GARDNER-WEBB COLLEGE

GRADUATE CATALOG

1987-1989

Gardner-Webb College
Graduate Catalog
1987-89

Boiling Springs, North Carolina 28017
Telephone 704-434-2361

Contents

3 **Calendar**
5 **Introduction to Gardner-Webb College**
History
Purpose
Accreditation
Campus and Buildings
11 **Admissions and Finances**
17 **Academic Information**
23 **Student Life**
25 **Graduate Program and Courses of Instruction**
37 **Directories**

Catalog Requirements

The conditions and policies set forth in this catalog have binding effect upon the College and students for the academic years in which it is in force. The College reserves the right to make necessary changes and corrections. When changes are made in graduation requirements, the College 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 College is committed to equality of opportunity in all areas of education and employment and does not practice or condone discrimination in any form against applicants or students on the basis of race, color, national origin, religion, sex, age, or handicap.

WEBB BUILDING

Calendar

Fall Semester 1987

September 1 (Tuesday)	Classes Begin
September 7 (Monday)	Last Day for Late Registration
October 19-20 (Mon.-Tues.)	Fall Break—No Classes
November 26-27 (Th.-Fri.)	Thanksgiving Break—No Classes
December 11 (Friday)	Classes End
December 14-18 (Mon.-Fri.)	Examinations

Spring Semester 1988

January 14 (Thursday)	Classes Begin
January 20 (Wednesday)	Last Day for Late Registration
March 7-11 (Mon.-Fri.)	Spring Break—No Classes
April 4-5 (Mon.-Tues.)	Easter Break—No Classes
May 5 (Thursday)	Classes End
May 9-13 (Mon.-Fri.)	Examinations
May 14 (Saturday)	Commencement: Last Day of School

Summer School 1988

May 23 (Monday)	Classes Begin
June 24 (Friday)	Classes End
June 27 (Monday)	Classes Begin
July 29 (Friday)	Classes End

Fall Semester 1988

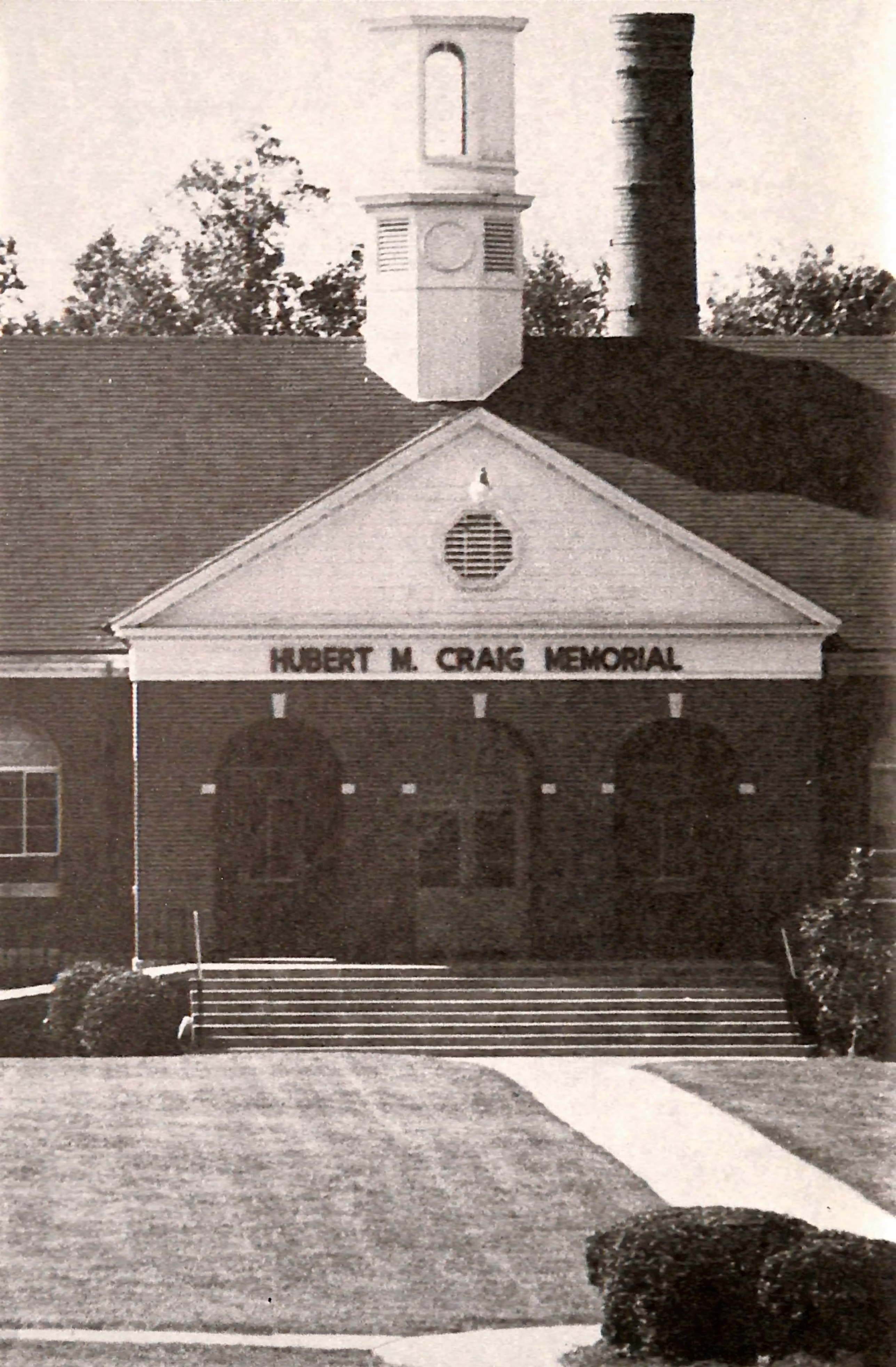
August 29 (Monday)	Classes Begin
September 2 (Friday)	Last Day for Late Registration
October 24-25 (Mon.-Tues.)	Fall Break—No Classes
November 24-25 (Th.-Fri.)	Thanksgiving Break—No Classes
December 7 (Wednesday)	Classes End
December 9-16 (Fri.-Fri.)	Examinations

Spring Semester 1989

January 16 (Monday)	Classes Begin
January 20 (Friday)	Last Day for Late Registration
March 6-10 (Mon.-Fri.)	Spring Break—No Classes
April 26 (Wednesday)	Classes End
April 28-May 5 (Fri.-Fri.)	Examinations
May 6 (Saturday)	Commencement

Summer School 1989

Graduate Program	TBA
August 7 (Saturday)	Summer Commencement


HUBERT M. CRAIG MEMORIAL

Introduction to Gardner-Webb

Gardner-Webb College is a coeducational, residential, church-related college on a beautiful campus just outside Shelby at Boiling Springs, North Carolina. The College derives its name from O. Max Gardner, distinguished governor of North Carolina in the 1930s, and his wife Fay Webb Gardner. The beauty of the campus and the quality of the academic program owe much to their example and leadership.

Location

Gardner-Webb College 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 18,000, is noted for its support of the arts and as the home of state and national leaders. Forty-five miles east of Gardner-Webb is the thriving city of Charlotte, the largest city in the Carolinas. Less than one hour away to the south is the city of Spartanburg, South Carolina.

Students

Gardner-Webb College, founded by Southern Baptists in 1905, has grown steadily to its current enrollment of almost 1,900 students. The 1,600 undergraduates come from many states and several foreign countries. Slightly less than half of the students are men, and the student body includes several racial and socioeconomic groups. Gardner-Webb College admits students of any race, color, sex, and national or ethnic origin without discrimination.

Programs

Gardner-Webb provides three distinct academic programs—the on-campus undergraduate program, the GOAL Program (evening classes taught in a number of locations for graduates of two-year colleges), and the Graduate Program, designed to provide master's level work for teachers. For additional information on the GOAL and on-campus undergraduate programs, see the bulletins for each program.

Gardner-Webb conducts graduate programs in the following North Carolina counties, in addition to the main campus in Boiling Springs: Forsyth, Gaston, Henderson, and Surry.

Faculty

Gardner-Webb College is blessed with a dedicated staff and an excellent faculty—almost seventy percent of whom hold doctorates. The primary concern of the faculty is teaching. The

faculty have been chosen because of their academic preparation, their Christian commitment, and their desire for excellence in teaching. Many of Gardner-Webb's faculty have blessed the College with long years of service. In addition to professional staff, the full-time teaching faculty numbers almost ninety, about fifteen of whom serve on the graduate faculty. Of the graduate faculty, all hold the doctorate and all are specialists in their respective fields.

Academic Calendar

The College'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.

History

Gardner-Webb College 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 senior college with a growing master's program.

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

In response to the changing educational needs of the area the institution was transformed into the Boiling Springs Junior College in 1928.

In 1942, Governor O. Max Gardner began devoting his energy, time, and wealth to strengthening and guiding the College. So important was his influence that the name of the institution was changed to Gardner-Webb College in honor of the governor, his wife, Faye 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 College's development was its full accreditation as a senior college in 1971. In 1980 the College began offering a master of arts degree in education. Today Gardner-Webb College offers five distinct degree programs, a highly qualified faculty teaching in 27 major fields, and a beautiful campus of over 200 acres.

Historically the College has played significant roles in teacher education. Programs of instruction and experiences designed to prepare teachers continue to be major objectives of the College.

Although there have been many changes over the years, Gardner-Webb College remains closely related to the North Carolina Baptist State Convention and the Southern Baptist Convention.

Presidents

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

The Purpose of Gardner-Webb College

Preamble:

Gardner-Webb College embodies a central concept of the Judeo-Christian tradition, which emphasizes oneness in plurality. God is one, yet He is experienced as Father, Son, and Holy Spirit. Likewise, we are a community which is at once individual and corporate. Thus, as a family, we recognize the distinctive importance of each member; as members, we recognize the unique importance of the family. We are one family with many members, one institution with many disciplines.

Ultimately, our purpose is rooted in Jesus Christ and is reflected in the words of the Hebrew injunction that He quoted: "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind; and thy neighbor as thyself."*

The Purpose of Gardner-Webb College is to:

Maintain its commitment to the Christian faith through the Baptist denomination, fostering the conviction that God exists and that He is revealed in Jesus Christ. This community recognizes that no truth can be separate from the ultimate truth of Jesus Christ. This truth, fearing nothing from investigation, is reflected in every discipline.

Instill in its students a dedication to the pursuit of knowledge, developing within the context of its Christian mission a program of critical thinking through a curriculum of liberal arts, preprofessional studies, and professional studies. This intellectual commitment demands academic excellence, moral integrity, intellectual honesty, and recognition of the dignity of each individual.

Engender the belief that Christian growth and academic knowledge inspire service to humanity, encouraging in students a commitment to a life of learning and a dedication

to aiding all members of society. Through this service the whole being is fulfilled. The College, as an example of service, dedicates itself to serving its community and the larger world.

*Luke 10:27

Accreditation

Gardner-Webb College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The Education program is approved by the North Carolina Department of Public Instruction. The College 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 lawns and trees. It is designed and equipped to serve its living and learning community. Over 200 acres of rolling landscape provide more than adequate space for buildings, playing fields and landscaped areas. Extensive building and improvement projects have been completed in recent years, including the Lutz-Yelton Convocation Center.

Blanton House is the residence of the College president. In 1981 the children of George and Ida Wood Blanton gave their family home to the College. Built in 1898 and restored with funds provided by the Blanton family, the colonial design home is located in Shelby.

Bost Physical Education Building and Swimming Pool is named in memory of L.C. Bost of Shelby and Mrs. Jean Bost Gardner. The facility contains basketball courts and classroom areas. The Olympic-sized swimming pool is heated and enclosed for year-round use.

The Hubert M. Craig Building is named in memory of Hubert M. Craig, Sr., of Gaston County, a former trustee of Gardner-Webb College and an advocate of Christian higher education. The building houses classrooms and offices for the Education and Mathematics departments.

The Development House was purchased by the College in 1985. The building contains the offices of the development staff and the director of athletics.

The Charles I. Dover Student Center, constructed in 1966, houses the cafeteria, faculty dining room, lounges, the Campus Shop, student government offices, a game room, and student services administrative offices. The building is named in honor of Charles I. Dover.

The John R. Dover Memorial Library is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland

County. The three-story structure, erected in 1974, is designed to provide seating for over 450 students.

The J.R. Dover, Jr., Memorial Chapel is a graceful and inspiring structure which stands at the formal entrance to the campus. Erected in 1972, the interior features a 336-seat auditorium. The lower level provides space for classrooms and faculty offices.

Philip L. Elliott Hall, originally constructed in 1952, honors the memory of the seventh president of the College who served from 1943 to 1961. Renovated in 1985, the building houses the Davis School of Nursing, classrooms and faculty offices.

Elliott House, named in memory of Mrs. Philip L. Elliott, houses the offices of the campus minister, the B.E. Morris Academy, and several faculty.

The O. Max Gardner Memorial Fine Arts Center, completed in 1948, was constructed and furnished by the family of the late Governor O. Max Gardner. The building contains a recital hall, music studios and offices, classrooms, practice rooms, a band room and an art laboratory.

The E.B. Hamrick Building was built after World War I as a memorial to area residents who gave their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, the rebuilt structure was named in memory of E.B. Hamrick, a long-time benefactor of the College. The building houses an auditorium, classrooms and offices. In 1982, the building was placed on the National Register of Historic Places.

The Lindsay Building, completed in 1967, is a three-story, air-conditioned structure. It was named for the late David Lindsay and his wife, Winifred Hubert Lindsay, of Rutherfordton. The building houses the Broyhill School of Management, classrooms and faculty offices.

The Lutz-Yelton Convocation Center, completed in 1982, is a 64,000-square foot structure which serves as the center of cultural and athletic activities for the area. Included in the Center is the Kathleen Nolan Dover Theatre, named in her memory by her husband, Charles I. Dover, and their family. Also included in the Center is the Paul Porter Arena, which seats 4,500 for basketball games and various meetings. Classrooms, offices for faculty and coaches, handball courts and athletic training facilities complete the Center.

The Noel House contains the programs for handicapped students. The house was named in 1986 in memory of Dr. George Noel and in honor of his wife, Marguerite, of Kannapolis, N.C.

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

The Suttle Tennis Courts are named in honor of Mr. and Mrs. J.L. Suttle, Jr., of Shelby. The eight courts are lighted for evening play.

The Washburn Memorial Building is a brick structure erected in 1941 by Seaton A. Washburn in memory of the Washburn families. Originally used as a library, the building now houses faculty offices.

The Webb Administration Building was built by the O. Max Gardner Foundation in memory of Mrs. O. Max (Faye Webb) Gardner, her parents, grandparents, and great-grandparents. The building houses administrative offices, including the office of the president. In front of the Webb Building is the Suttle-Wall Tower of Light. The tower, built in 1969, is in memory of Joseph Linton Suttle and Dr. Zeno Wall.

The A.T. Withrow Science Building, named in memory of A.T. Withrow of Charlotte, a benefactor of the College, has facilities for biology, chemistry, and physics.

Additional buildings on campus provide facilities for faculty offices, residence halls, security and maintenance.

Visitor's Information

Visitors to Gardner-Webb College are welcome at all times. The administrative offices are open Monday through Friday from 8:00 a.m. until 5:00 p.m. Administrative officers and members of the faculty are available at other times by appointment.

Travel Information

Gardner-Webb College is in the town of Boiling Springs, N.C., a community just outside Shelby. The College is only thirteen 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 College is served by the Shelby-Lattimore telephone exchange. The number is (704) 434-2361.

Admissions and Finances

Admission Procedures

Gardner-Webb College operates on the Rolling Admissions Plan—completed applications are acted upon and notified within three weeks. Admission is based on college work, test scores (NTE, GRE or MAT), and recommendations. No single criterion will be decisive, but each item will be considered in relation to the applicant's total qualifications. Although an interview is not required for admission to Gardner-Webb, campus visits are encouraged. Gardner-Webb College admission packets are available from the Graduate Office of the College.

Applicants must meet the College's standards as to intellectual promise, and emotional and social stability. Gardner-Webb College seeks to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds.

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

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

1. Submit an application to the 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. The Privacy Act requires that each student request in writing that transcripts be released to the Director of Graduate Studies. Such information is released only at the request of the applicant. Graduates of Gardner-Webb College must also request that the registrar release their transcripts to the Office of Graduate Studies.
3. Arrange for submission of scores on either the Graduate Record Examination, National Teachers Examination (Core Battery III-Professional Knowledge and Specialty Area), or Miller Analogies Test.
4. Submit three professional references on graduate study reference forms.
5. Provide evidence of Class A North Carolina Teacher certification or equivalent.

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 admission status. 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.

Types of Admission Status

Admission for graduate study at Gardner-Webb College is granted in the following categories.

Regular

An applicant who meets all criteria for admission to the Master of Arts degree program. These requirements include the following: a bachelor's degree from an accredited institution of higher learning with at least a 2.4 grade point average and/or a 3.0 in the major department; a Class A teaching certificate or equivalent for those who are pursuing a graduate degree leading to G-level certificate; satisfactory scores on **either** the Graduate Record Examination, National Teachers' Examination or the Miller Analogies Test; and three positive letters of evaluation.

Provisional

An applicant whose credentials have been evaluated by the appropriate department but who does not meet the formal requirements for regular admission to a degree program. A student admitted with Provisional status must meet any conditions attached to his/her admission before being granted regular admission. Deficiencies may include undergraduate course prerequisites, low test scores, low undergraduate grade point average, or the need to complete student teaching or teacher certification. No student may be admitted to a degree program who has a grade-point-average lower than 2.25 on all college work attempted.

Special

An entry level category for a student entering the Graduate Program to take courses for professional or career enhancement as non-degree seeker. A maximum of six semester hours may be taken as a Special Student and applied toward a master of arts degree at Gardner-Webb.

Transient

Student from other recognized graduate institutions who desire enrollment at Gardner-Webb to take courses for transfer to the institution in which they are enrolled as a degree candidate. A transient student must submit an application for admission and a letter from the dean or director of the program in which he or she is regularly enrolled indicating good standing.

Auditor

With the approval of the instructor, the Director of Graduate Studies and the Vice President for Academic Affairs, a student may enroll for a graduate course as an auditor. The auditor is expected to complete the special auditor registration form and to complete all course requirements, with the exception of tests and examinations. An auditor's fee is required.

Applicant

An applicant to the Graduate Program may be granted permission to register for one semester of coursework prior to the completion of the entire admission procedure. Credit earned will be considered graduate level work but may not be counted toward a Master of Arts degree at Gardner-Webb until the student meets admissions criteria when all credentials are assessed by the appropriate department. All supporting documentation must be submitted and assessed in order for the student to register for a second term of coursework.

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 toward the fulfillment of requirements for a graduate degree at Gardner-Webb. Students currently enrolled in a graduate degree program at Gardner-Webb must have prior approval to take courses from another institution for transfer credit.

The primary purpose of the transfer of credits policy is to grant incoming students credit for work previously completed. Students are expected to take the appropriate courses offered by Gardner-Webb once they enter our program. Permission is granted to take courses offered by other institutions when the appropriate course is not offered by Gardner-Webb or when it is more convenient for the college to approve a course for transfer than to offer the course by special arrangement.

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 or initial certification may, at the discretion of the Department Chairman, count toward the master's degree or Class G 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. No application fee is charged for readmission.

Cost of Instruction

Cost is $93 per semester hour for graduate credit for the 1987-88 academic year. The college reserves the right to change the cost per semester hour when the change is deemed necessary.

Refund Policy

Registration in the College is considered a contract binding the student for charges for the entire semester. However, it is the policy of Gardner-Webb College to give limited refunds in the event students **Officially Withdraw** from school. A withdrawal form can be obtained from the office of the Vice President for Student Services. The form must be completed and returned to the Registrar's Office in order for the student to be officially withdrawn. The date of official withdrawal is the date this process is completed.

Refunds will be computed on total charges for tuition, but not on textbook and fees. Students leaving school for disciplinary reasons will not be eligible for any refund and will be liable for the entire semester's charges. Students dropping courses after the last day of registration will not receive any reduction in charges. Students registering for summer or short courses and subsequently dropping a course will not be entitled to any refund.

Refund Schedule

When official withdrawal occurs within:
7 calendar days after the first date of registration, refund 85%
14 calendar days after the first date of registration, refund 75%
21 calendar days after the first date of registration, refund 60%
28 calendar days after the first date of registration, refund 50%
No refund will be made after 28 days.

Note: The term "refund" actually denotes a reduction in assessed charges. Actual refunds are available only to those having paid accounts. Refunds for students receiving federal, state, or institutional financial aid will be made in accordance with the regulations governing the respective programs. Leaving the College without officially withdrawing may result in a student's forfeiting all financial aid and, thus, becoming responsible for the entire balance.

Delinquent Student Accounts

Students with outstanding financial obligations may be prevented from taking final semester exams. A student will not be allowed to participate in commencement exercises or receive a diploma, nor will transcripts and/or grades be released, until all financial obligations are satisfied. Financial obligations include, but are not limited to, student account balances, parking fines, library fines, and returned checks.

Financial Aid

Some school systems assist Gardner-Webb graduate students in the payment of tuition and fees. Prospective students should inquire in their central offices as to the availability of such funds. Guaranteed Student Loans are also available to graduate students. The Financial Planning Office can provide details, but interested students should apply well in advance of the date of initiation of their graduate program.

Fellowships, Scholarships, and Assistantships

Financial assistance in the form of fellowships, scholarships, and assistantships are available on a limited basis to on-campus graduate students enrolled at Gardner-Webb. Inquiries should be made with the department in which the student intends to enroll.

Policies for Fellowships and Scholarships

1. Recipients must be fully admitted to the graduate degree program.
2. Applications for fellowships and/or scholarships must be obtained from and submitted to the Director of Graduate Studies who will appoint a committee to assist him in the selection of the recipients.
3. Recipients of all awards may be new or continuing graduate students.
4. Recipients of fellowships and/or scholarships must be full-time students.
5. The Graduate Council must be informed of all awards including names, financial grants, and specific duties or requirements for each award.

Policies for Assistantships

1. Applications for assistantships must be obtained from and submitted to the department chairman of the appropriate department.
2. Awards are for the academic year only, and are available to those carrying a minimum of six semester hours of work.

3. Requests for assistantships shall be submitted to the Director of Graduate Studies from the individual departments.
4. Each department will select the individual recipients of the awards.
5. Recipients of fellowships and/or scholarships may also receive assistantships.
6. There should be equitable stipends for recipients within each department.
7. Each department must formulate a written agreement with each recipient stating: 1) specific duties, 2) financial remuneration, and 3) the amount of monthly payments.
8. Individual assistantship contracts must be re-evaluated yearly.

Academic Information

Gardner-Webb College offers the Master of Arts (M.A.) degree in the following areas: Early Childhood Education, Intermediate Education, Middle School Education, School Administration, Health Education, and Physical Education.

The courses are offered in evenings and during summer months to accommodate the schedules of working teachers. Courses are offered on-campus and at several off-campus locations in western North Carolina. Off-campus courses are offered in a cluster program which brings all course work to the off-campus site except for class meetings at a library facility. Graduate students are not required to meet a residency requirement.

For students who have met all prerequisites (defined as holding a Class A certificate in an appropriate area), the program consists of 30 semester hours.

Course Registration

Students are expected to register for themselves. 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, and other degree requirements. However, it is the responsibility of the student, not the academic adviser, to ensure that all College graduation requirements are met.

A student will not receive credit for any course for which registration has not been completed.

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

Late Registration

A student may register during the week following regular registration, but this requires the permission of the Director of Graduate Studies, the department chairman, and the instructor of the course. A $25.00 late fee will be assessed.

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.

When a student officially withdraws from a course, a grade of "W" (withdrew) 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" (withdrew passing) or "WF" (withdrew 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 dropping 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 time the only courses which will be dropped are those which a student drops when withdrawing from school.

Academic Advising

Each student admitted to graduate study is assigned a faculty adviser who assists the student in developing a program of study. Advisement sessions are scheduled for all graduate students. It is the student's responsibility to meet with the advisor at the scheduled session or make arrangements for an alternative meeting time. An appropriate schedule of courses leading to uninterrupted study and completion of all requirements is assured fully-accepted students who begin their course of study in the summer session. Other schedule options are available.

Academic Load

A full load is a total of six semester hours during the two summer terms and three semester hours during each regular semester.

Auditing Courses

Any Gardner-Webb College student may audit a course for a nominal charge. The auditor is expected to complete the special auditor registration form and to complete all course requirements, with the exception of tests and examinations.

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. Credit may not be granted for a course in which the student misses more than 25% of the class sessions.

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

Comprehensive final examinations are required in every course at the end of the semester. The only exceptions are courses which require major research papers as the primary activity of the course. A student who does not take the examination at the scheduled time will receive a failing grade in that subject unless excused by the instructor. If the student is excused, the grade will be recorded as Incomplete.

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

Grades and Reports

Grading Systems and Quality Points

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

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

Grades	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A —Superior	1	4
B —Satisfactory	1	3
C —Passing	1	2
F —Failing	1	0
I —Incomplete	1	0
W —Withdrew without penalty	0	0
WP —Withdrew passing	0	0
WF —Withdrew failing	1	0

An **I** is assigned where coursework is not complete because of circumstances beyond the control of the student. The student has until mid-term of the next semester to complete the coursework and remove the **I**; otherwise an **F** will be automatically assigned by the Registrar's Office.

A **W** will be assigned when a student withdraws from a course during the first four weeks of the semester, or the first week of a summer term. 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 to date in the course.

Retention Policy

A student must have an average of 3.0 over-all to be awarded the M.A. degree. When the GPA falls below 3.0, the student is placed on probation. If, after six hours of additional work, the student does not attain a 3.0 over-all, the Director of Graduate Studies will notify the Graduate Council of the termination of the student's program.

Transcripts

The Registrar will furnish transcripts of credit on written request. One official transcript is provided to each student without charge. Subsequent copies are $3 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, the Vice President for Academic Affairs, 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, an appointment should be scheduled with the adviser to review progress to date and to determine additional work to be completed for the degree.

Comprehensive Examinations

The successful completion of a comprehensive examination is required for all candidates for the master of arts degree. The following policies govern the administration of this examination.

1. The comprehensive examination includes questions covering the student's entire program, and the entire examination is read and approved by the student's comprehensive examination committee.

2. Only written comprehensive examinations are acceptable.

3. Successful completion of the comprehensive examination is a requirement for graduation and is not a part of any existing course structure.

4. Comprehensive examinations are evaluated by a Graduate Faculty Examination Committee, composed of at least three persons selected by the chairman of the appropriate department. A Comprehensive Examination Form, signed by the committee, is submitted to the Office of Graduate Studies and becomes a part of the student's records. Successful completion of the comprehensive examination is defined as approval by a majority of the examining committee.

5. Students who fail the comprehensive examination may be retested on the entire examination after a minimum of thirty days from the date of the first examination. Comprehensive examinations may be taken only three times. Students who fail the comprehensive examination a second time must make written appeal to the Graduate Council in order to be considered for a third examination.

Application for Degree

A student must apply for the Master of Arts 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. Certified checks must be made payable to the Division of Teacher Certification, North Carolina Department of Public Instruction; official transcripts of any transfer credits applied toward the Master of Arts degree at Gardner-Webb must be submitted to the Department of Education, in addition to the Office of Graduate Studies. These transcripts will be sent to the State Department of Public Instruction with the application for Graduate Certification.

Commencement Exercises

Gardner-Webb 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.

Student Life

Students enrolled in the Graduate Program at Gardner-Webb College are typically working teachers. Therefore, programs are carefully designed to accommodate their needs, especially as they relate to work schedules. Graduate students have representation on the Graduate Council and all students are entitled as graduate students, to attend campus events, receive campus publications, and request services which are offered for students at Gardner-Webb. It is both our purpose and pleasure to serve the needs of our students. Services offered include guidance and counseling, placement services, and the delivery of textbooks from the Campus Shop to off-campus centers. Graduate students are invited to participate in campus life to the maximum extent of their desire and interest.

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 1987-1988 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 a special personality to life on the campus and in the regional centers. The Code represents values necessary to an open educational community, and students who enroll at Gardner-Webb agree to abide by it. Its provisions are contained in the Student Handbook.

Cultural Life

Each year a variety of programs is offered for the cultural and intellectual enrichment of campus life.

The Department of Fine Arts brings outstanding artists and performers to the campus during the year. The Student Center Board and the Student Government Association schedule a number of events. Distinguished scholars in various fields are invited to the campus each year to provide lectures and seminars for the enrichment of the academic program.

There are also recitals in the Dover Theatre and in the O. Max Gardner Fine Arts Building by members of the Fine Arts

Department faculty and advanced students in music. Several choral and orchestral concerts are scheduled.

Plays presented by Gardner-Webb students and by visiting drama groups are also a feature of the College's cultural offerings.

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 the College Minister are available for counseling.

Career Planning and Placement

The Placement Office, located in the Charles I. Dover Campus Center, seeks to assist students in obtaining positions in their chosen fields. The Family Educational Rights and Privacy Act of 1974 provides that 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.

Campus Shop

The Campus Shop, located in the Charles I. Dover Campus Center, provides all books and materials needed by graduate students for their courses of study. Textbooks are delivered to students at off-campus centers.

Registration of Automobiles

All automobiles must be registered with the Security Office during registration for classes for students attending classes on the main campus in Boiling Springs. The current registration fee is $25.00 for the calendar year (beginning in the fall and running through the following summer term). A $5.00 registration fee is required for students attending summer school only. A decal is issued for each automobile.

Graduate Program and Courses of Instruction

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.

Upon completion of the graduate program, the student will be recommended by the Department of Education for the North Carolina Class G Teaching Certificate in the appropriate certification area.

Early Childhood Education (K-4) and Intermediate Education (4-6)

The Early Childhood Education and Intermediate Education programs are designed to include thirty semester hours in three areas, professional, instructional, and subject content components.

Program Goal and Objectives

The goal of the degree programs in Early Childhood and Intermediate Education is to offer capable students the opportunity for advanced study and research in a specific area of specialization.

The Early Childhood and Intermediate Education programs are designed to meet the following program objectives:

1. Provide a foundation in philosophy of education curriculum development and psychology of learning.
2. Promote the development of skills in organization, planning, implementation, and evaluation of a wide range of instructional materials.
3. Assist teachers in the development and implementation of diagnostic, prescriptive, and evaluative skills for classroom application.
4. Foster the development of the ability to interpret and implement the results of educational research in the elementary classroom.
5. Provide advanced preparation in a selected range of content areas.

Early Childhood Education (K-4)

A. Professional Component (12 semester hours)
- Ed 600 Philosophical Foundations of Education 3 hrs.
- Ed 610 Curriculum Development 3 hrs.
- Ed 620 Methods of Research 3 hrs.
- Psy 600 Educational Psychology (or Ed 614) 3 hrs.
- Ed 614 Measurement, Assessment, and Evaluation (or Psy 600) 3 hrs.

B. Instructional Component (9 semester hours)
- Ed 615 Strategies of Teaching 3 hrs.
- Ed 625 Diagnostic Procedures in the Teaching of Reading and Content 3 hrs.
- Ed 685 Seminar in Early Childhood Education 3 hrs.

C. Subject Content Component (9 semester hours)
Choose three of the following: (to include Ed 500)
- Ed 500 Language Arts and Children's Literature 3 hrs.
- Ed 606 Readings in Foundations and Curriculum 3 hrs.
- Ed 607 Readings in Communication Skills Education 3 hrs.
- Ed 608 Readings in Social Studies Education 3 hrs.
- Ed 655 Advanced Children's Literature 3 hrs.
- Ed 658 Foundations of Writing Instruction 3 hrs.
- SED 520 Science for Elementary Education 3 hrs.
- Soc 500 Social Studies for Elementary Education 3 hrs.
- Mth 510 Mathematics for Elementary Education 3 hrs.
- Mus 546 Teaching Strategies in Music 3 hrs.
- Art 502 Art for Teachers 3 hrs.
- Hea 500 Comprehensive Health Education 3 hrs.
- PE 500 Current Trends in Elementary Physical Education 3 hrs.

Intermediate Education (4-6)

A. Professional Component (12 semester hours)
- Ed 600 Philosophical Foundations of Education 3 hrs.
- Ed 610 Curriculum Development 3 hrs.
- Ed 620 Methods of Research 3 hrs.
- Psy 600 Educational Psychology (or Ed 614) 3 hrs.
- Ed 614 Measurement, Assessment, and Evaluation (or Psy 600) 3 hrs.

B. Instructional Component (9 semester hours)
- Ed 615 Strategies of Teaching 3 hrs.
- Ed 625 Diagnostic Procedures in the Teaching of Reading and Content 3 hrs.
- Ed 685 Seminar in Intermediate Education 3 hrs.

C. Subject Content Component (9 semester hours)
Choose three of the following: (to include Ed 500)

Ed 500	Language Arts and Children's Literature 3 hrs.
Ed 606	Readings in Foundations and Curriculum 3 hrs.
Ed 607	Readings in Communication Skills Education 3 hrs.
Ed 608	Readings in Social Studies Education 3 hrs.
Ed 655	Advanced Children's Literature 3 hrs.
Ed 658	Foundations of Writing Instruction 3 hrs.
SED 520	Science for Elementary Education 3 hrs.
Soc 500	Social Studies for Elementary Education 3 hrs.
Mth 510	Mathematics for Elementary Education 3 hrs.
Mus 546	Teaching Strategies in Music 3 hrs.
Art 502	Art for Teachers 3 hrs.
Hea 500	Comprehensive Health Education 3 hrs.
PE 500	Current Trends in Elementary Physical Education 3 hrs.

Middle School Education (6-9)

The Middle School Education Program is designed to include thirty semester hours in three areas, professional, instructional, and subject content components. The student choosing to major in Middle School Education will be required to select one subject area of concentration: Communication Skills, Mathematics, or Science Education.

Program Goal and Objectives

The goal of the degree program in Middle School Education is to offer qualified students the opportunity to increase their expertise in their respective content areas and become more effective in the classroom.

The Middle School Education program is designed to meet the following program objectives:

1. Provide a foundation in philosophy of education, curriculum development, and psychology of learning.
2. Promote the development of skills in organization, planning, implementation, and evaluation of a wide range of instructional materials and methods to facilitate effective teaching at the middle school level.
3. Foster the development of the ability to interpret and implement the results of educational research in the middle school classroom.
4. Provide advanced preparation in a specialized content area.

Middle School Education (6-9)

A. Professional Component (12 semester hours)

Ed 600	Philosophical Foundations of Education 3 hrs.
Ed 610	Curriculum Development 3 hrs.

Ed 620 Methods of Research 3 hrs.
Psy 600 Educational Psychology (or Ed 614) 3 hrs.
Ed 614 Measurement, Assessment, and Evaluation (or Psy 600) 3 hrs.

B. Instructional Component (6 semester hours)
Ed 615 Strategies of Teaching 3 hrs.
Ed 690 Seminar in Middle School Education 3 hrs.

C. Subject Content Component (12 semester hours)
Choose Communication Skills, Science, Math

Middle School Communication Skills Education
Ed 500 Language Arts and Children's Literature (required) 3 hrs.
Ed 625 Diagnostic Procedures in Teaching Reading and Communication Skills (required) 3 hrs.

Any **two** of the following:
Ed 607 Readings in Communication Skills Education 3 hrs.
Ed 635 Research in Reading/Communication Skills Education 3 hrs.
Ed 658 Foundations of Writing Instruction 3 hrs.
Eng 560 Contemporary Discourse 3 hrs.
Eng 561 Literary Reflections 3 hrs.

Middle School Science Education
SED 525 Life Science for the Middle School Teacher 3 hrs.
SED 530 Earth Science for Middle School 3 hrs.
SED 535 Physical Science for Middle School 3 hrs.
SED 540 Science in Middle School Education 3 hrs.

Middle School Math Education
Mth 515 Mathematics for Middle School Teachers 3 hrs.
Mth 525 Topics in Middle School Mathematics I 3 hrs.
Mth 550 Topics in Middle School Mathematics II 3 hrs.
Mth 600 Selected Readings in Diagnostic/Prescriptive Teaching of Middle School Mathematics 3 hrs.

School Administration (K-12)

The major emphasis of the School Administration program is to prepare experienced teachers to serve as educational leaders. A minimum of three years of successful experience as a classroom teacher is required for entry into this program. Those with bachelor's degrees may enter the two year, one point entry program leading to a master of arts degree in school administration (K-12). The School Administration program is a 33 semester hour program including a 6 hour internship. Those with masters degrees in various other areas of teacher education may apply to the school

administration program for the purpose of obtaining certification in principalship. A transcript evaluation is necessary to determine the number of additional courses required.

Program Goal and Objectives

The goal of the Master of Arts degree in School Administration is to develop educational leaders through courses, research, seminars, and internships. The School Administration program is designed to meet the following program objectives for prospective school administrators:

1. Provide a foundation in the principles and procedures of educational administration, curriculum development, and instructional improvement.
2. Promote the development of the ability to implement and evaluate models of instruction and methods of supervision in the classroom and other school settings.
3. Foster the development of the ability to evaluate classroom teachers within an academic environment.
4. Develop their capacity to interpret and implement educational research in the total school program.
5. Provide preparation for service as instructional and educational leaders.

School Administration (K-12)

A. Professional Component (12 semester hours)

Ed 600	Philosophical Foundations of Education 3 hrs.
Ed 610	Curriculum Development 3 hrs.
Ed 620	Methods of Research 3 hrs.
Psy 600	Educational Psychology (or Ed 614) 3 hrs.
Ed 614	Measurement, Assessment and Evaluation (or Psy 600) 3 hrs.

B. Instructional Component (6 semester hours)

Ed 615	Strategies of Teaching 3 hrs.
Ed 618	Models of Supervision 3 hrs.

C. Subject Content Component (15 semester hours)

Ed 609	Readings in School Administration (or Ed 612) 3 hrs.
Ed 612	Introduction to Educational Administration (or Ed 609) 3 hrs.
Ed 660	School Principalship 3 hrs.
Ed 680	Issues in Educational Administration 3 hrs.
Ed 695	Internship in School Principalship 6 hrs.

Health Education and Physical Education (K-12)

The Health Education and Physical Education programs are designed for teachers within commuting distance of the college facility or of the off-campus centers. 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.

Program Goal and Objectives

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.

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

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

Health Education and Physical Education (K-12)

A. Professional Component (6 semester hours)
   Ed 600 Foundations of Modern Education 3 hrs.
   Ed 610 Curriculum Development 3 hrs.

B. Subject Component
   1. Required—Physical Education (12 semester hours)
   PE 602 Research in Physical Education 3 hrs.
   PE 603 Scientific Principles of Physical Education 3 hrs.
   PE 604 Teaching Strategies in Physical Education 3 hrs.
   PE 606 Seminar-Future Directions in Physical Education 3 hrs.
   2. Required—Health Education (12 semester hours)
   H 602 Research in Health Education 3 hrs.
   H 603 Helping Relationships for Health Science 3 hrs.

H 604 Teaching Strategies in Health Education 3 hrs.
H 606 Seminar-Future Directions in Health Education 3 hrs.

3. Select (6 semester hours from Major Track)

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

C. Elective Component (6 semester hours)
Choose 6 hours from above or from another discipline.

Description of Courses

Art

502. Teaching Strategies in Art **3 semester hours**
Concentrated study of art teaching methods for elementary teachers.

Education

500. Language Arts and Children's Literature **3 semester hours**
Advanced study in the classroom instruction of language arts and children's literature programs in the early childhood, elementary, and middle school curriculum.

600. Philosophical Foundations of Education **3 semester hours**
An analysis of the historical, philosophical, and social interaction between the American social structure and the contemporary educational system.

606. Readings in Foundations and Curriculum **3 semester hours**
Directed readings involving an extensive survey of the most recent literature in the fields of educational foundations and curriculum.

607. Readings in Communications Skills Education **3 semester hours**
Directed readings involving an extensive survey of the most recent literature in the field of communication skills education.

608. Readings in Social Studies Education **3 semester hours**
Directed readings involving an extensive survey of the most recent literature in the field of social studies education.

609. Readings in Educational Administration **3 semester hours**
Directed readings in selected areas of educational administration, such as school finance, school law, or other topics to be determined based upon the need of the student.

610. Curriculum Development **3 semester hours**
An analysis of the nature of curriculum and the relationship of curriculum design, implementation and evaluation to curriculum development.

612. Introduction to Educational Administration **3 semester hours**
Introduction to theory and practice of school organization, including analysis of administrative responsibilities within the school and with school administrators.

614. Measurement, Assessment, and Evaluation **3 semester hours**
An in-depth study of the methods and procedures involved in the process of student evaluation with emphasis upon the assessment procedures related to the learning process. Students will be involved in practical application of the technique with school age children and will have the opportunity to work with informal assessment procedures as well as standardized measures and teacher-made evaluation techniques.

615. Strategies of Teaching **3 semester hours**
An examination of a variety of strategies of instruction for the elementary and middle school, including numerous peer teaching experiences.

618. Models of Leadership **3 semester hours**
An examination of a variety of models of leadership with emphasis on leadership style and management techniques.

620. Methods of Research **3 semester hours**
A study of the scientific method, research techniques, and methodology, with emphasis upon statistical considerations, sampling, historical research, descriptive and analytical studies, and predictive methods.

625. Diagnostic Procedures in the Teaching of Reading and Content **3 semester hours**
A diagnostic-prescriptive approach to teaching and learning communication skills including experience in using informal testing, standardized tests, and criterion-referenced tests. Pre-requisite: Reading Foundations (undergraduate or graduate).

635. Research in Reading and Language Arts Education **3 semester hours**
An analysis and interpretation of research on methods of instruction in the areas of reading and language arts education.

655. Advanced Children's Literature **3 semester hours**
An advanced study of children's literature, emphasizing its use to enhance reading instruction across the curriculum. Such current topics as bibliotherapy, children's poetry, book selection and evaluation are examined.

658. Foundations of Writing Instruction **3 semester hours**
An exploration of the relationship between reading and writing including classroom application of literature on writing instruction and on teaching through writing.

660. School Principalship **3 semester hours**
An examination of the roles, functions, and duties of a school principal, including an analysis of the purposes, structure, and operation of an educational organization. Emphasis is placed upon policies and procedures relating to personnel administration, evaluation, negotiation, and budgetary responsibilities.

675. Internship in Teaching **6 semester hours**
A graduate course which requires full time supervised teaching in the public school.

680. Issues in Educational Administration **3 semester hours**
An examination of current issues in educational administration, such as legal issues, administrative computer application, budget preparation.

685. Seminar in Early Childhood Education, Intermediate Education **3 semester hours**
A seminar for discussion and examination of current issues in early childhood and intermediate education.

690. Seminar in Middle School Education **3 semester hours**
A seminar for discussion and examination of current issues in middle school education.

695. Internship in School Principalship **6 semester hours**
A planned, supervised administrative experience in a public school setting.

English

560. Contemporary Discourse **3 semester hours**
An examination of the methods and styles involved in the exchange of ideas with emphasis upon supporting linguistic structures and rhetorical options and some discussion of mass media influences.

561. Literary Reflections **3 semester hours**
An examination of selected literary works, such as the modern novel, with attention to the shaping forces, themes, and genre of the works. Applications to classroom situations and methods for teaching are emphasized.

French

500. Francophone Language Arts for Early Childhood, Intermediate, and Middle School Teachers **3 semester hours**
Selected topics of culture, civilization, language, and literature from France and other Francophone countries, conducted in English. No prior knowledge of French required.

Health

500. Comprehensive Health Education **3 semester hours**
A study of the development process of a comprehensive health education program.

501. Drug/Alcohol Education **3 semester hours**
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.

502. Sexuality/Sex Education **3 semester hours**
Advanced study of human sexuality, including basic strategies for teaching sex education.

531. Problems in Health Education **3 semester hours**
An intensive study of basic issues and the related literature in the health education field.

600. The School Health Program **3 semester hours**
Advanced study of the total school health program. The course will focus on the school health program as it relates to the school child.

602. Research in Health Education **3 semester hours**
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.

603. Helping Relationships for Health Science **3 semester hours**
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.

604. Teaching Strategies in Health Education **3 semester hours**
An in-depth study of the development and utilization of innovative teaching strategies used in health education.

605. Practicum in Health Education **3 semester hours**
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.

606. Seminar-Future Directions in Health Education **3 semester hours**
A conclusive seminar for the examination of future directions and trends in health education.

607. Supervision of Health Education **3 semester hours**
A study of the basic issues involved in supervision in health education. Particular attention will be paid to organization and administration problems in supervision.

608. The School Health Coordinator **3 semester hours**
A study of the role and function of a school health coordinator in a comprehensive health education program.

Math

510/515. Mathematics for Elementary/ Middle School Teachers **3 semester hours**
A study of the mathematical concepts taught in grades K-6/6-9.

525. Topics in Middle School Mathematics I **3 semester hours**
A study of algebra, probability, and statistics as they relate to middle school instruction.

550. Topics in Middle School Mathematics II **3 semester hours**
A study of geometry, the metric system, and computers as they relate to middle school mathematics.

600. Selected Readings in Diagnostic/Prescriptive Teaching of Middle School Mathematics **3 semester hours**
A study of diagnostic techniques and instruments and the research that supports their uses in teaching.

Music

546. Teaching Strategies in Music **3 semester hours**
A course utilizing the philosophical foundations of several techniques, including Orff, Kadaly and Dalcroze in developing practical techniques for making music meaningful for elementary students.

Physical Education

500. Current Trends in Elementary Physical Education **3 semester hours**
A study of pertinent trends, programs, techniques, laws, and developments in physical education at the elementary school level.

501. Foundations of Physical Education **3 semester hours**
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.

531. Problems in Physical Education **3 semester hours**
An intensive study of basic issues and the related literature in the physical education field.

600. Physical Education for Special Populations **3 semester hours**
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.

601. Psychology and Sociology of Sports **3 semester hours**
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.

602. Research in Physical Education **3 semester hours**
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.

603. Scientific Principles of Physical Education **3 semester hours**
A study of practical anatomical, physiological, biomechanical, and kinesiological principles and trends that are useful in teaching physical education.

604. Teaching Strategies in Physical Education **3 semester hours**
An in-depth study of the development and utilization of innovative teaching strategies in physical education.

605. Practicum in Physical Education **3 semester hours**
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.

606. Seminar-Future Directions in Physical Education **3 semester hours**
A conclusive seminar for the examination of future directions and trends in physical education.

607. Supervision of Physical Education **3 semester hours**
A study of the basic issues involved in supervision in physical education. Particular attention will be paid to organization and administration problems in supervision.

Psychology

600. Educational Psychology **3 semester hours**
Designed for in-service teachers, this course is an in-depth analysis of psychological foundations of education with emphasis given to theory and practice relating to cognition, motivation, individual differences, evaluation, and conflict management.

Science Education

500. Science for the Elementary Teacher **3 semester hours**
Selected topics in the biological, physical, physical and earth sciences suitable for use in the elementary school.

520/525. Life Science for the Elementary/ Middle School Teacher **3 semester hours**
Selected topics in biological sciences, suitable for use in the elementary and middle school.

530. Earth Science for the Middle School Teacher **3 semester hours**
Selected topics in earth sciences, suitable for use in the middle school.

535. Physical Science for the Middle School Teacher **3 semester hours**
Selected topics in physical sciences, suitable for use in the middle school

540. Science in Middle School Education **3 semester hours**
Current trends and issues in middle school science teaching and learning with emphasis on contemporary literature and classroom implementation.

Social Studies

500. Social Studies for Elementary Education **3 semester hours**
Social studies methodologies and content for early childhood and intermediate teachers.

Directories

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Graduate Faculty, 1987-88

M. Christopher White, 1986, *Professor of Religion; President of the College*
A.B., Mercer University; M.Div., The Southern Baptist Theological Seminary; Ph.D., Emory University

A. Frank Bonner, 1987, *Professor of English; Vice President for Academic Affairs*
B.A., Furman University; M.A., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

Gilmer W. Blackburn, 1968, *Professor of History; Director of Graduate Studies*
A.A., Gardner-Webb College; B.A., M.A., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill

Robert R. Blackburn, 1958-62; 1969, *Professor of Health Education and Physical Education; Chairman, Department of Health Education and Physical Education*
A.A., Gardner-Webb College; B.S., Erskine College; M.A., Ed.D., George Peabody College for Teachers

Ernice D. Bookout, 1980, *Associate Professor of Education; Coordinator, Graduate Program in the Education Department*
B.S., East Texas Baptist College; M.Ed., University of North Florida; Ph.D., Florida State University

Frieda F. Brown, 1985, *Assistant Professor of Psychology*
B.A., M.Ed., University of North Carolina at Chapel Hill; Ph.D., University of Louisville

Gary L. Chandler, 1987, *Assistant Professor of Physical Education*
B.A., M.Ed., Appalachian State University; Ed.D., University of North Carolina at Greensboro

John A. Chesky, 1984, *Assistant Professor of Education*
B.S., Clarion University of Pennsylvania; M.A., Georgetown College; Ed.D., University of Kentucky

Kenneth F. England, 1985, *Professor of Education; Chairman, Department of Education*
B.S., M.A., Appalachian State University; Ed.D., New York University

Roger G. Gaddis, 1974, *Professor of Psychology; Chairman, Department of Psychology*
B.A., University of North Carolina at Charlotte; M.A., University of Tennessee; Ph.D., University of South Carolina at Columbia; Additional study, Appalachian State University

Delores M. Hunt, 1978-80; 1982, *Associate Professor of Health Education and Physical Education; Women's Volleyball and Softball Coach*
B.S., Auburn University; M.Ed., D.A., Middle Tennessee State University

Paul W. Jolley, 1962, *Professor of Mathematics; Chairman, Department of Mathematical Sciences*
B.S., M.A., Appalachian State University; M.A.T., University of North Carolina at Chapel Hill; Ed.D., Florida State University

Launita E. Proctor, 1969, *Professor of Health Education and Physical Education*
A.A., Kansas City Junior College; B.S., Oklahoma Baptist University; M.R.E., Southwestern Baptist Theological Seminary; M.Ed., Texas Christian University; Ed.S., Appalachian State University; Ph.D., Vanderbilt University; Additional study, University of Virginia

Larry L. Sale, 1971, *Professor of Education; Assistant Academic Vice President for Special Studies*
B.S., M.A., Appalachian State University; Ed.D., University of Indiana

Jeffrey L. Tubbs, 1982, *Associate Professor of Health Education and Physical Education; Coordinator of Intramurals; Women's Basketball Coach*
B.A., Bryan College; M.S., D.A., Middle Tennessee State University

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Kathryn C. Eeds, *Secretary to the Office of the President*
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Charlotte P. Slice, *Secretary to the College Minister*

Academic Affairs

A. Frank Bonner, B.A., M.A., Ph.D., *Vice President for Academic Affairs*
Mildred B. Poston, A.A., *Administrative Assistant to the Vice President for Academic Affairs*
Dan W. Proctor, A.A., B.A., B.D., Ph.D., *Assistant Academic Vice President for Administration*
Richard F. Wilson, B.A., M.Div., Ph.D., *Assistant Dean of Academic Affairs*

Graduate Program

Gilmer W. Blackburn, A.A., B.A., M.A., Ph.D., *Director of Graduate Studies*
Stephen E. Sain, B.A., M.A., *Administrative Assistant to the Director of Graduate Studies*

Special Studies

Larry L. Sale, B.S., M.A., Ed.D., *Assistant Academic Vice President for Special Studies*
Evan M. Thompson, B.A., M.A., Ed.S., *Assistant Dean for Special Studies*
Joyce B. Summers, B.S., *Secretary to the Office of Special Studies*
Margaret H. King, B.S.M., *Secretary to the Office of Special Studies*

Financial Planning

Marie B. Martin, B.S., *Director of Financial Planning*
Antionne L. Wesson, *Financial Planning Assistant*
Pamela R. Watson, B.A., *Secretary to the Financial Planning Office*
Joetta M. Eastman, *Assistant in Financial Planning*

Library

Thelma J. Hutchins, A.A., B.A., B.D., M.S.L.S., *Library Director*
Valerie M. Parry, B.A., M.S.L.S., *Public Services Librarian*

Miriam E. Ash-Jones, B.S., M.S., M.L.S., *Media Librarian*
Carolyn B. Hunt, *Executive Assistant to the Library Director*
Marie A. Wellmon, CPS, *Acquisitions Assistant*
Thomas E. Rabon, Jr., B.A., *Weekend and Night Library Supervisor*
Linda W. White, *Day Circulation Supervisor*
Peggy Turner, *Periodicals Assistant*
Harrison Williams, M.A., *Technical Services Assistant*

Registrar
Lucy P. Wilson, B.A., *Registrar*
Lou Ann P. Scates, B.A., *Assistant Registrar*
Betty H. Logan, B.S.S.A., M.A., *Transcript Evaluation Officer*
Lori Mauney, A.A., *Secretary to Registrar*

Departmental Secretaries
Dianne Jones, B.Ed., *Part-time Secretary to the Department of Health and Physical Education*
Barbara Merritt, *Secretary to the Department of Education*

Student Affairs

Melvin R. Lutz, Jr., A.A., B.A., M.A., *Vice President for Student Services*
Elaine P. Ashley, *Secretary to the Vice President for Student Services*
Benjamin F. Davis, B.A., M.Div., *Counselor*

Business Affairs

Donnie O. Clary, B.S., *Vice President for Business & Finance*

Business Office
Joann W. Lutz, *Comptroller*
Shirley B. Pyron, *Staff Accountant*

Campus Shop
Frieda B. Collins, A.A., *Campus Shop Manager*
Julie D. Scism, A.A., N.A.C.S., *Assistant Campus Shop Manager*

Security and Traffic
Gordon R. Washburn, *Director of Department of Safety*

College Relations
M. Henry Garrity, B.S., *Vice President for College Relations, Director of Athletics, Director of the Broyhill Academy for the Study of Independent Concepts*
Glenda S. Crotts, *Administrative Assistant, Development*

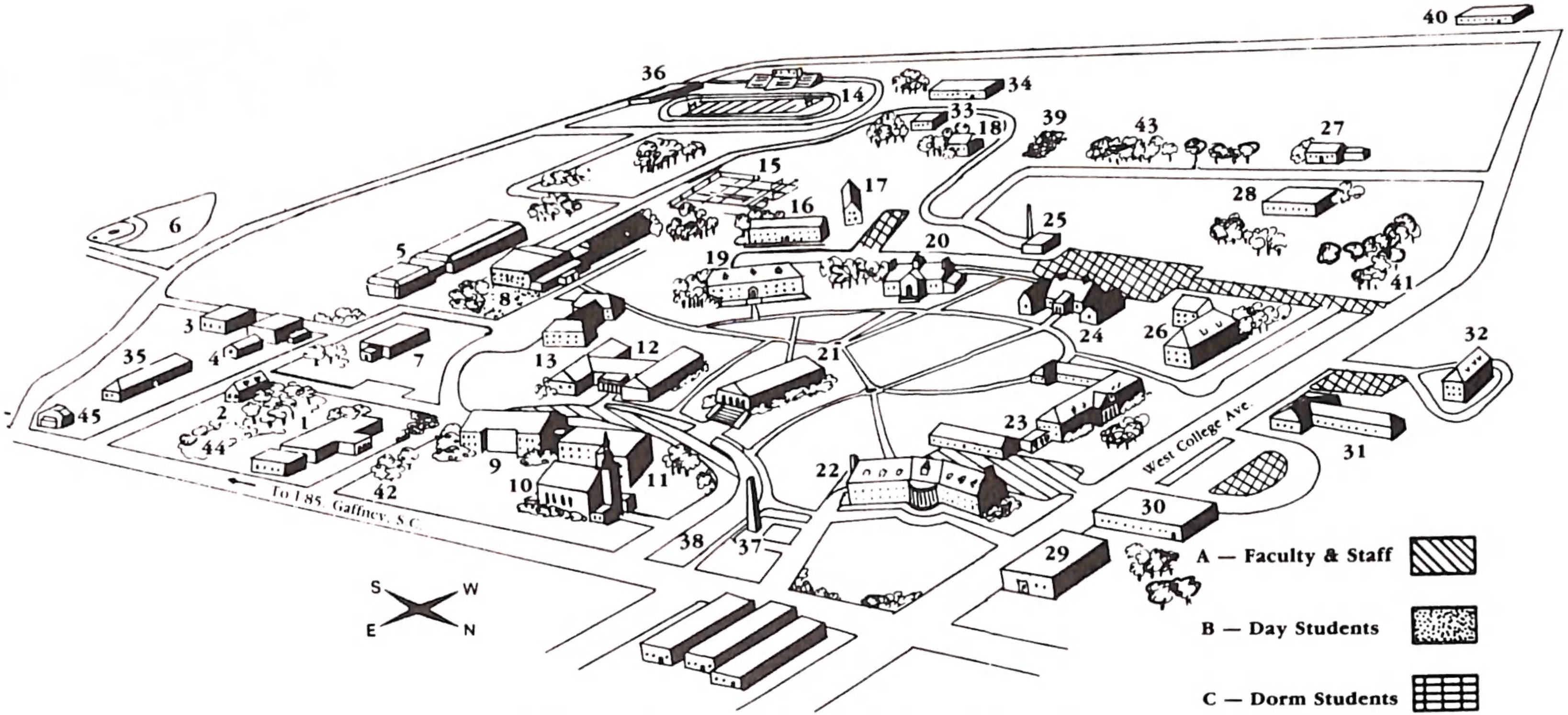
Development

Max Padgett, A.B., M.A., *Director of Endowment and Deferred Giving*

Deborah M. Hancock, B.S., M.Ed., J.D., *Director of Alumni Affairs and the Annual College Fund*

Kathryn H. Hamrick, B.A., *Director of Public Information*

Jodi W. Manning, B.A., M.S., *Director of Placement*



Gardner-Webb College

A — Faculty & Staff

B — Day Students

C — Dorm Students

D — Visitors

1. Elliott House
   College Minister
   B.E. Morris Academy
   Faculty Offices
2. Noel House
   (Center for Hearing and Visually Impaired)
3. Spangler & Myers Halls
4. Washburn Building
5. Lutz-Yelton Convocation Center
6. Nanney Baseball Field
7. John R. Dover, Sr. Library
8. Bost Gym — Swimming Pool
9. Lindsay Classroom Building
10. John R. Dover, Jr. Chapel
11. Elliott Hall
12. Charles I. Dover Campus Center
13. Decker Hall
14. Ernest W. Spangler Memorial Stadium
15. Suttle Tennis Courts
16. Lutz-Yelton Hall
17. Mauney Hall
18. Science Hut
19. A.T. Withrow Science Building
20. Craig Classroom Building
21. E.B. Hamrick Building
22. Webb Administration Building
23. H.A.P.Y. Hall
24. O. Max Gardner Building
25. Power Plant
26. Stroup Hall
27. Campus House
28. Nanney Hall
29. U.S. Post Office
30. Doctors' Building
31. Royster Hall
32. Radio Station/Guest House
33. Maintenance Shop
34. Grounds Storage
35. Department of Safety/Physical Plant
36. V.F. Hamrick Field House
37. Light Tower
38. Visitors' Parking Area
39. Spring
40. Crawley Hospital
41. Dixon Gate
42. Jarrell Gate
43. Memorial Wildflower Garden
44. Kathleen N. Dover Memorial Garden
45. Development House

Communications with Gardner-Webb College

This bulletin contains pertinent information about Gardner-Webb College, 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

Vice President for Academic Affairs
Academic program
Academic work of students in college
Faculty positions

Department of Education
Graduate advising
Certification, graduate or undergraduate
Evaluation of coursework for entrance

Department of Physical Education
Graduate advising
Evaluation of coursework for entrance

Director of Graduate Programs
Graduate Program admissions
Graduate Program curriculum and policies

Vice President for Student Services
Housing
Student affairs

Vice President for Business and Finance
Payment of student accounts
Inquiries concerning expenses

Vice President for College Relations
Public relations
Contributions, gifts or bequests
Estate 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
Parent relations

GARDNER-WEBB COLLEGE
Boiling Springs,
North Carolina 28017
NC 1-800-222-2311
Others 0-704-434-2214