Class of 1988, Class of 1992, Class of 1998, Class of 1999, Class of 2000, Class of 2001.

### **GENERAL PURPOSE ENDOVED SCHOLARSHIPS**

**George and Ida Wood Blanton Scholarships** In 1975 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 freshmen year scholarships for promising students who do not have the financial resources to attend college. The scholarship is limited to graduates of high schools in Cleveland County. Further, the scholarship is intended for those few extraordinary individuals whose academic ability and motivation are good, but whose personal circumstances prohibit college.



**David W. and Betsey A. Moore, Jr., Scholarships** Established in 1990 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 1979 to express a commitment to Christian higher education. The scholarship is awarded to an entering freshman with the most clearly demonstrated record of, and with the most predictable potential for general practical leadership.

**Elaine 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 \$600 to \$1,800. These scholarships are made available by Gardner-Webb University; however, the application should be filed with the State Actress Director, Baptist State Convention, Cary, N.C. 27512-1107 before April 1.

**Alpha Epsilon Awards** This \$500 scholarship is given by the Alpha Epsilon Chapter of Delta Kappa Gamma, a society that promotes the professional and personal growth of women educators and excellence in education. This annual award is given to a female Cleveland County resident enrolled in the teacher education program.

**BLIFT Merit Scholarships** Provides scholarship assistance to a worthy and needy student. Funds are administered through the Independent College Fund of North Carolina.

**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.

**Helen Ann Beane Nursing Scholarships** Established in July 2002 by Helen Beane of Orlando, Florida. Her desire is for this scholarship to assist nursing students from Cleveland, Rutherford and Polk counties in the A.D.N., B.S.N., or M.S.N. programs.

**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 Career Scholarships** Established in 1996 by Dr. Drew Bridges, class of 1967 and a member of the Athletics Hall of Fame, the scholarship provides support for an athlete who expresses an interest in a career in health services.

**Bryckell Family Foundation Scholarships** Provides scholarship assistance to a worthy and needy student. Funds are administered through the Independent College Fund of North Carolina.

**Mary Lou Gandy Scholarships** \$400 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.

**Cleveland Physical Therapy Associates Scholarships** This scholarship was established in 1991 by Cleveland Physical Therapy Associates and is awarded to a student studying in the Athens Training Program.

**Christian Vocation Scholarships** Each student pursuing a Christian vocation 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.

**Coca-Cola "First Generation" Scholarships** This scholarship was established by The Coca-Cola Foundation for one student at each of North Carolina's 36 independent colleges and universities. The student must be full-time and must be the first in his or her immediate family to attend college.

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

**Duke Energy Foundation Scholarships** Provides scholarship assistance to a worthy and needy student. Funds are administered through the Independent College Fund of North Carolina.

**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-Whell University Baptist Student Union, gives four, or more, \$200 scholarships each year. One scholarship is awarded to the FOCUS coordinator-elect, and the others are awarded to students nominated by the FOCUS ministry and approved by the Admissions and Financial Planning Committee.

**Golden LEAF Foundation Scholarships** Provides scholarship assistance to a worthy and needy student. Funds are administered through the Independent College Fund of North Carolina.

**F. Keith Griggs Memorial Scholarships** Established in 1995, this scholarship honors the memory of Dr. Keith Griggs, who was a professor in the Penhall School of Management for 34 years.

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

**J. Ray Lutz Memorial Scholarships** Established in 1968 by Pencham World, Inc. of Cliffside, North Carolina, this \$1,000 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.

**Lilly Hyde Lott Memorial Music Scholarships** Established by Mr. and Mrs. Roy Webb Lott and Mr. and Mrs. Jack Lott 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.

**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 1990 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 Scholarship** 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 CBF 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 2.5 cumulative grade point average to be eligible for renewal each year.

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

**D.A. Toddler Scholarships** This is a \$100 scholarship given in memory of the Reverend Daniel Allen Toddler of Shelby, N.C., by his daughter, Mrs. Fredrick Swift. The scholarship is awarded to an able and deserving ministerial student.

**John Gene and Deborah Harriett Turner Scholarships** Established in 2004 in honor of Mr. and Mrs. John Gene Turner, this scholarship provides funds for a deserving female or male basketball player.

**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.

**Wachovia Foundation Scholarships** Provides scholarship assistance to a working and needy student. Funds are administered through the Independent College Fund of North Carolina.

**Michael R. Wagner Scholarships** Established in memory of Rev. Donald Wagner's son, Michael R. Wagner, who was killed in Beirut in 1984. This scholarship seeks to assist those serving in missions for the men's basketball team.

## 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 \$1,500.
- (3) terms of the loan:
  - (a) repayment begins six months after termination of education at Gardner-Webb University.
  - (b) repayment rate will be \$50 monthly plus interest on the amount needed to repay the loan within the maximum 10-year repayment period.
  - (c) the rate of interest is eight percent compounded on the unpaid balance.
  - (d) the borrower is responsible for any delinquency fees incurred because of delinquency.
- (4) the student must reapply when additional funds are needed since loans are not automatically renewed.

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

### *Loan Funds*

Charles Anderson Foreign Language Loan Fund; Dick W. Anderson Loan Fund for Business Majors; The Dwyer and Alton 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; Brewer Dam Baptist Church Fund; Dooling Springs Baptist Church Loan Fund; J. Herbert Bridges Loan Fund; W.B. and Louise P. Camp Fund; Thomas B. Carpenter Ford Loan Fund; Mr. and Mrs. Thomas Ray Casby Loan Fund; Cleveland County Medical Society Student Loan Fund; E.L. Corbett Ministerial Loan Fund; Morris County Student Loan Fund; A.V. Dodson Memorial Loan Fund; Hubert C. Dixon Merchants' Loan Fund; Elizabeth Esterson Homemakers Club Loan Fund; Mr. and Mrs. Eugene Elmore Loan Fund; Georgia Alvord Loan Fund; Harrie Nix Gilman Memorial Loan Fund; Mr. and Mrs. Coleman Griffith Loan Fund; Mary Harwell-Groves Loan Fund; Gold Loan Fund; Mary Sue Anthony Hatcher Nursing Loan Fund; Dr. C.H. Harrell Loan Fund; Aubrey Carr and Jane Gardner Hamilton Loan Fund; Hendrix Searing Company Loan Fund; Marvin Hinson Loan Fund; J.D. Higgins Memorial Loan Fund; Joseph Henry Jones Memorial Loan Fund; G.W. and N.B. Kerdrick Loan Fund; Ada Harris Knowles Loan Fund; L&R Oil Company Loan Fund; Jimmy Ray Lail Memorial Loan Fund; John Mackison Laurence Memorial Loan Fund; Logan Loan Fund; Wilma L. McCasby Memorial Fund; David Presley Memorial Loan Fund; Printing and Packaging Loan Fund; Roberts Loan Fund; Schrock Loan Fund; Florence Seaton Loan Fund; Shelby Knott's Club Loan Fund; Shelby Leno Club Loan Fund; Shelby Rotary Club Loan Fund; Mr. and Mrs. T.M. Southack Loan Fund; Rush Group Loan Fund; Tom and Cheri Lee Withrow Loan Fund for Nursing Students; Tom Withrow Foundation Loan Fund.

## UNIVERSITY WORK PROGRAM

Gardner-Webb University provides part-time campus employment to a limited number of students who wish to earn a portion of their college expenses by working. Students interested in securing campus employment should submit the

*Free Application for Federal Student Aid (FAFSA).* Part-time campus employment for students is available in the cafeteria, residence halls, laboratories, library and departmental offices.

## FEDERAL ASSISTANCE PROGRAMS

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

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

**Federal Pell Grant Program:** Grant amounts are determined by the Financial Planning Office from a parent schedule provided by the Department of Education. Grants range from \$400-\$4050 per year.

**Federal Supplemental Educational Opportunity Grant (SEOG):** Grants are awarded to students receiving Pell Grants. Grants range from \$100 to \$2,000 per year.

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

**Federal Perkins Loans:** Best priority will be given to students with receiving Pell Grants. An undergraduate student may borrow up to a maximum of \$10,000 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. Loans range from \$500-\$1000 per year.

**Federal Subsidized and Unsubsidized Stafford Loans:** Loans may be made by banks, savings and loan associations and private non-profit agencies guaranteed by State Assistance Authorities. The loans are insured by the Federal Government. The government pays the interest on the subsidized loan while the student is in school. However, on the unsubsidized loan the student is responsible for paying or deferring the interest. Undergraduate students may borrow up to \$1,625 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.) Repayment of principal and interest begins six (6) months after the student ceases to be enrolled at least half-time or graduates.

**Federal PLUS Loan Program:** 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) must meet established credit criteria. If a parent is denied a PLUS loan, the student may borrow an unsubsidized Stafford loan for an amount up to \$4000-\$5000 depending on their eligibility and grade level.

## STATE ASSISTANCE PROGRAMS

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

**North Carolina Contractual Scholarship Program:** Awarded to North Carolina residents showing need on their need analysis form. Awards awarded vary depending on need and funding.

**North Carolina Student Incentive Grant Program (NCSIG):** Legal residents of North Carolina are eligible for Students 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 \$100 to \$1500 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 \$1500 per year and is a scholarship if the recipient teaches in North Carolina public schools. The deadline for submitting the application is February 12.

**North Carolina Vocational Rehabilitation Program:** The State of North Carolina provides financial assistance for students 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 in North Carolina as a Licensed Practical Nurse or a Registered Nurse. Awards are based on financial need.

**The North Carolina Nurse Scholar 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. McClure Memorial Scholarship Foundation:** Administered by Wachovia National Bank, this fund provides scholarships based upon character, academic standing, and financial need. Preference is given to students from Stanly 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.

**Lettie 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

*Goshute-Walla 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: Mental Health Counseling, Business, Divinity, Elementary Education, English, English Education, Middle Grades Education, Sport Science and Pedagogy, School Counseling, School Administration, and Nursing.

*See the graduate catalog for degree requirements.*

### DOCTORAL PROGRAMS

Doctor of Education (Ed.D.)

Doctor of Ministry (D.Min.)

*See the graduate catalog for program and degree requirements.*

### BACHELOR OF ARTS (B.A.)

American Sign Language

Art

Communication Studies

English

English-Teacher License (9-12)

English as a Second Language

Teacher License (K-12)

French

French-Teacher License (K-12)

History

Journalism

Music

Political Science

Religious Studies

Social Sciences

Social Sciences-Teacher License (9-12)

Sociology

Spanish

Spanish-Teacher License (K-12)

Theater Arts

### BACHELOR OF FINE ARTS (B.F.A.)

Art

### BACHELOR OF MUSIC (B.M.)

Music Education (K-12)

Music Performance

Music Composition

Sacred Music

### BACHELOR OF SCIENCE (B.S.)

Accountancy

Athletic Training

Biology

Biology-Teacher License (9-12)

Business Administration

Chemistry

Chemistry-Teacher License (9-12)

Computer Science

Elementary Education (K-6)

Finance

Health/Wellness

International Business

Management Information Systems

Mathematics

Mathematics-Teacher License (9-12)

Medical Technology

Middle Grades Education (6-8)

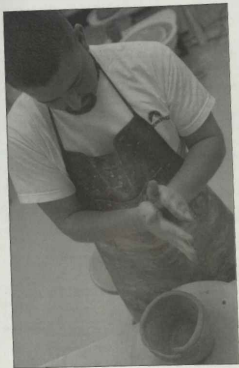
Physical Education-Teacher License (K-12)

Physician Assistant Track

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 TERN Program (See GCAL Bulletin)

## ASSOCIATE IN ARTS (A.A.)

Nursing

# BACHELOR'S DEGREE REQUIREMENTS

Charlotte-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 paraprofessional area, *minors*(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, Charlotte-Webb University's academic programs include a series of broad and innovative learning experiences entitled, "Dimensions of Excellence." The university has been recognized by the John Templeton Foundation and listed in its Honor Roll of Character-Building institutions; therefore, the core curriculum includes a general studies component appropriate for a character-building institution. Care has been taken to ensure that the focus and theme of the core curriculum is compatible with the university's mission and heritage. While the Charlotte-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. Charlotte-Webb provides all of them.



## COMPLETION OF GENERAL STUDIES AS FOLLOWS:

**BASIC COURSE REQUIREMENTS FOR BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREES***Semester Hours Required*

<b>I. Dimensions of the Humanities (11-21 hours)</b>		<b>11-12</b>
Composition, Literature, and Communication		
English Composition I (ENCL 101)		
English Composition II (ENCL 102)		
Literature (one of the following: ENCL 211, 212, 213, 212, 251)		
Oral Communication (one of the following: COMM 211, SACM 125, THEA 150, EDUC 490, ENCL 270, RELI 154, or two semesters of COMM 215 (debat))		
Foreign Language		<b>0-9</b>
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 competency level (either PRIN 105, 102, 201; CHRM 101, 102, 201; GRK: 101, 102, 201; HEBR: 101, 102, 201; SPAN 101, 102, 201; SCLS 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>		<b>6</b>
Old Testament (RELI 101)		
New Testament (RELI 102)		
<b>III. Dimensions of Heritage (15 semester hours)</b>		<b>6</b>
Western Heritage		
Western Civilization I (HIST 101)		
Western Civilization II (HIST 102)		
Global Heritage: choose one of the following		<b>3</b>
Global Understanding (SSCI 205)		
Religion and Culture in a Global Perspective (RELI 245)		
American Heritage: choose two of the following		<b>6</b>
Economics and the Free Market System (ECON 203)		
The American Political Process (POLS 202)		
The American Century (HIST 245)		
Technology and American Society (CCMM 249)		
<b>IV. Dimensions of the Self (11 semester hours)</b>		<b>1</b>
Freshman Seminar (University 201, Freshman Experience)		<b>1</b>
Personal Assessment and Adjustment (PSYC 180)		<b>3</b>
Dimensions of Personal Health (HEED 211)		<b>3</b>
Physical Dimensions of Wellness: Choose one course from one of the following areas		<b>1</b>
(Fitness), PHED 140-145		
(Lifetime Sports), PHED 150-159		
(Outdoor Adventure), PHED 160-165		
Art Survey (ARTS 215) or Music Survey (MUSC 215) or Theatre Survey (THEA 215)		<b>3</b>
<b>V. Dimensions of Scientific Inquiry (8 semester hours)</b>		<b>4</b>
Life Science (either BIOL 101, 104 or 111)		
Physical Science (either CHEM 101, 111 or 251; GEOL 101, 102, 105, or 106; PHYS 103, 104, 201, or 203)		<b>4</b>
<b>VI. The Quantitative Dimension (3-4 semester hours)</b>		<b>3-4</b>
Choose one of the following: Elementary Probability and Statistics (MATH 105), Finite Mathematics (MATH 110), Pre-Calculus (MATH 150), Calculus (MATH 151), Calculus for Business and Social Sciences (MATH 219)		

**BASIC COURSE REQUIREMENTS FOR BACHELOR OF MUSIC DEGREE****Semester Hours Required****I. Dimensions of the Humanities (8-15 hours)**

Composition, Literature, and Communication.....(8-9) 6\*ED, 8-9 all other TM

ENGL 101 English Composition I.....3

ENGL 102 English Composition II.....3

ENGL 211, 212, 231, 251, or 251.....(2\*-3)

Literature CR

CCMM 213, RADM 213, THEA 350,

\*EDUC 450, ENGL 270, REL1 354, or

two semesters of CCMM 213

Oral Communication

(\*Music Ed Majors meet the CCMM requirement through student teaching. SACB requires competency in the area of communication; therefore B.M. students who choose to take literature rather than communication as part of the Dimensions of the Humanities will be required to present either a lecture-recital or a composition lecture-recital during their senior year. These students will receive instruction in research and presentation in classes and private lessons prior to the public presentation. Additionally, all B.M. students are required to take 1 hour of vocal instruction and/or 1 credit of choired conducting in which they are taught proper use of the voice.)

**Foreign Language.....0-6**

The student must complete 6 credits of foreign language study in the same language, or students may test out of the 102 level. If a student tests out of the foreign language requirement, the student must take 6 credits of electives in any field. Music Ed majors do not need to take electives if they test out of foreign language.

**II. Dimensions of Faith.....8**

REL1 101 Old Testament.....3

REL1 102 New Testament.....3

**III. Dimensions of Heritage (9 EDP-12 Others +).....8****Western Heritage.....3**

HIST 101 Western Civilization I.....3

HIST 102 Western Civilization II.....3

**Global Heritage: choose one of the following.....3**

SSCI 205 Global Understanding.....3

REL1 245 Religion and Culture in a Global Perspective

AND/OR

**American Heritage: choose one of the following.....3**

ECON 203 Economics and the Free Market System

POLS 202 The American Political Process

HIST 245 The American Century

CCMM 230 Technology and American Society

\*Music Ed majors are to take 1 Western Civilization and 1 American

\*All other B.M. majors must take 1 Western Civilization, 1 Global, and 1 American

**IV. Dimensions of the Self (8 semester hours).....1**

UNIV 101 Freshman Seminar.....1

PSYC 280 Personal Assessment and Adjustment.....1

HEED 221 Dimensions of Personal Health.....1

Physical Dimensions of Wellness: Choose one course from one of the following areas.....1

(Fitness), PHED 140-145 Fitness	
(Lifetime Sports), PHED 150-159 Lifetime Sports	
(Outdoor Adventures), PHED 160-165 Outdoor Adventures	
MUSC 226 Music Literature (Music Majors) .....	3
(Supportive course to Music)	
V. <i>Discussions of Scientific Inquiry</i> (4-6 semester hours) .....	4
BSCI 101 or 104 Life Science .....	4
CHEM 103 or 111; or ORCL 104, 101, or 105	
or PHYS 105, 104, or 201	
Physical Science	
Music Ed Students required to take 8 credits; all other music majors	
required to take one lab science, 4 credits .....	3-4
VI. <i>The Quantitative Dimension</i> (3-4 semester hours) .....	3
Choose one of the following: MATH 105, 110, 150, or 151 Mathematics	
VII. <i>Discussions</i> .....	3
EDMS 113-116, six semester	

Computer literacy is a graduation requirement which may be met in one of three ways: by completing Gardner-Webb's Core Curriculum (both English courses and the mathematics course); by completing a course, or courses, with a computer component, (MCHS 241, 251; CSCI 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.



## 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 elective credit in a foreign language. Students receiving such credits will complete their foreign language requirements at or above the intermediate level. Students who place into a course above the elementary level of a particular language (201 or higher) will receive six semester hours of elective credit if they choose to complete six hours in that language. This elective credit does not apply for the minor or major.

(d) Deaf students who score intermediate level or higher on the SCFT-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, (MGIS 241, 251, CSCS 160, PSYC 386, EDUC 321) 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 in 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>4</sup> (The required DIMENSIONS courses are numbered 111-116; elective DIMENSIONS courses are numbered 117-118.) Students receiving an F in DIMENSIONS courses 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 (31 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, on all 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 major. 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 Comprehensive Articulation Agreement.** This policy applies only to Undergraduate Day Students. Students who begin at a North Carolina community college in the 1997 Fall semester or later can meet Gardner-Webb's general core requirements by completing the General Education Core and earning an Associate in Arts or an Associate in Science degree. However, courses in both Old and New Testament (Reqs 101/104 and 102/105) must be taken as a part of the General Education Core or as electives at the community college or the student will be required to take those courses at Gardner-Webb University.

The General Education Core is a 44 semester hour core including the following areas (Grade of "C" or better required.):

**English Composition (6 semester hours)**

**Humanities/Fine Arts (12 semester hours)**

Four courses from at least three of the following discipline areas are required: music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. At least one course must be a literature course.

**Social/Behavioral Sciences (12 semester hours)**

Four courses from at least three of the following discipline areas are required: anthropology, economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

**Natural Sciences/Mathematics (14 semester hours)**

**Natural Sciences (8 semester hours)**

**Associate in Arts:** Two courses, including accompanying laboratory work, from the biological and physical sciences disciplines are required.

**Associate in Science:** A two-course sequence in general biology, general chemistry, or general physics is required.

**Mathematics (6 semester hours)**

**Associate in Arts:** At least one course in introductory mathematics is required; the other course may be selected from among other quantitative subjects, such as computer science and statistics.

**Associate in Science:** At least one course in mathematics at the precalculus algebra level or above is required; the other course may be a higher level mathematics course or may be selected from among other quantitative subjects, such as computer science and statistics.

**Other Required Hours (20-21 semester hours)**

Courses in health, physical education, college orientation, and/or study skills may be included as other required hours. Work experience may be included up to 1 semester hour for career exploration.

**Associate in Arts:** A minimum of 20 semester hours of college transfer general education, elective, and/or pre-major courses is required.

**Associate in Science:** A minimum of 14 semester hours of college transfer courses in mathematics, natural sciences, computer science, and/or other pre-major courses is required. The remaining hours may be selected from elective transfer courses.

**Total Semester Hours Credit to Program 64-65**

All of the aforementioned regulations must be completed PRIOR to entering Gardner-Webb University.

Participation in the Comprehensive Articulation Agreement does not preclude or negate minimum requirements specified by individual departments at Gardner-Webb University. Transfer students can review the departmental requirements under Additional General Education Courses Required by Major Department for specific courses required in the major.

(12) 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 mid-July. For students participating in the Spring Commencement Exercises, the application for graduation must be submitted to the Registrar no later than mid-November. For students participating in the Summer Commencement Exercises, the application for graduation must be submitted to the Registrar no later than the end of March. A late charge will be assessed for applications for graduation submitted after these dates.

(13) Students will complete their English requirement for graduation by registering for and earning appropriate grades for English 102 (when required), 101, and 103, beginning with their first semester of enrollment and continuing uninterrupted until the requirement for graduation is satisfied. Permission to withdraw from English 101 or English 102 will be granted only when extraordinary circumstances prevail. The permission of the Chair of the English Department and the Associate Provost is required.



## STUDENT RESPONSIBILITY

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

## ASSOCIATE DEGREE REQUIREMENTS

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

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

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

A minimum grade point average of 1.00 on a 4.00 scale is required for graduation on all 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 preceding 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 graduation. 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 students.

A student may elect to complete more than one major. To do this the student meets the requirements of a primary major plus 32 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. Credit hours that are used by a student to fulfill the requirements of the university core curriculum cannot be used by that same student to fulfill the requirements of the interdisciplinary student minor unless approved by the curriculum committee. Advisement regarding minor requirements will be the responsibility of the department of the student's major.

Consultation with the chair of the minor is encouraged. Any deviation from catalog course requirements of a minor must be approved in advance by the chairs 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 (Available only for some of licensure)
Criminal Justice	Psychology
Economics	Recreation
English	Religious Studies
Foreign Languages	Social Sciences
French	Sociology
General Science	Spanish
Health Promotion	Sport Management
History	Theater Arts
Interpreter Training	William Prosser

## 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 099 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 credits 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 successive semester of enrollment at GWU, until they earn at least a grade of "C". Students who fail to achieve at least a "C" grade in a 100-level LAF course after a maximum of four attempts will be dismissed from the University.

Students with unsatisfactory performance in the Learning Assistance Program will be subject to academic dismissal from Gardner-Webb University. Attendance in LAF 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 LAF 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 (Freshman Seminar) is a comprehensive course designed to help first-year students develop an effective balance of academic achievement and personal growth which will contribute to their success. Topics include 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 maximum 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 maximum of three semester hours of credit (six semesters) has been earned. Students receiving an "F" in **DIMENSIONS** are required to repeat the course the following semester. Students who fail a second time will be placed on **DIMENSIONS** probation and will remain on probation

until the DIMENSIONS requirement has been fulfilled. Three grades of 'F' in DIMENSIONS will result in suspension from the University. Any exceptions 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 14 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 Residential Life.

The normal load for each term of summer school is 5 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). Any students 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 "WP" (withdraw passing) or "WF" (withdraw failing) is assigned by the professor based upon an assessment of the student's work to date in the course. No hours attempted are recorded for "W" and "WP" grades.

The last day for withdrawing from an individual course is four weeks after the mid-term grade report period or a date not to exceed 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 and/or for student-initiated research that includes a written paper/essay.

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 appropriate Associate Provost. 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 appropriate Associate Provost is required.

### OVERLOAD

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

### REPEAT COURSES

Only courses with a grade of 'D,' 'F,' or 'WF' may be repeated. A student may repeat up to six courses in which a 'D,' 'F,' or 'WF' 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 highest grade will be counted in computing the Gardner-Webb overall grade point average, although the lower

grade remains on the official transcript. University policy on reporting courses is not applicable in a situation where an "F" was assigned because of academic dishonesty. An "F" that is assigned as a penalty for academic dishonesty will remain a part of the academic transcript. It cannot be removed by a course repeat and will be factored in the grade point average.

## 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. Absence from a course from the first scheduled class meeting. 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

Gardner-Webb University students are pledged to uphold honesty, integrity, and truthfulness in all realms of University life. The Student Government Association requires all students to sign the Honor Code Form as they begin their stay at Gardner-Webb. 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, Gardner-Webb University expects its students to develop and display a strong sense of academic integrity. As in any community, this institution must be governed by regulations, and like the laws of any community, these rules function best when they are fully understood, accepted and cherished by each and every individual member of the community. Therefore, all students and faculty members are expected to be familiar with and to base their actions upon the following statements regarding academic honesty.

#### Student Responsibilities

1. Students should recognize that the regulations governing academic integrity exist for the protection of the honest and that dishonesty in an academic setting must not be tolerated, much less condoned.

2. Students are responsible for their own work. Any assignment turned in by a student is assumed to be the work of the student whose name appears on the assignment.

3. Students are ultimately responsible for understanding a faculty member's instructions for any assignment. If instructions are not clear, students must seek clarification from the instructor.

4. Students must understand the definitions of plagiarism and academic dishonesty.

5. Students should familiarize themselves with the proper use of citations and quotations in order to avoid accidentally passing someone else's work off as their own.

6. Students are expected to report 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 interpreted in the table below, with the quality points for each hour of credit shown at the right.

Grades	Hours Attempted For 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
AW—Administrative withdrawal	0	0
AF—Administrative failure	1	0
TR—Transfer Credit	Hours Credit Only	Hours Credit Only
CR—Credit	Hours Credit Only	Hours Credit Only
AU—Audit	0	0
**Repeated**—Repeated Course	0	0
#—Higher Attempt		
Multiplied by Quality Points	1	Composed 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 used 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, graduates 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.

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

The last date for withdrawing from an individual course will be four weeks after the mid-term grade report period or a date not to exceed 75% of the course (including summer session). 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 appropriate Associate Provost and the Educational Policies and Standards Committee, in that order. The last date to initiate a grade appeal is the end of the following semester.

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

## GRADE POINT AVERAGE

The student's general academic performance is indicated by a Grade Point Average. This figure is determined by dividing attempted semester hours into earned quality points. Three Grade Point Averages are significant for each student: the semester GPA, the GPA for work taken at Gardner-Webb, and the overall GPA, which includes any work taken at other institutions as well as the student's work at Gardner-Webb. The Overall GPA is used for University-related agencies, 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 grades can be accessed by going online at [www.cmg.gardner-webb.edu](http://www.cmg.gardner-webb.edu).

## 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 having a 3.5 or better.
- (2) Dean's List-Students enrolled for a minimum of 12 hours and having a 4.0 Gardner-Webb 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 Gardner-Webb 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 Convocations.

The Most Outstanding 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. Higgins, 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. Prior 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, COAL Arts/Sciences, and COAL Business. This provision will apply to the Spring 1994 graduating class and all subsequent classes.

Associate degree students whose GPAs overall and Gardner-Webb 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 24 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 prior written permission of the Registrar. A Request to Recognize Transfer Credit form, which can be obtained from the Registrar's Office, must be completed. The consent of the advisor and the chair of the department in which the student is reporting is also required. The registrar will give such permission for work only in fully accredited institutions. Credit is only approved for courses of college level that also are credited toward graduation by the institution conducting the course. After completion of such courses, the student must request that an official transcript be sent to the Registrar at Gardner-Webb University.

The University will not accept transfer credit for courses a student has already taken at Gardner-Webb. A course in which a "D" or an "F" was made may be repeated only at Gardner-Webb.

Requests to recognize transient credit will not automatically be approved for students in their final year of study at Gardner-Webb. ADN students must take their final 24 hours at Gardner-Webb, and BBA students must take their final 32 hours at Gardner-Webb. If a student wishes to take a course at another institution during these final hours, a waiver of the last 24/32 hour rule must be approved by the Associate Provost. An additional form, The Request to Waive 24/32 Hour Rule form, must be completed and turned into the Registrar's Office with the Request to Recognize Transient Credit form. The waiver form can be obtained from the Transcript Evaluation Office. Approval will not be granted for students wishing to take transient credit in their final semester of study at Gardner-Webb.

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 Provost 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 augment 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 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 Gardner-Webb grade point average falls below the minimum standards listed below:

- Freshmen 0 to 29 hours 1.5
- Sophomores 30 to 59 hours 1.7
- Juniors 60 to 89 hours 1.9
- Seniors 90 hours and above 2.0

A student placed on academic probation remains on probation for the entire semester and may not register for more than 15 credit hours during any semester while on probation.

In order to be removed from academic probation, the student's Gardner-Webb GPA must return to the appropriate minimum standard. If the student fails to bring the grade point average to a satisfactory level during the probationary semester but the semester's GPA is 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 GPA and Gardner-Webb GPA fall below the minimum requirement, the student will be suspended for one semester. After the one-semester suspension a student desiring readmission must submit a formal application for readmission. If approved, the student may register for classes and will be automatically placed on academic probation.

Should a second 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 Academic Affairs.

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

Summer study at Gardner-Webb University may be used to improve one's academic standing. For purposes of meeting 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.

See page 15 - "Readmission of Former Students" for policies concerning students seeking readmission after leaving Gardner-Webb University while on probation or suspension.

## WITHDRAWAL, SUSPENSION AND EXCLUSION

Voluntary termination of enrollment during the course of a semester or session term is defined as withdrawal.

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

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

## MEDICAL WITHDRAWAL

When a student experiences a medical trauma or chronic illness that prevents the student from completing the semester, he or she may wish to withdraw for medical reasons. The student must submit written documentation from a medical professional along with a Medical Withdrawal form to the Registrar's Office. With the exception of extenuating circumstances, a grade of "WF" will be assigned for all classes. The student should contact the Business Office with questions regarding tuition reduction in relation to the withdrawal.

# COURSES OF INSTRUCTION

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

Department or Program	Academic Disciplines
Bryant 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
Mathematical Sciences	Mathematics, Computer Science, Engineering
Natural Sciences	Astronomy, Biology, Chemistry, Geology, Physics
Nursing	Nursing (BSN and ADN)
Physical Education, Wellness, Sport Studies	Athletic Training, Health/Wellness, Physical Education with Teacher Licensure, Sport Management
Psychology and Counseling	Psychology and Counseling
Religious Studies and Philosophy	Religion, Religious Education, Philosophy
Social Sciences	Criminal Justice, Geography, History, Political Science, Social Sciences, Sociology
Special Programs	Medical Technology, Physician Assistant
World Languages, Literatures and Cultures	American Sign Language, French, German, Greek, Hebrew, Spanish, Interpreter Training

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

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

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

- Maintain at least a 3.0 GPA;
- Successfully complete a minimum of 24 hours in Honors courses including HONR 395, 400, 401;
- Initiate, prepare, present and defend a senior HONORS thesis of at least 40 pages in length;
- Complete a minimum of 50 hours of community service which contributes to the welfare of the community; and
- Receive the recommendation of the Honors Committee.

## DESCRIPTION OF COURSES

### **320, 321 HONORS TRAVEL-STUDY** 1 semester hour

These courses provide the opportunity for students to travel both within the U.S. and abroad in order to experience different cultures, environments, social structures, organizations and customs. This course is open to all students with the permission of the Director.

Lecture/Travel: 1-0-1

### **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. 1-0-3 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



# ARMY RESERVE OFFICER'S TRAINING CORP (ROTC)

Cardinal-Weber offers Army ROTC in cooperation with the University of North Carolina at Charlotte. Military science coursework is offered on the Cardinal-Weber campus and there are no additional tuition charges for those participating in this program. ROTC provides world class leadership training opportunities applicable in corporate, executive, and government leadership positions.

Prospective Cardinal-Weber students may apply for an Army ROTC Scholarship, which will cover all of the recipient's tuition and fees. In addition, Cardinal-Weber University waives room and board charges for recipients of ROTC Scholarships. Other benefits also accrue to those attending Cardinal-Weber on ROTC Scholarships, including monthly stipends and book allowances. Those interested should contact the Admissions Office at Cardinal-Weber (704)406-4406, or the Cardinal-Weber ROTC Office at (704) 406-4427.

## DESCRIPTION OF COURSES

### MILITARY SCIENCE (MSCI)

#### **MSCI 111 INTRODUCTION TO ROTC**

1 semester hour

Pre-professional co-requisite: MSCI 111L. Introduction to ROTC and the U.S. Army including the rationale of the national defense structure and the mission and the role of the Army. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required. (Fall)

#### **MSCI 111L INTRODUCTION TO ROTC**

1 semester hour

Leadership lab. Practical application of the material learned in the co-requisite course. (Fall)

#### **MSCI 112 INTRODUCTION TO LEADERSHIP**

1 semester hour

Pre-professional co-requisite: MSCI 112L. Learn and apply the principles of self-discipline and self-confidence in activities such as basic drill, physical fitness, repelling, leadership reaction course, fire and, making presentations, and marksmanship. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required. (Spring)

#### **MSCI 112L INTRODUCTION TO LEADERSHIP**

1 semester hour

Leadership Lab. Practical application of the material learned in the co-requisite course. (Spring)

#### **MSCI 211 INDIVIDUAL AND TEAM DEVELOPMENT**

1 semester hour

Pre-professional co-requisite: MSCI 211L. Learn the fundamental of ROTC's Leadership Development Program (LDP). Ethics based training introduces students to military and presentations, effective writing, and event planning. Map-reading techniques are also introduced. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required. (Fall)



**MSCI 211L: INDIVIDUAL AND  
TEAM LEADERSHIP DEVELOPMENT**

1 semester hour

Leadership Lab. Practical application of the material learned in the co-requisite course.  
(Fall)

**MSCI 212: INDIVIDUAL  
AND TEAM MILITARY TACTICS**

1 semester hour

Pre-professional co-requisite: MSCI 212L. Introduction to small-unit tactics. Students will conduct radio communications, do risk-assessments and study movement techniques while working with more experienced MSCI 311 students. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required. (Spring)

**MSCI 212L: INDIVIDUAL AND  
TEAM MILITARY TACTICS**

1 semester hour

Leadership Lab. Practical application of the material learned in the co-requisite course.  
(Spring)

**MSCI 311: LEADING SMALL ORGANIZATIONS I**

1 semester hour

Pre-professional co-requisite: MSCI 312L. Study in small group leadership, emphasizing public speaking. Each student is given at least five evaluated public speaking opportunities. Studies include staff functions, communications, advanced land navigation, marksmanship, and the advanced tactics. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required.  
(Fall)

**MSCI 311L: LEADING SMALL ORGANIZATIONS I**

1 semester hour

Leadership Lab. Practical application of the material learned in the co-requisite course.  
(Fall)

**MSCI 312: LEADING SMALL ORGANIZATIONS II**

1 semester hour

Pre-professional co-requisite: MSCI 312L. Study in small group leadership, emphasizing written communication. Each student will be given at least five evaluated writing assignments. Studies focus on advanced tactics and leadership training. The course prepares students for Leadership Development Assessment Course where they compete against students from across the country in leadership ability. Ethical decision-making, and exercises in planning, organizing and executing tactical maneuvers are also areas of study. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required. (Spring)

**MSCI 312L: LEADING SMALL ORGANIZATIONS II**

1 semester hour

Leadership Lab. Practical application of the material learned in the co-requisite course.  
(Spring)

**MSCI 330: AMERICAN MILITARY HISTORY**

1 semester hour

American Military History from 1776 to modern day warfare. Study of the threads of continuity throughout America's military career with an emphasis on leadership, technology, doctrinal changes and the formation of today's professional Army. (Fall, Spring)



**MSCI 411 ETHICS AND VALUES OF AN ARMY PROFESSIONAL** 3 semester hours  
Pre-professional co-requisite: MSCI 411L. All training incorporates an emphasis on ethics and values. Plan, conduct, and evaluate activities of the ROTC cadet organization. Study the Army training management, administrative, technical, and logistical systems with an emphasis on ethical standards, ethical decision-making process, and the professional and moral obligations of military officers. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required. (Fall)

**MSCI 411L ETHICS AND VALUES OF AN ARMY PROFESSIONAL** 1 semester hour  
Leadership Lab. Practical application of the material learned in the co-requisite course. (Fall)

**MSCI 412 TRANSITION TO LIEUTENANT** 3 semester hours  
Pre-Professional co-requisite: Emphasis is on refining students into well-rounded leaders. Topics include: the role of an officer as a trainer, methods of resolving ethical dilemmas, and how to refine counseling and motivating techniques. Military Law is a primary focus of the course. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required. (Spring)

**MSCI 412L TRANSITION TO LIEUTENANT** 1 semester hour  
Leadership Lab. Practical application of the material learned in the co-requisite course. (Spring)

# GARDNER-WEBB STUDENT YMCA

Lisa Yerrick, Executive Director  
Emily Steinhilber, Program Director

Gardner-Webb University, the Cleveland County YMCA, and YMCA of the USA have formed a partnership to develop a GWU Student YMCA. The YMCA will prepare undergraduates for a career in the non-profit field, including YMCAs. Through this innovative partnership, these courses will offer a direct path toward future employment.

## DESCRIPTION OF YMCA COURSES

### 300 INTRODUCTION TO YMCA GROUPS, VOLUNTEERS AND DIVERSITY ISSUES 3 semester hours

This course is designed to develop a thorough understanding of the principles of working with diverse groups and with volunteers, and how those interactions relate to the YMCA movement and other non-profit organizations. This course will also assist the learner in increasing their understanding of the YMCA national and international movement. 3-0-3. (Fall)

### 350 MARKETING IN NON-PROFIT SETTINGS 3 semester hours

This course is designed to develop a thorough understanding of marketing principles, particularly as they relate to working with and for non-profit groups. This course will provide the knowledge and skills necessary to design various programs utilizing social marketing principles. The course will provide opportunities to learn all components of the YMCA Management Modules: Market Research, Marketing in Non-Profit Settings, and The Three R's of Membership (Recruit, Retain, and Reconnect). 3-0-3. (Fall)

### 400 PROBLEM-SOLVING, DECISION MAKING, STRATEGIC PLANNING AND FISCAL MANAGEMENT IN THE NON-PROFIT SETTING 3 semester hours

This course is designed to develop skills to assist in priority setting, strategic planning, decision-making and financial development in the non-profit setting. This course includes practical application of skills necessary to succeed in non-profit management positions. 3-0-3. (Spring)

### 495 YMCA INTERNSHIP 3 semester hours

The YMCA internship course is designed to provide students with opportunities to put educational and academic theory into practice. The internship provides an opportunity to assess, develop and enhance some of the key skills needed in the professional workplace. This course will equip students from all majors with the necessary competencies to pursue career opportunities as leaders in the YMCA or other non-profit settings. Prerequisite: YMCA 300 & Approval by the GWU Internship Supervisor for the YMCA. 6-0-6. (Fall, Spring, Summer)



# THE BROYHILL SCHOOL OF MANAGEMENT

Dean, School of Business: A.L. Naphemeyer

Director, Online Learning and OCAD, Business Programs: E.H. Godfrey, Jr.

Director, Undergraduate Business Programs: V. Graham

Coordinator, Graduate Business Programs: M. Schumacher, F. Policastro

Professors: L.G. Bottoms, S.C. Camp, A.L. Naphemeyer

Associate Professors: T.J. Meaders, M. Schumacher

Assistant Professors: R.L. Bailey, L.A. Babalova, E.W. Ross, E.H. Godfrey, Jr., V. Graham,

C.M. Morrell, R.W. Mollay, M. Myskowski, F. Policastro, T. Wiese

Instructor: S. Varley

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

## VISION

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

## MOTTO: "For God and Humanity through Business"

## OBJECTIVES

The mission statement for the School of Business supports the University's mission statement and is an integral part of the University plan. The following objectives will assist in accomplishing the stated mission of the School of Business.

### Objectives:

The School of Business anticipates that its graduates will be able to do the following:

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

(2) Learn new managerial skills that require knowledge of computer applications in business.

(3) Respond to change in a dynamic, global workplace and demonstrate high ethical standards in their place of work.

(4) Expand their knowledge base by pursuing further studies in graduate or professional schools.

The Brynfield School of Management attempts to meet the above goals and objectives by offering Bachelor of Science degrees with majors in Accounting, Business Administration, Computer Information Systems, Economics/Finance, International Business, and Marketing.

One minor for non-business majors is offered in Business Administration.

## MAJORS OFFERED

### BUSINESS PROFESSIONAL COMPONENT REQUIREMENTS

The Common Professional Component is a set of core courses that is required by the Brynfield School of Management for all business majors. The following courses are required in the Common Professional Component: Accounting 213, 214, Business Administration 300, 304, 305, 480, Computer Information Systems 160, Economics 204, Finance 312, Management 316, and Marketing 300. Business Administration 480 should be taken in the last semester of the student's senior year.

### ADDITIONAL REQUIREMENTS, COURSE SUBSTITUTIONS AND TRANSFER SPECIFICS

All business students (including transfer students and students transferring under the Comprehensive Articulation Agreement) are expected to complete Math 105 and 110 within the general studies core, except for the Computer Information Systems majors with the Computer Science option, who are expected to take Math151 and either Math302 or Math311. All business students are expected to complete Economics 203 within the general studies core. A minimum grade of C is required in major courses, the Business Professional Component Courses, and the economics and math courses specified to be taken as part of the general studies core, whether taken at Gardner-Webb or transferred from another institution.

Economics 203 is the only additional requirement for Sport Management majors. Sport Management majors must complete Economics 203 and all other business related courses with a minimum grade of C.

Students transferring from a community college are strongly recommended to take the following courses as part of their community college program: ACCT 213, ACCT 214, ECON 203, ECON 204, and CIS3160.

For cases in which a student's major requires ACCT 213 and the minor also requires ACCT213, 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.

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

### **GOALS AND OBJECTIVES**

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

### **REQUIRED COURSE WORK**

The Common Professional Component and the following accounting courses: Accounting 113, 114, 313, 400, 425, 435, 450.

### **TRANSFER CREDIT**

At least half of the accounting courses listed above must be taken at Gardner-Whitcomb University.

## **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, organizational behavior, and production/operations management necessary to manage a modern business or not-for-profit organization.
- (2) To incorporate global and ethical perspectives across the curriculum.
- (3) To be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

### **REQUIRED COURSE WORK**

The Common Professional Component and the following courses: Management 456, and six of the following courses approved by the advisor: Business Administration 325, 365, Management 330, 400, 409, 410, 422, 431, 465, Finance 320, or Marketing 406. (If Business Administration 325 is used to satisfy a general studies requirement, it cannot also be used to satisfy requirements for the management minor.)

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

### **GOALS AND OBJECTIVES**

- (1) To prepare students to utilize current programming languages and techniques and adapt to related advancements.
- (2) To incorporate global and ethical perspectives across the curriculum.
- (3) To prepare students to be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.



### **REQUIRED COURSE WORK**

The Common Professional Component and the following courses: Computer Information Systems 201, 423, 493, 471 and an option for either an Information Systems or Computer Science emphasis. The emphasis in Information Systems (Option 1) includes any three of the following: Accounting 400, Computer Information Systems 551, 571, 423. The emphasis in Computer Science (Option 2) includes any three of the following: Computer Information Systems 285, 360, 361, 371, 380, 423, Math151 and either Math302 or Math311 must be taken for the Computer Science emphasis within the general business core, but may be taken rather than the Math105, 110 requirement for all other business students.

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

### **GOALS AND OBJECTIVES**

- (1) To be able to apply and critique the financial operations of business firms from a managerial perspective and manage the investment resources of individuals and business firms.
- (2) To incorporate global and ethical perspectives across the curriculum.
- (3) To prepare students to be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

### **REQUIRED COURSE WORK**

The Common Professional Component and the following courses: Management 416, and six courses from the following, in consultation with the advisor: Economics 301, 303, 304, 311, 401, 402, 403, 404, 405, 480, Finance 301, 320, 420, 425, 430, 460.

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

### **GOALS AND OBJECTIVES**

- (1) To distinguish between domestic and international markets and apply basic concepts of international trade to culture, history, and politics.
- (2) To incorporate global and ethical perspectives across the curriculum.
- (3) To prepare students to be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

### **REQUIRED COURSE WORK**

The Common Professional Component and the following courses: Business Administration 360, Economics 401, Finance 460, Marketing 466, Political Science 420 (or 321 or 351), and the foreign language component described below.

## THE FOREIGN LANGUAGE COMPONENT FOR INTERNATIONAL BUSINESS MAJORS

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

- a.) Six hours of additional foreign language above the 201 level
- b.) If the student's native language is other than English, he or she must take six hours of 300- or higher-level business courses, approved by the student's advisor.

## 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-Whell sponsored programs abroad. While abroad, students will be advised to take one course from the Business Professional Component.

**Note:** The required BAISM 360 course includes an optional study abroad component. Students should plan their budgets accordingly.

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

### GOALS AND OBJECTIVES

- (1) To be able to understand basic concepts of marketing, to manage and promote sales or services for a business or not-for-profit organization.
- (2) To incorporate global and ethical perspectives across the curriculum.
- (3) To be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to marketing problem solving.

### REQUIRED COURSE WORK

The Common Professional Component and the following courses:

Management 416, Marketing 412, 410, and four of the following courses approved by the advisor: Marketing 302, 304, 402, 404, 406, 408, 406, Economics 401, Business Administration 362.

## MINORS FOR NON-BUSINESS MAJORS

The Brynhill School of Management recognizes that some students, who do not major in business, may want to have an understanding of basic business disciplines. Therefore the Brynhill School of Management offers the following minors for students who are not majoring in business:

### BUSINESS ADMINISTRATION

A major in Business Administration requires Accounting 213, Economics 204, and four courses from the Common Professional Core, excluding Business Administration 480.

## GEM PROGRAM

The Bechtell 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 the 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 Bechtell School of Management including five 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 Bechtell School of Management.
- (5) Attend several receptions and retreats sponsored by the GEM program.
- (6) Pay an additional fee for participation in the GEM program.



BRYNHILL SCHOOL OF MANAGEMENT  
 COURSE REQUIREMENTS

Majors: <sup>2</sup>	Accounting	Business Administration	Computer Info. Systems	Economics/Finance	International Business	Marketing
Core:						
Acct 213	/	/	/	/	/	/
Acct 214	/	/	/	/	/	/
Acct 300	/	/	/	/	/	/
Acct 304	/	/	/	/	/	/
Acct 305	/	/	/	/	/	/
Acct 400	/	/	/	/	/	/
Class 190	/	/	/	/	/	/
Econ 204 <sup>1</sup>	/	/	/	/	/	/
Fincl 312	/	/	/	/	/	/
Mgmt 318	/	/	/	/	/	/
Mkt 300	/	/	/	/	/	/
	Acct 313 Acct 314 Acct 315 Acct 400 Acct 405 Acct 406 Acct 408	Mgmt 415 No Courses Acct 305 Acct 360 Fincl 300 Mgmt 300 Mgmt 400 Mgmt 405 Mgmt 410 Mgmt 420 Mgmt 421 Mgmt 425 Mgmt 426 Mkt 400	Class 200 Class 420 Class 490 Class 471 and Option 1: Acct 400 Class 300 Class 350 Class 371 Class 400 or Option 2: Acct 400 Class 200 Class 300 Class 371 Class 390 Class 400	Mgmt 415 No Courses Econ 305 Econ 300 Econ 304 Econ 371 Econ 401 Econ 402 Econ 403 Econ 404 Econ 405 Econ 480 Fincl 301 Fincl 302 Fincl 400 Fincl 405 Fincl 406	Acct 300 Econ 401 Fincl 400 Mkt 400 No Courses Mkt 300 Econ 401 Option 1: for those speaking English as a first language above 50% Option 2: for those speaking English as a second language The above 50% level and above business courses	Mgmt 415 Mkt 410 Mkt 420 Four Courses Acct 300 Econ 401 Mkt 300 Mkt 304 Mkt 400 Mkt 404 Mkt 405 Mkt 406 Mkt 408
Total Hrs	54	54	54	54	54	54

## MINOR FOR NON-BUSINESS MAJORS:

## Business Administration

Accounting 213, Economics 104, and four courses from Common Professional Core, including Business Administration 480.

## \*Notes:

1.) Econ203 is a prerequisite for Econ204 and should be taken within the general studies core.

2.) Mkt305 and Mkt310 are required for all majors, except for the Computer Information Systems major with the "Option 2" emphasis, which requires Mkt311 and either Mkt302 or Mkt311.

3.) International Business is an interdisciplinary major.



# 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 leases, 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 Computer Information Systems 160 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 300 or permission of the instructor. 3-0-3.

### 425 FEDERAL INCOME TAX I 3 semester hours

Examines introductory federal income tax provisions and compliance from a business entities perspective emphasizing the multidisciplinary aspects of taxation with a focus on the model tax curriculum of the AICPA. Prerequisite: Accounting 214 or permission of the instructor. 3-0-3.

**426 FEDERAL INCOME TAX II** 3 semester hours

Examines advanced federal income tax theory, planning and research from a business-entities perspective emphasizing the multidisciplinary aspects of taxation with a focus on the model tax curriculum focus of the AICPA, emphasizing advanced entity, jurisdictional, tax accounting and planning issues. Prerequisite: Accounting 214 or permission of instructor. 3-0-3.

**435 ADVANCED ACCOUNTING** 3 semester hours

Accounting for partnerships, installment sales, insurance, corporate consolidations, and statistics. 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 examination. Special emphasis is placed on the opinions of the Accounting Principles Board and statements of the Financial Standards Board. Prerequisite: Students 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, Computer Information Systems 150 or equivalent or permission of the instructor. 3-0-3.

**308 INTRODUCTION TO MANAGEMENT SCIENCE** 3 semester hours

An introduction to linear programming and sensitivity analysis, decision theory, inventory control models, waiting line theory and computer simulation to improve the planning, control and decision making process. 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, ETHICS, AND BUSINESS** 3 semester hours

This elective course will explore the interplay between faith, ethics, 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 and ethics make a difference in their approach to business. In addition to traditional business ethics topics, this course will explore personal morality, the scriptural implications of the Christian faith to various business disciplines, and business as service.

**360 INTERNATIONAL BUSINESS** 3 semester hours

An introduction to the unique issues associated with doing business in a global context. Specific challenges of doing business internationally and related managerial strategies are examined.

**395 CAMPUS NEW YORK** 1 semester hour

New York business/campus 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: HESSPAN 211 or equivalent in another language. Lecture-Travel-Work. 3-12 semester hours.

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

Prerequisites: Junior standing and department approval.

**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. 1-0-3.

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

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

**COMPUTER INFORMATION SYSTEMS****160 INTRODUCTION TO COMPUTER CONCEPTS** 3 semester hours

A general introduction to computers and operating systems, with applications to word processing, spreadsheets, databases, presentations and Internet. (Elective credit for Computer Science majors.) 1-0-3

**201 PROGRAMMING LANGUAGE I** 3 semester hours

A first language course in computers that introduces students to programming, programming logic, and structured programming methods. Utilizes a language such as Java. 1-0-3.



**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. 3-0-3.

**285 C PROGRAMMING LANGUAGE** 3 semester hours

An introduction to the language syntax, style, and design of C programs. Emphasizes the use of C for low-level design and graphics, including extensions to C++. Prerequisite: CDS 201. 3-0-3.

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

Computer problem solving using COBOL as a vehicle. Prerequisite: CDS 201. 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: CDS 201. 3-0-3.

**361 OPERATING SYSTEMS AND COMPUTER ARCHITECTURE** 3 semester hours

Survey operating systems and principles of operating systems. Examine principles of UNIX design and programming. Prerequisite: CDS 360. 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: Any programming language or CDS 201. 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: CDS 201. (CDS 285 is recommended for Computer Science majors.) 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. 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++, Smalltalk. Examination of the modern concepts of object-orientation and functional programming. Prerequisite: CDS 201. 3-0-3.

**432 INFORMATION SYSTEMS PLANNING** 3 semester hours

An introduction to the financial, technical, and strategic information systems planning process. Prerequisite: CDS 352.

**433 DATABASE MANAGEMENT** 3 semester hours

Apply design principles learned in Data Structures to relational and object-oriented data base management systems. Prerequisite: CDS 382. 3-0-3.

#### 434 ADVANCED DATABASE MANAGEMENT 3 semester hours

An in-depth investigation of data modeling, object-oriented database design, and database administration. 3-0-3.

#### 440 ARTIFICIAL INTELLIGENCE 3 semester hours

Basic concepts and techniques of artificial intelligence. Natural language, search, strategies and control, and applications. Prerequisite: CISE 380. 3-0-3.

#### 450 COMPILER DESIGN 3 semester hours

Principles of compiler construction and the building of operating systems. Prerequisite: CISE 380 and CISE 361. 3-0-3.

#### 460 DATA COMMUNICATIONS AND NETWORKING 3 semester hours

Introduction to concepts of computer network operating systems, telephony, routing, packets, and distributed processing. Prerequisite: CISE 433 (CISE 380 and 361 are recommended for Computer Science majors.) 3-0-3.

#### 471 SOFTWARE ENGINEERING 3 semester hours

The study of structural programming, systems analysis, and systems design techniques. Topics include top-down design, software design metrics, project management, program correctness, and the use of computer-aided software engineering (CASE) and configuration management tools. Problems of software engineering and design for graphical user interfaces are discussed. Prerequisite: CISE 301 and CISE 433. 3-0-3.

#### 480 TOPICS IN COMPUTER SCIENCE 3 semester hours

A specialized study of various computer science developments. Topics will vary from semester to semester. Students may take the course more than once. 3-0-3.

#### 485 TOPICS IN MANAGEMENT INFORMATION SYSTEMS 3 semester hours

A specialized study of various computer science developments. Topics will vary from semester to semester. Students may take the course more than once. 3-0-3.

#### 497, 498 INTERNSHIPS IN COMPUTER SCIENCE 3 semester hours each

By special arrangement with the approval of the department chair.

### ECONOMICS

#### 201 FREE ENTERPRISE 3 semester hours

Explores the economic implications, history, and philosophy of the free enterprise system. For non-business and beginning business majors. 3-0-3.

#### 203 PRINCIPLES OF ECONOMICS I

##### (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. 3-0-3.

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

Study of microeconomic concepts, price theory, behavior of the firm, market structure, and income distribution. Prerequisite: Economics 201. 3-0-3.

**301 MONEY AND BANKING** 3 semester hours

*Analysis of Federal Reserve System and monetary policy, the role of money in determination of national income, role and development of commercial banks, and the basic elements of international finance. 3-0-3.*

**303 INTERMEDIATE MICROECONOMICS I** 3 semester hours

*Topics include microeconomics analysis, utility and price theory, resource allocation for optimization. Prerequisite: Economics 205 and 204. 3-0-3.*

**304 INTERMEDIATE MACROECONOMICS II** 3 semester hours

*Topics include analysis of economic aggregates, national income and production, GNP, unemployment, and inflation, with an emphasis on economic forecasting as a basis for business planning. Prerequisite: Economics 204. 3-0-3.*

**311 LABOR ECONOMICS** 3 semester hours

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

**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. 3-0-3.

### **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 concerning real-world financial issues will be utilized. Prerequisite: FINC 312. 3-0-3.

### **450 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.

### **460 INTERNATIONAL FINANCE 3 semester hours**

Explores the role of financial institutions, markets, and strategies in the international context. 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, leading and motivating employees are applied to current business situations. 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, with a focus on those in business and industry. Motivation, leadership, followership, and human problems are analyzed. Cross listed as Psychology 403. 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: Mathematics 125 or Business Administration 504 or equivalent or permission of the instructor. 3-0-3.

**422 MARKETING MANAGEMENT** 3 semester hours

Course addresses marketing research, forecasting, and strategic decision-making. Cross listed as Marketing 422. 3-0-3.

**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.

**435 MANAGERIAL BUSINESS COMMUNICATIONS** 3 semester hours

Emphasis on corporate, intercultural, and crisis communications; team presentations; technical writing and editing; presentation software; and public relations. Prerequisite: Business Administration 525. 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.

## 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. 3-0-3.

**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. Prerequisite: Marketing 300. 3-0-3.

**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. Prerequisite: Marketing 300. 3-0-3.

**404 SALES MANAGEMENT** 3 semester hours

Direct and personal selling, salesmanship, and sales force management. The study includes sales persuasion skills, theories, and simulation selling situations. Prerequisite: Marketing 300. 3-0-3.

**406 MARKETING CHANNEL MANAGEMENT** 3 semester hours

Identification, selection, and management of marketing channels and their modification to improve efficiency and profits. Prerequisite: Marketing 300. 3-0-3.

**408 INDUSTRIAL MARKETING** 3 semester hours

Application of market structure, product design, pricing strategy, logistics, promotion, and buying behavior models to industrial and governmental markets in the context of political, economic, technological, and ethical environments. Prerequisite: Marketing 300. 3-0-3.

**410 MARKETING RESEARCH** 3 semester hours

Methods for collecting and analyzing data to solve marketing problems. Topics include research designs, 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 421. 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.

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

### GOALS AND OBJECTIVES

- (1) To prepare for professional and advanced studies in computer science.
- (2) To be prepared to utilize current languages and techniques and adapt to related advancements in programming, networking, and hardware.

### REQUIRED COURSE WORK

The Quantitative Dimension of the Basic Course Requirements must be satisfied with MATH 151. (Chemistry or Physics is recommended to satisfy the Dimension of Scientific Inquiry.)

A major in Computer Science requires 18 semester hours. These hours must include CISC 201, 288, 362, 364, 385, 423, 433, 460, and 471, MATH 302 or 311, and one additional course chosen from CISC 440, 450, 480, or MATH 370.

### MINOR

The minor may be taken in any discipline.

# DEPARTMENT OF COMMUNICATION STUDIES

Chair: Carey

Professor: Lawrence

Asst. Prof.: Carey, Keene, Lubahn

Staff: Spurling, Wynn

The fact you are reading this section of our catalog indicates a serious interest in a career in the communication industry. As you review the information that follows, imagine actually operating broadcast video cameras, audio recording consoles, digital audio and video workstations or shooting portraits and products in our photography studios. You may write for and participate in the design of the student newspaper or take an active part in the department's photo staff, using the latest digital camera, computer graphics and publication technologies. WO/WO-FM, Gardner-Webb's 5Kw radio station, and the department's new digital editing equipment will provide you with practical experience in television film, and web casting. The Theater Arts program produces up to five stage productions every year with performance opportunities for theater majors and non-majors alike. Communication Studies offers extensive instruction in all of these areas and more, with classrooms and laboratory opportunities that maximize hands-on training on current, industry-respected equipment. In addition, the low student-to-faculty ratio in our classes allows you to truly interact with your instructor. A degree in one of our several programs will give you solid, practical knowledge that will further the realization of your career goals. You may elect to earn a Bachelor of Arts degree or a minor in Communication Studies, Journalism, or Theater Arts.

NOTE: The Department of Communication Studies uses the Apple Mac platform in the computer lab and for teaching production-based courses. All department coursework will be taught using software designed for the Mac. In the communication industry, it is the standard computer platform, especially in graphics, photography and video. Students, who major in Communication Studies, are encouraged to consider purchasing a Mac for their personal computer use. For computer recommendations, please see a Communication Studies faculty member. Additionally, all students must purchase a 800B or larger, firmware hard drive for production coursework. This allows students to protect their work from accidental loss in the computer lab and will allow them to accumulate work that can be used in their portfolio.

## 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 communications;
- (3) demonstrate practical entry-level skills appropriate to the communication industry;
- (4) apply the knowledge and skills learned toward making meaningful contributions to the global community in which we live.

The successful attainment of these objectives is assessed through testing, development of portfolios of student work, documentation of internship performance and periodic evaluation of graduates of the program.

## OBJECTIVES FOR EACH MAJOR OFFERED IN THE DEPARTMENT OF COMMUNICATION STUDIES

### OBJECTIVES OF THE COMMUNICATION STUDIES MAJOR

Our students will,

- (1) demonstrate adequate entry-level skills in the area of concentration chosen.
- (2) develop and nurture effective human relations skills.
- (3) demonstrate a sensitivity to, and appreciation of the art of audio and visual communication.

### OBJECTIVES OF THE JOURNALISM MAJOR

Our students will,

- 1) demonstrate an understanding of the social responsibilities of a free press.
- 2) demonstrate a full range of writing and editing processes and apply 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

Our 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 core requirements of the University. English 101 and 102 are prerequisites to all communication courses unless their grants an exception.

Students majoring in Communication Studies must complete a fifteen-semester hour core and a 21-semester hour concentration. The fifteen-semester hour core is comprised of:

COMM 120	Digital Media Convergence	(3)
COMM 310	Techniques of Scriptwriting	(3)
COMM 320	Media Operations and Management	(3)
COMM 380	Communication Theory	(3)
COMM 480	Legal and Ethical Issues in Mass Media	(3)

COMM 120 is the prerequisite for all production courses in the department. Students are advised to complete it in their freshman or sophomore year.

Concentrations in Video & Film, Electronic Publishing, Public Relations or Photography are completed with the following courses to meet the minimum 36 hours requirements. Students may utilize HONR 400 and/or HONR 401 to fulfill three hours of credit toward a concentration.



**Video and Film**

COMM 236	Advertising	(3)
COMM 342	Audio Production	(3)
COMM 370	Introduction to Computer Graphics	(3)
COMM 360	Intro. To Digital Video/Nonlinear Editing	(3)
COMM 460	Intern. Digital Video/Nonlinear Editing	(3)
COMM 491, 494, or 495	Internship	(3)
COMM elective		(3)

**Electronic Publishing**

COMM 135	Photography	(3)
COMM 370	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)
COMM elective		(3)

**Public Relations**

COMM 313	Principles of Public Relations	(3)
COMM 314	Public Relations Copy Writing	(3)
COMM 315	Public Relations Techniques	(3)
COMM 370	Introduction to Computer Graphics	(3)
MRKT 300	Introduction to Marketing	(3)
COMM 497	Internship in Public Relations	(3)

The concentration in public relations is completed with a minimum of 3 hours selected from the following courses. (BAJDM 325 or COMM 235 may not be applied to the major if taken to meet university general course requirements.)

COMM 235	Speech	(3)
COMM 235	Debate	(3)
JOUR 375	Graphic Design and Publication	(3)
BAJDM 325	Business Communication Applications	(3)
MRKT 304	Advertising and Promotion	(3)

**Photography**

COMM 135	Introduction to Photography	(3)
COMM 236	Intermediate Photography	(3)
COMM 311	Basic Commercial Photography	(3)
COMM 370	Introduction to Computer Graphics	(3)
COMM 459	Portfolio	(3)
COMM 496	Internship in Photography	(3)

The concentration in Photography is completed with a minimum of 3 hours selected from the following courses.

JOUR 355	Photojournalism	(3)
JOUR 375	Graphic Design and Publication	(3)
COMM 451	Imaging Technologies	(3)
COMM 472	World-Wide Web Publishing	(3)

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 core requirements of the University. English 101 and 102 are prerequisites to all communication courses unless the chair grants an exception.

Students majoring in Journalism must complete a fifteen-semester hour core and a 21-semester hour concentration. The twelve-semester hour core is comprised of:

ENGL 203	Newswriting	(3)
CCMM 230	Digital Media Convergence	(3)
CCMM 320	Media Operations and Management	(3)
CCMM 380	Communication Theory	(3)
CCMM 480	Legal and Ethical Issues in Mass Media	(3)

CCMM 220 is the prerequisite for all production courses in the department. Students are advised to complete it in their freshman or sophomore year.

Concentrations in News Editorial, Photojournalism, or Broadcast Journalism are completed with the following courses to meet the minimum 36 hours requirement. Students may utilize HONR 400 and/or HONR 401 to fulfill these hours of credit toward a concentration.

### News Editorial

JOUR 317	Reporting	(3)
JOUR 318	Editing	(3)
CCMM 370	Introduction to Computer Graphics	(3)
ENGL 409	Feature Writing	(3)
JOUR 491	Internship	(3)
JOUR 301*	Student Newspaper Staff	(1)

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

CCMM 255	Photography	(3)
JOUR 303	Publications Editorial Staff I	(1)
JOUR 375	Graphic Design and Publications	(3)
JOUR 401	Publications Editorial Staff II	(2)

### Photojournalism

CCMM 255	Photography	(3)
CCMM 256	Intermediate Photography	(3)
JOUR 355	Photojournalism	(3)
JOUR 375	Graphic Design and Publications	(3)
JOUR 499	Portfolio	(3)
JOUR 491	Internship	(3)

The Photojournalism concentration is completed with a minimum of 3 hours selected from the following courses.

JOUR 450	Documentary Photography	(3)
COMM 370	Introduction to Computer Graphics	(3)
COMM 431	Imaging Technologies	(3)
COMM 472	World Wide Web Publishing	(3)

#### Broadcast Journalism

JOUR 317	Reporting	(3)
COMM 370	Introduction to Computer Graphics	(3)
COMM 238	Announcing	(3)
COMM 360	Intro to Digital/Video Nonlinear Editing	(3)
COMM 460	Intro: Digital/Video Nonlinear Editing	(3)
JOUR 491	Internship	(3)

The Broadcast Journalism concentration is completed with a minimum of 3 hours selected from the following courses:

COMM 342	Audio Production	(3)
COMM 463	Adv. Digital Video/Nonlinear Editing	(3)
JOUR 400	Special Topics in Journalism	(3)

Students may utilize HONR 400 and/or HONR 401 to fulfill up to three hours of credit toward the major. The internship in Journalism contains of a minimum 150 hours of off-campus, professionally supervised work at a business, studio, or broadcast facility approved in advance by the chair. Typically, internships are completed in radio and television stations, networks, newspapers, government offices or other professional organizations as appropriate to the student's academic and career goals. Students are expected to apply for and acquire their own internship placement.

## THEATER ARTS MAJOR REQUIREMENTS

A major in Theater Arts requires a minimum of 36 semester hours beyond the basic course requirements of the University. English 101 and 102 are prerequisite to all courses in the major unless the chair grants exception.

Students majoring in Theater Arts must complete the following courses:

#### Theater Arts:

THEA 221	Stagecraft	(3)
THEA 223	Advanced Stagecraft	(3)
THEA 330	Acting I	(3)
THEA 381	Theater History I	(3)
THEA 382	Theater History II	(3)
THEA 430	Modern Drama	(3)
THEA 434	Directing I	(3)

The student must elect 15 additional hours from Theater (THEA) offerings. Students may utilize HONR 400 and/or HONR 401 to fulfill up to six hours of credit toward the major.

## 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 15 hours in the department of English, including English Literature 211, 212, 234, 252, or 251. 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, Video & Film or Theater Arts. An in-department minor is comprised of 15 semester hours beyond the major requirements. For example, a student in Video & Film who wishes to specialize in performance may minor in Theater Arts by completing 15 hours of Theater Arts (THEA) courses. COMM 350 Film Literature and Criticism may be included in a Theater 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 adviser.

## 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, Theater Arts and Journalism. The minor consists of 15 semester hours beyond university basic course requirements.

### COMMUNICATION STUDIES MINOR

Students who elect to minor in Communication Studies must take COMM 220 Digital Media Convergence, COMM 310 Techniques of Scriptwriting, and COMM 480 Legal and Ethical Issues in Mass Media, plus 9 hours of electives selected from communication (COMM) course offerings.

### JOURNALISM MINOR

The Journalism minor requires 15 semester hours beyond the university basic course requirements. ENGL 203 Newswriting, COMM 220 Digital Media Convergence, and COMM 480 Legal and Ethical Issues in Mass Media plus 9 hours selected from journalism offerings complete the minor.

### THEATER ARTS MINOR

The Theater Arts minor requires 15 semester hours beyond the university basic course requirements. THEA 361 Theater History I, THEA 382 Theater History II, THEA 450 Modern Drama, plus 9 hours selected from courses in theater arts fulfill the minor.

## DESCRIPTION OF COURSES

### COMMUNICATION STUDIES

#### 220 DIGITAL MEDIA CONVERGENCE 3 semester hours

Media convergence is the use of multiple mediums to create new media. This course teaches the basics of visual literacy, digital photography, digital audio, digital video, and design. Students learn how these basics combine to produce a multi-media production. NOTE: This course is the prerequisite for all production classes. (Lab Fee.) 3-3-3

**230 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 communications majors. Training and practice in the principles of college debate. Intracollegiate competition. 0-1-1

**238 ANNOUNCING** *3 semester hours*

Emphasizes vocal performance skills essential to successful communication through electronic media. Looks into ways of conveying mood and message content effectively. Includes guidelines for proper pronunciation, articulation, voice quality and English usage. Also covers working with cameras in specialized announcing situations encountered in the broadcasting industry. 3-1-3

**255 PHOTOGRAPHY** *3 semester hours*

Instruction in basic black and white photography. Introduction to photo darkroom procedures and techniques. Student must provide his/her own 35mm or medium format (manually adjustable) camera, film and photographic papers. (Additional cost & Lab Fee.) 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 pure photography classes designed to prepare the student for work in the photographic industry, the formal studio, the graphics design area and as a freelance photographer or photojournalist. Students must provide their own SLR camera and flash with pivoting head, as well as film and paper. Prerequisite: COMM 255. (Additional cost & Lab Fee.) 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 worldwide 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-1

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

An examination of theory, procedures and practice in public relations. Surveys the duties of the PR practitioners. 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 comes together to shape a campaign that is based in theory. Prerequisite: CCMM 313. 3-0-3

### 320 MEDIA OPERATIONS AND MANAGEMENT

3 semester hours

An overview of media operations, management and personnel. Introduces the basic aspects of media from the early years to the present. Introduction to public relations, advertising, marketing and sales in the media. 3-0-3

### 342 AUDIO PRODUCTION

3 semester hours

Recording techniques, advertising design and spot production. Includes work in vocal delivery, microphone technique, and digital multi-track recording and mixing for audio 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

### 351 COMMERCIAL PHOTOGRAPHY

3 semester hours

Provides photographic experience representative of that typical in professional commercial still photography. Techniques, assignments, expectations, working conditions, types of photographic products, studio procedures, and the marketing and management of the commercial studio will be covered. Commercial photographic techniques will be applied in practical assignments. (Additional cost & Lab Fee.)

Prerequisite: CCMM 255, CCMM 256. 3-3-3

### 359 TOPICS IN FILM

1 semester hour

Analysis and discussion of the cinema. Topics will be determined by the films screened at the campus film festival. (Also offered as ENGL 379). 0-2-4

### 360 INTRO TO DIGITAL VIDEO & NONLINEAR EDITING

3 semester hours

A basic course in digital videography and nonlinear computer-based video editing that introduces students to the most basic skills and techniques of ENG field production using digital technology. (Lab Fee) 3-1-3

### 370 INTRODUCTION TO COMPUTER GRAPHICS

3 semester hours

An introduction to computer illustration, image scanning, photographic digitizing, and layout design basics through the use of several current software packages. The use of the computer as a presentation organizer and primary presentation tool is also covered. (Lab Fee) 3-1-3

### 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: CCMM 327 or permission of instructor. 1-3-1

**360 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. Prerequisites: CCOMM 238, CCOMM 320 and CCOMM 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. Prerequisites: CCOMM 238 and CCOMM 340 or permission of instructor. 0-3-1

**451 IMAGING TECHNOLOGIES** 3 semester hours

Photographic work both in studio and in available light conditions. Photographic manipulation in black and white and color from original digital sources and scanned negatives. Image work is designed to achieve visual studies/photojournalistic objectives. Techniques learned apply to the portrait studio, the newspaper, magazine and the Internet. Prerequisites: CCOMM 255, CCOMM 256. (Additional cost & Lab Fee) 3-3-3

**459 PORTFOLIO** 3 semester hour

An opportunity for the student to develop the photographic portfolio. Body of work should focus on the student's area of interest, e.g., portraits, product photography, photojournalism, landscape or photographic art. Prerequisites: CCOMM 255, 256, 351 or consent of instructor. (Additional cost & Lab Fee) 3-3-3

**460 INTER. DIGITAL VIDEO & NONLINEAR EDITING**

3 semester hours

A more advanced course in digital videography and nonlinear computer-based video editing in which students produce longer news, feature and/or dramatic projects. Prerequisite: CCOMM 360 or equivalent. (Lab Fee) 3-1-3

**462 ADV. DIGITAL VIDEO & NONLINEAR EDITING** 3 semester hours

Further development of production skills working with digital video and nonlinear computer-based editing. Students will focus on long-form program genres such as documentaries and movies. (Lab Fee) Prerequisite: CCOMM362 and CCOMM 460 or equivalent. 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. (Lab Fee) Prerequisite: CCOMM 330. 3-2-3

**472 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 his or her own web pages. (Lab Fee) Prerequisite: CCMM 120. 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 superior 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 Pilot. 1-1-1

**202 STUDENT PHOTO STAFF** 1 semester hour  
Experience and instruction in all phases of photojournalism. Students will work for student publications, University Public Relations, and Sports Information. Prerequisite: consent of instructor. 1-1-1

**303 NEWSPAPER EDITORIAL STAFF** 1 1 semester hour  
Instruction and hands-on experience in the editing and pre-press production of the Gardner-Webb University student newspaper, The Pilot. This class is for section editors and will introduce them to the basics of editing the student newspaper. Prerequisite: CCMM 201 and CCMM 318 or permission of instructor. May be taken twice as elective credit. 1-2-1

**317 REPORTING** 3 semester hours  
Introduction to basic journalistic skills with emphasis on methodology in interviewing, computer assisted research, writing and reporting the news. Concurrent participation in newspaper highly recommended. 3-0-3

**318 EDITING** 3 semester hours  
Advanced journalistic skills with emphasis on the methodology of editing copy for a variety of media. Prerequisite: CCMM 317 or permission of instructor. 3-0-3

**355 PHOTOJOURNALISM** 3 semester hours  
Editorial photography and the challenges of available light conditions are emphasized. Ethics and law central to a photojournalist's activities are also covered. Concurrent participation in newspaper staff is highly recommended. (Additional cost & Lab fee) Prerequisite: CCMM 215 or permission of instructor. 3-2-3

**375-GRAPHIC DESIGN AND PUBLICATION** 3 semester hours  
Publication practices and design principles common among the electronic and print media,



including the Internet, magazines, newspapers, and desktop publishers. Includes the application of computer design and layout systems and software. Prerequisite: COMM 170. 1-1-3 (Lab fee)

#### 403 NEWSPAPER EDITORIAL STAFF II 2 semester hours

Advanced experience in editing and prepress production of the Gardner-Webb University student newspaper, *The Pilot*. This class is for senior editors and will instruct them in the procedures of the Quark Publishing System allowing them to plan, edit, design and manage the student newspaper. Prerequisite: COMM 301, COMM 318, and COMM 303 or permission of instructor. May be taken twice as elective credit. 1-4-2

#### 410 DOCUMENTARY PHOTOGRAPHY 3 semester hours

Advanced work in photojournalism. Includes in-depth photo story development and photo editing. This course is designed to assist the student in preparing for their portfolio class and obtaining a position as a photojournalist. Concurrent participation in the student newspaper, *The Pilot*, and/or the yearbook, *The Webb* is encouraged. (Additional cost & Lab Fee) Prerequisite: JOUR 355 or consent of instructor. 1-3-3

#### 459 PORTFOLIO 3 semester hours

An opportunity for the student to develop the photographic portfolio. Body of work should focus on the student's area of interest, e.g., portraiture, product photography, photojournalism, landscape or photographic art. Prerequisites: JOUR 355 or consent of instructor. (Additional cost & Lab Fee) 1-3-3

#### 491 INTERNSHIP IN JOURNALISM 3 semester hours

## THEATER ARTS

#### 203 APPLIED THEATER 1 semester hour

Participation in university theater production. 0-3-1

#### 208 SUMMER THEATER WORKSHOP 3 semester hours

Directed theater experience for five weeks each summer, available to high school and college students. The workshop culminates in at least one production; dates and plays are announced in the spring. 1-3-3

#### 121 STAGECRAFT 3 semester hours

Practical experience and instruction in fundamental technical theater 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. 1-3-3

#### 123 ADVANCED STAGECRAFT 3 semester hours

Advanced experience in scenic construction, lighting design and control and personnel supervision. Includes an introduction to contracting and theater management practices. Major production project required. Prerequisite: THEA 122. 1-3-3

#### 135 THEATER 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 theater arts are studied. Attendance at live theater performances may be required. 1-0-3

### **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 130. 3-0-3

### **332 STAGE COMBAT 3 semester hours**

A laboratory course emphasizing the physical performance skills of stage combat, to include sword work, quarterstaff, and unarmed combat. Nationally recognized standards for safety are emphasized. Prerequisite: THEA 130. 3-2-1

### **381 THEATER HISTORY I 3 semester hours**

This course surveys the history of Western theater and dramatic literature from the beginnings of civilization to the English Civil War. A short investigation into Oriental theater will be made at the end of the semester. The primary objective of this course is to provide the student with a broad-based knowledge of the personalities, literature, architectural features, and theatrical technology found in the history of Western theater and how these elements interact with the political, social, economic, and religious forces of their respective periods. 3-0-3

### **382 THEATER HISTORY II 3 semester hours**

This course surveys the history of the theater and dramatic literature in Europe and America beginning with the English Restoration and 17th century France, and continuing through the end of the 19th century. The objective of the course is to provide the student with a broad-based knowledge of the personalities, literature, architectural features, and theatrical technology found in the history of Western theater and how these elements interact with the political, social, economic, and religious forces of their respective periods. 3-0-3

### **390 THEATER MANAGEMENT 3 semester hours**

Organizational structures and management principles for educational, professional, community and church-related theater programs with an emphasis on non-for-profit organizations. Prerequisite: Upper-level standing or permission of instructor. 3-0-3

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

Specialized study in selected areas of theater arts. Course content will vary and will reflect current developments in the theater 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, abstraction, 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, costuming, rehearsing and working with actors. Requires experience in at least one theatrical production. Prerequisite: THEA 203 or instructor approval. 3-0-3

**435 DIRECTING II** 3 semester hours

Students will receive hands-on training in directing their own productions. In addition to directing several scenes in class, students will cast and direct their own one-act play at the end of the semester. Prerequisite: THEA 434. 3-1-3

**440 ACTING III: PERIOD STYLES** 3 semester hours

An advanced laboratory course exploring styles of acting for traditional and non-traditional dramatic literature. Topics studied may include styles of classical and neo-classical tragedy, 17th century comedy of manners, 18th century Italian comedia, 19th century traditional hero, and neo-realistic forms of the 20th century (the absurd, the epic theater, mask, and theater of physical metaphor). Prerequisite: THEA 350, 331. 3-0-3

**441 ACTING IV: SHAKESPEARE** 3 semester hours

Students actors will explore the challenges of acting Shakespeare by studying text, character, and play structure. Utilizing exercises for developing breath, relaxation, vocal energy, and creative acting choices, a series of Shakespearean scenes and monologues will be performed. This course will build on skills learned in previous coursework. Prerequisite: THEA 350, 331. 3-0-3

**442 ACTING FOR THE CAMERA** 3 semester hours

An advanced course in acting designed to acquaint the student with changes in technique that are necessary for performance before the film or television camera with an emphasis on small scene performance. Students are afforded extensive scene work in front of the camera. Prerequisite: THEA 350, 331. 3-0-3

**450 THE THEATER AND CHRISTIANITY** 3 semester hours

An exploration of biblical perspectives concerning creativity and the arts with a special emphasis on theater and the performing arts. Prerequisite: Upper-level standing or permission of instructor. 3-0-3

**493 INTERNSHIP IN THEATER ARTS** 3 semester hours



# SCHOOL OF EDUCATION

Distinguished Professor D.S. Statton

Professors C.L. Jackson, R.J. Nazzari, L.M. McKinnis, J.A. Kniskern

Associate Professors A.D. Eury

Assistant Professors D.W. Shelton, J.C. Smith,

V.F. Ratchford, F.H. Rucker, S.L. Wesson, S.K. Brown

## 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 (5-9). 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, and Social Studies, and in special subject areas (K-12) of Music, Physical Education, French, Spanish and English as a Second Language. Successful completion of these programs fulfills the requirements for North Carolina Class A Teaching Licensure. Courses are also available for career teachers seeking teacher renewal and for persons holding a baccalaureate degree who wish to obtain teacher licensure.

### SCHOOL 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 reflective practice and 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 and other organizations through collaborative activities such as consultation, research, and staff development.

Master's 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.

A Doctor of Education in Educational Leadership program is available through the Graduate School. Successful completion of this program leads to advanced licensure in Educational Leadership.

## 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 of practitioner* viewing upon a knowledge base that is organized around four analyzing domains: the learner and learning, social context, methodology, and professional development. The courses offered in the Teacher Education Program are designed to foster its capabilities:

- (1) knowledge of and skills in the subject matter in the area of specialization;
- (2) the ability to use the scientific method;
- (3) attitudes and skills to excite learners' interest in and involvement with subject matter;
- (4) knowledge of the nature of the learner and the learning process;
- (5) knowledge of the role of the school in a democratic society;
- (6) knowledge of the philosophical, social, historical, and legal contexts in which professional education operates;
- (7) knowledge of various teaching strategies, materials, instructional technologies, and methods of classroom organization;
- (8) knowledge and skills to maintain a classroom environment conducive to learning;
- (9) knowledge of various learning styles and the skills to vary instruction to meet learner needs;
- (10) knowledge of elements of cultural diversity and their influence upon the learner;
- (11) the skills to evaluate learning;
- (12) the skills to locate and integrate classic and contemporary scholarship pertaining to student achievement and teacher effectiveness;
- (13) the ability to use effective communication skills in classroom interaction and in consultative and collaborative relationships;
- (14) an understanding of the impact of family dynamics on learning readiness;
- (15) knowledge of the nature of a range of exceptionalities and the skills to begin to design and deliver appropriate instruction;
- (16) an understanding of the necessity for life-long professional learning.

## TEACHER EDUCATION COMMITTEE

This committee develops and implements policy, approves curricula, and evaluates programs for the undergraduate and graduate education 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 candidate 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 cumulative grade point average on all college or university work;
- (5) Complete EDUC 201 with a grade of C- or better. The Teacher Education Handbook provides specific guidelines for the preservice candidate.

- (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 2.50 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 Deans of the School of Education. These requirements are described under the appropriate department listing.

Beginning in the fall, 2003, State Board of Education policy mandates that an undergraduate teacher education candidate be admitted into the teacher education program at least one full semester prior to the semester in which he/she is planning to student teach. If a candidate plans to student teach during the spring semester, he/she must be admitted prior to the end of the previous spring semester. If a candidate plans to student teach during the fall semester, he/she must be admitted prior to the end of the previous fall semester. There will be no exceptions to this policy.

## 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 and Student Teaching 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 and licensure 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 if applicable.
- (3) Submit the completed application for licensure to the office of the School of Education.
- (4) Provide official transcripts for all college and university work completed at other institutions to the office of School of Education.
- (5) Recruit the processing fee required by the State of North Carolina at the time of application.

## LICENSURE ONLY CANDIDATES

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 goals of the Elementary Undergraduate Program parallel the state and national standards for initially licensed teachers. All candidates are strongly grounded in the liberal arts, rigorous intellectual thought, and spiritual challenge within a diverse community of learning. The School of Education prepares its candidates to make significant contributions to God and humanity, to inspire public trust, and to prepare children for a democratic society and an ever-changing global community.

The Elementary Education Program is planned so that candidates will acquire:

- (1) Knowledge across all content areas included in the breadth of the Gardner-Webb core curriculum and enhanced by the specialty area of the curriculum. The beginning teacher should be broadly and liberally educated and have full command of the content that he or she will teach.
- (2) Knowledge of characteristics of developmental stages of children from ages five to twelve.
- (3) Understanding of the unique learning characteristics of children from diverse populations including socioeconomic, linguistic, and cultural backgrounds as well as adapting for the needs of exceptional students.
- (4) Skill to plan, adapt, reflect on curriculum theory, and teaching strategies to meet elementary learners' needs.
- (5) Skill to organize classroom environments conducive to facilitating and stimulating the life-long intellectual growth of all children.
- (6) Interpersonal skills for the purpose of establishing effective communication in the classroom, in the school, between the home and school, and among the school community.
- (7) Skills to effectively assess and evaluate students learning and to use results to establish an effective instructional program.
- (8) Understanding and reflecting on the teacher's role as a change agent and on the relevance of current issues related to teaching as a profession and to schooling in a complex society.
- (9) Knowledge about schools, teaching, and children that increases through carefully planned and supervised field experiences.
- (10) A commitment to service within the school and global community.

The basic core requirements are described in the General Studies portion of this catalog.

A major in Elementary Education requires 34 hours in the following courses: Art 300; Education 302, 305, 312, and 320; Mathematics 204; Math Education 180; Music 345, 346; Physical Education 300; Social Studies Education 307; Science Education 190. Additional requirements to meet NC licensure: GEOL 105, MATH 105, MLSC 215, ARTS 225, FOLS 302, HIST 345, PSOL 111, CHEM 103 or PHYS 103, Literature (American and British or World), CHEM 111 and FOLS 304 will be acceptable as licensure requirements.)

**NOTE:** Candidates 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 301, 303, and Education 201, 301, 313, 315, 401, 430, 440, and 450.

**NOTE:** Candidates 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 goals of the Undergraduate Middle Grades program parallel the state and national standards for initially licensed teachers. All candidates are strongly grounded in the liberal arts, rigorous intellectual thought, and spiritual challenge within a diverse community of learning. The School of Education prepares its candidates to make significant contributions to God and humanity, to inspire public trust, and to prepare young adolescents for a democratic society and an ever-changing global community.

The Undergraduate Middle Grades Program is designed for the candidate:

- (1) To acquire and demonstrate the knowledge and skills needed to assume the role of teacher as theorist and practitioner as outlined in the Teacher Education program's conceptual model and its adopted state and national standards.
- (2) To acquire a broad liberal arts education with emphases in areas of content specialization (language arts, social studies, science, or mathematics).
- (3) To understand the unique nature of the contemporary middle school and the unique needs of young adolescents.
- (4) To understand the influences of characteristics of the young adolescent learner on the curriculum and instructional practice 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 an understanding and ability to design, adapt, and assess relevant instruction for all young adolescents, including those from diverse populations (socioeconomic, linguistic, cultural, and special needs).



- (7) To participate in a series of increasingly complex field experiences designed to develop and refine all aspects of the middle grade teacher's role and to provide experience in developing environments for cognitive-developmental growth.
- (8) To develop practices for lifelong professional growth through reflecting on experience as a basis for decision-making and action.
- (9) To develop the ability to communicate effectively and initiate collaborative partnerships with colleagues, families, and community members.

The following course of study, along with Basic Course Requirements, meets North Carolina requirements for initial licensure in grades 6-9. Beginning in the fall, 2004, a candidate must CHOOSE ONE area of specialization (although two are recommended), as well as meet the requirements of the literacy component and the minor.

### SOCIAL STUDIES

One Concentration Chosen from the Following:

Language Arts Specialization	30 sem. hours
ENGL 101 and 102, 231 or 232	
ENGL 211 or 212, 251, 475, 463, 463, EDUC 305	
English Elective (3 hrs)	
Mathematics Specialization	28 sem. hours
MATH 105	
MATH 110, 130, 151, 204, 230, MATH 330	
Math Electives (6 hrs)	
Social Studies Specialization	36 sem. hours
HIST 104, 102, 380, 205	
HIST 245, 332, 343, 351 (or non-western equivalent), POLS 341	
ECON 204, 380ED 307, 310	
Social Science Elective (3 hrs.)	
Science Specialization	30-31 sem. hours
BIOL 111, CHEM 103	
PHYS 103, PHYS 104, BIOL 104, CHEM 105, SCED 330	
Natural Sciences Elective (3-4 hrs)	

**NOTE:** Candidates 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 204, 301, 313, 323, 401, 410, 431, 440, 450, and PSYC 302, 303.

**NOTE:** Candidates 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 THE MIDDLE GRADES LITERACY COMPONENT

All undergraduate middle grades candidates must complete the following literacy component courses: EDU 302, EDU 311, EDU 316 and EDU 416. A grade of C or better is required in each course within this component. (Effective fall, 2004)

## 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, and Social Studies; and its special subject areas (K-12) Music, Physical Education, French, Spanish and English as a Second Language. The requirements for the minor are specified with the description of the major. Please refer to the appropriate section of the catalog.

## COMPREHENSIVE ARTICULATION AGREEMENT

Additional General Education Courses are required for students transferring under the Comprehensive Articulation Agreement.

Elementary Education: All General Education requirements to include ENCL 231 or 232; ENCL 211, 212, or 151; ARTS 225; MUSC 225; PCLS 201 or 202; ENCL 111; CHEM 109 or PHYS 109; GEOL 105; MATH 105; HIST 245.

Equivalencies exist within the community college curriculum for each of the above courses. Careful planning prior to transfer can ensure that these licensure requirements are met within the context of the A.A. Degree.

## 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 LITERACY 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. 3-1-3. (Fall)

### 305 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. 3-2-3. (Fall)

**312 PRACTICUM IN LITERACY (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, standardized and informal assessment procedures, report writing, and materials and methods of reading instruction. Work with individual students and small groups in the public school classroom. Prerequisite: EDUC 302. 3-1-3. (Fall, Spring/WCH) (A materials fee will be charged for this class.)

**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. 3-0-3. (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. (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-6 level. Emphasis is on creative presentation methods designed to enhance all ability levels; includes bibliography and criticism. 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.)

**330 METHODS OF TEACHING MATHEMATICS** 3 semester hours

Methods of teaching mathematics in elementary and middle school classrooms are explored. Emphasis will be placed on the planning, teaching, and assessing of mathematics in authentic settings. Prerequisite: MATH 204. 3-0-3. (Spring)

**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. (Fall)

**307 SOCIAL STUDIES METHODS** 3 semester hours

A study of the content, resources, and strategies in social studies education (K-8). This course includes examination of methods for planning, teaching, and evaluating history, geography, civics, and other social studies. 3-0-3. (Fall, Spring.)

**310 TEACHING GEOGRAPHY** 3 semester hours

This course will develop the skills and the knowledge of world regions necessary for understanding and teaching geographic themes and concepts to young adolescents. The course assumes that teacher candidates bring to the class limited experience in the formal study of geography. 3-0-3. (Fall)

**401 SEMINAR IN MULTICULTURAL EXPERIENCE** 1 semester hour

This seminar will provide opportunity for students to develop appreciation for students from culturally diverse populations and to plan appropriate strategies for individual learning needs. 1-0-1 (Fall, Spring)

**410 INTEGRATED CURRICULUM** 3 semester hours

This course will focus on understanding the various models of curriculum integration and their implementation through interdisciplinary instructional planning. Emphasis is placed on teaching strategies appropriate for the young adolescent. Connections to the middle school concept and philosophy as well as the implementation of middle grades organizational patterns and content specific instructional technology will be included. (Fall, Spring)

**416 TEACHING WRITING IN THE CONTENT AREAS** 3 semester hours

This course will focus on understanding the writing process and on planning and implementing strategies to integrate writing across the curriculum in middle and secondary classrooms. The course will address how to identify, assess, and improve levels of writing competence and provide examples of writing strategies appropriate for the adolescents in multiple content areas. (Fall)

**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 10-15 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 Dean of the School of Education, instructor, and Associate Provost for Schools.



# DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Chair: J. Land

Professors: F. Bottrick, J. Hobbs, G. Price

Associate Professors: D. Perkins, M. Thewlis

Assistant Professors: C. Davis, K.A. Herman, L. Korten

Instructor: G. Turnbull

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 201 (Introduction to English Studies), 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 200-level English literature survey courses may be counted towards the English major.

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

## LITERATURE COURSE GROUPINGS

Literature courses are grouped in the following categories:

**B1 (British Literature through the Restoration and 18th 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.; 415, 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 213, Amer. Lit. Survey I, 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; 431, Seminar in Amer. Lit.

**A2 (Late 19th C. through modern literature)** – English 213, 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; 431, 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 Licensure 9-12

The teacher-preparation program in English seeks to graduate students who (1) have a broad background in literature; (2) exhibit a command of the English language in both oral and written communication; (3) possess the skills to formulate objectives, select material, use appropriate teaching strategies, and evaluate learning; and (4) realize the need for lifelong, professional learning.

Students will follow the program prescribed in the English majors' handbook and will pursue a minor in Professional Education.

**Required courses** – English 201, Introduction to English Studies; English 251, Foundations of World Lit.; 361, History of the English Language; 362, Introduction to Linguistics; 363, Structure of the English Language; 372, Literary Criticism; 413, Shakespeare; 473, Young Adult Literature; 493, The Teaching of Writing; 591/491, Workshops I & II; one course each from literature groupings A1, A2, B1, B2.

The workshop paper should focus on an area useful to one entering the teaching profession.

**Required Minor for English Major with Teaching Licensure:** Education 201, 301, 313, 325, 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 and they are formally admitted to the Teacher Education Program.

All Candidates must be fully admitted into and remain qualified for teacher education a minimum of one full semester prior to the semester in which they student teach.

If a candidate plans to student teach during the fall semester, she/he must be fully admitted into teacher education by the end of the previous fall semester.

If a candidate plans to student teach during the spring semester, she/he must be fully admitted into teacher education by the end of the previous spring semester.

(Note: Summer does not count as a semester.)

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

From a variety of experiences students will develop a strong liberal arts basis useful for entry into professional areas such as law, ministry, medicine, and business, or into graduate studies in English.

**Required courses** – English 201, Introduction to English Studies; English 391/491, Workshops I & II; 572, 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 Writing

Students will take courses preparing them for a career in writing.

**Required courses** – English 201, Introduction to English Studies; English 301, Advanced Composition; 391/491, Workshops; 493, Internship in Writing or at least one hour of a publication staff course (English 204, Literary Magazine Staff; or Journalism 303, Student Newspaper Staff); six additional hours of writing courses (listed below).

**Recommended courses** – English 303, Newswriting; 304, Literary Magazine Staff; 305, Professional Writing; 306, Creative Writing; 308, Poetry Writing; 309, Fiction Writing; 409, Feature Writing.

**Other acceptable courses** – Jour 201, Student Newspaper Staff; Jour 305, Newspaper Editorial Staff I; Jour 317, Reporting; Jour 318, Editing; Jour 403, Newspaper Editorial Staff II.

Because of the extreme importance of reading and 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 literature survey courses may be counted towards the English minor.

A minor in Writing requires fifteen (15) hours in writing courses beyond core writing requirements. Required course—English 301, Advanced Composition.

Recommended courses—English 201, Introduction to English Studies; English 203, Newswriting; English 303, Professional Writing; English 305, Introduction to Creative Writing; English 306, Poetry Writing; English 309, Fiction Writing; English 409, Feature Writing.

#### PREREQUISITE REQUIREMENTS

English 101 is prerequisite to English 102; English 101 and 102 are prerequisite 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. Permission to withdraw from English 101 and 102 will be granted only when extraordinary circumstances prevail. The permission of the Chair of the English Department and the Assistant Provost is required.

#### TRAVEL ENDOWMENT FUND

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

#### COMPREHENSIVE ARTICULATION AGREEMENT

Additional General Education Courses are required for students transferring under the Comprehensive Articulation Agreement.

English: All General Education requirements to include ENGL 101 and 102; Foreign Language through the Intermediate I level (201); HIST 101 and 102.

## 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. 3-0-3.

#### 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.



**201 INTRODUCTION TO ENGLISH STUDIES** 1 semester hour

An introduction to the many facets of English study, including research and writing methodologies, a working vocabulary of literary terms, stylistics and rhetoric, the nature of the discipline, and career options. Required for all English majors and minors; recommended for minors and students contemplating an English major or minor. Should be taken as soon as it is offered upon declaring the major or minor. 1-0-1.

**203 NEWSWRITING** 3 semester hours

Fundamentals of gathering and writing the news. Topics will include news values, writing leads, story structure, conducting and using interviews, story types, effective journalistic style, and copy editing using the Associated Press stylebook. Enrolled students will be contributing writers for the campus newspaper. 3-0-3. (Fall)

**204 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, Broad River Review. 0-2-1. (Fall, Spring)

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

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

**212 BRITISH LITERATURE SURVEY II** 3 semester hours

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

**231 AMERICAN LITERATURE SURVEY I** 3 semester hours

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

**232 AMERICAN LITERATURE SURVEY II** 3 semester hours

Representative writers from Walt Whitman to the present. Prerequisite: English 102. 3-0-3.

**233 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.

**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. (Spring)

**301 ADVANCED COMPOSITION** 3 semester hours

Intensive practice in, and analysis of, expository writing with emphasis on process, structure, style, and maturity of expression. 3-0-3. (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. (Fall, odd years)

**305 CREATIVE WRITING 3 semester hours**

Introduction to fundamental techniques of writing fiction, poetry, and drama.

Prerequisite: English 102, or permission of instructor. 3-0-3. (Spring)

**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. Prerequisites: ENGL 102, or permission of the instructor. 3-0-3. (Fall, odd years)

**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. Prerequisites: Prerequisite: ENGL 102, or permission of the instructor. 3-0-3. (Fall, even years)

**311 MEDIEVAL BRITISH LITERATURE 3 semester hours**

Study of Beowulf and other Anglo-Saxon achievements; medieval drama, romance, poetry and Chaucer. 3-0-3. WCLL course.

**312 BRITISH LITERATURE FROM 1550 TO 1660 3 semester hours**

Study of poetry, drama, and selected prose from Shakespeare's contemporaries through Milton. 3-0-3.

**314 RESTORATION AND EIGHTEENTH-CENTURY BRITISH LITERATURE 3 semester hours**

Selected poetry, essays and drama; includes Pope, Swift, Johnson, Goldsmith, others. 3-0-3.

**315 BRITISH ROMANTICISM 3 semester hours**

Major poetry of Blake, Wordsworth, Coleridge, Byron, Keats, Shelley, others; selected prose. 3-0-3.

**316 VICTORIAN LITERATURE 3 semester hours**

Poetry of Browning, Tennyson, Arnold, others; selected prose. 3-0-3.

**331 MODERN BRITISH AND AMERICAN LITERATURE 3 semester hours**

Study of representative modern writers from the beginning of the twentieth century through WWII, such as Yeats, Woolf, Eliot, Joyce, Faulkner, Welty, and Carver. 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. WCLL course.

**337 AMERICAN LITERATURE AND THE CIVIL WAR 3 semester hours**

Integrated study of historical events leading to, incorporating, and resulting from the American Civil War and the literature which grew from and relates to those events. Special course offering in conjunction with the Department of Social Sciences and the Honors Program. 3-0-3.

**339 TOPICS IN AMERICAN LITERATURE 3 semester hours**

Study by genre, ethnicity, sexuality, theme, or period of one or more of the diverse aspects of past and present American Literature. 3-0-3. WCLL 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)

**362 INTRODUCTION TO LINGUISTICS** 2 semester hours

An introduction to the study of human language from the perspective of modern linguistics, with primary focus on contemporary English. (Fall, even 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, odd 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) WCII course.

**372 CRITICAL APPROACHES TO LITERATURE** 3 semester hours

A study of critical approaches to literary and other texts. Focus on contemporary approaches - such as formalism, deconstruction, reader-response criticism, new historicism, gender theory and others - with practical application of theories to a range of literary texts. 3-0-3. (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. 3-0-3.

**377 STUDIES IN THE AMERICAN NOVEL** 3 semester hours

An investigation of the American novel by periods, authors, or topics as determined by the professor. 3-0-3. WCII course.

**379 TOPICS IN FILM** 1 semester hour

Ongoing discussion of cinema based on selected films. Topics will vary depending on focus of selections. (Cross listed with Communications as COMM 399.) 0-2-1.

**391 WORKSHOP IN ENGLISH 1** 1 semester hour

(required of all majors)

Studies in the exploration, research, development and presentation of a prospectus for a major research and analytical essay on a subject appropriate to the major. 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 203, or permission of instructor. 3-0-3. WCH course. (Spring, even years)

**411 SEMINAR IN BRITISH LITERATURE** 3 semester hours

Advanced study of a selected subject in British literature with emphasis on individual research, reports, scholarly exchange and analytical discussion. 3-0-3.

**413 SHAKESPEARE** 3 semester hours

Study of representative plays and poetry. 3-0-3. (Fall, odd years)

**431 SEMINAR IN AMERICAN LITERATURE** 3 semester hours

Advanced study of a selected subject in American literature with emphasis on individual and group research, reports, scholarly exchange and analytical discussion. 3-0-3.

**475 YOUNG ADULT LITERATURE** 3 semester hours

This course is designed to provide opportunities for students to engage in a thorough examination of the field of young adult literature. Opportunities will be provided for the student to examine practical and creative applications of the course content in order to enhance the presentation of literature in the secondary or middle grades classroom. (Spring, odd years)

**481 METHODS OF TEACHING ENGLISH** 3 semester hours

Instruction in the techniques of and the materials for teaching English in grades 9-12. Supervised field experience required. 3-0-3. (Fall, even years)

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

Theories, research, and practice in the teaching of writing. 3-0-3. (Spring, even years) WCH course.

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

(Required of all majors)  
Development of a research and analytical composition on a subject appropriate to the major. Supervised experience in the research, writing and presentation processes. Prerequisite: English 391. 3-4-1. (Fall, Spring) WC II course

**493 INTERNSHIP IN WRITING** 3 semester hours

Experience involving supervised application of writing skills within an organization outside the classroom. Prerequisite: Writing course(s) above the 200 level, approval of department. Application deadlines: Nov. 1 for spring; April 1 for summer and fall. (Fall, Spring, Summer)

## READING

**100 FOUNDATIONS OF COLLEGE READING** 3 semester hours

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

# DEPARTMENT OF FINE ARTS

Chair: P. Spurr

Area Coordinator, Art: D. Knotts

Professors: C. Billings, T. Fern, M. Whitfield, C. Scarsen

Associate Professors: S. Bell, D. Knotts, P. Spurr

Assistant Professors: P. Erwin, P. Hamilton

Adjunct Instructors: B. Bennett, M. Bonoma, D. Davis, G. Ellis, N. Francis, M. Freeman,

N. Myers, J. Pease, B. Singer-Knotts, S. Statton, M. Stone, S. Stone, P. Strick, C. Swingsgood,

R. Tietz, D. Trammell, H. Tinsley, J. Torres, R. Tyler, P. Wilson, X. Yu

The Department of Fine Arts, Music Division, offers the Bachelor of Arts in Music and the Bachelor of Music in Music Education, Sacred Music, Performance, Composition, and the Bachelor of Music with elective studies in Music Business. The Department of Fine Arts, Art Division, offers the Bachelor of Fine Arts and Bachelor of Arts in Art and the Bachelor of Fine Arts in Art. In addition, the Department offers minors in Art, Art History, and Music. The B.A. in Music can be taken as a secondary major and music majors can double major or have a double concentration.

Students pursuing the B.M. degree must complete the General Studies Core for that degree. Students pursuing the B.A. in Music must complete the General Studies Core for the B.A. Students cannot receive both degrees.

The 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.

## MUSIC DIVISION

The Objectives of the Music Majors are as follows:

### BACHELOR OF ARTS IN MUSIC

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.

### BACHELOR OF MUSIC DEGREE

to provide a balanced music curriculum at the professional level, emphasizing performance, theory, history, composition, improvisation, music of the world's peoples, and technology. Specialty areas and objectives include:

#### Music Education

- (1) to afford the music education theorist and practitioner the knowledge base of learning, methodologies, social contexts, 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 venues.
- (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. This licensure is recognized in the majority of states.

### **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 a high level of artistic self-expression in both solo and ensemble performance.
- (2) to demonstrate critical understanding based on knowledge of music fundamentals and historical styles and the ability to use this understanding in aural, verbal, and visual analyses.
- (3) to develop skill in composition and improvisation.
- (4) to develop familiarity with technological resources which can enhance research, composition, teaching, or performing.

### **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.

## **BACHELOR OF MUSIC WITH ELECTIVES IN MUSIC BUSINESS**

4-year program with option to also obtain a Master of Business Administration in 5 1/2 years

- (1) To prepare students for positions in all areas of the music business... at every level, ultimately, top level management. By NASM standards, the program is interdisciplinary in nature with a minimum of 60 credits in music, and with the rest of the emphasis in business and communications, along with a liberal arts general education core. The degree carries all of the prerequisites for entrance into the M.B.A. program. Students wishing to pursue the M.B.A. must apply for admission to that program. \*The degree may also carry a minor in either in Business Administration or marketing, though other minors by the School of Business are also possible upon approval of the School of Business and Music Program of the Fine Arts Department. A minor is not required, however, as minors are not required for any Bachelor of Music degree. A student may emphasize an area as well, without formally minoring. The business minor area consists of 18 credits (three of which are in the business core), and if not in Marketing, it can be in such areas as Management or Finance.

- (2) To give students a broad knowledge of the music business, career opportunities and to prepare students for music business careers.
- (3) To give the student musical understanding of theoretical and historical knowledge, listening skills, a high level of proficiency in one applied area of performance through participation in performance ensembles and lessons, and basic skills in conducting and keyboard.
- (4) To give students an understanding of complex issues inherent in the rapidly changing world of business.
- (5) To give an understanding of Communications to properly relate the business to the outside world, including graphic design, publication, website development and management.

## ACCREDITATION AND MAJORS

Cardozo-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.

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

A grade of "C" or better is necessary to pass each course counted toward the major.

### I. COURSES REQUIRED OF EVERY B.M. DEGREE, EXCEPT MUSIC BUSINESS (48 hrs.)

- A. MUJC 105, 106, 205, 206, 309 or 405, 308, 325, 326, 343, 446, 447 (17 hrs.)
- B. Primary Applied (12 hrs.)
- C. Performance Group (9 hrs., of which a minimum of 1 hr. must be in a small ensemble).

### II. COURSES REQUIRED FOR B.M. DEGREE WITH ELECTIVES STUDIES IN MUSIC BUSINESS

- A. MUJC 105, 106, 205, 206, 325, 326, 347, 446 OR 447
- B. Primary Applied (11 hrs.)
- C. Performance Group (8 hours, of which a minimum of 1 hr. must be in a small ensemble).

### III. COURSES SPECIFIC TO EACH MAJOR

- A. Music Education (44 hrs.)
  1. Secondary Applied (4 hrs.)
    - a. Piano concentrations: 2 hrs. of Organ and 2 hrs. of Voice
    - b. Organ concentrations: 2 hrs. of Piano and 2 hrs. of Voice
    - c. Instrumental concentrations: 3 hrs. of Piano and 1 hr. of Voice
    - d. Vocal concentrations: 4 hrs. of Piano
  2. MUJC 243, 246, 347, 348, and (by concentration) (9 hrs.)
    - a. Piano concentrations: 259 and 455
    - b. Organ concentrations: 259 and 459
    - c. Instrumental concentrations: 248 and 349
    - d. Vocal concentrations: 257 and 457
  3. Professional Education Minor: EDUC 201, 301, 313, 316, 325, 440, and 450; PSYC 301 or 302 and 303 (31 hrs.)

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."

### B. Sacred Music (27-29)

1. Secondary Applied (6-8 hrs.)
  - a. Piano concentrations: 4 hrs. of Voice and 2 hrs. of Organ
  - b. Organ concentrations: 4 hrs. of Voice and 2 hrs. of Piano
  - c. Instrumental concentrations: 4 hrs. of Voice and 4 hrs. of Piano
  - d. Vocal concentrations: 4 hrs. of Piano and 2 hrs. of applied elective or Performance Group
2. MUSC 245, 246, 249, 347, 348, 455, 456, 457 and (by concentration): (2 hrs.)
  - a. Piano and Organ: 257, 259, 455 (Piano) or 456 (Organ) and 1 additional hr. of Voice
  - b. Instrumental: 257, 349, 1 additional hr. of Ensemble
  - c. Vocals: 257, 457, and 2 hrs. of Performance Group or applied music, or 1 hr. of each.

### C. Performance (27 hrs.)

1. Primary Applied: 6 additional hrs.
2. Secondary Applied: (4 hrs.)
  - a. Piano concentrations: 2 hrs. of Organ and 2 hrs. of Voice
  - b. Organ, Instrumental, Vocal concentrations: 4 hrs. of Piano
3. MUSC 405 (in addition to 305), 311, 312, 413, 455, 456, 1 additional hr. of Performance Group and (by concentration): (17 hrs.)
  - a. Piano concentrations: 259, 455, and 426
  - b. Organ concentrations: 259, 456, and 427
  - c. Instrumental concentrations: 348, 455, and 428
  - d. Vocal concentrations: 257, 457, and 425

### D. Composition (27 hrs.)

1. Secondary Applied: (4-5 hrs.)
  - a. Piano concentrations: 2 hrs. of Organ, 2 hours of Voice, and 1 hr. applied elective
  - b. Organ and Vocal concentrations: 4 hrs. of Piano and 1 hr. applied elective
  - c. Instrumental concentrations: 4 hrs. of Piano
2. MUSC 307, 308, 405 (in addition to 305), 431, 492, 497, one course from 245, 246, or 249, and (by concentration): (22-23 hrs.)
  - a. Piano Concentration: 259, 455, and 426
  - b. Organ concentrations: 259, 456, and 427
  - c. Instrumental concentration: 349, 455, and 428
  - d. Vocal concentrations: 257, 457, and 425

### E. Electives in Music Business

1. Secondary Applied (4-hrs)
2. (MUSC INDUSTRY BUSINESS) MIB 300, 400, and 490



**IV. BACHELOR OF ARTS IN MUSIC (49 HRS.)**

Primary Applied: 12 hrs., Secondary Applied: 2 hrs., MUSC 105, 106, 205, 206, 313, 326, one course from 347, 348, 353, 359, 365, 366, or 349, 8 hrs. of Performance Group and either 493 and 494 (Theory) or 412 (Recital) plus 4 hrs. of music electives.

**BUSINESS CORE IN MUSIC BUSINESS MAJOR**

(27 credits—3 credits crosslisted as MBF)

ACCT 213, 214

CRSS160

ECON 203, 204

FINANCE 312

BADM 300 Business Law, which will be taught in a special section which will focus on Music and Entertainment Law, Copyright, Contracts, Taxation and will be taught by Entertainment Lawyers and Professor Rose Bailey. THESE WILL BE CROSS-LISTED AS MBF 300

MGMT 410

MKT 300

**MUSIC COURSES IN MAJOR**

(50 credits minimum)

APPLIED CONCENTRATION: 11 credits

Secondary Concentration (Non pianists must pass Piano Proficiency) 4

Ensembles (one of which must be a small ensemble) 8

MUSC 125 (4), 126 (4), 205 (3), 206 (3), 226 (3), 325 (3), 326 (3), 405 (2), 347 (1),

446 or 447 (1)

MTB 300 -Music and Entertainment Law (3), 433-Music Industry Seminar (3), 490 Internship in Music Business (4-6)

**BUSINESS MINORS AVAILABLE FOR B.M. WITH ELECTIVES IN MUSIC BUSINESS**

Music Business Majors automatically receive a minor in Business Administration if they take Management 316 as one of their electives. Business minors are available in all the below subjects, with 18 credits completed in any one area.

**ACCOUNTING**

A minor in Accounting requires Accounting 213, 214, 313, 314 and two of the following: Accounting 315, 400, 425, 450.

**BUSINESS ADMINISTRATION**

A minor in Business Administration requires Accounting 213, Business Administration 300, Marketing 300, Economics 204, Management 316, and Computer Information Systems 160.

**COMPUTER SCIENCE**

A minor in Computer Science requires 15 semester hours of Computer Information Systems courses and requires that the Quantitative Reasoning of the Basic Course Requirements be satisfied with Mathematics 111.

**ECONOMICS/FINANCE**

A minor in Economics/Finance requires Economics 203 and 204, Finance 312, and three courses approved by the advisor. The additional three courses may be chosen from the following: Economics or Finance courses numbered at or above the 300/400 level, or Management 430.

**INTERNATIONAL BUSINESS**

A minor in International Business requires Accounting 213, Business Administration 360, Economics 204, Finance 312, Marketing 460, and 466. Economics 401 and Political Science 321 are recommended as free electives.

**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, (or Management 330), Management 400, 403, 410, 416, 418, 422 (or Marketing 420) and 465.

**MANAGEMENT INFORMATION SYSTEMS**

A minor in Management Information Systems requires Computer Information Systems 360, 371, two courses in approved programming languages, and two Computer Information Systems electives above the 300 level (including ACCT 400). Students who had CISM 360 as part of their curriculum are required to select an additional CISM elective above the 300 level.

**MARKETING**

A minor in Marketing requires Marketing 300, 410, and four courses approved by the advisor. The additional four courses may be chosen from the following: Marketing 302, 304, 412, 404, 406, 408, 420, 466 (or Management 466), and Journalism 375.

**MUSIC THEORY PLACEMENT EXAM**

Students entering as music majors or minors are required to take a Music Theory Placement Exam prior to the first week of class to gauge their level of theoretical competence. A first-time music major will be placed either in the sequence of MUSC 105-106 (First-Year) or MUSC 103-104 (Basic Theory) according to exam results. Transfer music major placement is based on results following an exam which covers material from the last semester of music theory completed by the student.

**PIANO PROFICIENCY**

Each music major who is not a piano concentration 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. Those to first semester hours in the secondary applied have been set aside in each B.M. curriculum (2 semester hours for the B.A. in Music) for this purpose. Should the proficiency be passed before completion of the 3-4 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 and MUSC 259, which fulfill the piano proficiency requirement.

## PERFORMANCE ENSEMBLE REQUIREMENT

Each music major is required to satisfactorily participate in a major performing group each 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 group 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. Additionally, all music majors must complete a minimum of one hour in a chamber ensemble.

## MUSIC MINOR

A minor in Music requires 18 semester hours including Music 105, 106; 4 semesters of a major performing organization (4 hours) and 6 hours of applied music (very required). The music minor may substitute MUSC 147 (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 (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:

BAR1-baritone/soprano/baritone, OBCE-oboe, TROM-trumpets, BSSN-bassoon, CRGN-cornet, TRPT-trumpet, CELL-cello, PRSC-percussion, TUBA-tuba CLAR-clarinet, PIAN-piano, VILA-violin, FLUT-flute, SAXO-saxophone, VIOL-violin, GUIT-guitar, NBSB-string bass, VOCE-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 remains (0) zero. The third digit designates the amount of credit hours earned/number of half-hour lessons in applied music.

Example: CLAR 302 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 - \$170; 2 semester hours - \$270.

**Community School of the Arts Applied Music Fees** half-hour lesson - \$285; one-hour lesson - \$495

## COMPREHENSIVE ARTICULATION AGREEMENT

Additional General Education Courses are required for students transferring under the Comprehensive Articulation Agreement.

**Fine Arts - Music:** All General Education requirements to include MUSC 125 or 126.

# 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, notes, eight-stringing, 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 and seventh chords, four-part writing procedures with suitable ear training, eight-stringing, and keyboard assignments. Covers various aspects of musical form, melody, rhythm, harmony, figured bass and music analysis. Students will also learn compositional and improvisational techniques. Computer interaction is required. Prerequisite: MLSC 104 or successful completion of Music Theory Placement Exam. 3-1-4, 3-1-4.

### 205 MUSIC THEORY III 3 semester hours

The integrated study of chromatic harmonies. A continuation of work begun in first year theory with additional emphasis on analysis: waltz-allegro, triads, and variation forms, and composition in smaller forms. Prerequisite: MLSC 105. 2-1-3.

### 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: ENCL 102 (206 is a Writing Category II course) and MLSC 205. 2-2-3. WCIL.

### 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 of even years. 1-0-2.

### 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 faculty and heterogeneous groups; score writing; and some insights into writing for full band and orchestra. Spring semester. 1-0-2.

### 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: MLSC 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 sonata, symphony, concerto and fugue. Prerequisite: MLSC 206. Fall semester of odd years 1-0-2.

**491, 492 COMPOSITION III AND IV** 3 semester hours each semester  
Senior Composition project. Prerequisites: MUSC 302, 308. O-Preparation-3, O-Preparation-3.

**497 COMPOSITION PRESENTATION** 1 semester hour  
Student will prepare a performance and defend the senior composition project in a formal setting open to the public and the academic community. O-Tutorial-1.

## **MUSIC HISTORY AND LITERATURE**

**125 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.

**126 MUSIC LITERATURE** 3 semester hours  
Survey of music literature in various genres from the Baroque to the present, including listening, analysis, research, and class presentations. Offered in Spring semester. Prerequisite: MUSC 105, 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, from ancient Greek civilization to the present. Prerequisite: ENGL 102 (325 is a Writing Category II course) and MUSC 116. 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. Offered as needed. 3-0-3.

**426 PIANO LITERATURE** 3 semester hours  
A survey of solo and ensemble clavichord/piano literature from the Baroque to the present. Prerequisite: completion of at least 2 semester hours of applied piano at the 200 level. Offered as needed. 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. Offered as needed. 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. Offered as needed. 3-0-3.

**493, 494 TREATISE I AND II** 3 semester hours each semester  
Required for B.A. in Music, Treatise Option. O-Preparation-3, O-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 accompanying, including beginning guitar literature, popular, and worship music. 1-0-1.

**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 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. 2-1-1.

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

Elementary instruction in the techniques of playing instruments in the string and woodwind families. Spring semester. 2-1-1.

**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, plotting 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. 2-2-1.

**250 VOCAL TECHNIQUES CLASS** 1 semester hour

The basics of correct vocal technique taught within a group-private lesson setting. Students learn correct vocal technique and have lab experience teaching beginning vocal techniques individually, in small groups, and in larger classes. This course is designed especially for the music education major with instrumental concentration, though others may enroll with permission of the instructor.

**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. 2-0-1.

**259 ADVANCED PIANO SKILLS** 1 semester hour

Group instruction in sight-reading, harmonization of melodies, transposition, playing by ear, open score reading, basic continuo realization, and improvisation. Fall of odd years. Approval of instructor is required before registering. 2-0-1.

**345 MUSIC EDUCATION SKILLS** 1 semester hour

Provides background in theory and instrumental skills for classroom teachers. No previous experience necessary. Includes piano, scratchy-choosing, conducting, staging fundamentals, and recorder. 2-2-1.

**346 MUSIC FOR THE CLASSROOM TEACHER** 3 semester hours

Practical application of skills acquired in MUSC 345. Examination of band music series and other music teaching methods. Expanded experience with instruments and actual teaching experience in local schools are included. Prerequisite: MUSC 345 or demonstration of proficiency. 3-0-3.

**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. 2-0-2.

**349 INSTRUMENTAL METHODS AND LITERATURE** 2 semester hours

The teaching and supervision of music as it relates to the junior and senior high school instrumental program. Included is preparation for contests and public performances, recruitment of instrumentalists, literature and pedagogical techniques for beginning instrumentalists. Spring semester of odd years. 2-0-2.

**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 factors, technique (baton and instrumental), 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 instrument care 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 beginners 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 HYMNODOLOGY** 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 society emphasizing the minister of music's role as minister, church staff member, educator, promoter, and administrator. Offered in the fall of odd years. 1-0-3.

# **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 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-1.

### **312 JUNIOR RECITAL 2 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 55 minutes of music. Required of performance majors. 0-performance-3.

### **412 LIBERAL ARTS RECITAL 2 semester hours**

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

### **453, 454 PERFORMANCE SEMINAR 1 semester hour each semester**

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

## **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 number; juniors and seniors should register for the 300 number.)

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

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

### **175, 375 CHORALE 1 semester hour**

A large choral group which prepares projects 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**

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

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

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 from all style periods. Open to any major with permission of instructor. 0-1-1.

**131 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.

**138 GUITAR ENSEMBLE** 1 semester hour

A small ensemble dedicated to the performance of literature written for multiple guitars. Open to any major with permission from instructor.

**139 PRAISE ENSEMBLE** 1 semester hour

A small ensemble (8-12 students: 6 Vocalists plus Percussionists, Strings, Keyboard, and Instrumentals) which will afford students experience in organizing, planning, rehearsing, leading, and performing Praise Music within the church worship context. Standard and new arrangements may be utilized; some on and off campus performance opportunities may be required. Open to all students of the university with the permission of the instructor. D-1-1

**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. D-2-1, D-2-1

## MUSIC BUSINESS

**410 MUSIC INDUSTRY SEMINAR** 3 semester hours

This course is required for all Music Business Majors, but open to all students upon permission of instructor. Students gain a working knowledge of the music business. (Fee required to attend American Symphony Orchestra League Seminar in Arts Management, Fundraising, and Promotion). Overview of the music business including: Music Advertising, Music Promotion, Concert Promotion and Venue Management, Artist Management and Representation, Musician's Union, Web Design for Arts Organizations, Music Retailing, Music Marketing and Merchandising, online music publishing and aspects of Music Publishing, Job Opportunities in Music Business and Career Strategies, American Symphony Orchestra League Seminar in Arts Management and Publicity, Kennedy Center Internship Opportunities, Internships in Music Business, Fundraising for Arts Organizations and non-profit, Grantwriting for arts organizations Offered as needed, but no more than once every other year. J-2-3

**MIB 300 MUSIC INDUSTRY BUSINESS:****BUSINESS AND ENTERTAINMENT LAW** 3 credits

A study of the Legal Environments of Business, with the study of Entertainment Law for the Music Industry Business Major. Topics which will supplement the existing BAISM 300 curriculum will examine commercial law in the entertainment industry, legal restrictions on entertainment, intellectual property in entertainment assets, contractual relations in the entertainment industry and other regulatory influences on entertainment, including licensing, taxation and for-profit vs. not-for-profit requirements. This covers all aspects of Business Law and is also specific for students interested in Music Business or other types of non-profit Law. Fall Semester, offered in odd years, or as needed J-2-3

**MIB 490 INTERNSHIP IN MUSIC BUSINESS** 4-12 semester hours

Students will complete a 15-week internship at a company in the music industry that offers a varied, practical, and challenging learning experience. The internship will be supervised by a highly-qualified sponsor from the company and the Director (advisor) of the Music Business Program. Semester hours recommended for this course are: 4-12 hours as documented. Four credits requires a 15-20-hour work week. Six credits can be obtained with a 25-hour work week; 9 credits can be obtained with a 30 hour work week; 12 credits can be obtained with a 40 or more hour work week. A detailed Journal, as described in the course syllabus, under Obligations of the Intern, is required. In addition, if the student does not satisfy the communications requirement with a COMM class, the student MUST present a lecture presentation of their journal following or at the end of their internship. The internship experience is an important bridge between academic preparation and career development. At

At this point the student should have completed most required courses and is expected to have developed a mature knowledge, understanding and attitude regarding their choice of a career in music industry. It is the goal of the Gardner-Webb University Music Business Program to have all Seniors undertake an internship at a professional firm involved in some facet of the music industry. Offered as needed beginning in fall 2005. Prerequisite: Senior standing. Permission of instructor

## VISUAL ARTS DIVISION

### DEGREES OFFERED

The Department of Fine Arts offers the Bachelor of Fine Arts degree in Visual Arts, and the Bachelor of Art Degree in Visual Arts. We also offer a Minor in Studio Art and a minor in Art History.

#### BACHELOR OF FINE ARTS (BFA)

1. A pre-professional degree that prepares the student for study of art at the graduate level.
2. Prepares the student with a high degree of technical proficiency in the chosen concentration. Enables a high level of artistic expression.
3. Prepares the student with the necessary art history background and understanding of the role of the artist in society.
4. Required courses: Sixty-three credit hours within the department of visual art. A minor is not required.

A. Art Academic: ARTS 120, 125, 410, Two from ARTS 305, 140, 145, 415. Fifteen total hours required.

B. Foundation Studio-Courses: ARTS 200, 210, 341, 220, 260, 230, 290, 280, Twenty-four total hours required. Students must complete foundation courses prior to or concurrently with required 300 level classes.

C. Level 300 Art classes required:

- 24 hours of elective studio classes -300 or above level.
- 15 hours of credit must be from one studio concentration sequence.
- 9 hours of credit must be from outside the concentration.

Concentration is defined as either:

Two Dimensional Courses (Drawing, Painting, Figure drawing, Printmaking) or  
Three Dimensional Courses ( Ceramics, or Sculpture)

For Two Dimensional Concentration choose from the following courses:

ART 312, 323, 341, 342, 344, 362, 363, 382, 383, 460, 462, 494.

For Three Dimensional Concentration choose from the following course;

ART 352, 353, 392, 393, 413, 495.

**Additional Requirements:** Bachelor of Fine Arts majors are required to exhibit during the senior year an exhibition of work that demonstrates a concentrated focus in technique, style, and content. A thesis defending the work and a presentation of the thesis before art faculty is required. Majors are required to engage in active exhibition of their work including exhibiting in annual student exhibits. The formulation of a slide portfolio, work portfolio, and resume are

required. Exhibit requirements are detailed in the exhibition handout available to art majors from their advisor.

## BACHELOR OF ART IN ART

1. A concentrated study in studio arts that also allows the student to minor in another area of study.
2. Prepares the student with a broad base of technical proficiency in the studio arts. Enables a high level of artistic self-expression.
3. ARTS 125 Survey is suggested as a core elective and cannot be used to fulfill requirements for the art major.
4. Forty-five credit hours within the department of visual arts required. A minor from any other department, or school within Gardner-Webb is required.

A. Academic courses required: ARTS 120, 125, 410. Choose one from ARTS 305, 140, 145, 415. For a total of 12 hours.

B. Foundation studio courses required: ARTS 200, 210, 220, 260, 250, 290, 280. For a total of 12 hours.

C. Level 300 ART classes required:

- Twelve hours of elective studio courses.
- Nine hours of credit must be a concentration from one studio discipline.

Concentration is defined as either:

Two Dimensional Courses (Drawing, Painting, Figure drawing, Printmaking) or  
Three Dimensional Courses (Ceramics, or Sculpture)

For Two-Dimensional Concentration choose from the following courses:

ART 312, 313, 341, 342, 344, 362, 363, 382, 383, 460, 462, 494.

For Three Dimensional Concentration choose from the following courses:

ART 352, 353, 362, 363, 435, 455.

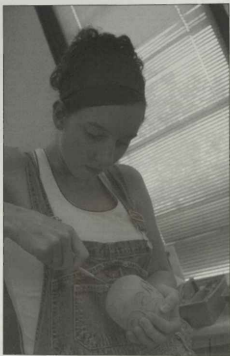
**Additional Requirements:** Bachelor of Arts majors are required to exhibit during the senior year an exhibition of work that demonstrates a concentrated focus in technique, style, and content. A thesis defending the work and a presentation of the thesis before art faculty is required. Majors are required to engage in active exhibition of their work including exhibiting in annual student exhibits. The translation of a slide portfolio, work portfolio, and resume are required. Exhibit requirements are detailed in the exhibition handout available to art majors from their advisor.

## MINOR IN STUDIO ARTS

The department offers a minor in studio arts available to students who major in other areas. Eighteen semester hours are required for a minor in studio art.

### Required Courses

1. ARTS 120, 125. Choose one course.
2. ARTS 110, or 200. Choose one course. Total of three hours.
3. ARTS 280, or 290. Choose one course. Total of three hours.
4. ARTS 160, 150, 280, 290, 312, 341, and any second level studio courses (342, 352, 362, 382, 392). Choose three courses. Total of nine studio hours.



**Other Requirements:** The minor in art requires the exhibit of a body of the strongest work that the student has produced during studio classes. Works to be exhibited must be approved by the art faculty one semester prior to planned exhibit. The exhibit can be scheduled as soon as the minor is completed, or during the senior year, whichever comes first. Refer to exhibit requirements handout for art minors, available from faculty for required information and procedures.

## MINOR IN ART HISTORY

The Department offers a minor in art history available to students who major in other areas. Eighteen semester hours are required for a minor in art history.

### **Required Courses**

1. ARTS 110, 115. Total of six hours.
2. ARTS 210, or 300. Choose one course. Total of three hours.
3. ARTS 230, 232, or 290. Choose one course. Total of three hours.
4. ARTS 140, 143, 303, 416. Choose two courses. Total of six hours.

## DESCRIPTION OF COURSES

### 120 ART HISTORY I

A study of prehistoric, non-western, and European art from prehistoric up to the Renaissance, 1400 A.D. The course will be conducted through slide lecture presentation. Required for art majors, art majors, art education. No prerequisites. (3-0-3)

### 125 ART HISTORY II

A study of Renaissance to contemporary artists. Review of Medieval Europe, Ottoman to Gothic. Focus on European Art and art of the 20th century worldwide. No prerequisites, however, ARTS 120 recommended to be taken first. (3-0-3)

### 140 19TH CENTURY ART HISTORY

The study of 19th century European, American and World Art. Lecture and slide lecture on major artists, works of art and styles of art that shaped the period. Covers 1775-1900. Students will supplement classroom study with museum field study. No prerequisites. (3-0-3)

### 145 20th CENTURY ART HISTORY

Survey of 20th century European art, artists and art movements that shaped the period. Students will study art within the cultural context of the time. Study of the prehistory of modern art, Impressionism, Neo-Impressionism, Post-Impressionism, Painting and culture in America, European influence on American art. No prerequisites. (3-0-3)

### 305 CHRISTIANITY AND ART

Survey of major religious art works and their meaning and contemporary significance for the individual and the church. No prerequisites. (3-0-3)

### 200 TWO DIMENSIONAL DESIGN

Introduction to the elements and principles of design as relates to two dimensional surface, graphics, printmaking, painting, and photography. Includes a study of color theory and practice. Required for art majors, minors. (Lab fee \$0.00) No prerequisites. (3-0-3)

### 210 DRAWING I

Introduction to the fundamentals of drawing in pencil, charcoal, and pen and ink. Emphasis on still life and landscape with an introduction to figure. Students will study techniques of gesture, line, value, proportion, and perspective. Methods of drawing from observation will incorporate the elements of design and the principles of organization, into the composition of the page. Required for art majors, minors, and preference given. (Lab fee, \$0.00) No prerequisites. (3-0-3)

### 220 THREE DIMENSIONAL DESIGN -DESIGN II

Design II is an introduction to the elements and principles of design as relates to three-dimensional sculpture. Students receive an introduction to color in the applied arts, pottery, and in sculpture. Introduction to the language of art and to the tools and techniques of working plastic media. Media used: plaster, clay, paper-mache, wire, foam. Required for art majors, minors, and preference given. No prerequisites, however Design I- Art 200 Two Dimensional is recommended first. (Lab fee \$0.00) (3-0-3)

**225 ART SURVEY**

Introduction to major artists and styles in the history of art, emphasis on appreciating art in its context; an understanding the elements and principles of design. This is a survey class open the entire student body. (3-0-3)

**250 CERAMICS I**

Emphasis is the processes and techniques of hand building in clay. Introduction to wheel-throwing, glazing and firing methods including stoneware and Raku. Introduction to terms and vocabulary of ceramics and to ceramics history. (1 lab fee \$0.00) No prerequisite. (3-0-3)

**260 PAINTING I**

Introduction to color theory and practice. This course is an overview; students will receive instruction in the use of variety of techniques while working with acrylic, tempera, gouache, and watercolor. Lecture and slide examples from art history will supplement all practical experience. Required course activities include a field trip to local museums and participation in the students art show at the end of the semester. Prerequisite ARTS 100 or 210 recommended; ARTS 225 or 220/225. (Lab fee \$0.00) (3-0-3)

**280 PRINTMAKING I - SERIGRAPHY**

Printmaking I is an introductory course in technique and procedure of silkscreen printing. Techniques of paper screen, canson and t-shirt blockout, glue block, photo emulsion, as well as other methods will be covered. Emphasis will be on development of personal imagery, compositional development, and understanding of color. (lab fee \$0.00) (6-0-3) Prerequisite: Art 210 or Art 200

**290 SCULPTURE I**

Introduction to sculptural concepts and principles. Additive and subtractive processes using plaster, modeling clay, and wood. Attention to contemporary approach to sculpture and to artist working in the field. Prerequisites Art 210 or Art 220 (6-0-3) (lab fee \$0.00)

**300 ART FOR THE CLASSROOM TEACHER**

Experience with art materials and teaching strategies appropriate for use with children, including laboratory designed for the prospective elementary teacher. Prerequisite: ARTS 225. (3-0-3) (lab fee \$0.00)

**322 DRAWING II**

Continued study in drawing in pencil, charcoal, and pen and ink, with introduction to pastel, oil pastel and non-traditional media. Emphasis on content and meaning in drawings. Development of drawing as a preliminary study for other media. Continued study in techniques of gesture, line, value, proportion, and perspective. Methods of drawing from observation incorporating the use of the elements of design, and the principles of organization. Study of compositional style of major artists. Required for art majors, minors, preference given. Prerequisite: Art 210 (lab fee \$0.00) (6-0-3)

**323 DRAWING III**

Development of an independent style in graphic media through continued studio practice. Wide exploration of drawing media. Emphasis on the development of content and meaning in students' work. Concentration on study of landscape and still life. Development of drawings as finished artistic statements. Development of student portfolio. Study and presentation and care of drawings. Study will be supplemented by field experiences to museums, galleries, and artist's studios. Prerequisite: ARTS 220, 322. (lab fee \$0.00) (6-0-3)



### **341 FIGURE DRAWING I**

*Study of the figure through studio sessions with the model. Study of figure drawings of master artists through slides, and field trips to museum galleries to examine the work. Emphasis on proportional rendering of the figure and an understanding of the skeletal and musculature systems of the figure. Development of graphic skills. Required for art majors, minors. Prerequisite: Art 210 (4-0-3) (lab fee \$2.00)*

### **342 FIGURE DRAWING II**

*Additional study of the figure through studio sessions with the model. Study of figure drawings of master artists through slide lecture, study trips to museums and galleries to examine work. Additional study on proportional rendering of the figure. Development of graphic skills. Required for students with a concentration in painting or drawing. Recommended for all art majors. Prerequisite: ARTS 232, 341. (lab fee \$0.00) (4-0-3)*

### **343 FIGURE DRAWING III**

*Additional study of the figure through studio sessions with the model. Study of figure drawings of master artists through slides, field trips to museums, and galleries. Development of individual portfolio in figure drawing and documentation of the work. Required for a concentration in painting or drawing. Recommended for all art majors. Prerequisite: ARTS 342 (lab fee \$0.00) (4-0-3)*

### **344 FIGURE DRAWING IV**

*Additional study of the figure drawings of master artists through slides, field trips to museums and galleries. Continued development of individual portfolio in figure drawing and documentation of the work. Emphasis on graphic development. Recommended for students with a concentration in painting or drawing. Recommended for all art majors. Prerequisite: ARTS 343 (lab fee \$0.00) (4-0-3)*

### **352 CERAMICS II**

*Emphasis in the processes and techniques of wheel throwing. Some assignments in handbuilding and combining wheel and hand-building techniques. Various glazing and firing methods including stoneware, and Raku. Continued study of terms and vocabulary of ceramics. Emphasis on current trends in ceramics. (lab fee \$0.00) Prerequisite: ARTS 250 (4-0-3).*

### **353 CERAMICS III**

*This course is an intermediate course concerned with the development of skills and concepts in ceramic work. Various firing methods linked to glaze development and image control are emphasized. Continued exploration of forming techniques. Prerequisite: ARTS 220, 250, 352 (lab fee \$0.00) (4-0-3)*

### **354 CERAMICS IV GLAZE CALCULATION/KILN CONSTRUCTION**

*This course is an advanced ceramic studio for the development of skills and concepts of concepts in clay work. Emphasis on personal expression and development of an individual clay portfolio. The course will focus on the development of glazes for various temperature ranges and on the knowledge of kiln building and firing. Study will be supplemented by field trips to museum workshops and conferences in the field, with the opportunity to fire and build different type of kilns. (lab fee \$0.00) Prerequisite: ARTS 353 (4-0-3)*

**362 PAINTING II**

Continued studies in color theory and practice with emphasis on uses of acrylic media. Study of professional uses of this media, and how it has changed painting. This course will concentrate on the techniques of acrylic paint and mixed media. Students will learn methods of preparing and painting surface, including stretching of canvas. Methods of presentation with participation in the end of semester student exhibition. Emphasis is placed on individual instruction and independent development of student work.

Prerequisite: ARTS 260 (lab fee \$0.00) (6-0-3)

**363 PAINTING III**

Advanced color theory and practice with emphasis on contemporary approaches. This course will concentrate on the techniques of oil paint, oil pastel, and oil sticks. Students will learn methods of preparing the painting surface, including stretching of canvas. Methods of presentation with participation in end of semester student exhibition. Emphasis is placed on individualized instruction and independent development of student work.

Prerequisite: ARTS 260 (lab fee \$0.00) (6-0-3).

**362 PRINTMAKING II RELIEF**

Printmaking II is the introductory class in relief printmaking. This course will introduce students to relief printing using woodcuts, linocuts, and etchings. Emphasis of the class will be learning effective techniques of the medium and compositional development of the resulting print. Prerequisite: ARTS 210 or 300. Preference to art majors. (lab fee \$0.00) (6-0-3)

**363 PRINTMAKING III LITHOGRAPHY**

Introductory course in lithography. Techniques of lithographic printing including use of lithographic pencils, crayons, and tacks washes for production of black and white prints pulled from stone, or metal plates. Emphasis on development of personal imagery and compositional strength.

Prerequisite: ARTS 200, 210. (lab fee \$0.00) (6-0-3)

**392 SCULPTURE II STONE CARVING**

Work in three-dimensional format using alabaster, soapstone, plaster, and marble. Sculpture using the subtractive process. Attention to contemporary approach to sculpture and to artist working in the field. Ability to learn and use safe shop procedures is necessary. Prerequisite: ARTS 210, or 290, or 220. (lab fee \$0.00) (6-0-3)

**393 SCULPTURE III WELDED METAL SCULPTURE**

Work in three-dimensional format using welded metal. Attention to contemporary approach to sculpture and to artist working in the field. Willness to learn and use safe shop procedures is necessary. Prerequisite: ARTS 220. (lab fee \$0.00) (6-0-3)

**410 SENIOR SEMINAR**

The focus of this class is the preparation of the art student for continued development of his or her art after undergraduate school. Introduction to opportunities and possibilities in the art field after graduation. Discussion of and preparation for careers in the arts. Preparation of slide portfolio, and presentation book. Preparation of the artistic resume. Preparation and development of the senior exhibition meeting requirements of graduation contract. Field trip to a major art center required. Field trips to artist's studios and galleries for discussions of the business of art. Lab fee not required. Students will incur costs of travel and cost of business of art. Prerequisite: ARTS 220. Development of slide portfolio that must be left with the school. Required course for art majors, must have senior standing. (3-0-3)

#### **416 TOPICS IN ART HISTORY**

Specific and focused study of one time period, style, movement, subject or geographical region of the world in relationship to art history. Specific and detailed course description to be written and circulated by the instructor prior to offering the course. May be used for study abroad credit upon department approval. May be repeated for credit with change in topic and department approval. Permission of the instructor required. (3-0-3)

#### **418 TOPICS IN SCULPTURE**

A course offered as needed to engage students in the continuation and development of work in sculptural methods, materials and media. Attention to contemporary approach to sculpture and to artist working in the field. Witness to learn and use safe shop procedures is necessary. Permission of the instructor required. Prerequisite: ARTS 210 (lab fee \$0.00) (0-0-3)

#### **455 TOPICS IN CERAMICS**

Specific topics in ceramics. Offered as a way to narrow the focus of a semester work to one specific area of ceramics. Topics could be Kiln Technology, Raku Firing, Glaze Calculation or other specific topics. Permission of the instructor required. (lab fee \$0.00)

#### **460 TOPICS IN PAINTING**

Various specific topics in painting as defined by the individual instructor. Detailed and specific course description to be written and circulated by the instructor prior to offering of the course. May be repeated for credit with change in topic. Permission of the instructor required. (lab fee \$0.00) (0-0-3)

#### **462 TOPICS IN WATERCOLOR PAINTING**

Beginning watercolor painting emphasizing fundamentals of working with this medium. Development of skills and technique in wet media and mixed media. Study of the principles of pictorial organization and design. Print-as painting when possible. An overview of the history of watercolor and introduction to significant artists will be presented through class lecture, slides and museum field trips. May be repeated for credit with change in topic. Prerequisite: ARTS 200, 210, or permission of the instructor. (lab fee \$0.00) (0-0-3)

#### **484 TOPICS IN PRINTMAKING**

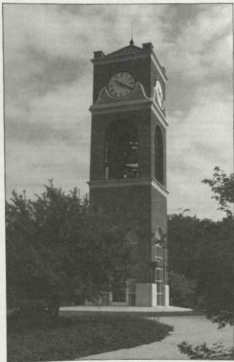
Study of specific areas and methods of printmaking as defined by the instructor. Emphasis on development of personal imagery and compositional strength. Designed to allow the student to develop in-depth in one or more areas of printmaking. Detailed and specific course description to be written and circulated by the instructor prior to offering of the course. Permission of the instructor required. (lab fee \$0.00) (0-0-3)

#### **495 INDEPENDENT STUDY**

Individual problems in art education, studio, and art history. Subject to approval of student advisor and supervising professor. (3-0-3)

#### **496 INDEPENDENT STUDY**

Individual problems in art education, studio, and art history. Subject to approval of student advisor and supervising professor. (3-0-3)



# DEPARTMENT OF WORLD LANGUAGES, LITERATURES, AND CULTURES

Chair: Associate Professor C. Moore

Professors: H. Tichenor, L. Crawford

Associate Professors: K. Cagle, T. Cox, U. Labate

Assistant Professors: M. High, N. Dawson, L. Galters

Instructor: T. Phillips

## GOALS AND OBJECTIVES

The purpose of the Department of World Languages, Literatures, and Cultures 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 proficiency oriented 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 literatures;
- (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.

The purpose of the Major in English as a Second Language Education is to teach students how to effectively work with K-12 students learning English as a Second Language so that these K-12 students will be able to communicate in English. Majors of this program will develop an appreciation and knowledge of second language learning, other cultural perspectives, and the English language.

The educational objectives of the Teaching English as a Second Language Education program are to graduate students who demonstrate:

- (1) Advanced proficiency in English;
- (2) High intermediate proficiency in a language other than English (OPI scale);
- (3) Understand all aspects of the English language well enough to be able to explain and model the component skills for students;
- (4) Plan, implement, and evaluate instruction in educationally sound ways;
- (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, American Sign Language (ASL), or a Bachelor of Arts in French, Spanish, or ESL Education (ESL). 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 (301) or higher if a satisfactory score is received on the placement test. See department chair for more information.

## **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 15 hours may be 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 301, 302, 303, 304, 305, in addition to 9 semester hours from French courses above the elementary level.

Other required courses for teacher candidates are: French 332 (method/practicum K-6), French 335 (method/practicum 6-9), and French 338 (method/practicum 9-12).

## **MINOR IN PROFESSIONAL EDUCATION FOR FRENCH**

The education minor consists of Psychology 302, 303 and Education 203, 301, 313, 325, 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 306, or Spanish 304 and 307). The additional 12 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 301, 302, 303 and 306 or 304 and 307, 305, in addition to 9 semester hours from Spanish courses above the elementary level. Other required courses for teacher candidates are: Spanish 332 (method/practicum K-6), Spanish 335 (method/practicum 6-9), and Spanish 338 (method/practicum 9-12).

## **MINOR IN PROFESSIONAL EDUCATION FOR SPANISH**

The education minor consists of Psychology 302, 303 and Education 201, 301, 313, 325, 440, and 490.

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 26 hours above the elementary level. The following courses are required: SCLE 201, 202 (or 211) 301, 302, 303, 305, 407, 495 and 496. The additional 9 hours can be selected from the following courses: SCLE 403, 404, 408, 409, and 494 or SLIN 303 if the student is not an Interpreting minor. Students must pass the Sign Communication Proficiency Interview at the advanced level in order to graduate. Check with the ASL program for entrance requirements to the ASL major.

## **MAJOR IN ENGLISH AS A SECOND LANGUAGE WITH TEACHER LICENSURE**

A major in English as a Second Language Education with preparation for K-12 teacher licensure shall complete the following courses: English as a Second Language Education (ESLE) 332, 335, 338, 400 and English 361, 362, 363, 403, (or EDUC 406) Sociology 400, and Education 302, 305, and 312.

Other required courses are French or Spanish 202 and one 300-level course in either French or Spanish. This requirement will be waived by the department of Foreign Languages and Literature if the student shows the required advanced proficiency level in a Second Language.

Students will not be permitted to complete more than 50% of the ESL Ed. Major until they are formally admitted to the Teacher Education Program. A minor in Professional Education is required with this major.

## **MINOR IN PROFESSIONAL EDUCATION FOR ENGLISH AS A SECOND LANGUAGE**

The education minor consists of Psychology 302 and 303 and Education 201, 301, 313, 325, 440, and 490.

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.

## **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 German requires any 15 hours of courses taken in German.

## **MINOR IN INTERPRETING**

A student majoring in American Sign Language (ASL) may elect to minor in Interpreting. The 18 hour minor in Interpreting consists of the following courses:

SLIN 223, 303, 320, 321, 404, and 405. Only students majoring in American Sign Language may enroll in Interpreting.

## COMPREHENSIVE ARTICULATION AGREEMENT

Additional General Education courses are required for students transferring under the Comprehensive Articulation Agreement.

Foreign Languages - ASL: All who wish to major in ASL are required to take the ASL entrance examination to determine placement.

### SCHOLARSHIP

"The Dr. Charles Andrews/Dr. Robert Morgan Endowments" help department majors defray the costs of study abroad programs in Quebec and Costa Rica. See your study abroad director for more information about how to obtain these funds.

## DESCRIPTION OF COURSES

### 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. The student will be required to attend five hours of Deaf Events approved by the Professor. 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. The student will be required to attend ten hours of Deaf Events approved by the Professor. Prerequisite: SCLG 101 or satisfactory score on placement test. 3-1-3

#### 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 SCLG 101 and 102. Taught in ASL, one hour of lab required per week. The student will be required to attend fifteen hours of Deaf Events approved by the Professor. Prerequisite: SCLG 102 or satisfactory score on placement test. 3-1-3

#### 202 INTERMEDIATE ASL II 3 semester hours

The continuation of an intermediate course designed with an increased emphasis on expressive skills, linguistic knowledge and integration of cultural behaviors in communication. Taught in ASL, one hour of lab required per week. The student will be required to attend fifteen to twenty hours of Deaf Events approved by the Professor. Prerequisite: SCLG 201 with a grade of C or better or satisfactory score on the placement test. 3-1-3

#### 211, 212 INTENSIVE ASL I AND II 6 semester hours

The course focus is on expressive and receptive work in ASL with an emphasis on expressive signing. Prerequisite: SCLG 102 or satisfactory score on the placement test. 6-2-6, 6-2-6



**301 ADVANCED ASL I** 3 semester hours

The course focus is on complex grammatical structures including but not limited to sentence structure, classifiers, locators, and plurification. This course is taught in ASL. The student will be required to attend fifteen to twenty hours of Deaf Events approved by the Professor. Prerequisite: SCLG 302 with a grade of C or better or satisfactory score on the placement test. 3-0-3

**302 ADVANCED ASL II** 3 semester hours

The continuation of an advanced course designed with an increased emphasis on complex grammatical structures. This course is taught in ASL. The student will be required to attend fifteen to twenty hours of Deaf Events approved by the Professor. Prerequisite: SCLG 301 with a grade of C or better or satisfactory score on the placement test. 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 required. 3-0-3

**305 DEAF CULTURE** 3 semester hours

This course is an in-depth study of culture and the Deaf community. Topics include but are not limited to language use, traditions, norms and values. The students will be required to attend fifteen to twenty hours of Deaf Events approved by the professor. This course is taught in ASL. Prerequisite: SCLG 301 with a grade of C or better or permission of the Dept. 3-0-3

**320, 321 INTERNATIONAL EXPERIENCE** 1-3 semester hours each semester

**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. The student will be required to attend fifteen to twenty hours of Deaf Events approved by the professor. This course is taught in ASL. Prerequisite: SCLG 301 with a grade of C or better or permission of the Dept. 3-0-3

**402 ASL LITERATURE AND FOLKLORE** 3 semester hours

This course focuses on the study of literature about Deaf people and by Deaf authors and poets. Areas of study will include poetry, plays and folklore. Prerequisite: SCLG 301 with a grade of C or better or permission of the Dept. 3-0-3

**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 ASL students. Prerequisite: SCLG 301 with a grade of C or better or permission of the Dept. 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 professionalism including ASLTA certification for teaching ASL. Students will be provided opportunities to practice basic teaching techniques, select appropriate materials, design curricula and evaluation techniques, including how to teach fingerspelling and numerical signs, vocabulary, grammatical features and Deaf culture in lessons. Prerequisite: SCLC 201 with a grade of C or better or permission of the Dept. 3-0-3

#### **409 SPECIAL TOPIC 3 semester hours**

The focus of this course is on specialized terminology to enhance the vocabulary of upper level ASL majors or interpreting majors. Topics may include but are not limited to medical, educational, legal and scientific terminology, computers, rehabilitation, mathematical, and religious terminology. A select number of topics will be covered during the progression of the course. (Only available as needed. 3-0-3)

#### **494 INDEPENDENT STUDY 1-3 semester hours**

This course is designed to enable a junior or senior student to undertake a specific research project of professional interest and need. Prerequisite: SCLC 302 with a grade of C or better and permission of the Dept.

#### **495 INTERNSHIP 3 semester hours each**

This internship is designed to enable the student to receive extensive 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 100 hours of work placement. Prerequisite: SCLC 301, and in the case of an internship in interpreting SLIN 303, and permission of the Dept. 0-100-3

#### **496 INTERNSHIP 3 semester hours each**

This internship is designed to enable the student to receive extensive 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 100 hours of work placement. Prerequisite: SCLC 301, and in the case of an internship in interpreting SLIN 303, and permission of the Dept. 0-100-3

## **INTERPRETING MINOR**

### **SLIN 220 ENGLISH PROCESSING FOR INTERPRETERS 3 semester hours**

Course focus is on the development of English processing skills necessary for interpreting. Such skills include English comprehension, memory, acuity and discrimination, immediate repetition, delayed repetition, word level pattern inference, phrase level pattern inference and others. Prerequisites: SCLC 302 or permission of the Dept. All prerequisites must have been completed with a grade of C or better.

### **SLIN 303 FUNDAMENTALS AND THEORIES OF INTERPRETING 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, the Code of Ethics and the business of interpreting. Application of models and theories will be practiced in class. Prerequisite: SOLO 101 and permission of the Dept. All prerequisites must have been completed with a grade of C or better. If the student is an ASL major but not an Interpreting minor this one course may be taken for major credit.

**SLIN 120 INTERPRETING: VOICE TO SIGN 3 semester hours**

Course focus is on the practice of interpreting from English to ASL. It will begin with translation exercises at the sentence level and build to interpreting simultaneously with larger texts. Prerequisites: SOLO 101 and SLIN 101 and permission of the Dept. All prerequisites must have been completed with a grade of C or better.

**SLIN 121 INTERPRETING: SIGN TO VOICE 3 semester hours**

Course focus is on the practice of interpreting from ASL to English. It will begin with translation exercises at the sentence level and build to interpreting simultaneously with larger texts. All prerequisites must be completed with a grade of C or better. Prerequisite: SOLO 101 and SLIN 101 and permission of the Dept.

**SLIN 404 SIGNS IN APPLICATION 3 semester hours**

Course focus is on techniques and vocabulary associated with interpreting in a variety of settings. Topics include: medical, mental health, legal, religious, social services, rehabilitation and others. Prerequisites: SOLO 101, SLIN 101, SLIN 120, SLIN 121. All prerequisites must have been completed with a grade of C or better.

**SLIN 405 PRINCIPLES OF EDUCATIONAL INTERPRETING**

*3 semester hours*

This course is an introduction to the unique situation of educational interpreting. Topics include elementary and secondary school interpreting, ethical applications, legal issues and accommodations taking strategies. Students will learn the basics of transcribing and have the opportunity to practice transcribing and interpreting in an educational setting. Prerequisites: SOLO 101, SLIN 101, SLIN 120, SLIN 121. All prerequisites must have been completed with a grade of C or better.

## **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. 1-C-3, 1-D-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. 1-C-3, 1-D-3.

## 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 102 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 conversations, 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

### 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. 5-0-6.

### 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, milieu, and pertinent criticism. Prerequisite: French 301, 302 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, milieu and pertinent criticism. Prerequisite: French 301, 302 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, 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, 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 STUDY ABROAD 4 semester hours

Intensive language study, real-world living experience, and travel at the *École Internationale de Français* in Trois-Rivières, Québec (Canada). Summer only. Lecture-Living/Travel-3, Lecture-Living/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 taken 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. 2-Independent Study-1-3, 2-Independent Study-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 explanation and comprehension of grammatical concepts, development and expansion of vocabulary, and practice.

### 201 INTERMEDIATE GERMAN I 3 semester hours

Students in this course should develop intermediate fluency in understanding, speaking, reading and writing German. They will become more familiar with the culture and traditions of the German-speaking world. Prerequisite: German 102 or satisfactory score on placement test.

## 202 INTERMEDIATE GERMAN II 3 semester hours

This course serves as a bridge between basic and advanced courses in German. Its goal is to prepare students for upper-level German conversation, culture, and literature classes. It is taught in German with one hour of lab per week. Prerequisite: German 201 or permission of the department. 3-1-3

## 301 INTENSIVE ORAL GERMAN 6 semester hours

Oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic German vocabulary. Prerequisite: German 202 or permission of the department. 6-0-6

## 301 INTERNATIONAL EXPERIENCE 1-3 semester hours

## 409 SPECIAL TOPICS IN GERMAN STUDIES 1-3 semester hours

A specialized study of various aspects of German literature, culture, and language.

# GREEK

## 101, 102 ELEMENTARY NEW TESTAMENT

## GREEK I AND II 3 semester hours each semester

A study of designated forms and basic grammatical uses of biblical Koine Greek. Basic vocabulary development of the Greek New Testament will be included. 3-0-3, 3-0-3

## 201, 202 INTERMEDIATE NEW TESTAMENT

## GREEK I AND II 3 semester hours each semester

A study of the full range of syntactical functions of biblical Koine Greek and of exegetical procedures using the Greek New Testament. Prerequisite: Greek 102. 3-0-3, 3-0-3

## 495,496 GREEK EXEGESIS INDEPENDENT

## STUDY I AND II 3 semester hours each semester

The supervised exegesis of designated texts of the New Testament designed to further enhance the student's ability to interpret texts from the Greek New Testament using more critical methodological procedures. A research paper reflecting these skills will comprise a major portion of the course grade. Prerequisite: Greek 202. 0-Independent Study-3, 0-Independent Study-3

# SECOND LANGUAGE EDUCATION

## ENGLISH AS A SECOND LANGUAGE

## 332, 333, 334 ESL METHODS/PRACTICUM K-6 2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching ESL 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 ESL METHODS/PRACTICUM 6-9 2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching ESL 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 ESL METHODS/PRACTICUM 9-12**

*2 semester hours each semester*

Special consideration is given to methods, materials, and techniques of teaching ESL 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

**400 ESL SEMINAR 3 semester hours**

This course is designed to provide final preparation for the ESL Education student before beginning Student Teaching. Major topics covered will be linguistic differences in English and other languages, literacy and diversity, ESL law, ESL assessment devices, how to be a resource for other disciplines, and articulating with the NC Standard Course of Study. A basic knowledge of linguistics, reading theory, and diverse populations is required. (Prerequisites: EDUC 302, 302, 303, EDUC 302, 305, SOCI 400, and ESOL 332, 335, 338, or Permission of Professor) Fall odd years.

**FRENCH • THESE COURSES DO NOT COUNT IN THE FRENCH MAJOR OR MINOR-THEY ARE ONLY FOR FRENCH LICENSURE.**

**332, 333, 334 FRENCH 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 FRENCH 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 FRENCH 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 • THESE COURSES DO NOT COUNT IN THE SPANISH MAJOR OR MINOR-THEY ARE ONLY FOR SPANISH LICENSURE.**

**332, 333, 334 SPANISH 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 SPANISH 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 SPANISH 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

## 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 201-202 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.

### 301 INTENSIVE ORAL SPANISH 6 semester hours

Oral and written work with emphasis on the spoken language. Taught in Spanish. Prerequisite: Spanish 202. 6-0-6. (Fall)

### 302 ADVANCED SPANISH GRAMMAR AND COMPOSITION 3 sem. hours

Oral and written work with training in vocabulary and advanced communication skills. Taught in Spanish in context of introduction to literary and cultural studies. Prerequisite: Spanish 202, 301 recommended. 3-0-3. (Spring)

### 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 and 302. 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 and 302. Must be paired with Spanish 303. 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 and 302. 3-0-3. (Spring)

**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 and 302. 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, Cretarian, Vanguardism, the Boom, Feminism, and Post-colonialism/modernism. Taught in Spanish. Prerequisite: Spanish 301, 302. Must be paired with Spanish 303. 3-0-3. (Spring, odd years.)

**311, 312 SPANISH STUDY ABROAD** 6 semester hours

Intensive language study, home-stay living experience, and travel at the Instituto de Lengua y Cultura Castellana in Alajuela, Costa Rica (Central America) Summer only. Lecture-Living-Travel-3, Lecture-Living-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 and 302. 3-0-3. Offered on demand.

**408 SEMINAR IN 20TH CENTURY** 3 semester hours

Selected topics in the contemporary literatures of Spain and/or Spanish America. Taught in Spanish. Prerequisite: Spanish 301 and 302. 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 1-3, 0-Independent Study 1-3.

# DEPARTMENT OF MATHEMATICAL SCIENCES

Chair: Professor R. Bass

Associate Professor: C. Poliakova

Assistant Professors: J. Johnson, M. Myrskowski

Instructor: T. Hoyle

## STATEMENT OF PURPOSE

The Department of Mathematical Sciences fully supports the mission statement of the university: "provide superior undergraduate education strongly grounded in the liberal arts ... (to) prepare its graduates to make significant contributions for God and humanity." The Department purposes to contribute to this mission by

- striving to provide excellence in instruction with Christ-like service to our students;
- 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;
- 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 and engineering.

## DEGREES OFFERED

The department offers the Bachelor of Science degree in:  
Mathematics, and  
Mathematics with teacher licensure.

## DUAL-DEGREE PROGRAM IN ENGINEERING

Coordinator: Bass

Candler-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 Candler-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 Candler-Webb University and a bachelor's degree in the chosen engineering specialty from either Auburn University or UNC-Charlotte.

Further information 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 Dimension 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, 230, 251, 302, 312, 403, 404 (total of 27 hours);

(2) MATH 400 or MATH 441 (3 hours);

(3) CISM 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 Discussion of Scientific Inquiry must be satisfied with Physics 203.

A major in Mathematics with preparation for secondary (9 - 12) teacher licensure requires 30 semester hours of mathematics and computer science classes selected as follows:

(1) MATH 103, 151, 152, 230, 251, 302, 303, 310, 404 (total of 30 hours);

(2) CPSC 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 301, 303, 313, 325, 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.

All candidates must be fully admitted into the Teacher Education Program a minimum of one full semester prior to the semester in which they student teach.

## **MINOR IN MATHEMATICS**

A minor in Mathematics requires 17 semester hours of mathematics courses, including MATH 151 and 152, and at least one course numbered over 225.

## **COMPREHENSIVE ARTICULATION AGREEMENT**

Additional General Education courses are required for students transferring under the Comprehensive Articulation Agreement.

Mathematical Sciences - Mathematics Education Majors: All General Education requirements to include MATH 105.

# **DESCRIPTION OF COURSES**

## **MATHEMATICS**

### **099 BASIC MATHEMATICAL SKILLS I 0 semester hours**

A study of selected topics from arithmetic emphasizing why algorithms work as well as how they work and exploring applications as time permits. No college credit is given for this course. 3-0-0. (Fall)

### **100 BASIC MATHEMATICAL SKILLS II 3 semester hours**

A study of selected topics from algebra emphasizing the continuity 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 in a wide range of life experiences. 3-0-3 (Fall and Spring)

**110 FINITE MATHEMATICS** 3 semester hours

A study of topics related to elementary matrix algebra, systems of equations and inequalities, linear programming, and the mathematics of finance. The purpose of this course is to prepare the student to converse in the language of linear mathematics and matrices, and the mathematics of finance fundamental to the studies in business and the social sciences. Additionally, the course is designed to give the quantitative, computational and problem solving skills necessary for those areas, but applicable to in a wide range of life experiences. 3-0-3 (Fall and Spring)

**150 PRECALCULUS** 3 semester hours

A study of algebraic, trigonometric, exponential and logarithmic functions and their applications. The purpose of this course is to introduce the student to the elementary concepts of the mathematical analysis of functions foundational to studies in Calculus and the natural sciences. Additionally, the course is designed to give the quantitative, computational and problem solving skills necessary for those areas, but applicable to a wide range of life experiences. 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 FUNDAMENTAL CONCEPTS OF MATHEMATICS** 3 semester hours

A study of the number systems together with their operations, connections to algebra, the geometry of two and three dimensions and measurement. The course develops techniques of problem solving, logical reasoning and communication by emphasizing both a conceptual and active approach to mathematical ideas. Prerequisite: the Quantitative Dimension of the Basic Course Requirements must be completed. 3-0-3 (Fall)

**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)

**250 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 151. 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 190 or permission, 3-0-3 (Fall) WC:II

**303 MODERN COLLEGE GEOMETRY** 3 semester hours

A study of elementary geometry from an advanced standpoint, evaluations and criticisms of Euclidean geometry, non-Euclidean and analytic geometry, and some topics in modern geometry. Prerequisite: Math 152 and 190, 3-0-3 (Fall of even years)

**310 NUMBER THEORY** 3 semester hours

A study of number theory including Euclid's algorithm, prime numbers, indeterminate problems, and Diophantine equations, congruences, and numerical functions. Prerequisite: Mathematics 151 and 190, 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 miscellanea. 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 190 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 integration. Prerequisites: Computer Science 201 and Mathematics 302, 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, estimations, testing of hypotheses, and analysis of variance and covariance. Prerequisite: Mathematics 109 and 251, 3-0-3 (Spring 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 190 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 190, 3-0-3 (Fall of even years)

**441 FUNCTIONS OF A COMPLEX VARIABLE** 3 semester hours

A study of the geometric and analytic properties of harmonic and holomorphic functions of a single complex variable. 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

### 482 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.)*

## 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. Lebruder

Professors: L. Brown, T. Jones

Assistant Professors: B. Bracke, S. Eddins, D. Judge, V. Totten

Instructor: S. Mendenhall

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) Chemistry
- (3) Medical Technology in cooperation with Wake Forest University School of Medicine

## BIOLOGY MAJOR REQUIREMENTS

A major in Biology requires 30 semester hours above the core requirements in Biology courses numbered 200 and above, including an animal science (Biology 301, 302, 303, 304, or 315), a plant science (Biology 307 or 320), a molecular science (Biology 301, 352, 411, or 422), ecology (Biology 402), 12 hours of department approved Biology electives and 2 hours of seminar. (Honors' Thesis is equivalent to 1 hour of seminar) Students may use Honors 400 and/or Honors 401 for these 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, 201 and 202 are required. Math 151 is recommended to majors taking Math 225 or 150 in the core. Preprofessional students should take Physics 201 and 202 in preparation for professional admission tests.

## 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 111, Physics 201-202 or 203-204, Chemistry 111 and Biology 111 or 104 should be taken in the core.

## MEDICAL TECHNOLOGY MAJOR REQUIREMENTS

Coordinator: T. Zehnder

Quincy-Walker University is affiliated with the Wake Forest University School of Medicine of Wake Forest University whereby students may earn the Bachelor of Science degree in medical technology.

Students must apply directly to the clinical facilities for admission in the first semester of the junior year. Admission is granted by the clinical facilities based on university transcript, recommendations and personal interview conducted by the clinical facilities.

Students accepted by either of the clinical facilities will complete three years at Quincy-Walker 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 32 hours at Quincy-Walker 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 Quincy-Walker 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 takes the place of the major. Thirty-two hours are accepted by Quincy-Walker 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 301 and 412 are recommended.

## PHYSICIAN ASSISTANT

Coordinator: L. Brown

Quincy-Walker 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 programs. 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 135 and NSNC 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 203, 302, 203, 204, 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, 202, and a 4 semester hour chemistry elective (Chemistry 301 is the recommended course). Chemistry 111 must be taken in the core.

A minor in Health Science requires 16 semester hours consisting of Biology 203, 204, 310, and 104. Chemistry 103 or 111 must be taken in the core.

A minor in Physical Science requires 16 semester hours consisting of Chemistry 111, Geology 101 or Geology 105, Physics 201, and one of the following: Physics 202, Chemistry 112, Geology 102, Physics 104.

A minor in General Science requires 20 semester hours above the core science requirements. The students will select four hours from each of the four areas available. Chemistry 103 or higher; Geology 101 or higher, Physics 103 or higher and any biology course numbered 200 or higher.

A minor in Environmental Science requires 16 semester hours consisting of Biology 104, Geology 105, Geology 106, and Chemistry 291. Biology 111 must be taken in the core.

## COMPREHENSIVE ARTICULATION AGREEMENT

Additional General Education courses are required for students transferring under the Comprehensive Articulation Agreement.

Natural Sciences: All General Education requirements to include Foreign Language through the Intermediate Level (204).

# 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, F, S, Summers variable.

### 104 ENVIRONMENT 4 semester hours

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

### 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, biology majors with teacher licensure, and elementary education majors. 3-3-4, F, S, Summers variable.

### 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. 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. 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. 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 taxonomy. 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 111 and Chemistry 201. 3-3-4, F.

**310 NUTRITION** 4 semester hours

Biochemical basis of how the body uses food. Relationship of nutrition to health. Practical aspects of obtaining, storing, and preparing food for maximum nutrition. Nutrition through the life cycle. Diet. 3-3-4, S, even years.

**315 GENERAL AND COMPARATIVE ANIMAL PHYSIOLOGY** 4 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 111 and Chemistry 201. 3-3-4, F, even years.

**320 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 111 and Chemistry 201. 3-3-4, S, even years.

**385, 386 PRACTICUM IN LIFE SCIENCES** 1 semester hour each semester

Practical experience in designing, setting up, and tracking 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. Juries will attend in 391 and 392, and seminars 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 environment. The ecosystem approach is emphasized along with population and community ecology. Prerequisite: Biology 111 and other Biology 201, 302, 307, or 320. 3-3-4, F.

**404 DEVELOPMENTAL BIOLOGY** 4 semester hours

Study of the basic developmental processes including fertilization, differentiation, morphogenesis, embryogenesis, growth, and aging. Selected examples drawn from microorganisms, plants, invertebrates, and vertebrates. 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 contents will vary and will reflect student and faculty interests. Prerequisite: Biology 111 and permission of instructor. Offered on demand.

**411 IMMUNOLOGY** 4 semester hours

Study of mammalian immune system with emphasis on human immunology. Theoretical and practical aspects will be considered. Diagnostic, therapeutic, and research applications of immunology will also be included. Prerequisite: Chemistry 202. 3-2-4, 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 INTERNSHIP 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. Offered on demand.

**495, 496 INDEPENDENT STUDY** 1 to 3 semester hours each semester

Individual work planned to meet the need and interests of qualified students. Time and credits by arrangement in semester prior to term in which work is done. Offered on demand.

## 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, All.

**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, acid-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 to 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. 1-3-4.

**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). 0-6-1, 0-6-1. Offered by arrangement.

**391, 392, 491, 492 CHEMISTRY SEMINAR** 1 semester hour each semester

Directed reading, study, and discussion designed to re-emphasize the fundamental principles of chemistry, to correlate and summarize the course work of the major progress 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 content will vary and will reflect student and faculty interests. Prerequisites: 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. Offered on demand.

**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. Offered on demand.

## 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. Successors variable.*

### 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/So.*



**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.

**406 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. 3-2-4 or 3-0-3. Offered on demand.

## 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. Prerequisite: Background in college algebra strongly recommended. 3-2-4. F, S. Semester variable.

**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 192 or higher. 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.

\* If any prerequisites have not been met, then permission from the instructor must be granted.

# 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. The ADN, BSN, and MSN programs are accredited by the National League for Nursing Accrediting Commission (NLNAC, 61 Broadway, New York, New York 10006, 1-800-666-1656).

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) Public 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, 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 programs may be found in the Gardner-Webb University COAL catalog. Information about the MSN program is available in the University Graduate catalog and on the School of Nursing website.

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: T. Hines

Assistant Professors: E. Colton, T. Hines, L. K. Johnson

Instructors: M. A. Hedge, D. Smart, V. Walker, L. Ware

Clinical/Laboratory Adjunct Instructors: Bailey, Bevers, Dillabunt, Hagena, Harton, Hayes, McConn, Rhom, Seale

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 higher coping abilities, teaching needs, and capacity for self-care.



\*Utilizes a hierarchy of needs theory as a framework for prioritizing psychosocial, cultural, and spiritual needs and providing individualized nursing care for patients in various stages of the lifespan.

\*Provides holistic nursing care characterized by critical thinking, clinical competence, utilization of therapeutic interpersonal skills, and attention to sociocultural factors, including technology, which impact health care, and caring which is consistent with the Christian faith.

\*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 72 semester hour requirements:

- (1) The Basic Course Requirements include Biology 103, 105, 104; Psychology 101 and 106; English 101 and 102; Sociology 101; Religion 101 or 102; and Physical Education activity course (31 hours).
- (2) The Major Course Requirements include Nursing 101, 102, 103, 104, 201, 202, 203, 204, and 290 (39 hours).
- (3) DIMENSIONS, a University requirement (1 hour).

Biology 103 and Psychology 101 are pre- or co-requisites to first semester nursing courses; Biology 204 and Psychology 206 are pre- or co-requisites to second semester nursing courses. All pre- or co-requisites 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 co-requisite 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 with official transcripts.
- (2) High school or college algebra, biology, and chemistry with minimum grades of C.
- (3) A minimum of 3.0 cumulative overall grade point average (on a 4.0 scale) on all previous work taken.
- (4) SAT score of 1050 (minimum of 500 verbal and 500 math); please contact the Admissions Office for new SAT criteria, or ACT Composite score of 22 (minimum of 21 English, 18 Math, and 20 Reading).
- (5) Satisfactory physical and mental health and required lab work (with results), immunizations, include those required by the University and Hepatitis B (or waiver of Hepatitis B series), and Varicella (Chickenpox) after showing accuracy or documentation of Varicella immunization.

- (6) References are required of students who have previously been enrolled in a health care education program.
- (7) A satisfactory "Criminal Record Check" for all states of residence for the past five (5) years. Any allegations or charges of a misdemeanor or felony that occur after the "Criminal Record Check" has been turned in must be reported to the Admission's Office immediately. A satisfactory "Criminal Record Check" is a requirement of the health care facilities where students complete the clinical components of the nursing program. Clinical sites have the right to deny a student's access based on criminal background. This denial would result in the student's inability to successfully complete the nursing program.
- (8) A demonstrated interest in the nursing profession (i.e. CNA certification, volunteer hours in a clinical facility, nursing home, doctor's office, etc.) CNA (Certified Nursing Assistant) is highly recommended.

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 (2021). Note: all states have similar stipulations.

Students enrolled at Gardner-Webb who wish to enroll in the nursing program must apply with the Undergraduate Admissions Office.

Students who wish to be readmitted to the program must apply through the Office of Admissions and be approved by the School of Nursing. Depending on time and circumstances, special conditions may be required before readmission.

For students who are not in continuous enrollment in nursing, a minimum 2.8 GPA is required for readmission.

Students who choose to enroll as pre-nursing at Gardner-Webb University must be enrolled full time for the fall and spring semesters prior to being considered for review. Pre-nursing students are those who have indicated to the Admissions Office their desire to major in nursing and who have met the prerequisite courses for admission into nursing. During their first semester pre-nursing students should also be enrolled in or have completed Biology 203, Psychology 106, English 101, Sociology 101, or Religion 101 or 102 and Dispositions.

Pre-Nursing students must have an application on file in the Admissions Office by January 15 to be considered for admission into the Associate Degree Nursing Program for the fall. A minimum GPA of 2.8 for all courses taken at Gardner-Webb University is required prior to being considered for review into the Associate Degree Nursing Program.

Pre-nursing students are not guaranteed a position in the nursing program. All criteria for admissions must be met and submitted by May 15 for final review.

## 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 Gardner-Webb, meeting nursing admission criteria, completion of courses similar to those being challenged, and completion of prerequisites.

## DESCRIPTION OF COURSES

### **101 BASIC CONCEPTS OF NURSING 7 semester hours**

Foundational course which introduces basic nursing concepts such as caring, human needs, nursing process, pharmacology, nutrition, computerization in health care, and roles of the associate degree nurse. The student learns beginning skills used in clinical nursing practice. Pre- or corequisites: BKCL 203, PSYC 201. Corequisites: NURS 104, 5-6-7. (Full semester course)

### **102 BASIC CONCEPTS OF CLINICAL NURSING 5 semester hours**

Continuation of clinical nursing concepts and skills relating to gerontology, pharmacology, nutrition, mobility and rehabilitation, fluid and electrolyte balance, alterations in the immune and endocrine systems and disabling and chronic conditions. Prerequisites: NURS 101, 104; BKCL 203, PSYC 201; Pre- or corequisites: BKCL 204; PSYC 206, 8-12-3. (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; BKCL 203, PSYC 201. Pre- or corequisites: BKCL 204; PSYC 206, 4-11-4. (Half-semester course)

### **104 BASIC CONCEPTS OF HEALTH ASSESSMENT 3 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 patient history and comprehensive assessment. Pre- or corequisites: BKCL 203, PSYC 201; Corequisites: NURS 101, 2-6-2. (Full semester course)

### **201 NURSING CARE OF THE CHILDREARING 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; BKCL 203, PSYC 203. Pre- or corequisites: BKCL 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; BKCL 203, 204; PSYC 201, 206. Pre- or corequisites: BKCL 105, 5-9-4. (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 digestion, elimination, hematological/oncology, reproduction, vision and hearing. Prerequisites: NURS 101, 102, 103, 104, 201; BKCL 203, 204; PSYC 201, 206. Pre- or corequisites: BKCL 105, 6-12-3. (Half-semester course)

## 204 NURSING CARE OF ADULTS WITH COMPLEX HEALTH PROBLEMS 4 semester hours

A study of nursing care of the adult experiencing complex health problems primarily related to cardiopulmonary, vascular, hematology, neurological dysfunctions, and endocrinosis. Course activities prepare the student to critically appraise and apply previous nursing knowledge and skills in the management of care for a group of patients with various health problems. Clinical experiences include leadership activities and an expanded preceptorship with an RN in an acute care setting. Prerequisites: All BIOL and PSYC courses and other Nursing courses except NURS 290 which is a corequisite. Pre- or corequisites: All other general education courses and Disasters. 7-16-6 (Half-semester course).

## 290 ASSOCIATE DEGREE NURSING PRACTICE IN CONTEMPORARY SOCIETY 3 semester hours

A study of major trends and issues, ethicolegal, economic, and religious/political 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 BIOL 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=5 clock hours of lab

# DEPARTMENT OF PHYSICAL EDUCATION, WELLNESS, AND SPORT STUDIES

Chair: Associate Professor K. Baker

Professor D. Hain

Associate Professors F. Dorch, D. Wain

Assistant Professors K. Jones, C. McFarland, T. Howell, J. Hartman

Instructors K. Ayers, K. Beane, T. Burton, T. Cole, M. Claffish, J. Mitchell, G. Pincus,

J. Pano, T. Setzer, M. Simpson, A. White, D. Wince

The purpose of the Department of Physical Education, Wellness, Sport Studies is to provide opportunities for the development of the physical, mental, social, environmental, emotional and spiritual well-being through a core curriculum and professional studies areas 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 program in the department seeks to graduate students who:

- (1) demonstrate knowledge and skills in physical education and related areas;
- (2) understand and apply the knowledge of the nature of the learner and the learning process;
- (3) possess the skills to formulate objectives, select materials, use appropriate teaching strategies, and evaluate learning;
- (4) utilize effective communication skills in teaching interactions and in consultation and collaborative relationships;
- (5) understand the role of the educator as theorist and practitioner and;
- (6) realize the need for lifelong, professional learning.

In order to be admitted into Teacher Education, students seeking teacher licensure are required to obtain minimum scores on Praxis I. If applicable at the time of program completion, minimum scores are required on Praxis II Subject Assessment in order to be recommended for North Carolina teaching licensure. See *Teacher Education Handbook* for additional teacher education requirements.

The State Board of Education policy mandates that an undergraduate teacher education candidate be admitted into the teacher education program at least one full semester prior to the semester in which he/she is planning to student teach.

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 39 semester hours of Health/Physical Education courses. Required courses are Physical Education 211, 233, 301, 331, 335, 341, 342, 402, 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 201, 301, 325, 401, 450, Psychology 302 and 303 and Physical Education 432 (must be taken the semester prior to student teaching). Education 440 is recommended.

Students will not be permitted to complete more than 50 percent 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 33 semester hours, including Health 212, 224, 322, Health/Wellness 300, 303, 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 EDUCATIONAL PROGRAM**

### **ADMISSION TO THE ATHLETIC TRAINING EDUCATIONAL PROGRAM**

#### **Observation Period**

Admission into the athletic training educational program occurs each year between the fall and spring semesters. Any prospective athletic training 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 admission into the program. Prospective athletic training students are encouraged to express their interest in the athletic training educational program to the Educational Program Director prior to or during fall semester to begin the freshman observation experience.

Observation consists of prospective athletic training students being assigned to staff clinical instructors allowing each student a wide range of experience while accumulating a minimum of 80 hours of observation. Students will be placed on five two-week rotations with an approved clinical instructor for a total of ten weeks. The student can obtain observation hours during mornings, afternoons, evenings, or weekends based upon the schedule of the assigned clinical instructor.

To provide consistent education for each prospective athletic training student, and to assure clear expectations for the observation, periodic in-services will be conducted to disseminate information. Education will focus on information about the profession, expectations of the major, and discussion of topics that will improve the quality of the observation experience.

### **Application Period**

At the completion of the 10-week observation period and following the accumulation of 80 observation hours, prospective athletic training students are eligible to apply to the athletic training educational program. The process begins with completing an application form, available from the Educational Program Director. In addition, three letters of recommendation and an essay on the observation experience are required. Lastly, proof of Hepatitis-B vaccination, proof of having begun the vaccination series, or a signed declaration of vaccination must be provided. Upon receiving all of the required information, an entrance interview will be conducted by the certified athletic training staff and a member of the Department of Physical Education, Wellness, and Sport Studies.

Due to the competitive admissions requirements of the program, the number of prospective athletic training students accepted each year into the program will vary. Total program enrollment is limited to a maximum of 35 students. The number accepted each year will be based upon the number of vacant spots available. Acceptance into the program is not guaranteed based upon a student completing the observation period, but rather upon meeting all established criteria for acceptance.

Following the interviews, prospective candidates will be selected and offered admission within the program contingent upon a fall semester GPA of a 2.25 or higher. Students not selected are encouraged to reapply to the program the following fall semester. Students will then begin the admission process from the beginning (observation period).

Students accepted into the program begin their athletic training course work and clinical education the following spring semester.

\*Any costs incurred with application and acceptance into the program are the athletic training student's responsibility. These costs include, but are not limited to:

- (1) Hepatitis B vaccination
- (2) Uniform costs
- (3) Supplies: stetho pack, scissors, etc.
- (4) Membership to Athletic Training Organizations, NATA, NCATA, etc.
- (5) Laboratory/Malpractice insurance
- (6) Annual training/certification fees as required by the Athletic Training Educational Program (i.e. CPR, Bloodborne Pathogen, etc.)

### **Accreditation**

The Athletic Training Educational Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

### **Academic Advising**

A. During the freshman fall semester, the University 101 (Freshman Experience) instructor serves as the academic adviser for all students. The Educational Program Director will work with University 101 instructors on course scheduling for athletic training students.

B. After the fall semester, the Educational Program Director serves as academic adviser for all athletic training majors. The Educational Program Director will help guide each athletic training student in selecting a minor and electives which best suit the student based upon opportunities and interests.

C. The major advising period occurs during pre-orientation; however, different forms of advising may take place on a continuous basis.

D. It is the ultimate responsibility of the athletic training student to choose and register for courses.

### **Grade Requirements of the Major and Minor**

Athletic Training students are expected to maintain a cumulative GPA of 2.50 or higher. In accordance with University policy, each student must have a minimum grade of "C" on each course in the major field of study. Failure to make a mark of C or higher will not allow the student to take additional course work within the major until a satisfactory grade is completed for the course(s) involved.

Athletic Training students must have a minimum grade of "C" on each course counted toward the Interdisciplinary Minor (Physical Education 333, 406, Health 324, Biology 203 and 204). These courses are also additional requirements for the Athletic Training major. If a different minor is selected, a cumulative GPA of 2.00 must be maintained.

### **Probation**

Any athletic training student can be placed on probation for unacceptable progress in his or her clinical education, or, if at any time an athletic training 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 violates university or athletic training educational program policy. During probation an athletic training student's clinical education will not be reduced. However, probation may include other provisions such as required study hall. The student will be notified by the Educational Program Director in writing of their probationary status. If the athletic training student fails to make satisfactory progress in further athletic training education during the probation period, he/she can be suspended from the program resulting in dismissal. If an athletic training student is suspended from the program, they are eligible to reapply to the program after they have returned their GPA above a 2.50 or completed any assigned disciplinary action for a university or athletic training educational program violation. The athletic training student will re-enter the program at the level last completed successfully before going on probation.



### Transfer Students

Any student wishing to transfer into the athletic training educational program must successfully complete the observation and application period (Phase I - equitable to freshman fall semester). Transcripts and courses an applicant submits for consideration to transfer to Gardner-Webb will be evaluated as to whether they will fulfill the Athletic Training Educational Program 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 considered on a student-by-student and course-by-course basis.

## ATHLETIC TRAINING MAJOR REQUIREMENTS

The basic core requirements must be satisfied. A major in Athletic Training requires 40 semester hours with a grade of "C" or higher in the Athletic Training area, including ATTR 101, 200, 201, 222, 225, 300, 301, 324, 325, 332, 342, 400, 401, 402, 404, and 430.

### MINOR

Athletic Training students 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 (an additional elective hour must be completed for an 18 hour minor). Each of these courses (Physical Education 335, 406, Health 224, Biology 203 and 204), if not used for the interdisciplinary minor, count as electives.

### ADDITIONAL REQUIREMENTS

Each student major must complete Biology 101 and Communication 233 from the basic core requirements. Physical Education 335, 406, Health 224, Biology 203 and 204 are required within the Athletic Training major.

### TECHNICAL STANDARDS

The Athletic Training Educational Program at Gardner-Webb University is a rigorous and intensive, competency-based program that places specific requirements and demands on the students enrolled in the program. These specific requirements are determined by National Athletic Trainer's Association-Education Council and are identified in the document "NATA Athletic Training Education Competencies." An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals in physical activity. The technical standards set forth by the Athletic Training Educational Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Allied Health Education Programs [CAAHEP]). Abilities and expectations as listed in the Athletic Training Student Manual must be met by all students admitted to the Athletic Training Educational Program. For a listing of the specific cognitive, psychomotor, and affective skills necessary for successful completion of the Gardner-Webb University Athletic Training Educational Program, please refer to the Gardner-Webb University Undergraduate Catalog and the Athletic Training Student Manual. In the event a student is unable to fulfill these technical standards (with reasonable accommodation for a student with a documented disability as determined by the Gardner-Webb University NCHC Program), the student will not be admitted into the program. For additional information

regarding Technical Standards and associated forms, please refer to the Athletic Training Student Manual which is available from the Educational Program Director.

## **SPORT MANAGEMENT MAJOR REQUIREMENTS**

The basic core requirements must be satisfied. ECON 103 is required for Sport Management majors and MATH 105 is recommended.

A major in Sport Management requires 39 hours including Sport Management 218, 303, 497; Management 316, 400, 410; Accounting 213; Marketing 300; Physical Education 410; and select three hours from Physical Education 408, Health/Wellness 450.

### **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, and select three hours from Management 316, Communication 313, or Communication 314.

A minor in **Wellness Promotion** requires 18 semester hours, including Health 422, Physical Education 335, 406, Health/Wellness 310, 339, and select three hours from Management 316, Communication 313, or Communication 314.

A minor in **Sport Management** requires 18 hours including Sport Management 218, 303, Management 400, 410; Physical Education 410; and select three hours from Physical Education 408, Health/Wellness 450.

A minor in **Recreation** requires 18 semester hours including Physical Education 336, 400, 410; select six hours from Physical Education 310, 341, 342; and select three hours from Physical Education 408, Health/Wellness 450.

## **COMPREHENSIVE ARTICULATION AGREEMENT**

Additional General Education Courses are required for students transferring under the Comprehensive Articulation Agreement.

Physical Education, Wellness, and Sports Studies: All General Education requirements to include HLED 221.

## **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 focus 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 to each individual shall find meaning and significance through participation in movement activities.

### **COURSE(S) OBJECTIVE(S)**

Upon successful completion of the required 1-hour course (Basic Course Requirement) chosen from PHED 140-145, 150-159, or 160-165 the student will:

1. improve the physiological efficiency of human development potential (cardiorespiratory efficiency, biomechanical efficiency, neuromuscular efficiency);
2. improve psychological well-being to enhance the achievement of personal integration (self-understanding, self-perception, catharsis, self-challenge);
3. improve social interaction to augment communication skills, group interaction skills, and cultural involvement (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. 2-0-1.

## OUTDOOR ADVENTURE

### **160 RAPPELLING/CLIMBING** 1 semester hour

Field experience required. Additional fees may apply. 2-0-1.

### **161 HIKING/ORIENTEERING** 1 semester hour

Field Experience required. Additional fees may apply. 2-0-1.

### **162 CAMPING SKILLS** 1 semester hour.

Field experience required. Additional fees may apply. 2-0-1.

### **163 CANOEING/WHITE WATER RAFTING** 1 semester hour

Field experience required. Additional fees may apply. 2-0-1.

### **164 BACKPACKING SKILLS** 1 semester hour.

Field experience required. Additional fees may apply. 2-0-1.

### **165 ALPINE TOWER CHALLENGES** 1 semester hour.

Field experience required. Additional fees may apply. 2-0-1.

## 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, philosophy, current issues, and on career opportunities. 3-0-3. (Fall)

### **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 ABC Lifeguarding Instructor. Students may receive certification in ABC Lifeguarding, CPR for the Professional Rescuer, including AED training, fundamentals of Instructor Training, and Lifeguard Instructor. Recommended for the student who wishes a certified lifeguard. The student is required to pass a proficiency test the first week of class to remain in the course. (Will substitute for Physical Discussions 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 ABC swimming, Fundamentals of Instructor Training, and preparation for authorization as an ABC Water Safety Instructor. The student is required to pass a proficiency test the first week of class to remain in the course. (Will substitute for Physical Discussions of Wellness requirement) 3-1-3.

### **235 MOTOR LEARNING** 3 semester hours

A study of basic concepts applicable to motor skill acquisition, motor control and motor development. 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. 3-1-3. (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. 2-1-1

**309 OFFICIATING** 2 semester hours

Theories and techniques, both general and sport specific, designed to orient the students to the field of sports officiating. A field experience is required. 2-1-1.

**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. 3-1-1.

**331 CREATIVE MOVEMENT (K-12)** 3 semester hours

Methods, materials and techniques for teaching movement and dance on the K-12 level. Emphasis is on creativity through movement exploration and dance. 3-0-3 (Fall)

**335 KINESIOLOGY** 3 semester hours

An examination of both the anatomical and biomechanical factors related to human performance. 3-0-3 (Fall)

**336 THEORY AND TECHNIQUES OF COACHING** 3 semester hours

An examination of issues relating to the coaching profession, including recruiting, motivation, ethics, public relations, and administrative responsibilities. 3-0-3 (Fall, even years)

**341 THEORY AND TECHNIQUES OF TEAM SPORTS** 3 semester hours

Methods, theories and techniques for teaching volleyball, softball, football, soccer and basketball on the K-12 level. 3-0-3 (Fall)

**342 THEORY AND TECHNIQUES OF INDIVIDUAL AND DUAL SPORTS** 3 semester hours

Methods, theories and techniques for teaching developmental gymnastics, tennis, track and field, badminton and golf on the K-12 level. 3-0-3 (Spring)

**400 COMMUNITY RECREATION PROGRAMS** 3 semester hours

A survey of the recreation field with respect to philosophies, practices, work settings, trends, knowledge bases and skills and employment opportunities. 3-0-3 (Fall)

**401 PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY** 3 semester hours

This course examines various psychological parameters which influence sport behavior and performance. 3-0-3 (Fall, odd years)

**402 ADAPTED PHYSICAL EDUCATION** 3 semester hours

A study of the nature of physical education services, administration, and instructional processes specific handicapping conditions, modification of activities, facilities, equipment and I.E.P.'s. A field experience is required. 3-1-1 (Spring)

**406 EXERCISE PHYSIOLOGY** 3 semester hours

A course designed to examine the human body's response to exercise. Topical areas include muscular adaptations, energy systems, environmental factors, nutritional guidelines, and various methods of physical testing. 3-0-3. (Spring)

**408 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION AND ATHLETICS** 3 semester hours

The study and application of various 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

**432 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 PHED-432. (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 thesis project of professional interest and need. Departmental approval required.

## 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 American Red Cross certification in First Aid, Adult CPR with AED and Infant/Child CPR. 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, Spring)

**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/CPR 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 CPR with AED and Infant/Child CPR. Prerequisite: HLED 222. 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. Departmental approval required.

## 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, trends, knowledge bases and skills. 3-0-3. (Fall, Spring)

**300 PROGRAM PLANNING, IMPLEMENTING, AND EVALUATING 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 needs, as well as, for planning, implementing, and evaluating health/wellness programs in a variety of settings. Prerequisite: HEWT 200. 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. (Fall)

**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 recognize 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 WORKSITE HEALTH PROMOTION AND DISEASE PREVENTION 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. 1-0-3. (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. Pre-requisite: HEWE 300. 1-0-3. (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 to the leading work-related health problems. 1-0-3. (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, liability management, programming, facility design. Particular emphasis will be placed on "Guidelines from the American College of Sports Medicine." 1-0-3. (Spring)

#### **451 INTERNSHIP IN HEALTH/WELLNESS 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: Service Standing, 1.5 gpa, and/or Departmental Approval. 6-0-6. (Fall, Spring, Summer)

## **ATHLETIC TRAINING**

#### **101 INTRODUCTION TO CLINICAL PROFICIENCIES 1 semester hour**

First year athletic training students will learn and experience the importance of field experience rotations. Athletic training students shall perform skills in their assigned rotations commensurate with their level of education, competence, and experience. Prerequisite: Athletic Training Educational Program Admission. 1-0-1. (Spring)

#### **200 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 221. Athletic training students shall perform proficiencies in their assigned field experience commensurate with their level of education, competence and experience. Prerequisite: ATTR 221. 1-0-1. (Fall)

#### **201 ATHLETIC TRAINING CLINICAL PROFICIENCIES II 1 semester hour**

In this course each athletic training student will demonstrate proficiency in affective, cognitive, and psychomotor skills learned in ATTR 225. Athletic training students shall perform proficiencies in their assigned field experience commensurate with their level of education, experience, and competence. Prerequisite: ATTR 200. 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 athletic training 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. Prerequisite: Program Admission. 3-1-3. (Spring)

**225 TECHNIQUES OF PREVENTION AND CARE** 3 semester hours

The athletic training 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. 3-1-3. (Fall)

**320 ATHLETIC TRAINING CLINICAL PROFICIENCIES III** 2 semester hours

In this course each athletic training student will demonstrate proficiency in affective, cognitive, and psychomotor skills learned in ATTR 324. Athletic training students shall perform proficiencies in their assigned field experience commensurate with their level of education, experience, and competence. Prerequisite: ATTR 229. 1-0-1. (Fall)

**321 ATHLETIC TRAINING CLINICAL PROFICIENCIES IV** 2 semester hours

In this course each athletic training student will demonstrate proficiency in affective, cognitive, and psychomotor skills learned in ATTR 323. Athletic training students shall perform proficiencies in their assigned field experience commensurate with their level of education, experience, and competence. Prerequisite: ATTR 302. 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. Prerequisite: ATTR 324. 3-1-3. (Fall)

**332 REHABILITATION AND RECONDITIONING OF ATHLETIC INJURIES** 3 semester hours

This course will provide the athletic training student with the knowledge, skills, and values they must possess to plan, implement, document, and evaluate the efficacy of therapeutic exercise programs for the rehabilitation and reconditioning of the injuries and illnesses of athletes and others involved in physical activity. Prerequisite: ATTR 323. 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 324. 3-0-3. (Fall)

**400 ATHLETIC TRAINING CLINICAL PROFICIENCIES V** 3 semester hours  
In this course each athletic training student will demonstrate proficiency in affective, cognitive, and psychomotor skills learned in ATTR 332 and 404. Athletic training students shall perform proficiencies in their assigned field experience commensurate with their level of education, experience, and competence. Prerequisite: ATTR 301. 1-0-1. (Fall)

**401 ATHLETIC TRAINING CLINICAL PROFICIENCIES VI** 3 semester hours  
In this course each athletic training student will demonstrate proficiency in affective, cognitive, and psychomotor skills learned in ATTR 402. Athletic training students shall perform proficiencies in their assigned field experience commensurate with their level of education, experience, and competence. Prerequisite: ATTR 400. 1-0-1. (Spring)

**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 illnesses of athletes and others involved in physical activity. Prerequisite: ATTR 332. 3-0-3. (Fall)

**404 THERAPEUTIC MODALITIES** 3 semester hours  
A course to provide the athletic training 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 325. 3-1-3 (Spring)

**406 ATHLETIC TRAINING SEMINAR** 3 semester hours  
This course will summarize the experiences the student has learned and demonstrated within the athletic training program and will serve as final preparation for the National Athletic Trainer's Association Certification Examination. Prerequisite: ATTR 404. 1-0-3 (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: SPMG 218 or SPMG 303. (Fall, Spring, Summer)

# SCHOOL OF PSYCHOLOGY AND COUNSELING

Dean: B. Wright

Professors: P. Partin, R. Gaddis, F. Brown, J. Whitlow, B. Wright, D. Cascardon

Associate Professor: F. M. Washington, L. Smith

Assistant Professors: L. Owey

Instructors: C. Martin

## 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 444). 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 495, must be earned at the 400 level.

Psychology majors are required to complete a minor field selected in consultation with the faculty advisor. Students choosing Psychology as a secondary (50 hour) major must meet all of the requirements of the primary major. (Honor program students majoring in Psychology may count Honors 400/401 collectively as one of the five required 400 level courses.)

## MINOR IN PSYCHOLOGY

A minor in Psychology requires 18 semester hours, including Psychology 201, 206, plus 12 additional hours. Six of these 12 hours must be at the 400 level. Psychology 280, which is included in the Basic Core Requirements, is not included in the minor.

## COMPREHENSIVE ARTICULATION AGREEMENT

Additional General Education courses are required for students transferring under the Comprehensive Articulation Agreement.

Psychology: All General Education requirements to include PSYC 280 and Foreign Language through the Intermediate I level (201).

## DESCRIPTION OF COURSES

### **201 GENERAL PSYCHOLOGY** 3 semester hours

A survey of psychology as the scientific study of behavior and mental processes. 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. 3-0-3. (Does not apply to students in teaching preparation programs.)

### **206 DEVELOPMENTAL PSYCHOLOGY** 3 semester hours

The psychological evolution of the individual through the life span and effect of the bio-social context on this evolution. 3-0-3.

### **280 PERSONAL ASSESSMENT AND ADJUSTMENT** 3 semester hours

A study of psychological processes of adjustment in the lives of university students. 3-0-3 [part of Basic Core Requirements].

### **301 CHILD PSYCHOLOGY** 3 semester hours

A study of the general principles and theories of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, cultural, and social development. 3-0-3.

### **302 ADOLESCENT PSYCHOLOGY** 3 semester hours

The study of intellectual, emotional, physical and social maturation from puberty to early adulthood with emphasis on socio-cultural and economic influences as well as adjustment difficulties and communication with the adolescent. 3-0-3.

### **303 EDUCATIONAL PSYCHOLOGY** 3 semester hours

An analysis of the basic principles of learning theory as well as physical, social, and moral development as they are applied to classroom learning, with emphasis upon the application of theory to practical educational situations. Basics of standardized assessment, 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. 3-0-3. WL, E

**401 PSYCHOPATHOLOGY 3 semester hours**

Survey and analysis of the major mental disorders, interpretations and theories of therapy, including the relationship of abnormal behavior to social norms. 3-0-3.

**402 INTRODUCTION TO COUNSELING 3 semester hours**

The study of the basic theories of counseling integrated into a problem-management model. Prerequisite: Psychology 401 or permission of instructor. 3-0-3.

**403 HUMAN BEHAVIOR IN ORGANIZATIONS 3 semester hours**

The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement and human relations. (See Management 425). 3-0-3.

**405 PSYCHOLOGY OF THE EXCEPTIONAL STUDENT 3 semester hours**

A study of a wide range of exceptionalities manifested by children and adolescents in a school setting. Emphasis are on appropriate instructional strategies and historical and legal bases for dealing with exceptional students. Observational experiences are required. Prerequisite: Psychology 301 or 302, or permission of the instructor. 3-0-3.

**408 HISTORY AND SYSTEMS 3 semester hours**

The historical exploration of psychology as a field of scientific inquiry. The emphasis is on the development of schools of thought, prominent figures, and key theories. 3-0-3.

**412 PSYCHOLOGY OF AGING 3 semester hours**

An introduction to the psychological, social and biological aspects of aging. 3-0-3.

**425 CRISIS INTERVENTION COUNSELING 3 semester hours**

Emphasis are on death and dying, divorce, suicide, chemical dependency, rape and violence in the family. Supervised field experience is required. 3-0-3.

**440 FAMILY COMMUNICATION 3 semester hours**

A study of family communication systems. Emphasis are on the role of self concept, 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. Prerequisite: Psychology 396 or permission of the instructor.

**491, 492, 493 SEMINAR IN PSYCHOLOGY** 1, 2 or 3 semester hours

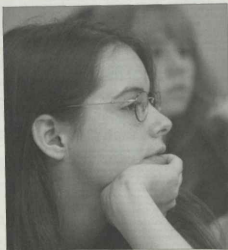
Typical seminars are Psychology and Law and the Psychology of Women. Others are offered upon sufficient demand. 1-0-1, 1-0-2, 1-0-3.

**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 Davis Library at the conclusion of the course. Prerequisites: Approval of the professor, chair and Associate Provost. 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. 1-5-3, 1-5-3.



# DEPARTMENT OF RELIGIOUS STUDIES AND PHILOSOPHY

Chair: Professor D. Bryan

Professors: L. Crawford, K. Stevinia

Associate Professors: P. Qualls, S. Williams

Assistant Professors: B. Moore, E. Sepp, J. Collins

Instructor: T. Jessup

## 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, Religious Thought and Philosophy, Education Studies, Mission Studies, or Biblical Languages and Literature. Each concentration presents a well-balanced course of study designed to acquaint each student with a variety of sub-disciplines and to nurture in each student disciplines appropriate for life-long learning and service.

Specific goals for these two areas are as follows:

The department seeks to lead each undergraduate student enrolled in the survey courses to demonstrate the ability to:

- (1) identify and discuss the significance of the major people, places, events, themes and types of literature in the Old and New Testaments.
- (2) trace the historical development of the canon of the Old and New Testaments.
- (3) identify, assess, and utilize appropriate resources in biblical interpretation.
- (4) utilize the principles of critical analysis in interpreting a passage of Scripture.

The department seeks to prepare those students who major in the department to demonstrate the same skills as listed above and add the following overall objectives (specific objectives are included in the various areas of concentration):

- (1) basic skills in biblical interpretation and exegesis.
- (2) skills in critical thinking, written and oral communication.
- (3) an openness to the various theological and philosophical opinions of others and ability to communicate comfortably with those who agree and disagree with their own positions.
- (4) an increasing awareness of one's own self, including one's theology, personality, family of origin, choice of vocation, and inter-personal relationship skills.
- (5) an appreciation and understanding of the value of a major in religious studies within the context of a liberal-arts education.
- (6) the articulation of a specific 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 communicating 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

A major in Religious Studies and Philosophy requires 36 semester hours of Religion, Religious Education, or Philosophy courses beyond core requirements, with emphasis on one of five areas of concentration.

The 1687 Personality Inventory is administered to each student majoring in the department. The instrument provides the student the opportunity to look in a more intensive way at his/her personal strengths and weaknesses as they relate to ministry. The inventory and interpretation are offered each fall semester. Students are encouraged to take the 1687 during their Sophomore or Junior years. Students must complete the inventory and have a conference before they can graduate.

The Christian Ministry Association is the departmental club established to benefit religion majors and other interested students/faculty by providing additional opportunities for learning and service in the field of Christian Ministry. All students majoring in the department are required to attend four of the six yearly meetings.

Students who excel in Religious Studies may be invited to become a member of the University chapter of Theta Alpha Kappa, a national honor society.

## CONCENTRATION IN RELIGION

Those students who major in the department with a concentration in Religion should:

- (1) identify and develop the critical tools necessary for the disciplined exploration of biblical studies, Christian history and thought, religious education, and related disciplines.
- (2) have a heightened awareness of the diversity and depth of their Christian religious experience.
- (3) list and discuss significant writers, literatures, methodologies, 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

Spiritual Formation	Reli 271	3 hours
Biblical Studies	Select 3 hours from Reli 302, 328, 306, or 307 Select 3 hours from Reli 311, 312, 314, 336, or 317	6 hours
Church History	Select 3 hours from Reli 322, 323, 334, 325, or 327	3 hours



Christian Thought and Philosophy	Select 3 hours from Reli 306, 314, 333, 337, 341, 362, or Phil 200, 201, 337	3 hours
Christianity and the World	Select 3 hours from Reli 243, 326, 346, or 376	3 hours
Education Studies	Select 6 hours from Rged 275, 370, 373, 374, or 377	6 hours
Service Seminar	Select 3 hours from Reli 491, 492, 493, 494, or senior honors thesis (HONR 401) with prior departmental approval	3 hours
Departmental Electives	Select 6 hours from the above courses or Reli 351, 354, 360, 495, Rged 380, or any Phil course	6 hours
Internship/Practicum	Select 3 hours from Rged 397, Reli 397, or Reli 358	3 hours
<b>Total Hours</b>		<b>36 hours</b>

**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 12 hours with a minimum of 9 hours taken in one discipline. Advisor approval is required.

## CONCENTRATION IN RELIGIOUS THOUGHT AND PHILOSOPHY

Those students who major in the department with a concentration in Religious Thought and Philosophy should:

- (1) identify and develop the critical tools necessary for the discipline exploration of Christian history, Christian thought and philosophy, 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.
- (5) be able to move to advanced level of study in the related disciplines.

**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

Spiritual Formation	Reli 271	3 hours
Biblical Studies	Select 3 hours from Reli 302, 303, 306, 307, 311, 312, 314, 316, or 317	3 hours
Church History	Select 4 hours from Reli 322, 323, 324, 325, or 327	4 hours
Christian Thought and Philosophy	Select 6 hours from Reli 306, 314, 315, 317, 341, or 387 and 6 hours from Phil 300, 301, 337	12 hours
Christianity and the World	Select 3 hours from Reli 346 or 378	3 hours
Education Studies	Edu 374	3 hours
Service Seminar	Select 6 hours from Reli 491, 492, 493, 494 or Service learning class (SICPAR 401) with prior departmental approval	6 hours
Total Hours		36 hours

## MINOR

The student must choose:

(1) a minor outside the Department of Religious Studies and Philosophy or a minor may be taken with 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.

# MAJOR COURSE REQUIREMENTS

Spiritual Formation	Reli 271	3
Biblical Studies	Select 3 hours from Reli 302, 303, 306, 307, 311, 312, 314, 316, or 317	3
Church History or Christianity and the World	Select 3 hours from Reli 323, 324, 325, 326, 327, 346, or 378	3

Christian Thought and Philosophy	Select 3 hours from Relk 306, 314, 333, 332, 343, 367, or Phil 203, 201, 337	3
Education Studies	Select 3 hours from Rged 275, 330, 373, 376, or 377	3
Service Seminar	Select 3 hours from Relk 491, 492, 493, 494, or senior honors thesis (HONR 401) with prior departmental approval	3
Biblical Languages	Either Hebrew 101, 102, 203, 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)	12
Internship/Practicum	Select 3 hours from Rged 397, Relk 397, or Relk 358	3
Additional Requirements	Greek 202 (one semester beyond core language requirement) Or Hebrew 202 (one semester beyond core language requirement)	3
<b>Total Hours</b>		<b>36</b>

### 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.

## 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 utilize:

- (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

Spiritual Formation	Reli 271	3
Biblical Studies	Select 3 hours from Reli 302, 303, 306, or 307 Select 3 hours from Reli 311, 312, 314, 316, or 317	6
Christian Thought and Philosophy	Select 3 hours from Reli 306, 314, 333, 333, 341, 387, or Phil 200, 201, 337	3
Christianity and the World	Select 3 hours from Reli 343, 326, 346, or 378	3
Education Studies	Rged 275, 370, 373, and 377	12
Senior Seminar	Rged 490	3
Departmental Electives	Select 3 hours from Rged 374 or 401	3
Internship/Practicum	Select 3 hours from Rged 397, Reli 397, or Reli 338	3
<b>Total Hours</b>		<b>36</b>

## 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.

## 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 243 and Religion 354 to meet the department's requirements for this concentration.

## MAJOR COURSE REQUIREMENTS

		Hours
Spiritual Formation	Reli 271	3
Biblical Studies	Select 3 hours from Reli 303, 309, 306, or 307 Select 3 hours from Reli 311, 312, 314, 316, or 317	6
Church History	Select 3 hours from Reli 323 or 325	3
Christian Thought and Philosophy	Select 3 hours from Reli 306, 314, 333, 337, 341, 352, or Phil 200, 201, 337	3
Christianity and the World	Reli 343, 326, 346, and 378	12
Education Studies	Select 3 hours from Rged 370, 373, or 377	3
Senior Seminar	Select 3 hours from Reli 491, 492, or Rged 490 (emphasis in Missions)	3
Internship/Practicum	Select 3 hours from Rged 397, Reli 397, or Reli 358	3
<b>Total Hours</b>		<b>36</b>

## 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

A second major in Religious Studies with concentrations in religion, education studies, biblical languages, mission studies, and religious thought/philosophy shall consist of 33 hours. All requirements for the major and the concentrations in religion, education studies, missions, and biblical languages must be met, except for internship/practicum requirement for a total number equal to 33 hours. If a second major in Religious Studies with a concentration in Religious Thought/Philosophy is desired, all requirements for the major must be met except for a reduction in one senior seminar for a total of 33 hours.

## 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 13 hours of Religion other than Religion 101 and 102.

### YOUTH EDUCATION

A minor concentrating in Youth Education Studies may be taken only with a Religious Studies Major with an Education Studies Concentration and requires the following 18 hours:

REED 316 (Introduction to Youth Ministry), PSY 301 (Adolescent Psychology), PSY 425 (Crisis Intervention Counseling) and PSY 444 (Family Communication) and two of the following courses:

SOCL 201 (Marriage and Family)

HEED 401 (Drug/Alcohol Education)

HEED 421 (First Aid Instructor Course)

### EDUCATION STUDIES

A minor concentrating in Education Studies requires any 15 hours of Religious Education courses.

### MISSION STUDIES

Religion 249 and 354 are recommended to the core curriculum for a minor concentrating in Mission Studies. The following 15 hours are required:

9 hours from Religion 243, 325, 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 Religion Studies and Philosophy.

## COMPREHENSIVE ARTICULATION AGREEMENT

Additional General Education Courses are required for students transferring under the Comprehensive Articulation Agreement.

Religious Studies and Philosophy: All General Education requirements to include Foreign Language through the Intermediate I level (201).

## 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.

#### **271 SPIRITUAL FORMATION** 3 semester hours

An exploration of personal and spiritual development through self-reflection, self-awareness and theological reflection. Attention will be given to biblical foundations, spiritual disciplines, and Christian classics. 3-0-3 offered each year

#### **302 THE SACRED WRITINGS** 3 semester hours

A study of Hebrew poetry and selections of wisdom literature with special reference to its significance to the faith of ancient Israel. 3-0-3.

#### **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.

#### **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 nature, 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, 1 and 2 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 later 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.

**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, fideism, 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 discussion. 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.

**354 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.

**358 MINISTRY PRACTICUM** 3 semester hours

An introduction to the many facets of ministry. The course combines reading, discussion, lectures and reflection with guided experience in a church or other ministry setting. Prerequisite: approval of the department. 2 supervised experience-3.

**378 AMERICAN RELIGIOUS GROUPS** 3 semester hours

A study of the basic history and teachings of unorthodox American religious groups and how they compare and contrast with orthodox Christianity. Special emphasis will be given to the cult and occult phenomena as well as the electronic and mail order church. 3-0-3.

**380 SELECTED TOPICS IN RELIGIOUS STUDIES** 1-3 semester hours

**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.

**397 PASTORAL INTERNSHIP** 3 semester hours

A minimum of six 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 Davis Library. 0-Independent Study-3.

## **RELIGIOUS EDUCATION**

### **275 BEHAVIORAL FOUNDATIONS FOR RELIGIOUS EDUCATION**

3 semester hours

An inquiry into the psychological and sociological principles of human behavior and the relationship of growth and development to the learning process and to religious education instruction. Topics will include motivation, learning styles, cultural differences, and classroom management. 3-0-3. Offered each fall semester.

### **370 HISTORY AND PHILOSOPHY OF RELIGIOUS EDUCATION**

3 semester hours

An inquiry into the biblical, theological, philosophical, and historical foundations for the practice of Christian education. 3-0-3. Offered each spring semester.

### **373 CHURCH ADMINISTRATION: LEADERSHIP** 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 201, 280 or permission by the professor. 3-0-3. Offered each spring semester.

### **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. 3-0-3. Offered each fall semester.

### **377 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. Prerequisite: Religious Education 275. 3-0-3. Offered each spring semester.

### **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. Prerequisite: approval of the instructor and the department. 0-practical experience-3. Offered each semester.

**401 INTRODUCTION TO CHRISTIAN COUNSELING** 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. Offered each fall semester.

**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 377. 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. Prerequisites: Religious Education 377, 370, and senior standing. 3-0-3. Offered each spring semester. WLI

**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.

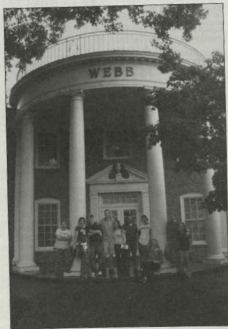
**201 AN INTRODUCTION TO LOGIC** 3 semester hours

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, hellism, revelation, and the challenge of the religions of the world. 3-0-3. (Also listed as Religion 377)

**380 SELECTED TOPICS IN PHILOSOPHY** 1-3 semester hours



## DEPARTMENT OF SOCIAL SCIENCES

Chair: Professor D. Yelton

Professors: T. Eastman, D. Ellington, B. Hensbright, B. Minton

Associate Professor: D. Wierig

Assistant Professor: T. Vanderburg, C. Raymond

Instructor: S. Suen

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 governmental 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 professional 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 at the 200 level or higher. 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 non-Western course), 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 and must include 201, 311, 330, and 390. (There are no substitutions allowed for SOCI/PSYC 390.)

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 methods course appropriate to the nation, e.g. History 200, Sociology 311.

## REQUIREMENTS FOR MINORS OFFERED IN THE DEPARTMENT

A *minor in History* requires History 244 and 245 plus 12 additional hours of history beyond core requirements.

A *minor in Sociology* requires Sociology 201 plus 15 additional hours of sociology.

A *minor in Political Science* requires Political Science 201 and 202 plus 12 additional hours of Political Science.

A *minor in Social Sciences* requires HIST 244, POLS 201, SOCI 201 plus nine additional hours of Social Sciences courses at the 300-400 level.

Students seeking secondary teacher licensure who choose a Social Sciences Minor must complete at least three hours each of Political Science, Sociology and Economics plus an additional nine hours in Political Science or Sociology. This is to satisfy SDEP mandated competencies.

A *minor in Criminal Justice* requires 18 hours chosen from the following: CJ 410, 420, 430, 440, 490; Sociology 411; Political Science 314; Management 400 and Health 401.

## COMPREHENSIVE ARTICULATION AGREEMENT

Students transferring with AA degrees from North Carolina Community Colleges transferring under the Comprehensive Articulation Agreement must have credit for the following courses:

for History or Social Sciences Majors: HIST 101 and 102: Survey of Western Civilization

for students seeking Secondary Social Studies licensure: HIST 101 and 102: Survey of Western Civilization and either SOCI 205: Global Understanding or RELI 245: Religion and Culture in a Global Perspective.

If students do not have Community College credit equivalent to these core courses, they must take these courses while enrolled as Gardner-Webb students.

## MAJORS/MINORS AND THE AMERICAN HERITAGE DIMENSION OF THE CORE

Students who elect to take HIST 245: The American Century, POLS 202: American Political Process or ECON 205: Economics and the Free Market System as part of the American Heritage dimension of the core may count that course(s) towards meeting relevant major or minor requirements. Students receive only three hours credit for each of these courses, however.

## 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, POLS 351, POLS 401) 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 *Advancing Handbook*). Meeting these competencies necessitates that all students seeking Secondary Social Studies licensure complete a content area course, 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 301, 304, 313, 316, 325, 432, 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 Yelton, Secondary Social Studies Area Coordinator.

Students will not be permitted to complete more than 50% of the Professional Education minor (minus the 12 hours of student teaching) until they are formally admitted to the Teacher Education Program. In terms of hours this means that students may not complete more than eleven hours of the Professional Education Minor before securing admission into Teacher Education. Moreover, candidates for secondary teaching licensure must be fully admitted into Teacher Education a minimum of one full semester prior to the semester in which they student teach. Ideally, this means a student should complete requirements for admission to Teacher Education (see the School of Education section in this catalog, or the Secondary Social Studies Education or Teacher Education Handbooks for these requirements) no later than the end of their first semester of their junior year.

## 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. Offered intermittently. 3-0-3.

#### 102 WORLD REGIONS 3 semester hours

The study of physical and human geography of the various world regions. Offered intermittently. 3-0-3.

#### 203 GLOBAL UNDERSTANDING

This course is an introduction to the major economic, social, political, diplomatic, and environmental trends in the World since 1945. Geography is emphasized in this course. 3-0-3.

### HISTORY

#### 101 SURVEY OF WESTERN CIVILIZATION I 3 semester hours

Beginning with earliest times, the course covers the civilizations of Egypt, Mesopotamia, Greece, Rome, Medieval and Early Modern periods. Concludes with 1715. 3-0-3.

#### 102 SURVEY OF WESTERN CIVILIZATION II 3 semester hours

Beginning with 1715, this course presents a perspective of the last three centuries of western history. 3-0-3.

#### 200 INTRODUCTION TO HISTORICAL STUDY 3 semester hours

This course, required of all History and Social Sciences Majors, is intended to provide students with a foundation for further in-depth historical study. To help students develop such a basis, the course addresses the nature 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 surveys 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 giant 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 international factors that formed the foundations of American civilization. 3-0-3.

**316 HAMILTON, JEFFERSON AND JACKSON** 3 semester hours

The purpose of this course is to examine the beginnings of American Federalism and its political, social, economic and international context. 3-0-3.

**318 CIVIL WAR AND RECONSTRUCTION** 3 semester hours

The purpose of this course is to study and analyze the causes and events of the American Civil War and its consequences. 3-0-3.

**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. 3-0-3. Crosslisted with RELJ 322.

**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. Crosslisted with RELJ 323.

**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. Crosslisted with RELJ 324.

**327 THE RENAISSANCE AND REFORMATION** 3 semester hours

An exploration of the major religious, social, intellectual and political changes in Western Europe from the late Middle Ages to the close of the sixteenth century. Particular emphasis is given to the relationship between Italian Humanism and the Protestant Reformation and to the continuity of the movement for ecclesiastical reform throughout the period. 3-0-3.

**331 NINETEENTH CENTURY EUROPE** 3 semester hours

This course explores the main aspects of the political, social, cultural, economic, intellectual, diplomatic and military events of European history from 1789 to 1914. Specific attention will be given to the French Revolution, conservatism, liberalism, nationalism, industrialization, imperialism and the outbreak of the First World War and the broad impacts of these ideas and events upon European civilization. 3-0-3.



**352 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 drivers 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.

**346 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.

**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.

**383 THE SECOND WORLD WAR** 3 semester hours

A detailed study of the origins, course and impacts of history's largest, costliest war. The course takes a global perspective and attempts to show the interrelatedness of the war's component theaters of operation and to fit the war into the broader history of the twentieth century world. 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.

**430 SPECIAL TOPICS: EUROPEAN HISTORY** 3 semester hours

A specialized study of various historical developments in European History. Topics will vary from semester to semester. 3-0-3.

**431 SPECIAL TOPICS: AMERICAN HISTORY** 3 semester hours

A specialized study of various historical developments in American History. Topics will vary from semester to semester. 3-0-3.

**495, 496 INDEPENDENT STUDY** 3 semester hours each semester

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. Prerequisites: Approval by the professor offering the study, student's major department, and concurrence of the Dean. 0-Independent Study-1, 0-Independent Study-3.

**497, 498 INTERNSHIP IN HISTORY** 3 semester hours

Three hours credit may apply to the student's major. Prerequisites: senior standing and department approval. 0-Practical Experience-3.

## POLITICAL SCIENCE

### 301 INTRODUCTION TO POLITICAL SCIENCE 3 semester hours

A basic course in political science dealing with the fundamentals of persons politically organized. 3-0-3.

### 302 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 COMPARATIVE POLITICS 3 semester hours

This course is a comparison of the development and structure of political systems in different regions of the world, including Western and Eastern Europe, sub-Saharan Africa, the Middle East, and Latin America. 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 3 semester hours

An analysis of political behavior between and among nation-states, this course includes case studies of conflict and cooperation, an examination of international political economy, and the study of theoretical explanations of the international political system. 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.

### 331 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.

**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.*

**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.*

**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 working 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.*

**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, anomie and social disorganization theories; the process of stigmatization; formal and informal societal responses to deviance and the deviant. 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.

**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.

**415 JUVENILE DELINQUENCY** 3 semester hours

This course is designed to give the student a broad understanding of the topic of juvenile delinquency in the contemporary society. This course encompasses discussion of the theory and history of juvenile delinquency with the system's response to it and includes the administration of justice in the juvenile justice system. 3-0-3.

**421 THE COMMUNITY** 3 semester hours

A study of the structure and function of rural and urban communities, their institutions and problems. Differences between American communities and communities in other cultures will be examined. 3-0-3.

**430 SPECIAL TOPICS: SOCIOLOGY** 3 semester hours

A specialized study of various sociological developments. Topics will vary from semester to semester. 3-0-3.

**432 CLASSICAL SOCIOLOGICAL THEORY** 3 semester hours

This course is designed to familiarize students with the concepts, history, and development of theory within the classical era of the development of sociology. This is a foundational course for students in the social science area of studies. The assignment of primary sources is intended to develop students' ability to read critically. Class discussion and written assignments are designed to facilitate critical thinking by developing written and oral argumentative skills.

**433 CONTEMPORARY SOCIOLOGICAL THEORY** 3 semester hours

This course reviews some of the most important developments in contemporary sociological theory. It examines work in such areas as rational-choice theory and ethnomethodology; dramaturgical analysis; (neo-) functionalism; critical theory; and feminist theory. The course emphasizes a close reading of original texts, as well as class discussions. 3-0-3.

**490 SOCIOLOGY SEMINAR** 3 semester hours

Independent research, guided readings and other learning experiences offers the senior student the opportunity to study more deeply the total scope of the field of sociology. 3-0-3.

**497, 498 INTERNSHIP** 3 semester hours each semester

These hours credit may apply to the student's major. Prerequisites: senior standing and departmental approval. 1-5-3, 1-5-3.



# DIRECTORY AND APPENDICES

## OFFICERS OF THE CORPORATION

Franklin V. Bean, Chairman

H. Gene Waddham, M.D., '82, Vice Chairman

Dorothy A. Spangler, '62, Secretary

Adelaide A. Crockett, Treasurer

A. Frank Bennett, B.A., M.A., Ph.D., President

Paul A. Flowers, Attorney

Deborah G. Cary, '92, M.B.A., Assistant Treasurer

## BOARD OF TRUSTEES

### TERMS EXPIRING DECEMBER 31, 2005

Howe Q. Bailey, L.H.D., Bailey, NC

Grady S. Chancin, Belmont, NC

Earl T. Gossett, Gastonia, NC

Michael H. Jamison, '74, Charlotte, NC

Bertie Alan Moore, Boiling Springs, NC

Carol H. Periman, Raleigh-Rapid, NC

Law C. Tuckey, '80, Concord, NC

### TERMS EXPIRING DECEMBER 31, 2006

Robert H. Bullock, Gastonia, NC

Miss J. Hamrick, Boiling Springs, NC

J. Harden Jones, Raleigh, NC

Nancy L. Karlos, Charlotte, NC

Frank Hargett, Fairhaven/Lenoir, NC

Malcolm Nichols, Tuckersville, NC

Thomas L. Watson, M.D., Hickory, NC

H. Gene Waddham, M.D., '82, Boiling Springs

Marion W. Whitson, '71, Charlotte, NC

TERMS EXPIRING DECEMBER 31, 2007

William E. Cary, Mount Holly, NC

Bruce P. Grubbs, Forest City, NC

A. Gregory Kellar, Gastonia, NC

William W. Lockhart, El, Hickory, NC

Paul R. Mauney, Shelby, NC

Alfred H. Senter, Wakeham, NC

Nolan M. Strawn, M.D., TN, Greensboro, NC

K. Patrick Young, III, Shelby, NC

TERMS EXPIRING DECEMBER 31, 2008

Franklin V. Bean, Shelby, NC

W. A. Shanton, Forest City, NC

William M. Ishanks, M.D., Tarboro, NC

C. Louise Henderson, Mangrove, NC

Leiland A. Kim, TI, Shelby, NC

Thomas E. Pollock, Charlotte, NC

James E. Robbins, Forest City, NC

Wade B. Shepherd, Jr., L.H.D., Hickory, NC

Dorothy A. Spangler, WI, Shelby, NC

EX-OFFICIO

J. W. Abernethy, III, TI, Newton, NC

W. Thomas Bell, TI, Atlanta, GA

W. David Ellis, Spartanburg, SC

Kevin T. Jones, M.D., Shelby, NC

Anthony N. Strang, TI, Richmond, VA

London D. Warner, VA, Charlotte, NC, Youth Trustee

ALUMNI TRUSTEES

John S. Roberts, WI, Greenville, SC

IMMEDIATE PAST CHAIR

C. Neal Alexander, Jr., TN, Denver, NC

## TELETYPE DIRECTORY

Bernard H. Fisher, Raleigh, NC

W. Ryan Wadsworth, M.D., Sealing Springs, NC

## UNDERGRADUATE FACULTY 2005-06

Kathleen P. Ayotte, 2003, Instructor in Physical Education; Assistant Athletic Trainer,  
B.S., M.A., Clarkson-Washburn University

Rene L. Bales, 2003, Assistant Professor of Business Law and Accounting,  
B.S., B.A., Appalachian State University; J.D., St. Mary's University School of Law; LL.M.,  
New York University School of Law

R. Kass Baker, 1999, Associate Professor of Physical Education; Chair, Department of Physical  
Education, Wellness and Sport Studies  
B.A., Central Wesleyan College; M.A., Furman University; Ph.D., University of Georgia

Robert J. 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

Rebecca Beck-Larke, 1991, 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

Samuel C. Bell, 1986, Associate Professor of Art  
B.A., Mary Baldwin College; M.A., Theological School of Christian Education; M.A.,  
University of South Carolina

Donald L. Berry, 1999, Associate Professor of Religion; Director of the Global Mission Center  
B.A., University of Kentucky; M.Div., Ph.D., The Southern Baptist Theological Seminary

Candace A. Billings, 1979, Professor of Music  
B.M., Salem College; M.M., University of Illinois at Champaign-Urbana; D.M.A., University  
of Missouri at Kansas City

Kent B. Blevins, 1996, 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. Tracie Brown, 1987, Professor of English; President  
B.A., Furman University; M.A., University of Georgia; Ph.D., University of North Carolina  
at Chapel Hill

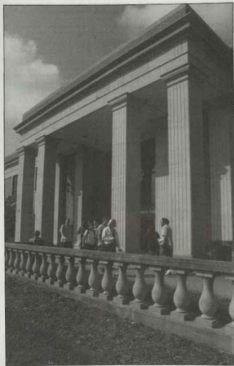
L. Glenn Bottoms, 1983, Professor of Economics and Management Information Systems  
B.A., Emory University; M.A., University of Ottawa; Ph.D., Georgia State University;  
Additional study, George Washington University

Kelly D. Brannon, 1999, Instructor in Religion; Coordinator of Leadership and Volunteerism  
B.A., University of North Carolina at Greensboro; M.Div., Southeastern Baptist Theological  
Seminary

Benjamin C. Brooks, 2003, Assistant Professor of Chemistry  
B.S., Clemson University; Ph.D., University of Virginia

Frank F. Brown, 1985, Professor of Psychology and Counseling; Coordinator of the Mental Health  
Counseling Program, Greenville  
B.A., M. Ed., University of North Carolina at Chapel Hill; Ph. D., University of Louisville





- Leslie M. Dwyer, 1966, Professor of Biology**  
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi
- Sylvia E. Ewen, 2004, Assistant Professor of Education**  
B.A., M.Ed., Ph.D., University of North Carolina at Chapel Hill
- Claude Douglas Bryant, 2002, Professor of Religious Education, Chair, Department of Religious Studies and Philosophy**  
B.A., Furman University; B.S., Howard Payne University; M.A.R.E., Ph.D., Southwestern Baptist Theological Seminary
- Jack W. Gashen, Jr., 2000, Assistant Professor of Religion; Vice President for Enrollment Management**  
B.A., Gardner-Webb University; M.Div., The Southern Baptist Theological Seminary; D. Min., Columbia Theological Seminary
- Lorna A. Sulphure, 1989, Professor of Mathematics and Computer Science**  
M.S., Newbark State University; Institute of Information Systems, RAS, Novosibirsk, Russia
- Charles S. Bach, 1997, Assistant Professor of Physical Education; Vice President for Athletics**  
B.A., Gardner-Webb University; M.S., Eastern Kentucky University
- Francis Bailey Beach, 2001, Associate Professor of Physical Education**  
B.S., Lock Haven University, PA; M.A., Eastern Kentucky University; Ph.D., The University of Virginia
- Kerby M. Cagle, 1996, Associate Professor of Sign Language Studies**  
B.S., National Technical Institute for the Deaf; M.A., California State University at Northridge
- Bar C. Camp, 1976, Professor of Business Administration; Assistant to the President for Planning and Evaluation**  
B.S., Gardner-Webb University; M.A.T., Wycherly University; Additional study, University of South Carolina; Ed.D., University of Tennessee at Knoxville
- Robert J. Carey, 1997, Assistant Professor in Communication Studies; Chair, Department of Communication Studies**  
B.A., University of Washington, Seattle; M.A., University of Memphis
- Jane M. Carlisle, 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 CCJAL Human Services Programs**  
A.A., Braxton College; B.S., Clemson University; M.A., Appalachian State University; Ed.D., North Carolina State University
- David M. Carmichael, 1992, Professor of Psychology**  
B.A., University of North Carolina at Asheville; M.A., Marshall State University; Ph.D., University of South Carolina
- Joseph W. Collins, 2005, Assistant Professor of Religious Studies**  
B.S., M.A., East Carolina University; M.Div., Southwestern Baptist Theological Seminary; Ed.D., North Carolina State University
- Elaine J. Colon, 2004, Assistant Professor of Nursing**  
A.D.N., Carolina Community College; B.S.N., California State University; M.S.N., University of North Carolina at Greensboro
- Barbara G. Cox, 2004, Instructor in Social Sciences; Coordinator of Criminal Justice for the College of Continuing Education and Distance Learning**  
A.A., Western Piedmont Community College; B.S., Gardner-Webb University; M.P.A., Appalachian State University

- Tamara A. Cox, 1995, *Associate Professor of French*  
B.A., M.A., University of Mississippi; Ph. D., University of North Carolina at Chapel Hill
- Loren L. Crawford, 1995, *Professor of Religion*  
B.A., Wakeford Baptist University; M.Div., Th.D., Southeastern Baptist Theological Seminary; German Institute, Zertifikat Deutsch Als Fremdsprache
- Nathalie L. Duvall, 1998, *Assistant Professor of French*  
Masters in English Linguistics, Sorbonne-Nouvelle, Paris; M.A., Ph.D., University of Missouri at Columbia
- Christopher V. Dunn, 2021, *Assistant Professor of English, Director, Writing Center*  
B.A., High Point University; M.A., Ph.D., Florida State University
- James B. Elm, 2025, *Professor of Physics and Astronomy, Associate Provost for Arts and Sciences*  
B.S., University of Missouri; M.S., University of Central Florida; M.A., Ph.D., The Johns Hopkins University
- Allison P. Durlworth, 2025, *Instructor in Physical Education, Assistant Athletic Trainer*  
B.S., Appalachian State University; M.A., Gardner-Webb University
- Anthony P. Easman, 1986, *Professor of History*  
B.A., Union University; M.A., Memphis State University; Ph.D., University of Southern Mississippi
- Svetla G. Nikolova-Erdina, 2021, *Assistant Professor of Chemistry*  
M.S., Sofia University, Bulgaria; M.S., Ph.D., University of South Carolina
- Sharon L. Edwards, 1999, *Instructor, Reference Librarian, Gardner-Webb University at Statesville*  
A.A., Wingate University; B.S., Appalachian State University; M.L.I.S., University of North Carolina at Greensboro
- Dorcas S. Ellington, 1988, *Professor of History*  
B.A., M.A., Appalachian State University; Ph.D., Duke University
- Paul J. Eyster, 2021, *Assistant Professor of Music*  
B.Mus., Southeast Baptist University; M.Mus., Southeastern Baptist Theological Seminary; Ph.D., Texas Tech University
- Allen Douglas Eury, 2021, *Associate Professor of Psychology, Coordinator, Educational Leadership Program*  
B.S., Ed.S., Ed.D., Appalachian State University; M.Ed., University of North Carolina at Charlotte
- Terry L. Fetz, 1982, *Professor of Music*  
B.M., Oklahoma Baptist University; M.M., University of Louisville; D.M.A., North Texas State University; Additional Study, Charles Conservatory of Music, Oberlin College
- Emily B. Fox, 1994, *Assistant Professor of Business Administration*  
B.S., Gardner-Webb University; M.B.A., Western Carolina University
- Roger G. Gackle, 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
- Lucia A. Gallucci, 2025, *Assistant Professor of Spanish*  
B.A., M.A., Catholic University of Peru; Ph.D., University of California, Berkeley
- Earl H. Gaskins, Jr., 1992, *Assistant Professor of Business Administration, Director of OGCAL Business Program*  
B.S., University of South Carolina; M.B.A., Wakeup University; C.P.A.
- R. Van Graham, 1989-2021, 2025, *Assistant Professor of Business Law and Management, Director, Day Business Program*  
B.A., Ashbury College; M.Ed., J.D., Regis University

- Caroline J. Cawert, 1989, Professor of English, Assistant Provost for Schools**  
B.A., Eastern Kentucky University; M.Ed., University of Miami; Ph.D., University of Southern Mississippi
- Linda Carol Green, 2001, Assistant Professor of Psychology**  
B.S., University of North Carolina at Chapel Hill; M.S., Ph.D. Candidate, North Carolina State University
- Berry E. Hambricht, 1959, 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
- Patricia B. Harnsbee, 1977, Assistant Professor of Music**  
B.M., North Carolina School of the Arts; M.M., Governors College; Additional study, University of Florida; University of North Carolina at Greensboro; Banks College; Westminster Choir College; Indiana University; Cincinnati Conservatory; D.M. Candidate, Florida State University
- Jeffrey M. Hartman, 2005, Assistant Professor of Physical Education**  
B.A., Bloomsburg University; M.Ed., The University of Virginia; Ph.D. Candidate, The University of Virginia
- Teri Allen Hassell, 1999, Assistant Professor in Physical Education**  
B.S., Gardner-Webb University; M.Ed., Auburn University
- Karen A. Hensley, 2004, Assistant Professor of English**  
B.A., University of Hawaii-Maine; M.A., University of Wisconsin-Milwaukee; Ph.D., Western Michigan University
- Mary J. High, 2000, Associate Professor of American Sign Language, Director of the ASL Program**  
B.A., Mass HIG College; M.Div., Th.M., Ph.D., The Southern Baptist Theological Seminary
- Trina C. Hines, 1999, Assistant Professor of Nursing**  
Diploma, Spartanburg General Hospital School of Nursing; S.S.N., University of South Carolina; M.A., Appalachian State University
- Jane H. Holden, 1994, Professor of English**  
B.A., Oklahoma Baptist University; M.A., University of Louisville; Ph.D., University of Oklahoma
- Mary Alice Hodge, 2004, Instructor in Nursing**  
B.S., A.T.M., M.S.N., Gardner-Webb University
- Tammy Campbell Hols, 1980, Instructor in Mathematics**  
B.S., Gardner-Webb University
- Delores M. Hoot, 1975-80, 1981, Professor of Physical Education**  
B.S., Auburn University; M.Ed., D.A., Middle Tennessee State University
- Carolyn L. Jackson, 1997, Professor of Education, Assistant Provost for Distance Learning and Continuing Education**  
A.A., Mass HIG College; B.S., Southern Wesleyan University; M.Ed., North Carolina State University; M.S., East Carolina University; Ph.D., University of South Carolina
- N. Lisa Jenkins, 2002, Instructor, Reference Librarian**  
B.A., Wake Forest University; B.A., M.L.S., University of North Carolina at Greensboro
- Tracy C. Jenson, 1994, Instructor in Religion, Minister to the University, Director of Campus Ministries**  
B.A., Gardner-Webb University; M.Div., Stanford University; Ph.D. candidate, University of Nebraska - Lincoln

- James C. Johnson, 1990, Assistant Professor of Mathematics  
B.A., Furman University; M.A.T., University of South Carolina
- L. Kay Johnson, 2004, Assistant Professor of Nursing  
B.S.N., Chapman University; M.S.N., University of North Carolina at Greensboro
- Kerrie T. Jones, 1996, Assistant Professor of Physical Education; Director of Athletic Training  
B.A., Lenoir-Rhyne College; M.A., Gardner-Webb University
- Thomas H. Jones, 1982, Professor of Biology; Honors Program Coordinator  
B.S., Methodist College, Fayetteville, N.C.; Ph.D., North Carolina State University
- David N. Judge, 2003, Assistant Professor of Biology  
B.S., Radford University; B.S., Mt. Olive College; M.S., Ph.D., Virginia Polytechnic Institute and State University
- John A. Kautz, 2005, Professor of Education  
B.S., West Chester University at Pennsylvania; M.S., Ed.D., University of Virginia
- Christopher S. Keene, 2003, Instructor in Theatre; Technical Director  
B.A., California State University; M.F.A., North Carolina School of the Arts
- Lynne Carpenter Keene, 1988, Assistant Professor of English  
A.A., Isothermal Community College; B.A., M.A., Gardner-Webb University
- J. Douglas Kerner, 1999, Associate Professor of Art  
B.F.A., Western Carolina University; B.S., Auburn University; M.F.A., East Carolina University
- Sara Lohain, 2005, Assistant Professor of Theatre Art; Director of the Theatre  
B.F.A., San Francisco State University; M.A., M.F.A., Baylor University
- Ute S. Lohain, 2003, Associate Professor of German  
Ph.D., Justus-Liebig University, Giessen, Germany; additional studies at Justus-Liebig University, Giessen, Germany; Université de Poitiers-Clermont, Beaune, France; Elly-Herzog-Krapp-Gymnasium, Heilbronn, Germany
- James S. Lund, 1994, Professor of English  
B.S., University of North Carolina at Greensboro; M.A., East Carolina University; Ph.D., University of South Carolina
- H. James Lowman, 2003, Professor of Communications Studies  
B.A., Pepper University; M.Div., Duke University; M.A., California State University at Northridge; Ph.D., Florida State University
- Debra C. Ludborne, 1992, Instructor in Business Administration; Director of Academic Technology  
A.B.S., Isothermal Community College; B.S., Appalachian State University; M.B.A., Gardner-Webb University
- Kathy W. Lindsay, 2003, Instructor in Nursing  
A.D.N., Gardner-Webb University; B.S.N., Western Carolina University; M.S.N., Gardner-Webb University
- Susan H. Marston, 1994, Instructor in Biology  
B.S., Pennsylvania State University; M.S., University of North Carolina at Charlotte
- F. Chloee McFarland, 1990, Assistant Professor of Physical Education  
B.S., M.A., Gardner-Webb University
- Lorenda M. McKinney, 1992, Professor of Education  
B.S., M.A., Gardner-Webb University; Ph.D., Clemson University
- Thomas J. Menden, 2002, Associate Professor of Information Systems and Operations  
B.S., M.S., New Mexico State University; Ph.D., University of Alabama in Huntsville

- Robert W. McGhee, 1988, Assistant Professor of Health Management  
B.S., University of Colorado; M.H.A., University of Minnesota; M.S.A., Wake Forest University
- Cornelia M. Metcalf, 2004, Assistant Professor of Business Administration  
B.A., Oglethorpe University; M.B.A., University of South Carolina; L.D., Wake Forest University
- Debra J. Miles, 1985-1995, 2000, Assistant Professor of Nursing  
A.D.N., Central Piedmont Community College; B.S.N., Medical University of South Carolina; M.S.N., University of North Carolina at Greensboro; Ed.D., Clemson University
- Maria M. Miller, 1977-1987, 1994, Professor of Nursing Chair, Campus TCN Program  
B.S.N., University of Michigan; M.S.N., University of North Carolina at Chapel Hill; Ph.D., The University of Texas at Austin
- Jon T. Mitchell, 2000, Instructor in Physical Education; Assistant Athletic Trainer  
B.S., Main Hall College; M.A., Gardner-Webb University
- Brenda C. Moore, 1996, Instructor, Director of Freshman and Senior Programs  
B.S., Campbell University; M.A. Ed., East Carolina University
- Charles B. Moore, 1976, 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 Mount, 1995, Assistant Professor of Religion; Vice President and Dean of Student Development  
B.A., Campbell University; M. Div., Southeastern Baptist Theological Seminary
- Robert D. Munson, 1989, Professor of Sociology  
B.S., University of Wisconsin at Madison; M.S., Ph.D., The Ohio State University
- Marceline Mytkowski, 2011, Assistant Professor of Computer Science  
M.S., University of Windsor, Windsor, Federal; M.S., Ph.D., University of Missouri Columbia
- Ronald L. Nance, 2000, Professor of Education; Coordinator, School Administration Program  
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
- Anthony L. Nighswander, 1988, Professor of Economics; Dean, Byrnes School of Business  
B.S., M.S., Ph.D., Mississippi State 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
- David R. Parker, 1987, Associate Professor of English  
B.A., Furman University; M.A., Ph.D., University of North Carolina at Chapel Hill
- Valerie M. Parry, 1984, Associate Professor; Head Librarian  
B.A., Southampton College; M.S.L.S., Palmer Graduate Library School
- Mary S. Parsons, 1987, Instructor; Public Services Librarian  
A.B., Berea College; A.B., Pfeiffer University; M.A., Sonoma College; M.L.S., North Carolina Central University
- Patricia W. Parry, 1989, Professor of Psychology  
B.A., Wake Forest University; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University
- Steve Patton, 1997, Assistant Professor of Education; Head Football Coach  
B.A., M.A., Furman University
- Gregory A. Perceick, 2004, Instructor in Physical Education; Assistant Athletic Trainer  
B.S., Salisbury University; M.S., Louisiana State University

- Teresa E. Phillips, 2001, Instructor in Spanish  
B.A., M.A., Ph.D. Cardinals, University of Kentucky
- Olya Polubina, 2000, Associate Professor of Mathematics  
M.S., Moscow State University; Ph.D., University of Arkansas
- Felipe Polanco, 2004, Assistant Professor of International Business  
B.S., University De Chile; M.B.A., Edgewood College; Ph.D., The University of Texas Pan American
- Geoff B. Price, 1991, Professor of English; Dean, Graduate School  
B.A., M.Ed., Clemson University; Ed.D., Auburn University
- Paul F. Qualls, 1999, Associate Professor of Religion  
B.A., University of South Carolina; M.Div., Ph.D., The Southern Baptist Theological Seminary
- Victoria F. Ransfield, 2001, Assistant Professor of Education  
B.A., High Point University; Masters Degree in Human Development and Learning, University of North Carolina at Charlotte; Ed.D., University of North Carolina at Greensboro
- Chad Raymond, 2001, Assistant Professor of Political Science  
B.S., M.S., Massachusetts Institute of Technology; Ph.D., University of Hawaii
- Mary D. Roby, 2001, Associate Professor; Associate Director of the Library  
B.Mus., Union University; M.L.S., University of Alabama
- Michael J. Roebuck, 2001, Instructor in Business Administration; Assistant Director of Athletics  
B.A., Wakeford College; M.B.A., East Carolina University
- Page H. Roebuck, 2002, Assistant Professor of Education  
B.S., Western-Southern State University; M.A., University of North Carolina at Charlotte; Ed.D., University of North Carolina at Chapel Hill
- Stephen E. Sarr, 1987, Instructor in History; Registrar  
B.A., Gardner-Webb University; M.A., University of North Carolina at Charlotte
- Michael G. Scharnaker, 1991-2000, 2005, Associate Professor of Accounting  
B.S. Ed., University of Albuquerque; M.B.A., University of California at Los Angeles; Ph.D., The University of Mississippi
- Wesley H. Scruggs, 2005, Assistant Professor of Nursing  
B.S.N., Western Carolina University; M.S.N., University of North Carolina at Greensboro
- Eck 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. Anthony Setzer, 1958, Instructor in Physical Education; Head Men's Soccer Coach  
B.S., Luther College; M.A., The Citadel
- Kristen L. Setzer, 2000, Instructor in Business Administration; Director of Admissions, Graduate School of Business  
B.S., M.B.A., Gardner-Webb University
- David W. SheCman, 2005, Assistant Professor of Education  
B.S., Appalachian State Teachers College; Masters Degree in Human Development and Learning, Science Education, University of North Carolina at Charlotte; Ed.S., Western Carolina University; Ed.D., University of North Carolina at Greensboro
- Doreen S. Sizemore, 1989, Professor of Education; Dean, School of Education  
B.A., Western University; M.A., Appalachian State University; Ph.D., University of North Carolina at Greensboro

- James Carroll Smith, 2001, Assistant Professor of Education  
B.S., M.S., East Carolina University; Ed.D., Virginia Polytechnic Institute and State University
- Lucas W. Smith, 2001, Associate Professor of Psychology and Counseling Coordinator, School Counseling Program  
A.A., Peace College; B.A., University of North Carolina at Chapel Hill; M.Ed., University of North Carolina at Charlotte; Ed.D., University of Virginia
- Patricia C. Sparr, 2002, Associate Professor of Music, Choir, Department of Fine Arts  
B.M., University of Miami; M.M., D.M.A., Peabody Conservatory
- Edwin B. Stepp, 2001, Assistant Professor of Religious Studies and Philosophy  
B.A., Baylor University; M.Div./B., Southeastern Baptist Theological Seminary; Ph.D., Baylor University
- C. Mike Stimpson, 2001, Instructor, Director of Admissions, Graduate School  
B.S., M.A., Gardner-Webb University
- Paul D. Stone, 2002, Assistant Professor of Education  
B.A., University of North Carolina at Greensboro; Master of Human Development and Learning, University of North Carolina at Charlotte; Ed.S., Wakeham College; Ed.D., University of North Carolina at Greensboro
- Debra J. Street, 2002, Instructor in Nursing  
B.S.N., M.S.N., University of North Carolina at Greensboro
- Wanda C. Strain, 1985, Professor of Nursing, Chair, Davis B.S.N. Program, Statesville  
B.S.N., M.S.N., University of North Carolina at Charlotte; Ph.D., University of North Carolina at Chapel Hill
- C. Chand Summers, 1976, Professor of Fine Arts  
A.S., M.A., Indiana State University; Ed.S., Ed.A., Ball State University
- Holly M. Susan, 1998, Instructor in Psychology, Director of Career Services  
B.S., Houghton College; M.A., Indiana University of Pennsylvania
- Matthew D. Thadde, 1995, Assistant Professor of English  
B.A., M.A., James Madison University; Ph.D., University of South Carolina
- Charles B. Tichenor, 1992, Professor of Business Administration, Distinguished Executive in Residence  
B.S., Duke University; D.B.A., Texas University
- Heidi Leyle Tichenor, 1996, Professor of German, Director of International Programs  
B.A., Connecticut College; M.A., Middlebury College; Ph.D., University of Akron
- Shirley P. Tinner, 1965-1990, 1992, Professor of Nursing, Dean, School of Nursing  
Diploma, North Carolina Baptist Hospital School of Nursing; B.S., Wake Forest University; M.Ed., North Carolina State University; Ph.D., The University of Texas at Austin; Additional Studies, Southeastern Baptist Theological Seminary, University of North Carolina at Charlotte, University of South Carolina
- Vernita Lavonne Tinner, 2001, Assistant Professor of Chemistry  
B.A., Louisiana Tech University; Ph.D., Baylor University
- Jeffrey L. Tobin, 1992, Professor of Physical Education, Associate Vice-President for Enrichment and Registration  
B.A., Bryan College; M.S., D.A., Middle Tennessee State University
- Overshon J. Turnbull, 2005, Instructor in English, Learning Assistance Program Director  
B.A., Rollins College; M.Ed., Georgia Washington University; M.A., Middlebury College; M.F.A., Georgia College & State University



- Timothy W. Vanderburg, 2005, Assistant Professor of History  
B.A., Gardner-Webb University; M.A., University of North Carolina at Charlotte; Ph.D., Mississippi State University
- Steven C. Varley, 2005, Instructor in Business  
B.S., Chowan College; M.B.A., Gardner-Webb University
- Vickie G. Walker, 2003, Instructor in Nursing  
L.P.N., Central Piedmont Community College; A.D.N., Gaston Community College; B.S.N., M.S.N., Gardner-Webb University
- Thomas A. Ward, 2003, Assistant Professor of Financial Economics and Management Information Systems  
B.S., M.B.A., M.A., University of New Orleans; M.B.A. - PLUS, University of North Carolina at Charlotte (Information and Technology Management); Ph.D., University of New Orleans
- Deborah M. Ware, 2003, Associate Professor in Physical Education  
B.S., East Stroudsburg State College; M.A.T., Livingston University; Ed.D., University of Central Florida
- Fath M. Washington, 2002, Associate Professor of Psychology and Counseling; Coordinator, Mental Health Counseling Program  
B.A., University of South Florida; M.Ed., Ed.D., Auburn University
- R. Lene Weston, 2002, Assistant Professor in Education; Coordinator of Teacher Education Program at Gardner-Webb University at Statesville  
B.E.E., Western Carolina University; M.A., Gardner-Webb University
- Adley White, 2002, Instructor in Athletics; Training Education; Program Director  
B.S., High Point University; M.S., Georgia State University
- W. Scott White, 2001, Instructor in Business Administration; Director of Human Resources  
B.S., University of Tennessee; M.B.A., Gardner-Webb University
- J. Matt Whitfield, 1992, Professor of Music; Director of Band  
B.M.E., Murray State University; M.Mus., D.M.A., University of Alabama
- Jerome D. Whitlow, 1986, Professor of Psychology; Director of Counseling  
A.A., Anderson College; B.A., Carson-Newman College; M.B.E., Th.M., Ed.D., New Orleans Baptist Theological Seminary
- Ronald W. Williams, 1998, Associate Professor of New Testament  
B.A., Western Kentucky University; M.Div., Ph.D., The Southern Baptist Theological Seminary
- Paula S. Wilson, 2005, Instructor in Art  
B.S., Appalachian State University; M.F.A., The University of North Carolina at Greensboro; M.F.A., East Tennessee State University
- Richard M. Winsa, 1990, Instructor in Physical Education; Wrestling Coach  
B.A., Mt. Union College; M.A., University of Akron
- Leslie M. Winsa, 2005, Instructor in Nursing  
B.S.N., East Stroudsburg University; M.S.N., University of Maryland
- Deborah Kirby Wittig, 2004, Associate Professor of Sociology  
A.D.N., Northeast Junior College, AL; B.S., University of North Alabama; M.S., Ph.D., Mississippi State University
- Ronnie M. Wright, 1983-1990; 1993, Professor of Psychology; Dean, School of Psychology and Counseling  
B.S., North Georgia College; M.S., Ph.D., University of Georgia

- David K. Tolson, 1980, Professor of History  
B.A., Appalachian State University; M.A., Ph.D., University of North Carolina at Chapel Hill
- Timothy J. Zolender, 1997, 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

- Elizabeth S. Bennett, 1976, Instructor in Piano and Organ  
B.C.M., Furman University; M.C.M., The Southern Baptist Theological Seminary
- Nancy R. Bonimus, 1982, Instructor in English  
B.A., Emory University; M.A., Clatsop-Walla University
- Nan F. Gregg, 1975, Instructor in Voice  
B.M., Westminster Choir College; Additional study, Long Island University, Hofstra University
- Don W. Proulx, 1966, Professor of Religion  
A.A., Southwestern Baptist College; B.A., Howard Payne University; B.D., Ph.D., Southwestern Baptist Theological Seminary

## PART-TIME MEDICAL TECHNOLOGY FACULTY

- Adrian Julian Garrett, 2001, Medical Advisor, Medical Technology Program, Clinical Faculty, Wake Forest University School of Medicine at the Bowman Gray Campus  
B.S., Furman University; M.D., Medical University of South Carolina; Ph.D., Medical University of South Carolina
- Julie H. Summers, 1990, Program Director, Medical Technology, Clinical Faculty, Wake Forest University School of Medicine at the Bowman Gray Campus  
B.S., Lenoir-Rhyne College; North Carolina Certificate in Medical Technology, Bowman Gray School of Medicine; Masters in Public Health, The University of North Carolina at Chapel Hill

## FACULTY EMERITI

- Garland H. Allen, 1961, Professor Emeritus of Religion and History
- Robert R. Blackburn, 1958, Professor Emeritus of Health Education and Physical Education
- Wallace R. Carpenter, 1964, Associate Professor Emeritus of Management Information Systems
- Perry A. Chase, 1980, Associate Professor Emeritus of Ancient Languages and Literature
- Barbara J. Cribb, 1969, Associate Professor Emerita of Education and Art
- George B. Cribb, 1960, Professor Emeritus of Music
- Alvin B. Cullinan, 1974, Professor Emeritus of Religious Education and Religion
- Robert L. Decker, 1930, Professor Emeritus of Music
- Dorothy Washburn Edwards, 1996, Professor Emerita
- M. Leland Jolley, 1957, Professor Emeritus of Social Science
- Paul W. Jolley, 1962, Professor Emeritus of Mathematics
- Betty H. Leary, 1973, Associate Professor Emerita of Business
- Alvin Miller Marshall, 1910, Professor Emeritus of Music
- Robert S. Morgan, 1967, Professor Emeritus of French and Mathematics
- M. Verna Merrill, 1967, Professor Emerita of Religion
- J. Thomas Osborne, 1953, Professor Emeritus of English
- C. Shannon Pearce, 1970, Professor Emeritus of Chemistry
- Jack G. Parrish, 1963, Professor Emeritus of Religion
- Phil D. Pease, 1960, Professor Emeritus of Music
- Laurita E. Proulx, 1960, Professor Emerita of Health Education and Physical Education

## ADMINISTRATIVE STAFF EMERITI

James E. Crowley, 1994, Dean Emeritus, School of Business

Robert L. Lutz, 1982, Dean Emeritus, M. Christopher White School of Divinity

## ADMINISTRATIVE OFFICERS AND STAFF

### PRESIDENT

A. Frank Sutton, B.A., M.A., Ph.D., President

Gloria S. Cross, Senior Assistant to the President

See C. Camp, B.S., M.A.T., Ed.D., Assistant to the President for Planning and Evaluation

M. Leland Jolley, A.A., B.A., M.A., Ed.S., L.H.D., University Historian

### PROVOST

C. Earl Leitzinger, B.A., B.D., Ph.D., Provost and Senior Vice President

Rebekah W. Newton, A.A., Administrative Assistant to the Provost and Senior Vice President

James R. Ditt, B.S., M.S., M.A., Ph.D., Associate Provost for Arts and Sciences

Darlene J. Givens, B.A., M.Ed., Ph.D., Associate Provost for Schools

Jeffrey L. Tabbs, B.A., M.S., D.A., Associate Vice President for Records and Registration

Carolyn L. Jackson, A.A., B.S., M.Ed., Ed.S., Ph.D., Assistant Provost for Distance Learning and Continuing Education

Debra C. Leffert, A.A.S., B.S., M.B.A., Director of Academic Technology

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

Stephan Sims, B.A., M.A., Registrar

W. Scott White, B.S., M.B.A., Director of Human Resources

### ASSOCIATE PROVOST FOR ARTS AND SCIENCES

James R. Ditt, B.S., M.S., M.A., Ph.D., Associate Provost for Arts and Sciences

Francis B. Simmons, B.S., M.B.A., Administrative Assistant to the Associate Provost for Arts and Sciences and to the Associate Provost for Schools

#### DEPARTMENTS

Department of Communication Studies, Chair, Robert J. Carey

Department of English, Chair, James S. Lund

Department of Fine Arts, Chair, Patricia C. Spurr

Department of World Languages, Literatures and Cultures, Chair, Charles B. Moore

Department of Mathematical Sciences, Chair, Robert J. Bass

Department of Natural Sciences, Chair, Tim J. Zefrader

Department of Physical Education, Wellness, Sport Studies, Chair, Ken Baker

Department of Religious Studies and Philosophy, Chair, Doug Bryson

Department of Social Studies, Chair, David E. Nelson

**DEPARTMENTAL SECRETARIES**

Wanda Bridges, A.A., Department of Fine Arts

Joetta M. Harrison, Department of Physical Education, Wellness, Sport Studies

Diane Gaffney, Department of Math and Natural Sciences

Carol Keweenaw, A.A., Department of English and Department of World Languages,  
Literatures, and Cultures

Andrew Spurling, A.A., Department of Communications Studies and Social  
Sciences

Journeal Soderer, School of Psychology and Counseling and School of Nursing

Bobo Wagner, Department of Religious Studies and Philosophy

**DIRECTOR OF FRESHMAN AND SENIOR PROGRAMS**

Patricia C. Moore, B.S., M.Ed.

**HONORS PROGRAM COORDINATOR**

Thomas H. Jones, B.S., M.S., Ph.D.

**DIRECTOR OF INTERNATIONAL PROGRAMS**

Helen L. Tolsonen, B.A., M.A., Ph.D.

**LEARNING ASSISTANCE PROGRAM DIRECTOR**

Overseaslin J. Turchell, B.A., M.Ed., M.A., M.P.A.

**DIRECTOR FOR THE WRITING CENTER**

Christopher V. Davis, B.A., M.A., Ph.D.

**NIEEL PROGRAM FOR DISABLED STUDENTS**

Cheryl J. Fenn, B.S., B.S.W., Director of the Niele Program

Mary Ruth Dixon, B.A., Assistant Director of the Niele Program

Patricia Calloway, B.A., Disability Specialist

Joshua Gough, B.A., Disability Specialist

Vaughn B. Hardin, B.A., Disability Specialist

Vanessa C. Hesse, B.A., Disability Specialist

Emily G. Robertson, B.A., Disability Specialist

Cathy Robinson, B.A., Disability Specialist

Margaret Hickman, Secretary

**ASSOCIATE PROVOST FOR SCHOOLS**

Darlene J. Christy, B.A., M.Ed., Ph.D., Associate Provost for Schools

Francine R. Simmons, B.S., M.B.A., Administrative Assistant to the Associate Provost for  
Schools and to the Associate Provost for Arts and Sciences

**GRADUATE SCHOOL**

Gayle Bolt Price, B.A., M.Ed., Ed.D., Dean of the Graduate School

Lucas R. Simonsen, A.A., Administrative Assistant

Lydia Johnson, B.S., Secretary

## SCHOOL OF BUSINESS

Anthony I. Nigherashon, B.S., M.S., Ph.D., Dean of the School of Business

R. Van Graham, B.A., M.Ed., J.D., Director, Day Business Program

Alley Williamson, Administrative Assistant

Erl H. Gaffney, B.S., M.B.A., C.F.A., Director of GOML Business Program and Director of Online Learning

### COORDINATORS OF THE BUSINESS GRADUATE PROGRAMS

Anthony I. Nigherashon, B.S., M.S., Ph.D.

Felice Policastro, B.S., M.B.A., Ph.D.

Michael G. Shumacher, B.S.Ed., M.B.A., Ph.D.

Kevik Taylor, B.S., Assistant to the Coordinators of the Business Graduate Programs

### ADMINISTRATIVE COUNSELOR, BUSINESS GRADUATE PROGRAMS

Deborah Knapp, B.S., M.B.A.

## GARDNER-WEBB UNIVERSITY SCHOOL OF DIVINITY

Charles B. Jagg, B.A., M.Div., Ph.D., Dean of the Gardner-Webb University School of Divinity

Robert W. Carey, Sr., B.A., M.Div., Ph.D., Associate Dean of the Gardner-Webb University School of Divinity

Selma Brown, Administrative Assistant

Darryl M. West, B.A., M.Div., Th.M., Ph.D., Director of the D. Min. Program

Clarence Ferguson, A.A., B.A., M.Div., Director of the Pittman Center for Congregational Enrichment

Melanie G. Nopinski, B.A., M.Div., Director of the Lilly Ministerial Vocation Program for Youth

John Bridges, B.A., M.Div., Director of Ministerial Referral Services

Donald L. Derry, B.A., M.Div., Ph.D., Director of the Old-Faith Ministries Center

## SCHOOL OF EDUCATION

Doreen S. Simonsen, B.A., M.A., Ph.D., Dean of the School of Education

R. Scott Hanes, B.S., Administrative Assistant

## SCHOOL OF NURSING

Shirley F. Toney, B.S., M.Ed., Ph.D., Dean of the School of Nursing

Rebecca Beck-Lewis, A.S.N., B.S.N., M.S.N., Ph.D., Director of the M.S.N. Program

Tina C. Hanes, B.S.N., M.A., Chair, A.D.N. Program

Cindy M. Miller, B.S.N., M.S.N., Ph.D., Chair, S.S.N. Program (Campus)

Wanda C. Smith, B.S.N., M.S.N., Ph.D., Chair, B.S.N. Program (Student/EI)

Sandra C. Earl, Administrative Assistant

Juanita W. Swenden, Secretary

# SCHOOL OF PSYCHOLOGY AND COUNSELING

Bonnie M. Wright, B.S., M.S., Ph.D., Dean of the School of Psychology and Counseling  
Joanna W. Snyder, Secretary

## INSTITUTIONAL RESEARCH

Jeffrey L. Tabor, B.A., M.S., D.A., Associate Vice President of for Records and Registration

## ASSISTANT PROVOST FOR DISTANCE LEARNING AND CONTINUING EDUCATION

Carolee L. Jackson, A.A., B.S., M.Ed., Ed.S., Ph.D.  
Lisa Casady, A.A.S., Administrative Assistant

## COLLEGE OF DISTANCE LEARNING AND CONTINUING EDUCATION

Roger G. Gaddis, B.A., M.A., Ph.D., Coordinator of Human Services Program  
Barry S. Handbright, A.A., B.A., M.A., Ph.D., Criminal Justice Advisor  
Barbara G. Cox, A.A., B.S., M.P.A., Coordinator of Criminal Justice  
T. Eugene Carpenter, A.A., B.S., M.A., Ed.D., Field Coordinator  
Kaye H. Schenk, B.S., OCAL Adult Student Advocate and Academic Advisor  
Sharon H. Welch, B.S., OCAL Adult Student Advocate and Academic Advisor  
Sharon D. Jackson, A.A.S., B.S., Adult Student Advocate and Academic Advisor

## ACADEMIC FACILITIES AND EVENTS COORDINATOR

K. Renee Thoms

## ONLINE LEARNING

Earl H. Godfrey, B.S., M.B.A., C.P.A., Director of OCAL Business Program and  
Director of Online Learning

## SEASIDEVILLE CAMPUS

John Erickson, B.A., Ph.D., Director of Gardner-Wells University at  
Seasideville  
Wanda C. Stearns, B.S.N., M.S.N., Ph.D., Chair of the B.S.N. Program  
Freida F. Brown, B.A., M.Ed., Ph.D., Coordinator of the Graduate Mental Health  
Counseling Program  
R. Lane Winters, D.E.J., M.A., Coordinator of Seasideville Teacher Education Program  
Sharon L. Librecht, A.A., B.S., M.L.I.S., Reference Librarian  
Janet A. Morton, Secretary  
Ann Eldred, Secretary

## LIBRARY

Valerie M. Perry, B.A., M.S.L.S., Director of the Library  
Karen B. Martin, Administrative Assistant to the Director of the Library  
Mary D. Boice, Schum, M.L.S., Associate Director of the Library  
Mary S. Farnon, A.A., A.S., M.A., M.L.S., Public Services Librarian  
Frank L. Newton, Jr., B.A., M.A., M.S.L.S., Technical Services Librarian  
• Sharon L. Librecht, A.A., B.S., M.L.I.S., Reference Librarian,  
Gardner-Wells University at Seasideville

N. Lisa Jenkins, B.A., M.L.I.S., Reference Librarian

Daniel W. Jolley, B.A., M.A., System Manager

Denise McGill, Reference Assistant

J. Harriett Williams, B.A., M.A., Cataloging Assistant

Margaret W. Christopher, Media Assistant

Tajana Narasim Sarva, Acquisitions Assistant

Tony Jory, Periodicals Assistant

Thomas E. Rahon, Jr., B.A., Doc Circulation Assistant

Milene Chiu, Circulation Assistant

James Simacra, Circulation Assistant

## **REGISTER**

Jeffery L. Tablin, B.A., M.S., D.A., Associate Vice President for Records and Registration

Stephen E. Sims, B.A., M.A., Registrar

Lee Ann P. Scates, B.A., Associate Registrar

Carolea Clouett, B.S., Assistant Registrar

F. Randall Copestake, B.A., Transcript Records Coordinator and Web Services Coordinator

Melina Lovelace, B.S., Transcription Evaluation Officer and Veterans Affairs Representative

Sandra M. Hamrick, Secretary

## **HUMAN SERVICES**

W. Scott White, B.S., M.B.A., Director of Human Resources

## **BUSINESS AND FINANCIAL AFFAIRS**

Mike W. Harkin, B.S., M.B.A., Vice President for Business and Finance

Lisa M. Radford, Administrative Assistant to the Senior Vice President for Business and Finance

## **BUSINESS AFFAIRS**

TBA, Associate Vice President for Business and Finance

Robert G. Hamrick, B.S., M.B.A., Controller

Rhonda W. Crockett, Accounts Payable Accountant

Linda H. Smith, A.A., Financial Accountant

Roberta Parks, Financial Accountant

Sylvia A. McClary, A.A., Payroll Accountant

## **BUSINESS OFFICE**

Barley B. Paxon, Business Office Manager

Lisa P. McFarland, Associate Business Office Manager

Carleen B. McSwain, A.A.B., *Staff Accountant*

Tonya Gorey, *Student Accounts Representative*

Rhonda Lovelace, *Student Accounts Representative*

Bonky Torres, *Student Accounts Representative*

## PLANT OPERATION ADMINISTRATION

Wayne E. Johnson, Jr., B.A., M.Ed., *Associate Vice President for Operations*

Ann W. Dillinger, *Director of Custodial Services*

Janice T. Martin, *Director of Maintenance*

Janice Smith, *Director of Grounds*

Brandon G. Zach, B.S., *Director of Operations Support*

Brian Jones, *Assistant Director of Maintenance*

Fannie Brooks, *Housekeeping Supervisor*

Francis Hinson, *Assistant Director of Operations Support*

Gina Bloomer, *Office Manager for Plant Operations*

## DATA PROCESSING

Dancy B. Davis, B.S., *Associate Vice President for Business and Director of Information Services*

C. Scott Hall, B.A., *Systems Support Technician*

Eric J. Brewster, B.S., *Network Manager*

Michael T. Schum, A.S., B.B.A., M.B.A., *Director of Administrative Computing*

Jerry Bridges, B.S., *Systems Analyst/Programmer*

John Stroup, B.S., *Assistant Network Technician*

• Glarry Walton, B.S., *Administrative Assistant*

## FINANCIAL PLANNING

Dale Hoots, B.S., *Director of Financial Planning*

Summer G. Johnson, B.S., *Associate Director of Financial Planning*

Vicki Parnum, B.S., *Assistant Director of Financial Planning*

Sandy B. Drake, A.A., *Financial Planning Counselor*

Helen Lawrence, *Financial Planning Counselor*

Beth Kirkland, A.D.N., *Financial Planning Systems Manager*

## AUXILIARY SERVICES

Nancy M. Rodden, *Administrative Assistant and Semester Camp Coordinator*

R. Wayne Martin, *Campus Shop Manager*

Maxine Houser, *Assistant Campus Shop Manager*

Berrian Miller, B.S., *Textbook Manager*

Cary Caldwell, B.A., *Supplies/Shipping Manager*

• Janis Swanson, *Post Office Manager*



Mike McSwain, Post Office Associate

Lowell Harwick, Fleet Manager

## FOOD SERVICE

Barbara Chasewick, Director of Food Services

Linda Simpson, Administrative Assistant

## UNIVERSITY RELATIONS AND DEVELOPMENT

Ralph W. Dixon, Jr., B.S., Senior Vice President for University Relations and Development

Annmarie L. Winsen, Administrative Assistant to the Senior Vice President for University Relations and Development

W. Bruce Rabson, B.A., M.Div., Assistant Vice President for Development for Religious Studies

C. David Ross, B.A., M.Div., D.D.S., Assistant Vice President for Development - Major Gifts

Camille D. Bridgman, B.A., Director of Development for Gift Management and Research

W. James Gore, B.S., Director of the Building Club

John F. Bridges, B.A., M.Div., Director of Church Relations

Matthew S. Williams, B.S., Major Gifts Officer

William J. Carter, III, B.A., Annual Fund Officer

Roberta Feldman, Assistant to the Director of Development for Gift Management and Research

Karen M. Laidridge, Assistant to the Vice President for Development for Religious Studies/Director of the Building Club/Church Relations

Jeanette McDonnell, B.A., Assistant to the Vice President for Development-Major Gifts and to the Director of Development for Gift Management and Research

Lois Ann Gilliam, B.S., M.Div., Director of Alumni Relations

Dawn M. Anthony, B.S., Assistant Director of Alumni Relations

Jeff Parris, B.A., Alumni Communications Coordinator

Garry Houser, B.S., University Webmaster

## UNIVERSITY AND MEDIA RELATIONS

Neal T. Manning, II, B.A., Director of University and Media Relations

Paul Foster, Assistant Director of University and Media Relations

Christopher B. Broadbent, Communications Specialist for University and Media Relations

Kathy E. Martin, A.A.S., Assistant Director of University and Media Relations/Publications

Laura S. Made, B.A., Publications Assistant

## RADIO STATION

Jeff Powell, B.A., M.A., Manager of WGWB-FM

## MARKETING AND ENROLLMENT MANAGEMENT

Jack W. Buchanan, Jr., B.A., M.Div., D.Mkt., Vice President for Enrollment Management

Becky A. Davis, Administrative Assistant to the Vice President for Enrollment Management

### UNDERGRADUATE ADMISSIONS

C. Nathan Alexander, B.S., M.B.A., Director of Undergraduate Admissions

M. Caley Forbes, B.S., M.B.A., Associate Director of Undergraduate Admissions

Carolyn E. McKinney, A.S., B.S., Assistant Director of International and Transfer Students

Johnny L. Perry, B.A., Assistant Director of Admissions

Patricia L. Robbins, Administrative Assistant

Circle Clark, Admissions Receptionist

Amy Callahan, B.A., Admissions Counselor

Jason Dehlanderfer, B.S., Admissions Counselor

Christina Seiden, B.S., M.B.A., Admissions Counselor

Lucia Perkins, B.A., Admissions Counselor

Lauren McCall, B.A., Admissions Counselor

Joyce G. Cummings, B.S., MSW Coordinator for Admissions

C. Beth Davis, B.S., VIP Coordinator

### ADMISSIONS - OCAL PROGRAM

David Haan, B.A., Director of Admissions, OCAL Program

Audrey M. Sloan, B.A., Associate Director of Admissions

Marquet Harkness, A.A., B.A., Office Manager

Stacy Mabley, B.A., Admissions Counselor

Amanda K. Smith, B.S., Admissions Counselor

Robert Wingate, B.A., Admissions Counselor

Arena Hamrick, A.D.N., B.S.N., Nursing Recruiter

### ADMISSIONS - M. CHRISTOPHER WHITE SCHOOL OF DIVERSITY

Toby Egler, B.A., M.Div., Ph.D., Director of Admissions

C. Beth Davis, B.S., Secretary

### ADMISSIONS - GRADUATE SCHOOL

C. Michael Stinson, B.S., M.A., Director of Admissions

Lytha Johnson, B.S., Secretary

### ADMISSIONS - GRADUATE SCHOOL OF BUSINESS

Kristen L. Setzer, B.A., M.B.A., Director of Admissions

Deborah A. Krupp, B.S., M.B.A., Admissions Counselor, Business Graduate Programs

## STUDENT DEVELOPMENT

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

Vickie Webb-Minton, A.A.S., Administrative Assistant to the Vice President and Dean of Student Development

### RESIDENCE LIFE

Rob Foreman, B.S., Director of Residence Life

Mark Dougherty, B.S., Assistant Director of Residence Life (Education and Staffing)

Steve Ingram, B.S., M.A., Assistant Director of Residence Life (Housing and Judicial Affairs)

TBA, Office Manager / Assignments Coordinator

### COUNSELING, CAREER SERVICES AND ACADEMIC ADVISING

James D. Whitlow, A.A., B.A., M.F.E., Th.M., B.D., Assistant Dean of Students and Director of Counseling

Carol Martin, B.A., M.A., Counselor

Cindy Wallace, B.S., M.A., Counselor

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

Kristen McFadden, B.A., Assistant Director of Career Services

Carmen M. Butler, B.S., Coordinator of Academic Advising

Olga McWhorter, B.S., Office Manager

### CAMPUS MINISTRY

Tracy C. Joseph, B.A., M.Div., Ph.D., Assistant Dean of Students and Minister to the University

Andy Byers, B.S., M.Div., Director of Student Ministries

Teresa Davis, Campus Ministries Secretary

### STUDENT ACTIVITIES

Karlene L. Ellen Witt, A.S., B.S., Director of Student Activities and Leadership Development

Stacia C. Hammons, B.S., Assistant Director of Student Activities

Kelli D. Swain, B.A., M.Div., Assistant Director of Student Activities

Angela Webb, A.A., Secretary

### UNIVERSITY POLICE

Barry S. Johnson, B.S., Chief of University Police

Larry J. Thomas, B.A., Captain of Community-Oriented Policy and Facility Services

Barry Lane, University Relations Officer and Patrolman

Chiff Levin, University Police Officer

David S. Wiscater, B.S., Captain of Operations and Communications

Deann W. Goodrum, Crime Prevention Officer and President

## GARDNER-WEBB STUDENT YMCA

Lisa Yarnick, B.S., M.S., Executive Director Gardner-Webb Student YMCA

Emily Simpkins, B.A., Program Director Gardner-Webb Student YMCA

## ATHLETICS

Charles S. Busch, B.A., M.S., Vice President for Athletics

Santha H. Dehan, Administrative Assistant to the Vice President for Athletics

Patricia C. Scruggs, A.A., Associate Director of Athletics and SWA

Michael J. Tomback, P.A., M.P.A., Assistant Director of Athletics

Jennifer Phillips, B.S., M.S., Assistant Director of Athletics

Adam Kertchko, Secretary

Steve Patton, B.A., M.A., Head Football Coach

Will Holtschman, B.S., Assistant Football Coach

Brian J. Daniels, B.S., Assistant Football Coach

Joseph B. Price, B.S., Assistant Football Coach

Jimmy Lindsay, B.S., Assistant Football Coach

Will Howard, B.S., Assistant Football Coach

Ian Cooper, B.S., Assistant Football Coach

Doug Eas, B.A., M.A., Assistant Football Coach

Travis Cunningham, B.S., Assistant Football Coach

Richard P. Scruggs, B. Ed., M.S., Head Men's Basketball Coach

Tam Craft, B.A., Assistant Men's Basketball Coach

Chris A. Holmeyer, B.A., M.A., Assistant Men's Basketball Coach

Rick L. Eason, B.S., M.Ed., Head Women's Basketball Coach

Kate A. Clark, B.S., M.A., Assistant Women's Basketball Coach

Kristal L. Eason, B.S., Assistant Women's Basketball Coach

J. Samuel "Sunny" Stroup, B.S., M.A., Head Baseball Coach

a. Daniel Lamar Bond, B.A., Assistant Baseball Coach

- B. Anthony Simon, B.S., M.A., Head Men's Soccer Coach  
Marco Garcia, B.A., M.A., Assistant Men's Soccer Coach  
Kevin R. Minton, B.S., Head Women's Soccer Coach  
Robert L. Berkowitz, B.S., Assistant Women's Soccer Coach  
Richard M. Wince, B.A., M.A., Wrestling Coach  
Scott Stephens, B.A., M.A., Assistant Wrestling Coach  
Michael O. Griffith, B.A., Head Men's and Women's Tennis  
Thomas L. Burton, Jr., B.S., Head Men's and Women's Golf Coach  
Christine Phillips, B.S., Head Volleyball Coach  
Jane Gibbs, B.A., Assistant Volleyball Coach  
Thomas L. Cain, III, B.S., M.S., Head Softball Coach  
Brent D. Baker, B.A., Men's and Women's Track and Cross Country Coach  
B. Joshua Langley, B.S., Assistant Track and Cross Country Coach  
Michael D. Simpson, B.S., Head Women's Swimming Coach  
Andrea Day, Head Cheerleading Coach  
Kevin T. Jones, A.B., M.A., Director of Athletic Training  
Jon T. Mitchell, B.S., M.A., Service Program Director and Assistant Athletic Trainer  
Kathleen Ayres, B.S., M.A., Assistant Athletic Trainer  
Greg Potzick, B.S., M.S., Assistant Athletic Trainer  
Stacy Arnold, B.S., M.S., Assistant Athletic Trainer  
Kimberly Karley, B.S., M.S., Assistant Athletic Trainer  
Marcus C. Ralsh, B.S., M.A., Director of Sports Information  
Phillip Dean Perry, B.A., Assistant Director of Sports Information  
Suecy Deweese, B.S., Athletic Events Assistant

# INDEX

Academic Advising, 20  
 Academic Appeals, 92  
 Academic Calendar, 3-5  
 Academic Course Load, 85  
 Academic Honors, 87  
 Academic Probation, 92-93  
 Academic Scholarships, 42-65  
 Accounting, 103, 111  
 Accreditation, 9  
 Activities, Extracurricular, 26  
 Add/Drop, 86  
 Administrative Officers and Staff, 260-270  
 Admissions, 30-36  
 Advanced Placement, 12-13  
 Alma Mater, 223  
 American Sign Language, 176-180  
 Annual Awards, 92  
 Army ROTC, 19, 35, 97-100  
 Art, 164-172  
 Associate Degree Programs, 36, 82, 101  
 Athletics, 21  
     Intramural, 26  
 Athletic Training, 207-211, 217-219  
 Auditing Courses, 85  
 B.E. Morris Academy, 14  
 Bachelor Degree Programs, 73-81  
 Basic Course Requirements, 76-81  
 Biology, 192, 195-197  
 Board and Room Costs, 37  
 Board of Trustees, 247-249  
 Brookhill Academy, 14  
 Brookhill Adventure Course, 21  
 Brookhill School of Management, 103-119  
 Buildings, 10-14  
 Business Administration, 103, 112-113  
 Calendar, 3-5  
 Campus and Buildings, 9-14  
 Campus Location, 6  
 Campus Map, 274-275  
 Campus Ministries, 21-22  
 Campus Visitors, 14  
 Career Services, 22

Chemistry, 197-199  
 Class Attendance, 82  
 Classification of Students, 65  
 Communication Studies, 120-132  
 Computer Science, 104-106  
 Counseling Services, 22  
 Courses of Instruction, 94  
 Degrees Offered, 15-16, 73-79  
 DIMENSIONS, 84  
 Directory and Appendices, 247-275  
 Disabled, Programs, 17  
 Doctoral Degree Programs, 73  
 Education, 133-143  
 Economics, 115-116  
 English, 143-149  
 English as a Second Language, 176, 183-184  
 Entrance Requirements, 30-32  
 Evening School (OCAL), 18  
 Examinations, 87  
 Expenses, 37-39  
 Experiential Education, 16  
 Faculty, 249-259  
 Finance, 106, 116-117  
 Financial Information, 37-40  
     permits, 40  
     tuition and fees, 37-39  
 Financial Assistance, 41-72  
 Fine Arts, 150-172  
 Foreign Language, 174-186  
 French, 175, 181-182, 184  
 Freshman Experience:  
     (University 101), 84  
 GEM Program, 108  
 General Studies, 73-76  
 Geography, 240-242  
 Geology, 199  
 German, 182-183  
 OCAL Program, 18  
 Grade Point Average, 35, 89  
 Grade Reports, 89  
 Grading System, 88-89  
 Graduate Program, 15

Graduation Requirements, 75-81  
 Grants, 69-71  
     N.C. Legislative, 71  
     PELL (Doris Ed.), 70  
         supplemental ed., 70  
 Greek, 183  
 Health Services, 27  
 Health/Wellness, 207, 215-217  
 Helms, 180  
 History, 235-242  
 History of Gardner-Webb, 7-8  
 Honor Code, 82  
 Honor Societies, 77-78  
 Honors Program, 18-19, 90, 95-96  
 Honors and Awards, 86-90  
 Honors at Graduation, 90  
 Housing, 23-24  
 Independent Study, 56, 86  
 International Students, 31-52  
 Interpreting, 178-180  
 Journalism, 123, 129-130  
 Learning Assistance Program, 18, 83-84  
 Library, Dover Memorial, 30  
 Management, 108, 117-118  
 Management Information Systems, 113  
 Marketing, 108, 118-119  
 Master's Degree Programs, 73  
 Math, 187-191  
 Medical Technology, 19, 195  
 Music, 190-194  
 Need Program for the Disabled, 17  
 Nursing, 19, 201-209  
 Physical Education, Wellness, Sport  
     Studies, 206-219  
 Physical Education with Teacher  
     Licenses, 207  
 Philosophy, 215-227, 236-237  
 Physical Therapy, 194  
 Physician Assistant, 193  
 Physics, 200  
 Police, University, 25  
 Political Science, 238-244  
 Preprofessional Programs, 16-17  
 Professional Programs, 17  
 Psychology, 220-228  
 Purpose of the University, 8

Readmission, 35  
 Records, Student Access to, 90  
 Registration, 85  
 Regulations, Academic, 73-93  
 Religious Studies, 224-237  
 Repeating Courses, 86  
 Residence Halls, 20-24  
 Residence Life, 23  
 Residence Requirements, 24  
 Retention Requirements, 90  
 Schedule Changes, 86  
 Scholarships, 41-68  
 Science, 192-200  
 Service Learning, 23  
 Sign Language Studies, 176-180  
 Social Sciences, 235-246  
 Sociology, 238-246  
 Spanish, 173, 184-186  
 Sports Management, 211, 219  
 Special Academic Programs, 17-19  
 Statement of Values, 8-9  
 Student Aid, 41-72  
 Student Government, 27  
 Student Life, 21-29  
 Student Organizations, 28  
 Students Rights, Responsibilities and  
     Expectations, 28-29, 82  
 Study Abroad, 19  
 Summer School, 19  
 Suspension Policy, 91  
 Teacher Education, 134  
 Theore, 124, 130-132  
 Traditional Events, 28  
 Transcripts of Academic Records, 91  
 Transfer Credits, 34, 61  
 Transfer Students, 34  
 Travel Information, 14  
 Trustees, Board of, 247-249  
 Vehicle Registration, 25  
 Volunteering, 23  
 Website, 14  
 Withdrawal, 93  
 Work Study, 69  
 World Languages, 174-186  
 Writing Center, 20  
 YWCA Studies Program, 19, 101

## THE ALMA MATER

*Hammett-Hammett*

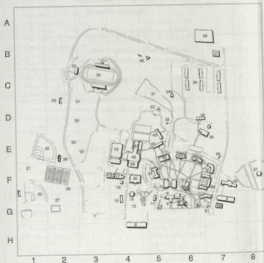
*At the foot of the mountains  
Is our College; proud she stands,  
Serving all who want her service,  
Blessing all with out-stretched hands.*

*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*



## CAMPUS MAP



## CAMPUS MAP DIRECTORY

Building Name	No.	Grid Loc.	Building Name	No.	Grid Loc.
Beachall Field	22	2E	Football	27	1E
Boling Springs Medical Center	57	7E	Soccer/Football	58	2D
Bot Symposium and Pool	48/47	4D	Soccer	52,53	2E
Byrd Adventure Course	46	5D	Publications	57	8E
Communications Studies Hall	8	4D	Radio Station WQAR	37	8E
Crab Hall	42	8E	Reyster Hall	38	7E
Crawley Memorial Hospital	58	8A	Graduate School	27	9D
Dexter Hall	54	5E	Spangler Gate	51	7D
Don Gate	50	7E	Spangler Hall	17	8E
Don Campus Center	55	5E	Spangler Memorial Stadium	50	3C
Don, J. Memorial Chapel	3	9D	Spring	55	9D
Don, Memorial Gardens	12	4D	Spring Athletic Facility	26	2E
Don, Memorial Library	49	4E	Spring Hall	47	7E
East Hall	4	8D	Suttle Hall	39	8E
East House	37	8E	Suttle Light Tower	62	9D
Garbler Hall	41	9E	Suttle Wellness Center	28	4E
H.A.P.T. Hall	39	8E	U.S. Post Office	24	7D
Harwick Field House	34	3C	University Commons	34	5D
Harwick Hall	35	8E	Student Apartments		
Hofffield Center	32	5D	University Physical Development		
Hoppy House	35	7D	Campus	28	4E,2
International House	19	4D	Varsity Fields		
Jarvis Gate	56	5D	Baseball	22	1E
Lake Institute	22	5C	Soccer	57	2D
Limbo Hall	5	9D	Softball	29	1D
Lute-Vallier Conversation Center	19	4E	Westburn Hall	9	7D
Lute-Vallier Hall	44	5E	Westburn Memorial Building	15	4E
Mammy Hall	45	5E	Wells Hall	1	7D
Marys Hall	18	4E	Wells Courts Complex	28	2E
Murray Hall	36	7D	Williams Observatory	23	2D
Nash Hall	9	5D	Williams Mathematics and Science Hall	43	5E
Nash House	14	6D	Wrestling	South Main Street	
Physical Plant Building	South Main Street				
Postor Center	11	5D			
Reception Center					
Room Relations					
Safety and Security					
Practice Fields					

## 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:

### **PRESIDENT**

*General information*

### **PROVOST, ASSOCIATE PROVOSTS**

*Academic programs*

*Academic work of students in the university*

*Faculty positions*

### **DIRECTOR OF UNDERGRADUATE ADMISSIONS**

*Admissions*

*Requests for applications, catalogs or bulletins*

*Scholarships, student loan funds, and work jobs*

### **ASSISTANT PROVOST FOR DISTANCE**

### **LEARNING AND CONTINUING EDUCATION**

*CEAL Program admissions*

*CEAL Program curriculum and policies*

*Online Programs*

### **DEAN OF GRADUATE SCHOOL**

*Admissions*

*Curriculum and policies*

### **DEAN OF THE SCHOOL OF DIVINITY**

*Admissions*

*Curriculum and Policies*

### **VICE PRESIDENT OF STUDENT DEVELOPMENT**

*Housing*

*Parent relations*

*Student affairs*

### **VICE PRESIDENT FOR BUSINESS AND FINANCE**

*Payment of student accounts*

*Inquiries concerning expenses*

### **VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT**

*Contributions, gifts or bequests*

*Future planning*

### **DIRECTOR OF PLACEMENT**

*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*



UNDERGRADUATE PROGRAM OF GARDNER-WEBB UNIVERSITY  
BOILING SPRINGS, NORTH CAROLINA 28017

704-406-4498

1-800-253-6472

[www.gardner-webb.edu](http://www.gardner-webb.edu)