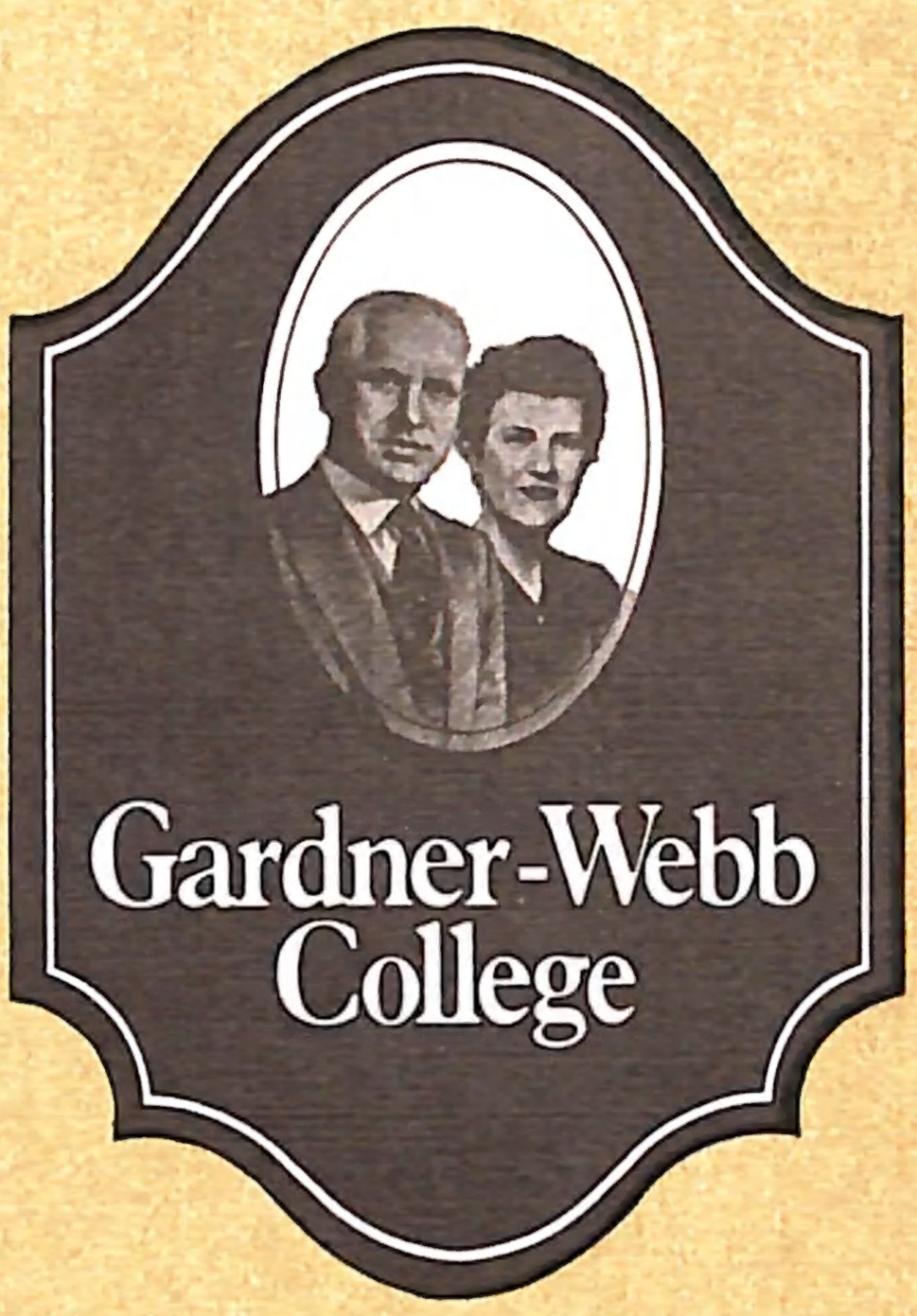


GRADUATE CATALOG 1982-83

The drawing of Governor O. Max Gardner and his wife Fay Webb Gardner was done by Atlanta artist Keats Petree. Working from family photographs, the artist has successfully portrayed the image of the couple for whom Gardner-Webb College is named. Governor and Mrs. Gardner were moving forces behind the growth of the College during the thirties and forties-a time of transition from a local high school to a junior college. During the years since that time, the College has continued its growth to its present status as a college offering both undergraduate and graduate programs. Funding for this art work was provided by the Z. Smith Reynolds Foundation of Winston-Salem, N.C.

Gardner-Webb College

March 1, 1982

Dear Friend,

To introduce you to Gardner-Webb College with this sort of letter is a difficult assignment - you cannot describe a college. The pages which follow will tell you more about us, but not enough - you cannot outline a college. I hope you will talk with our people about the college - they are the college.

Gardner-Webb is a college of the liberal arts. We believe in the whole person whose profession is life-fulfilling. Creativity must be balanced by discipline, leadership by service, work by play, freedom by responsibility. Graduate education at Gardner-Webb College takes these principles to a new dimension.

Gardner-Webb is a college with a Christian commitment, because it believes that faith as well as learning makes the whole person. The college insists on a fearless, penetrating search for truth in all realms of knowledge, and while it denies no one the right to inquiry, it guarantees that the Christian faith will be given a forthright hearing.

We are eager to show you how this college can relate to your personal and professional goals.

Sincerely,

Craven E. Williams

Office of the President Boiling Springs, North Carolina 28017 Telephone 704-434-2361

Academic Calendar
Graduate Program 1982-83

Summer 1982

31 May	Monday, 6:00 PM - Registration for all students who have not pre-registered
14 June	Monday—Classes begin
22 July	Thursday—Classes end

Fall 1982

*	Registration for all students who have not pre-registered
31 August	Tuesday—Classes begin
14-15 October	Thursday and Friday—Mid-term reports due
18-19 October	Monday and Tuesday—Fall recess
25-26 November	Thursday and Friday—Thanksgiving recess
10 December	Friday—Classes end
13-17 December	Monday-Friday—Final examinations

*Exact date to be announced

Spring 1983

*	Registration for all students who have not pre-registered
13 January	Thursday—Classes begin
3-4 March	Thursday and Friday—Mid-term reports due
7-11 March	Monday-Friday—Spring recess
1-5 April	Friday-Tuesday—Easter recess
5 May	Thursday—Classes end
9-13 May	Monday-Friday—Final examinations
14 May	Saturday, 10:00 AM—Commencement

Summer 1983

*	Registration for all students who have not pre-registered

Fall 1983

*	Registration for all students who have not pre-registered
30 August	Tuesday—Classes begin
13-14 October	Thursday and Friday—Mid-term reports due
17-18 October	Monday and Tuesday—Fall recess
24-25 November	Thursday and Friday—Thanksgiving
9 December	Friday—Classes end
12-16 December	Monday-Friday—Final examinations

General Information

Purpose

The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice. This overarching purpose is implemented through the pursuit of four goals:

1. Providing a liberal arts orientation for all students and offering complete programs of study in the liberal arts to those who desire them.
2. Offering students specialized professional and pre-professional preparation in selected areas.
3. Identifying and serving the educational, spiritual, recreational, cultural, social and economic needs of its students and others in the surrounding area.
4. Fostering those social, cultural, and ethical standards generally supported by evangelical Christianity (which emphasizes salvation by faith in the atoning death of Jesus Christ through personal conversion, the authority of the Scripture, the proclamation of the Gospel, and personal commitment to Christ).

Gardner-Webb College is a liberal arts college, owned and operated by the North Carolina Baptist State Convention. Campus life is characterized by friendliness and genuine concern for the individual student.

History

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, Incorporated, was chartered on December 2, 1905 as an institution "where the young . . . could have the best possible educational advantage under distinctive Christian influence." The institution became Boiling Springs Junior College in 1928, struggled through the depression years, and began to expand its enrollment and programs during the 1940s.

In 1942 Governor O. Max Gardner began devoting his energy, time and wealth to strengthening and guiding the school. That year the name was changed to Gardner-Webb College in honor of the governor, his wife Mrs. Fay Webb Gardner, and their families.

Philip Lovin Elliott began an 18-year period as president in 1943 and initiated a community-service concept of education. His tenure was marked by the college's admission into the North Carolina Baptist family of colleges in 1946 and accreditation by the Southern Association of Colleges and Schools in 1948.

Dr. Eugene Poston was selected president in 1961 and launched the ten year "Decade of Advance" that resulted in the college's being granted full accreditation as a senior college in 1971.

Dr. Craven Williams was selected by the Board of Trustees to be the ninth president of the college. His administration began in 1976.

The Greater Opportunities for Adult Learners (GOAL) Program, an evening college academic program designed primarily for junior transfer students, was initiated in the fall of 1978.

The Board of Trustees of Gardner-Webb College received its first report on the proposed Master of Arts program in October 1973. On August 31, 1979 the Full Board gave its final approval to the Master's program. The Faculty of Gardner-Webb College approved the program on August 30, 1979.

In November 1979 the North Carolina Baptist State convention gave approval for Gardner-Webb to begin a graduate program in education. A Master of Arts in Education program was begun in summer 1980.

Location

Gardner-Webb is located in the western Piedmont of North Carolina. Both Boiling Springs, the home of the college, and Shelby, seven miles to the east, are experiencing rapid growth and development. The college is on N.C. 150, three miles from U.S. 74, and 13 miles north of Interstate 85. Charlotte, the largest city in the Carolinas, is 50 miles east of Boiling Springs.

Campus

A tract of over 200 of the 1,200 available acres accommodates the college campus. Major academic and administrative buildings and facilities include the following:

The E.B. Hamrick Building was built after World War I as a memorial to the young men of the area who had given their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943 it was dedicated and named in honor of the late Mr. E. B. Hamrick. It houses an auditorium, several classrooms, and offices.

The Bost Physical Education Building and Swiming Pool honors the late Mr. L.C. Bost of Shelby and Mrs. Jean Bost Gardner. It contains one classroom, a first aid room, lockers, showers, and team rooms. The heated olympic-sized swimming pool can be used year-round. In the summer it serves athletic and church-related camps and provides recreational programs for local students engaged in special learning programs.

The O. Max Gardner Memorial Fine Arts Center, completed in autumn 1948, was given by the family of the late Ambassador O. Max Gardner, a great man, who gave new life to the college and who believed in his native county. The first floor houses a band room, music studios, practice rooms, and the ceramics laboratory. On the second floor is a student lounge and music recital hall.

The Suttle Tennis Courts, originally constructed in 1960, are named in honor of Mr. and Mrs. J.L. Suttle, Jr., and in memory of Mrs. J.L. Suttle, Sr., of Shelby, North Carolina. They were completely renovated in 1976. Four additional courts were constructed in 1979.

The Webb Administration Building, the original part of which was completed in 1960, houses administrative offices, including those of the president. (An addition was constructed in 1973.) The building honors the late Mrs. O. Max Gardner (Fay Webb) and her parents, grandparents, and great grandparents. It was made possible by the O. Max Gardner Foundation.

The A.T. Withrow Science Building, is named in honor of Mr. A.T. Withrow of Charlotte, a benefactor of the college. Occupied in the autumn of 1961, the building has facilities for biology, chemistry, physics, and geology. It also has a lecture room seating 150, seven offices, and a photographic laboratory.

The Charles I. Dover Campus Center is named in honor of Mr. Charles I. Dover of Shelby, a long-time friend and benefactor of Gardner-Webb College. This two-story building, containing over 40,000 square feet, was completed in 1966. It is multi-functional and features a student lounge furnished in honor of Mrs. Charles I. Dover. It contains the student cafeteria and faculty dining room, the college bookstore, and campus post office. The offices concerned with student services, the student government room, the student publications room, and recreational facilities are located here. The building also houses several faculty offices.

The Ernest W. Spangler Memorial Stadium is named in memory of Mr. E.W. Spangler, a Shelby business man, and in honor of his wife, the late Mrs. Verna Patrick Spangler. The field house is named in honor of Mr. V.F. Hamrick of Shelby, N.C. Completed in 1966, it includes a football stadium seating 6,000, a track, and a fully equipped field house.

The David Lindsay Classroom Building was made possible by the late Mr. David Lindsay and his wife, Mrs. Winfred Hubert Lindsay, of Rutherfordton. This three-story building was completed in 1967 at a cost of approximately $275,000. Classrooms and faculy offices occupy the entire building.

The Blanton House: In 1981 the children of George and Ida Wood Blanton gave their family residence in Shelby to the college. This colonial-styled house, built in 1898 and restored by the Blanton family, is now the home of the president of the college.

The Suttle-Wall Tower of Light was built in 1969 in memory of Mr. Joseph Linton Suttle and Dr. Zeno Wall. The unique design of this tower represents the Trinity and Jesus as the Light of the World.

The Washburn Memorial Building was erected in 1941 by Mr. Seaton A. Washburn in memory of the Washburn families. It was first used as a library but is now being used for classrooms and faculty offices.

The J.R. Dover, Jr., Memorial Chapel, a graceful and inspiring structure erected in 1972, completed the formal entrance to the campus. The exterior of the chapel with its prominent steeple serves as a reminder that Gardner-Webb is a college of the churches. The interior features a 336-seat auditorium, a conference room, and a Baptist Student Union area provided by the late Mr. T.R. Hendrix, Sr., and his wife, Mrs. Erline Welborn Hendrix,

of High Point, N.C. The lower level provides space for three classrooms and seven faculty offices.

Radio Station WGWG was made possible by the family of Mr. Lee Polk Frans of Hickory, N.C., as a memorial in his honor. This 5,000 watt stereo FM educational station broadcasts over a radius of 50 miles. WGWG began brodcasting in January 1974, at an assigned frequency of 88.3 Mhz. Studios are located on campus in the president's former home.

The John R. Dover Memorial Library is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The present building was erected in 1974. It is a three-story structure, designed to accommodate 150,000 volumes with seating for 565 students. The collection consists of more than 250,000 books and bound periodicals, audio-visual materials, phonograph records, microfilm, and microfiche. The holdings include several special book collections, the most notable being the libraries of the local post-Civil War author, Thomas Dixon, and the diaries and scrapbooks of the late Mrs. O. Max Gardner. Located across from the Library is the Kathleen Nolan Dover Garden. This garden was given in memory of Mrs. Dover by her husband, Charles I. Dover, and their family and friends.

The Hubert M. Craig Memorial Classroom Building is named in honor of Hubert M. Craig, Sr., of Gaston County, a trustee of Gardner-Webb College and an advocate of Christian higher education. Mr. Craig's widow, his son H. Max Craig, Jr., of Stanley, and two daughters, Mrs. Harry L. Davis of Lincolnton and Mrs. W.C. Hillingsworth of Charlotte, joined in naming this building.

Administrative Structure of the Graduate Program

Graduate programs are administered by the Director of Graduate Studies who serves as presiding officer of the graduate faculty and vice-chairman of the Graduate Council. The Council is responsible to the Graduate Faculty and makes regular reports of its proceedings and deliberations. The Graduate Council is responsible for the approval of programs, admission policies, graduate faculty, and procedures essential to the development and maintenace of an academically strong graduate program. The Council is chaired by an elected member of the Council.

Admission To Graduate Study

Admission to Graduate Study

Requests for application forms, reference forms, and catalogues should be addressed to the Director of Graduate Studies. Completed forms are to be returned to the Director of Graduate Studies along with the application fee, which is not refundable.

When all documents have been received they will be forwarded to the chairman of the department in which graduate study is to be done. The members of the graduate faculty of that department will evaluate the application, and the applicant will be advised by the Director of Graduate Studies as to acceptance or rejection. Because of the confidential nature of some items of information required for admission, the college reserves the right to reject any applicant without stating a reason.

Criteria for Admission

1. Class A North Carolina Teaching Certificate or equivalent
2. Bachelor's degree from an accredited institution of higher education with a satisfactory grade point average
3. Satisfactory test scores on any one of the following tests:
   a. Graduate Record Examination
   b. National Teachers Examination
   c. Miller Analogies Test
4. Three positive letters of evaluation
5. A positive evaluation based on the personal interview with the appropriate academic department

All five criteria will be used to judge the applicant's potential to engage profitably in graduate study.

To apply for initial admission to graduate study the applicant will:

1. Submit an application to the Director of Graduate Studies, Gardner-Webb College. A $20 non-refundable processing fee is required.
2. Arrange for an official transcript of all previous academic work beyond the high school to be sent directly from each institution attended. It is the responsibility of each student to request in writing that transcripts be sent to the Director of Graduate Studies; such information is released only at the request of the students.
3. Arrange for submission of scores on either the Graduate Record Examination, National Teachers Examination (Common and Area examinations), or Miller Analogies Test.
4. Submit three professional references on graduate study reference forms.
5. Provide evidence of North Carolina Class A Teacher certification or equivalent.
6. Schedule a personal interview with the appropriate academic department.

These steps must be completed at least 30 days before the first class of the term in which graduate study is begun. The applicant will be notified whether he has been admitted unconditionally, provisionally, as a special student, or rejected.

Provisional acceptance may be granted to selected applicants who meet requirements for full admission to the program. A provisional student may apply for regular status upon satisfactory completion of all provisions specified in his letter of acceptance.

A student may enroll as a graduate student for the purpose of taking up to six hours for professional development; these credits may, at the discretion of the department chairman and the Director of Graduate Studies, be counted when the student meets criteria for admission.

Transfer of Courses for Graduate Credit

With the approval of the Chairman of the major department and the Director of Graduate Studies a maximum of six semester hours may be accepted from another accredited graduate school towards the requirements at Gardner-Webb College.

Students who earned a bachelor's degree in education at Gardner-Webb College may not transfer for graduate credit any 500- or 600-level course taken as an undergraduate if that course contributed in any way to the requirements for the bachelor's degree or the class A certificate. Senior or graduate level courses that did not contribute toward the bachelor's degree may, at the discretion of the Department Chairman, count toward the master's degree or class A certificate.

Readmission of Former Students

Any student who does not register for three consecutive terms (whether summer session or regular academic terms) must apply for readmission before resuming graduate work. All applications for readmission to graduate study must be filed with Director of Graduate Studies at least 30 days before the opening of the term in which the student wishes to resume graduate study.

Academic Information

Academic Counseling

Each student admitted to graduate study is assigned a faculty adviser who assists the student in developing a program of studies.

Registration

Registration for new and returning graduate students begins in July for the fall term, in November for the spring term, and in April for the summer term. All graduate students will receive a registration packet shortly before the registration period begins, and they are urged to complete the process by mail.

Registration in the graduate program is considered a contract binding the student for charges for the entire term.

Late Registration. A student may register during the week following regular registration. Registration at a later time requires the permission of the Director of Graduate Studies, the Department Chairman, and the instructor of the course.

Dropping, Adding, and Changing Courses. Changes may be made with the approval of the Registrar, the Director of Graduate Studies, the Department Chairman, and the instructor(s) involved. A fee will be charged unless the change is requested by the administration.

Students may officially withdraw from a course at any time. The Registrar provides the necessary forms. A fee is charged.

Academic Load

The normal full load is six semester hours during the summer term and three semester hours during each regular semester.

Cost of Instruction

Current cost is $62 per semester hour for graduate credit. The college reserves the right to change the cost per semester hour when the change is deemed necessary.

Financial Aid

The Eloise and Pat Spangler Fund was established in 1981 by their many friends in appreciation of the Spanglers' years of public service. The Fund provides stipends for graduate teaching assistantships. Preference is given to graduate students in reading education. Application for this award is made through the Office of Financial Aid.

A limited number of teaching assistantships are also available in selected areas of study.

Information about applying for financial aid may be addressed to the Director of Graduate Studies.

Grading System

The instructor's final estimate of the student's performance in a course is represented by the following grading scale:

		Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A	Superior	1	4
B	Satisfactory	1	3
C	Passing	1	2
F	Failing	1	0
I	Incomplete	1	0
W	Withdrew	0	0

An **I** is assigned when the course work is incomplete due to circumstances beyond the student's control. The student has until mid-term of the following semester to complete the work and remove the **I**; otherwise an **F** automatically will be assigned by the Registrar.

A **W** will be assigned when a student withdraws from a course. After a specific date in each term announced by the Registrar, a grade of **WP** (withdrawn passing) or **WF** (withdrawn failing) must be recorded.

Retention Policy

A student must have a 3.00 over-all to be awarded the M.A. degree. When the QPR falls below 3.00, the student is placed on probation. If, in the next six hours of work, the student does not attain a 3.00 over-all, the department will notify the Graduate Council of the termination of the student's program.

Class Attendance Policy

Regular class attendance is an important student obligation and each student is responsible for all work conducted in class meetings. Class attendance policy is the prerogative of the professor. Within the first week of each semester, the professor will clearly state, in writing, the attendance policies which will govern the class.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for official college business or foresee-

able personal circumstances must be discussed with the professor before the absence and plans made for completing course work missed.

Students in danger of failing to meet standards set for satisfactory class work due to excessive class absences will be notified by the professor, but it is the student's responsibility to be aware of absences from class.

Examinations and Reports

Final examinations are required in every course at the end of each semester. A student who does not take the examinations at the scheduled time will receive a failing grade in that subject unless excused by the instructor. If the student is excused, the grade will be recorded as Incomplete.

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

Transcripts

The Registrar will furnish transcripts of credit on request. One official transcript is provided to each student without charge. Subsequent copies are $2 each, and this fee should accompany the request.

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

Academic Appeals

Any student may appeal an academic decision by first appealing to the instructor making the decision. If the problem is not resolved satisfactorily, the student may then appeal to the Department Chairman, the Director of Graduate Studies, the Graduate Council, and the President of the College, in that order. All academic appeals must be made in writing no more than eighteen months after the date of the decision being appealed.

Progress Review

When the student has earned between 15 and 21 hours credit, he should schedule an appointment with his adviser to review progress to date and to determine the work to be accomplished.

Comprehensive Examinations

Comprehensive examination will be given by the major department twice a year. Projects and presentations, the nature of which must be approved by the Graduate Council, are expected to fulfill the aims of the comprehensive examinations.

To take these examinations, degree candidates must apply to their department chairman at least thirty days before the examinations are given.

Application for Degree

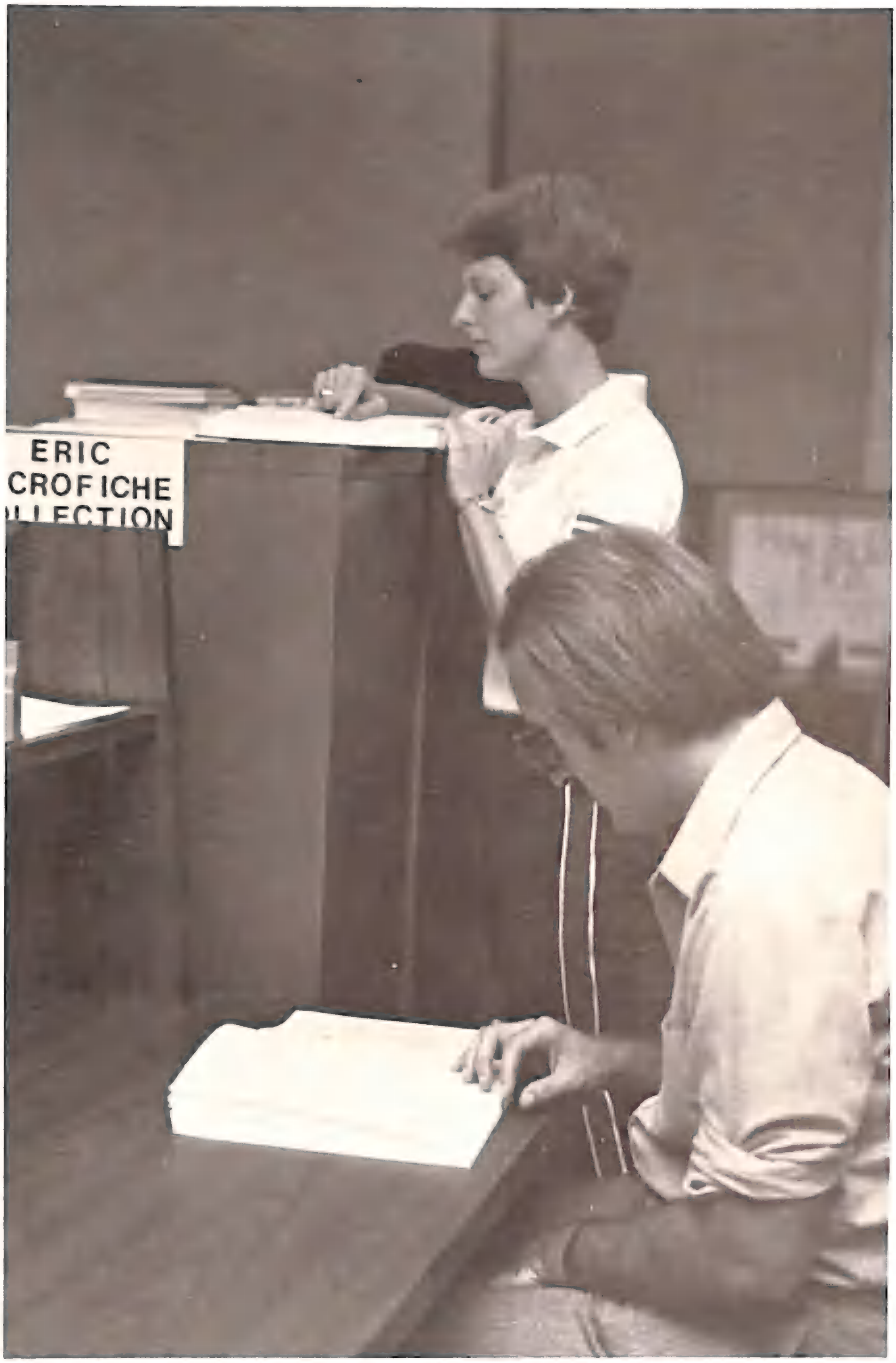
A student must apply for the Master of Arts in Education degree in the office of the Director of Graduate Studies when registering for the final term of graduate study.

Application for Graduate Certification

An application for the North Carolina "G" certificate must be filed with the Chairman of the Department of Education. An application fee is required. Checks should be made payable to the North Carolina State Board of Education.

Commencement Exervises

Gardner-Webb College conducts commencement exercises twice a year, at the end of the spring semester and at the end of summer school. Each candidate for a degree must be present for rehearsal and for the conferring of degrees. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises. Any exception to this policy must be approved in writing by the Vice-President for Academic Affairs.



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Student Life and Services

Graduate Student Representation on the Graduate Council

Graduate students in each department offering graduate programs select a representative each year to the Graduate Council. Only one of the elected departmental representatives, however, has voting privileges on the Council. Voting privileges alternate between departments. In 1982-83 the voting representative will come from the Department of Education.

Campus Code

The Code of Conduct is an official part of Gardner-Webb College and gives life on our campus a special personality. We believe it represents values necessary for an open educational community. Students who enroll at Gardner-Webb agree to abide by this Code. The following activities could be considered to be in violation:

1. Dishonesty, such as cheating, plagiarism, forgery, or knowingly furnishing false information.
2. Theft or damage to property of Gardner-Webb College or a member of the college community.
3. Immorality, engaging in lewd, obscene or offensive behavior, speech or writing.
4. Use or possession of alcoholic beverages or drugs on campus or at college-related functions, or disorderly conduct on the Gardner-Webb College campus as a result of having consumed alcoholic beverages and/or drugs.
5. Gambling in all forms.
6. *Abuse—Physical or verbal abuse or undue humiliation, intimidation of others, or placing a person under any mental duress and/or fear of imminent physical danger is prohibited. Such activities shall not be directed to any member of the college community nor any guest of the college community on institutional premises or at college related activities.
7. Appearance—Men and Women—neatly and appropriately dressed at all times in keeping with the campus dress code with hair clean and well groomed.
8. Demonstration, riots, or disruptive behavior which interferes with the purpose of the college.
9. Disrespectful and/or insubordinate behavior, failure to respond to an official notice from an administrator or faculty.
10. Use, possession, or distribution on campus of firearms, explosives, fireworks, or knives.

NOTE: All cases resulting in suspension or dismissal are to be reviewed by the Executive Committee of the College.

*The student is advised that hazing in any form is prohibited as per North Carolina Statute: 14-35.

Publications

"The Web," the college yearbook; "The Pilot," the student newspaper; the Student Handbook; and "Reflections" are publications edited by the students of the college. "The Web," the bi-monthly alumni publication, is distributed to alumni, parents, and other friends of the College. The "Graduate Newsletter" is published and edited by the Director of Graduate Studies.

Guidance and Counseling

Personal attention to the needs of the individual student has long been a hallmark of Gardner-Webb College. The Director of Counseling and College Minister are available for counseling.

Career Planning and Placement

The Placement Office, located in the Development House, seeks to assist students in obtaining positions in their chosen fields. The Family Educational Rights and Privacy Act of 1974 provides that the students may have access to their placement records under certain conditions and that files may be released only with the written permission of the students.

Bookstore

The College bookstore, located in the lower level of the Charles I. Dover Campus Center, provides all the books and materials needed by the students for their courses of study.

Registration of Automobile

All automobiles must be registered with the Security Office during registration for classes. The current registration fee is $10.00 for fall and spring semesters plus $5.00 for the summer term. A decal is issued for each automobile.

Graduate Program

Major Programs of Study

Early Childhood Education and Middle School Education

Early Childhood Education and Middle School Education

The Early Childhood Education and Middle School Education programs are especially designed for area public school teachers within commuting distance of Gardner-Webb College. Each two-year program is carefully designed to accommodate the employed teacher's schedule. The design of each program consists of thirty semester hours in three basic areas which include professional, instructional and subject content components. Middle school majors will be required to concentrate in one subject area: Language Arts, Science/Math, or Health and Physical Education. Upon completion of either the Early Childhood or Middle School Program, the student will be recommended by the Department of Education for the North Carolina *Class G* Teaching Certificate.

Program Goal

The major goal of the Master of Arts program at Gardner-Webb College is to offer capable students opportunities for advanced study and research in the fields of Early Childhood Education and Middle School Education. Emphasis will be on "quality teaching" which will be developed through the extension of advanced academic and professional training in a specialized field of study.

Program Objectives

To achieve the goal of the program, five major objectives have been formulated. These program objectives are designed to:

1. Provide advanced preparation in a specialized field of study.
2. Develop skills in analyzing various principles and theories of learning for classroom instruction.
3. Provide instruction to organize, implement and evaluate a wide range of instructional materials and methods of instruction.
4. Assist teachers in the development and implementation of diagnostic, prescriptive and evaluative skills for individualized instruction.
5. Develop competencies in the collection and interpretation of educational research as related to classroom instruction.

Purpose of the Graduate Program

The Master of Arts in Education program enables educators to enhance their knowledge in their respective fields of study and to improve their professional skills. The program is specifically designed to relate to the inservice needs of teachers in the areas of teaching and research.

The graduate of the program will possess those competencies essential to effective teaching and continuous self-improvement.

Teacher preparation is recognized throughout the college as one of the important functions of the institution. The undergraduate programs are accredited by the North Carolina State Department of Public Instruction, and have been approved by the Southern Association of Colleges and Schools. The college has an excellent record in placing teachers.

Course Requirements for the Master of Arts in Education

I. EARLY CHILDHOOD EDUCATION

A. Professional Component (12 Semester Hours)

Ed.	600	Foundations of Modern Education (3)
Ed.	610	Curriculum Development (3)
Ed.	620	Methods of Research (3)
Psy.	600	Educational Psychology (3)

B. Instructional Component (9 Semester Hours)

Ed.	615	Strategies in Teaching (3)
Ed.	625	Diagnostic Procedures in the Teaching of Reading and Content (3)
Ed.	685	Seminar in Early Childhood Education (3)

C. Subject Content Component (9 Semester Hours)

Choose any three (3) of the following:

Ed.	500	Language Arts for Early Childhood Teachers (3)
Sci.	520	Science for Early Childhood Teachers (3)
Soc.	500	Social Studies for Early Childhood Teachers (3)
Math	510	Mathematics for Early Childhood Teachers (3)
Ed.	520	Cultural Arts for Early Childhood Teachers (3)
Hea.	500	Comprehensive Health Education (3)
P.E.	500	Current Trends in Elementary Physical Education (3)

MIDDLE SCHOOL EDUCATION

A. Professional Component (12 Semester Hours)

Ed.	600	Foundations of Modern Education (3)
Ed.	610	Curriculum Development (3)
Ed.	620	Methods of Research (3)
Psy.	600	Educational Psychology (3)

B. Instructional Component (6 Semester Hours)

Ed.	615	Strategies in Teaching (3)
Ed.	690	Seminar in Middle School Education (3)

C. Subject Content Component (12 Semester Hours)

Choose *one* of the following areas:

		Language Arts
Ed.	515	Language Arts for Elementary School Teachers (3)
Ed.	625	Diagnostic Procedures in the Teaching of Reading and Content (3)
Ed.	630	Correcting and Remedial Procedures for Reading/Language Arts (3)
Ed.	635	Research in Reading/Language Arts Education (3)
		Science/Math
Sci.	525	Science for Elementary School Teachers (3)
Math	515	Mathematics for Elementary School Teachers (3)
Math	600	Diagnostic/Prescriptive Teaching of Mathematics in Science (3)
Sci.	605	Research in Science/Math Education (3)
		Health and Physical Education
P.E.	500	Current Trends in Elementary Physical Education
Hea.	500	Comprehensive Health Education (3)
Hea.	531	Problems in Health Education (3)
P.E.	600	Physical Education for Special Populations (3)
Note:	600	level courses—graduate only
	500	level courses—advanced undergraduate and graduate

Reading Education

Reading Education

The Reading Education Program is carefully designed to accommodate the employed teacher's schedule. The Reading Program consists of thirty semester hours in three academic areas which include professional, instructional and subject content components. The Professional core component will be identical to that of the Early Childhood and Middle School programs with course work in foundations, curriculum, psychology, and research. Subject content in reading will include courses in diagnostic-prescriptive techniques, corrective and remedial procedures, and organization and supervision skills for teaching reading in the public school. Upon completion of the Reading Education Program, the student will be recommended by the Department of Education for the North Carolina *Class G* Teaching Certificate (K-12).

Program Goal

The major goal of the program in reading is to offer capable students opportunities for advanced study and research in the field of reading education. Emphasis will be on "quality teaching" which will be developed through the extension of advanced academic and professional training in this specialized field of study.

Program Objectives

To achieve the goal of the program, five major objectives have been formulated. These program objectives are designed to:

1. Provide advanced preparation in the specialized field of reading education.
2. Develop skills in analyzing various principles and theories of learning for classroom instruction for developmental corrective and remedial programs in reading education.
3. Provide instruction to organize, implement and evaluate a wide range of instructional materials, methods, and testing instruments for instruction in the teaching of reading.
4. Assist teachers in the development and implementation of diagnostic, prescriptive and evaluative skills for individualized instruction in reading/language arts.
5. Develop competencies in the collection and interpretation of educational research as related to classroom instruction to the teaching of reading.

Course Requirements for the Master of Arts in Education

READING

A. Professional component (12 Semester Hours)

Ed.	600	Foundations of Modern Education (3)
Ed.	610	Curriculum Development (3)
Ed.	620	Methods of Research (3)
Psy.	600	Educational Psychology (3)

B. Instructional and Subject Component (18 Semester Hours)

*Ed.	530	Reading Foundations (3)
Ed.	625	Diagnostic Procedures in the Teaching of Reading and Content (3)
Ed.	630	Corrective and Remedial Procedures for Reading and Content (3)
Ed.	635	Research in Reading/Language Arts Education
*Ed.	640	The Psychology of Reading (3)
*Ed.	650	Organization and Supervision of the Reading Curriculum

Health Education and Physical Education

Health Education and Physical Education

The Health Education and Physical Education programs are designed for teachers within commuting distance of Gardner-Webb College. This program, designed to be completed in two years, was developed to accommodate the employed teacher's schedule. The primary focus of the program is "teaching excellence." The design of the program consists of thirty semester hours in three basic areas which include professional, instructional, and elective components. The program offers twelve hours of academic work which may be programmed to meet the needs of the individual student. Upon completion of either Health Education or the Physical Education program, the student will be recommended by the Department of Health Education and Physical Education for the North Carolina *G* teaching certificate.

Program Goal

The goal of the Master of Arts in Health Education and Physical Education is to develop excellence in teaching through courses, research, experiences, and practices. Students may take a sequence of courses in health education or physical education.

Program Objectives

To attain the goal of the Master of Arts program in Health Education and Physical Education, the following program objectives are indicated:

1. To provide advanced preparation in the field of health education and physical education teaching.
2. To develop skills essential for research and investigation of various aspects of health education and physical education.
3. To develop skills and understandings of numerous methods, techniques, and approaches used in health education and physical education teaching.
4. To foster development of individual potentials for becoming optimally effective as health education and physical education teachers.

Course Requirements for the Master of Arts in Health Education and Physical Education

HEALTH EDUCATION AND PHYSICAL EDUCATION

A. Professional Component (6 Semester Hours)

Ed.	600	Foundations of Modern Education (3)
Ed.	610	Curriculum Development (3)

B. Subject Component

1. Required — Physical Education (12 Semester Hours)

PE	602	Research in Physical Education (3)
PE	603	Scientific Principles of Physical Education (3)
PE	604	Teaching Strategies in Physical Education (3)
PE	606	Seminar-Future Directions in Physical Education (3)

2. Required — Health Education (12 Semester Hours)

**	H	602	Research in Health Education (3)
**	H	603	Helping Relationships for Health Science (3)
	H	604	Teaching Strategies in Health Education (3)
	H	606	Seminar-Future Directions in Health Education (3)

3. Select (6 Semester Hours from Major Track)

*	PE	500	Current Trends in Elementary Physical Education (3)
	PE	501	Foundations of Physical Education (3)
	PE	600	Physical Education for Special Populations (3)
*	PE	601	Psychology and Sociology of Sports (3)
	PE	605	Practicum in Physical Education (1-6)
	PE	607	Supervision of Physical Education (3)
	H	500	Comprehensive Health Education (3)
	H	501	Drug/Alcohol Education (3)
*	H	502	Sexuality/Sex Education (3)
*	H	503	Advanced Driver Education (3)
*	H	531	Problems in Health Education (3)
*	H	600	The School Health Program (3)
	H	605	Practicum in Health Education (1-6)
*	H	607	Supervision of Health Education (3)
	H	608	The School Health Coordinator (3)

* has not been taught

** to be revised

Course Descriptions

Ed. 500 Language Arts for Early Childhood Teachers
Advanced study in the classroom instruction of the language arts program in the early childhood curriculum.

Ed. 515 Language Arts for Elementary School Teachers
Advanced instruction in the classroom instruction of the language arts program in the middle school curriculum.

Ed. 520 Cultural Arts for Early Childhood Teachers
Methods of instruction for teaching art and music to the early childhood student.

Ed. 530 Reading Foundations
This course is designed as an introductory course in reading. Basic skills in readiness, word recognition, comprehension, study skills and rate will be emphasized. Different approaches to the teaching of reading (basal, LEA, linguistics and ITA) will be analyzed.

Ed. 600 Foundations of Modern Education
An analysis of the historical, philosophical and societal interaction between the American social structure and the contemporary educational system.

Ed. 610 Curriculum Development
An analysis of the nature of curriculum and the relationship of curriculum design, implementation and evaluation to curriculum development.

Ed. 615 Strategies in Teaching
An examination of numerous strategies of instruction for the elementary school classroom. Actual field practice will be a major component of the course.

Ed. 620 Methods of Research
This course is designed to provide a background for the students in three major areas. These include (1) Science and the Scientific Method, (2) Research Techniques, and (3) Research Methods. Areas such as statistical considerations, sampling, historical research, descriptive and analytical studies, and predictive methods will be explored.

Ed. 625 Diagnostic Procedures in the Teaching of Reading and Content Areas
This course will deal with a diagnostic-prescriptive approach to teaching and learning. The diagnosis will relate to (1) informal testing, (2) standardized tests and (3) criterion-referenced tests. The prescriptions for teaching will be directly related to the diagnostic data gathered from the testing. Tests and materials from reading and content areas will be used as a basis for identifying and planning for individual needs. *Pre-requisite: Ed. 620.*

Ed. 630 Corrective and Remedial Procedures for Reading/Language Arts
This course is designed for methods and procedures to better cope with the corrective and remedial middle grade students in Reading/Language Arts. The methods and procedures will range from large group, small group, to individual needs of the students. *Pre-requisite: Ed. 625.*

Ed. 635 Research in Reading and Language Arts Education
A course designed for analyzing and interpreting research on methods of instruction for classroom use in the areas of reading and language arts education.

Ed. 640 Psychology of Reading
Psychological theories of learning will be discussed as applied to the teaching of reading. In addition, an analysis of the psychology of the reading process will constitute a major component of the course.

Ed. 650 Organization and Supervision of the Reading Curriculum
An in-depth study of the organizational and supervisional patterns of reading programs from the past to the present. Laboratory experience in a public school setting will be a major component of the course.

Ed. 685 Seminar in Early Childhood Education
A conclusive seminar for discussion and close examination of controversial and futuristic issues in early childhood education. Within the course, a written and oral program examination will be given to each student.

Ed. 690 Seminar in Middle Education
A conclusive seminar for discussion and close examination of controversial and futuristic issues in middle school education. Within the course, a written and oral program examination will be given to each student.

H 500 Comprehensive Health Education
A study of the development process of a comprehensive health education program.

H 501 Drug/Alcohol Education
Advanced study of the drug/alcohol use and abuse problem. Pharmacological, sociological, psychological, educational, and safety aspects of drug/alcohol use and abuse are stressed.

H 502 Sexuality/Sex Education
Advanced study of human sexuality. Included will be basic strategies for teaching sex education.

H 503 Advanced Driver Education
Advanced strategies and resources for teaching driver education and transportation systems.

H 531 Problems in Health Education
An intensive study of basic issues and the related literature in the health education field.

H 600 The School Health Program
Advanced study of the total school health program. The course will focus on the school health program as it relates to the school child.

H 602 Research in Health Education
A study and practice of research techniques used in health education designed to familiarize the student with a variety of resource materials and to provide the student with a research experience in a health education area.

H 603 Helping Relationships for Health Science
A study dealing with human relations skill training using the Gazda Model as a base. Carkuff, Gordon, Glasser, and Purkey models will also be studied.

H 604 Teaching Strategies in Health Education
An in-depth study of the development and utilization of innovative teaching strategies used in health education.

H 605 Practicum in Health Education
Visitations and on-the-job training with administrators in health education. A study of various problems and patterns which occur in schools as they relate to a K-12 health education program.

H 606 Seminar-Future Directions in Health Education
A conclusive seminar for the examination of future directions and trends in health education. Within this course, a comprehensive examination is given.

H 607 Supervision of Health Education
A study of the basic issues of the problems involved in supervision in health education. Particular attention will be paid to organization and administration problems in supervision.

H 608 The School Health Coordinator
A study of the role and function of a school health coordinator in a comprehensive health education program.

Math 510 Mathematics for Early Childhood Teachers
Current trends in the mathematics curriculum, developing materials for use in the classroom, and strategies of instruction.

Math 515 Mathematics for Elementary School Teachers
Current trends in the mathematics curriculum, developing materials for use in the classroom, and strategies of instruction.

Math 600 Diagnostic/Prescriptive Teaching of Mathematics and Science
Diagnostic techniques and instruments, techniques of individualizing and evaluating instruction in mathematics and science.

PE 500 Current Trends in Elementary Physical Education
A study of pertinent trends, programs, techniques, laws, and developments in physical education at the elementary school level.

PE 501 Foundations of Physical Education
An examination of the bases of physical education as a discipline with emphasis on curriculum development, philosophy of physical education, and principles of physical education.

PE 600 Physical Education for Special Populations
A study of the implications for physical educators created by special student populations including mentally retarded, physically handicapped, gifted and talented, emotionally disturbed, and the elderly.

PE 601 Psychology and Sociology of Sports
An analysis of the psychological and sociological aspects of sport with an emphasis on understanding application of psychological and sociological principles as teachers and coaches and realizing the implications of such application.

PE 602 Research in Physical Education
A study and practice of research techniques used in physical education designed to familiarize the student with a variety of resource materials and to provide the student with a research experience in a physical education area.

PE 603 Scientific Principles of Physical Education
A study of practical anatomical, physiological, biomechanical, and kinesiological principles and trends that are useful in teaching physical education.

PE 604 Teaching Strategies in Physical Education
An in-depth study of the development and utilization of innovative teaching strategies used in physical education.

PE 605 Practicum in Physical Education
Visitations and on-the-job training with administrators in physical education. A study of various problems and patterns which occur in schools as they relate to a K-12 physical education program.

PE 606 Seminar-Future Directions in Physical Education
A conclusive seminar for the examination of future directions and trends in physical education. Within this course, a comprehensive examination is given.

PE 607 Supervision of Physical Education
A study of the basic issues of the problems involved in supervision in physical education. Particular attention will be paid to organization and administration problems in supervision.

Psy. 600 Educational Psychology
Designed for in-service teachers, this course is an in-depth analysis of the psychological foundations of education. Emphasis will be given to theory and practice relating to cognition, motivation, individual differences, evaluation, and conflict management.

Sci. 520 Science for Early Childhood Teachers
The course will include a study of the history of science education, current trends in teaching science and individual projects for teaching science in the early childhood curriculum.

Sci. 525 Science for Elementary School Teachers
The course will include a study of the history of science education, current trends in teaching science and individual projects for teaching science in the middle school curriculum.

Sci. 605 Research in Science and Math Education
Directed reading, analyzing and discussing educational research in the fields of elementary science and mathematics will be included in this course.

Soc. 500 Social Studies for Early Childhood Teachers
An analysis of methods of instruction for social studies in the early childhood curriculum. Human interaction and human behavior will be stressed in addition to experimental learning for informal and formal classroom instruction.

Graduate Faculty

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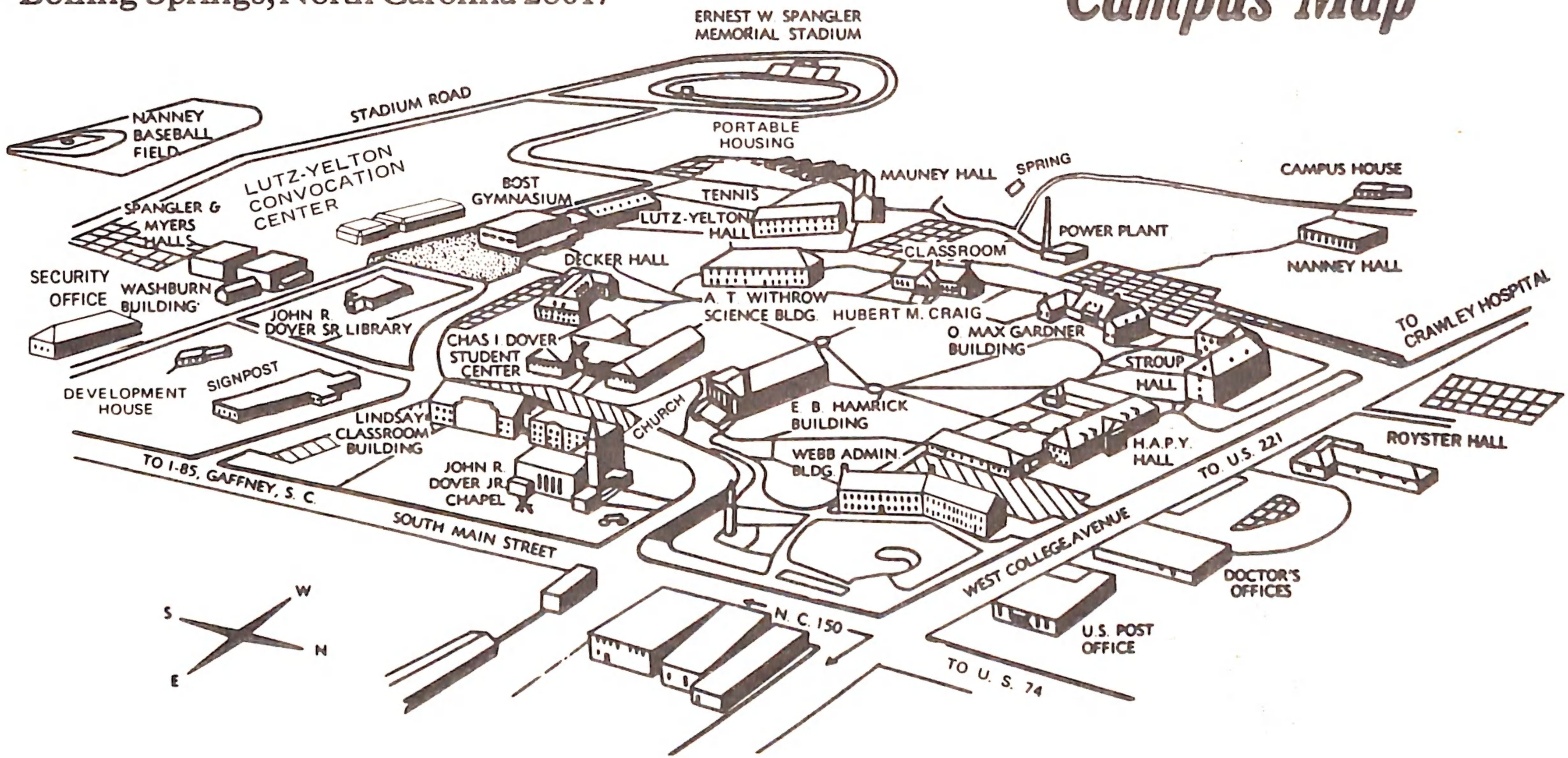

Gardner-Webb College is an institution of the North Carolina Baptist State Convention. The college seeks to enroll students from a variety of racial, economic, social, religious, and geographical backgrounds. Gardner-Webb does not discriminate against applicants or students on the basis of race, sex, national or ethnic origin, physical handicap, or religion.

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