

Gardner-Webb University

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GOAL Undergraduate Academic Catalogs

Gardner-Webb University Academic Course  
Catalogs

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1988

### 1988 - 1989, Gardner-Webb College GOAL Academic Catalog

Gardner-Webb University

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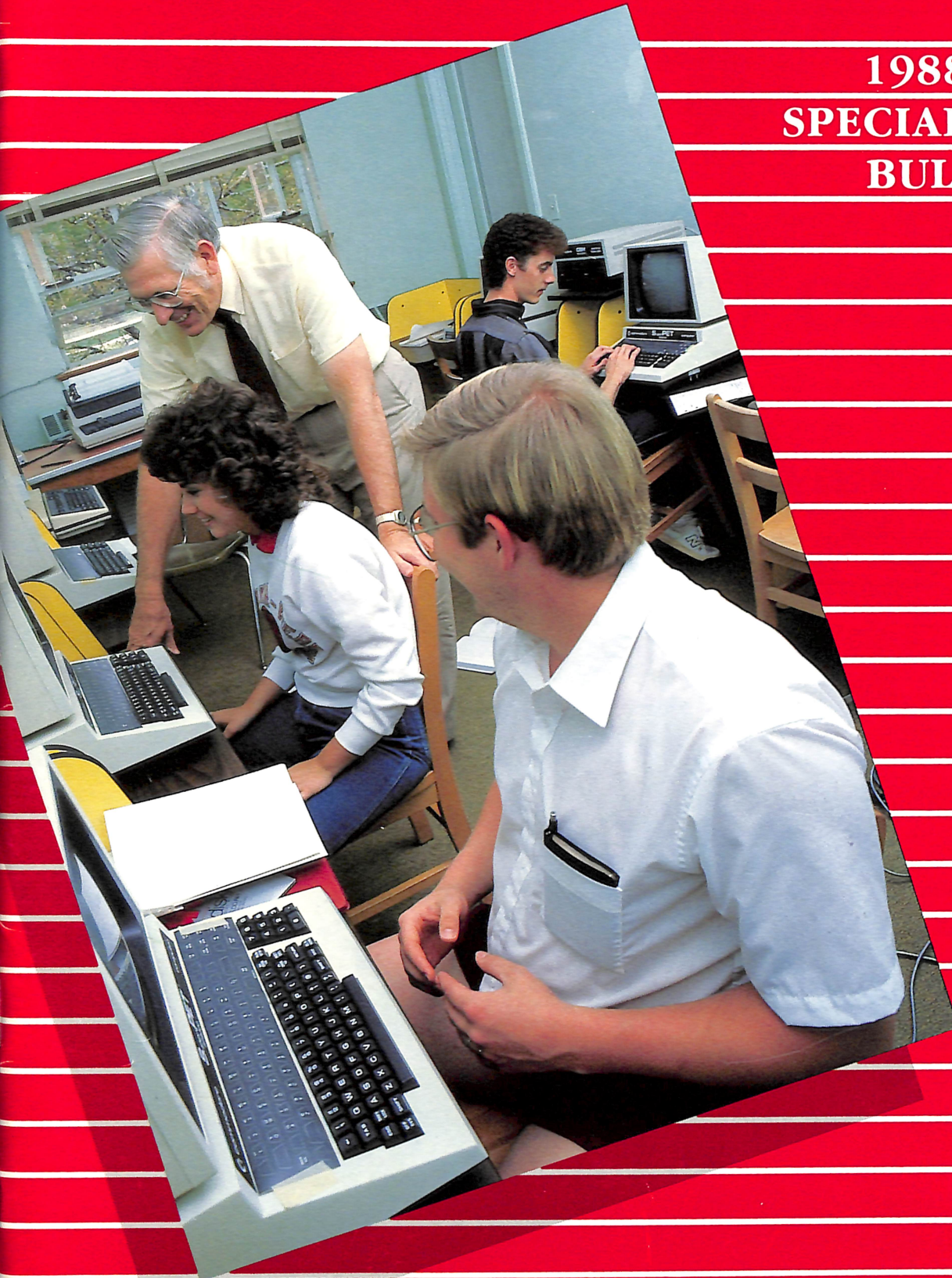
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# GARDNER-WEBB COLLEGE

1988-1989  
SPECIAL STUDIES  
BULLETIN









1988-1989

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# GARDNER-WEBB COLLEGE

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## SPECIAL STUDIES BULLETIN

*Gardner-Webb College is an institution of the Baptist State Convention of North Carolina. 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, color, sex, national or ethnic origin, physical handicap, or religion.*



# SPECIAL STUDIES

## Academic Calendar

1988-1989

### FALL SEMESTER 1988—Evening

August 12.....	Deadline for receipt of Registration by Mail
August 15-21.....	GOAL Registration
August 29.....	Classes begin (last day for refund)
September 2.....	Last day to add registration
September 23.....	Last day to drop/withdraw with grade of W
October 17-21.....	Mid-term Reports
October 24-25.....	Fall Break
November 10.....	Last day to drop a single class
November 23-24.....	Thanksgiving Holidays
December 12-15.....	Final Examinations

### SPRING SEMESTER 1989—Evening

December 30.....	Deadline for Receipt of Registration by Mail
January 3-5, 9-11.....	GOAL Registration
January 16.....	Classes begin (last day for refund)
January 20.....	Last day to add registration
February 10.....	Last day to drop/withdraw with grade of W
February 27-March 2.....	Mid-term Reports
March 6-9.....	Spring Break
April 4.....	Last date to drop a single class
May 1-4.....	Final Examinations
May 6, 10 a.m.....	Commencement

Paul Porter Arena, Lutz-Yelton Convocation Center

### 1989 SUMMER SCHOOL—Evening

May 19.....	Deadline for receipt of First Term Registration by Mail
May 30.....	Classes begin (last day for refund)
May 30.....	Last day to add registration
June 29.....	First Summer Term classes end
June 30.....	Deadline for receipt of Second Term Registration by Mail
July 5.....	Classes begin (last day for refund)
July 5.....	Last day to add registration
August 3.....	Second Summer Term classes end
August 5, 10 a.m.....	Commencement

Paul Porter Arena, Lutz-Yelton Convocation Center

**Course drop period ends at 75% of each term.**

North Carolina toll-free number: 1-800-222-2312

### CATALOG REQUIREMENTS

*The conditions and policies set forth in this catalog have binding effects upon the college and students for the academic year in which it is in force. The college reserves the right to make necessary changes and corrections. Where 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. Appeals may be handled as described on page 7.*



# AN INTRODUCTION TO GARDNER-WEBB COLLEGE

## Statement of Purpose

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 1930's, and his wife, Faye 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.

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

**Students.** Gardner-Webb 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 socio-economic groups. Gardner-Webb College admits students of any race, color, sex, and national or ethnic origin without discrimination. This diversity enriches the life of the campus community and reflects the nature of American society.

**Accreditation.** Gardner-Webb College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. In addition, several departmental programs are accredited by the National League of Nursing and the National Association of Schools of Music respectively. The College is authorized by the immigration authorities of the United States for the training of foreign students.

## Statement of Purpose

### 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

## Special Studies Program

Gardner-Webb College provides comprehensive special studies programs consisting of the Greater Opportunities for Adult Learners (GOAL) program, the Learning Is For Everyone (LIFE) option, and a variety of continuing education experiences designed to meet specialized educational needs of adult learners. The GOAL program provides opportunities for working adults who possess an Associate degree or equivalent (64 semester/96 quarter hours) to earn a Bachelor of Science degree during evening hours. The GOAL program is designed to serve students who are unable to pursue a day program because of work schedules, family responsibilities or geographic locations. Programs are available in: Accounting, Business Administration, Business Management, Health Management, Industrial Management, Management Information Systems, Early Childhood Education (K-4), Intermediate Education (4-6), Middle School Education (6-9), Criminal Justice, Human Services, Nursing and Religion. In addition to the Gardner-Webb campus, GOAL programs are provided in the following regional locations: Charlotte, Dallas, Dobson, Morganton, Newton, Rockingham, Statesville, Troy, Wilkesboro, and Winston-Salem, North Carolina. The Bachelor of Science in Nursing degree was integrated into the GOAL Program in the summer of 1987.

The Learning Is For Everyone (LIFE) option is designed to enable an adult learner who possesses a degree or does not wish to pursue a degree to enroll in a GOAL course or courses (**evening only**) for credit. There is no limit on the number of credits that may be accumulated through LIFE; however, a maximum of 15 semester hours credit may be applied toward a degree from Gardner-Webb College. An application form and application fee of \$15 is required. The tuition rate for LIFE is the current GOAL program tuition rate.

Continuing Education Unit (CEU) experiences are provided on the basis of need. The experiences take the form of conferences, workshops, special courses, seminars, and symposia. Many of these are provided in conjunction with the Broyhill Academy for the Study of Independent Concepts and the B.E. Morris Academy for Christian Studies.



## Greater Opportunities For Adult Learners (GOAL)

### CENTERS

Catawba

Newton-Conover Mid. Sch.  
West 26th Street  
Newton, N.C.

Charlotte

Days Inn Executive Park  
122 West Woodlawn Road  
Charlotte, N.C.

Forsyth

Allied Health Building  
Baptist Hospital  
Beech Street  
Winston-Salem, N.C.

Gaston

North Gaston High School  
Dallas, N.C.

Iredell

Davis School of Nursing  
Cherry Street and  
Mitchell Community Col.  
West Broad Street  
Statesville, N.C.

Montgomery

Montgomery Tech. Col.  
Troy, N.C.

Morganton

Freedom High School  
Yellow Mountain Road  
Morganton, N.C.

Richmond

Richmond Senior High Sch.  
Rockingham, N.C.

Surry

Surry Community College  
Dobson, N.C.

Wilkes Community College

Collegiate Drive  
Wilkesboro, N.C.

Gardner-Webb Col. Campus

Highway 150  
Boiling Springs, N.C.

### PROGRAMS

Business Administration,  
Business Management

Business Administration,  
Business Management,  
Criminal Justice.

Accounting, Business  
Administration, Business  
Management, Health  
Management, Nursing  
Criminal Justice, Human  
Services.

Business Administration,  
Business Management.

Business Administration,  
Business Management,  
Management Information  
Systems, Nursing,  
Criminal Justice, Human  
Services, Early  
Childhood/Intermediate  
Education.

Business Administration,  
Business Management  
Criminal Justice, Early  
Childhood/Intermediate  
Education.

Business Administration,  
Business Management,  
Criminal Justice, Human  
Services, Early Childhood  
/Intermediate Education.

Business Administration,  
Business Management,  
Criminal Justice, Human  
Services.

Business Administration,  
Business Management,  
Early Childhood/Inter-  
mediate Education.

Business Administration,  
Business Management.

Business Administration,  
Business Management,  
Industrial Management,  
Management Information  
Systems, Criminal Justice,  
Human Services, Early  
Childhood/Intermedi-  
ate/Middle School  
Education, Religion.

## Summer School

Gardner-Webb College provides summer classes at all GOAL centers. The institution is a member of the North Carolina Association of Summer Sessions and the North American Association of Summer Sessions. The Summer School is divided into two five-week terms offering courses during both day and evening hours. A student generally carries a six-semester-hour load during each five-week term. Registration is conducted by mail and/or on site at the beginning of each term for day and on-campus GOAL courses. GOAL off-campus registration for both summer terms is conducted on site at the beginning of the summer only. Application for admission/re-admission should precede registration by at least a month.

The Master of Arts in Education Program provides a variety of courses during Summer School. For specific information, see the Graduate Bulletin and/or contact the Director of Graduate Studies.

A variety of special programs and camps is provided during the Summer School.

### Admissions Criteria

The admissions profile for full admission to GOAL is as follows (all programs except Teacher Education and Nursing):

1. Associate degree or equivalent (64 semester/96 quarter hours) in a curricular area and from an institution approved by Gardner-Webb College for inclusion in the GOAL program.
2. A minimum grade average of 2.0 (C)
3. Completion of specific prerequisite coursework as deemed necessary by the department of the chosen major

### GOAL Admissions Procedures

1. The prospective student completes the application and forwards it to the Office of Special Studies along with the application fee. At this time the student also requests official transcripts from all colleges previously attended (credit from two-year business colleges is not transferable). All students eligible for Veteran's Benefits must provide proof of high school graduation regardless of the number of hours or Quality Point Ratio transferred.
2. Upon receipt of all the above information, the folder is forwarded to the Transcript Evaluation Officer for analysis of transfer credits.
3. Upon completion of this analysis, the folder is returned to the Office of Special Studies, where determination of eligibility for the program is made based on admissions criteria. Students may be fully accepted or provisionally accepted (see statement on provisional acceptance below). A letter of full acceptance, provisional acceptance, or deferral, along with a copy of the transcript evaluation is sent to the applicant.
4. The academic advisor is forwarded a copy of all materials for proper advising of the student at a later date. Students may enter at the beginning of any semester or summer term. While there is no application deadline, typically three of four weeks are needed to process all applications.

### Provisional Acceptance

Provisional acceptance may be granted on an individual basis to students who are unable to complete all admission requirements prior to registration. For example,

For more information regarding specific programs, please see the Program of Study section.



if a student is unable to provide all transcripts prior to the registration date for his/her center, provisional acceptance may be granted for a period of one semester. The student must complete the processing before the beginning of the next semester in order to be eligible to register. Provisional acceptance may also be granted to a student who is qualified for a program in terms of credit hours and grade point average but may lack certain prerequisites for the chosen GOAL major. Advisors will monitor the progress of this type of provisionally accepted student to determine when all prerequisites have been satisfied and when full acceptance can be given. The 30-hour rule does not apply to this type students.

#### REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE/MAJOR THROUGH SPECIAL STUDIES

A second baccalaureate degree may be sought by a person who holds a bachelor's degree from another institution. A second major may be sought by a person who holds a baccalaureate degree from Gardner-Webb College. All applicants must have at least a 2.0 QPR (overall) on all college work attempted.

The following requirements must be met by the student who wishes to receive a second degree:

1. The student must complete a minimum of thirty (30) semester hours with Gardner-Webb College beyond the requirements for any previous degree.
2. At least one-half of the requirements for the major must be completed with Gardner-Webb College.
3. The student must maintain a quality point ratio of 2.0 or better with a grade of C or better in each course counted toward the major.
4. For the second degree, the student must meet all the curriculum requirements, including the core, of the current Special Studies Bulletin. The student seeking a second degree must choose a major from those listed in the current Bulletin. Because individual course needs are different for each student, the number of semesters required to complete the second degree will vary (effective Spring Semester, 1987).

#### Transfer Policy

Students transferring from a **two-year accredited** college into the GOAL Program may be admitted to advanced standing on the basis of having acquired an Associate degree or the equivalent in a curricular area approved by Gardner-Webb. Gardner-Webb accepts a maximum of 64 semester hours. Students may select the courses to be transferred from those approved by the Registrar.

Students transferring from an accredited **four-year college** may transfer up to 98 semester hours. The final 30 hours for graduation must be taken with Gardner-Webb. Students may select the courses to be transferred from those approved by the Registrar.

The average of the courses selected for transfer must be at least a "C" (2.0 on a 4.0 scale). Courses selected are transferred as credit only. Grades for the selected courses are recorded on a transfer evaluation form, but no grade point average is computed. The grade point average for graduation is computed on academic credit earned at Gardner-Webb. The grade point average for honors at graduation is computed on Gardner-Webb work and all other college level work.

The **combined total** of transfer credit from **two-year and four-year colleges** may not exceed 98 semester hours. Of the 98 semester hours, no more than 64 semester hours may be transferred from a two-year college.

#### Transfer Credit

Evaluation of transfer courses which are determined to be Gardner-Webb College equivalents is coordinated by the Academic Dean. Transfer credit will be evaluated from institutions which have regional accreditation status. Transfer from non-accredited institutions must be presented to the Educational Policy Committee for action.

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

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

**Armed Service-Related Programs:** Veterans who have successfully completed a course or courses under the Service School training program or through USAFI may submit a record of courses complete for review by the Academic Dean. Credit may be applied or subject waived, depending upon the discretion of the proper authority, and the appropriateness of the course in the student's educational objective and program.



**Servicemen's Opportunity College:** Gardner-Webb College actively seeks students from among America's past and present service men and women. As a participating Servicemen's Opportunity College, this institution offers a variety of educational opportunities to enable service personnel and veterans to learn skills necessary to their performance of duty, advancement, and future vocational growth.

## **Academic Information**

### **Academic Counseling**

Each student who is admitted to the GOAL Program is assigned an academic adviser who assists in the development of a written program of studies. Advising is provided for new students at first registration, and for continuing students at mid-term of fall and spring and in mid-summer. Time does not permit adequate advising for continuing students at registration. They are therefore strongly urged to attend scheduled advising sessions.

### **Academic Load**

The normal full load is 12 semester hours each fall and spring semester and during the ten-week Summer School.

### **Registration**

For students who have attended advising sessions, registration is processed by mail. Corrective registration and registration for new students is conducted on-site at all regional centers and on the Gardner-Webb campus in January, May, and August of each year. The registration team consists of representatives of the following offices/departments at Gardner-Webb: Special Studies, Business Office, Financial Aid, and selected academic departments.

**A student must be officially admitted to the college prior to Registration.** An Admission Form must be filed with the Office of Special Studies, 103 Webb Administration Building. A \$15 application fee is required of all applicants. A student is not officially enrolled for a course until officially accepted for admission and cleared with the Business Office. Each Course Request Form must be signed by the faculty adviser prior to Registration. A student may register at any one of the centers for courses offered in all centers.

There is a charge of \$25 for late registration from the first day of classes through Friday of the first week of the semester. Late registrants must come to the Gardner-Webb campus between nine a.m. and noon or one to four p.m.

### **Readmission**

**Any student who does not register for two consecutive terms must apply for readmission.** An application for readmission should be filed with the Office of Special Studies at least two weeks prior to the opening of the term in which a student wishes to resume studies at Gardner-Webb College. There is no fee for application for readmission.

### **Cost Of Instruction**

The cost of instruction has been set at \$99 per semester hour for all students who have been admitted to GOAL. The College reserves the right to change cost per semester when the change is deemed necessary. Students carrying 12 semester hours of more who are legal North Carolina residents enrolled in their first undergraduate program as degree-seeking students are eligible for the N.C. Legislative Tuition grant which for the year 1988-89 is \$351 per semester (fall and spring only).

## **Deferred Payment Plan**

Tuition, fees, and book charges are payable in full at registration; however, the College makes available a deferred payment plan to those GOAL students who prefer to make monthly payments rather than a lump sum payment at registration.

### **The plan Gardner-Webb offers is:**

- I. The payment schedule will be shared during advising sessions.
- II. A Deferred Payment Charge will be assessed at a rate of \$2 per credit hour.
- III. The Business Office reserves the right to accept or reject any request.
- IV. The student is responsible for making payment on the three dates set for each semester.

NOTICES WILL NOT BE SENT

## **Refund Policy for Graduate and GOAL Programs**

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 classes in the GOAL and Graduate programs. Withdrawal forms must be obtained from the Registrar's Office and must be completed and returned within ten days to be officially withdrawn. The official withdrawal date will be the date the withdrawal process was initiated if the form is returned in ten (10) days. Otherwise the date of receipt will become the date of official withdrawal.

The College's limited refund policy is as follows:

1. A full refund will be given provided the student officially withdraws prior to the first official class meeting.
  2. A full refund less \$50 will be given to a student who does not attend classes but waits until after classes begin to officially withdraw. Attendance will be based on the instructor's records.
  3. In the event a student attends class(es) and finds it necessary to officially withdraw, the following pro rata refund policy will be in effect:
    - 75% refund for official withdrawal within 7 calendar days of the date all classes began
    - 50% refund for official withdrawal within 14 calendar days of the date all classes began
    - 25% refund for official withdrawal within 21 calendar days of the date all classes began.
  4. No refund of any type will be granted in the event of failure to officially withdraw, suspension or expulsion.
- Note: The word refund in the policy above 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.

## **Financial Assistance**

Gardner-Webb College makes available to its students a variety of scholarships and loans. All aid is administered by the Admissions and Financial Planning Committee of Gardner-Webb College. The Committee follows a number of clearly defined rules in its awards, the rules having been established by the College or by donors to the College. There is no discrimination on the basis of race, religion, or sex in the administration of the financial aid programs of Gardner-Webb.



Under the several financial aid plans offered by Gardner-Webb, a student may attend the College at a cost which compares favorably with other well-recognized institutions. This may be accomplished by advanced planning with the College's Financial Planning Office.

Procedures for applying for financial assistance: 1. File an Application for Admission to Evening College with the Office of Special Studies. 2. File a financial need analysis form. The American College Testing Program form (Family Financial Statement) is preferred; however, the College Scholarship Service form (Financial Aid Form) is acceptable. Forms may be obtained from the Financial Planning Office at Gardner-Webb. Their toll-free number (North Carolina only) is 1-800-222-2311.

Financial aid awards are made when the applicant has been accepted for admission, and eligibility to receive financial assistance has been determined based on information provided by the applicant.

Applications for renewal for financial assistance programs should be made before April 1. Announcement of academic scholarships and other awards is generally made between February 15 and May 1 each year.

#### Identification Card

Each student will receive an ID card that serves primarily for use of the John R. Dover Library on the Gardner-Webb campus. All other College activities, such as athletic events and concerts require an admission fee. A GOAL student may purchase a yearbook for \$15. Class rings may be ordered at the College Bookstore at any time.

#### Change of Name or Address

Students are asked to notify the Office of Special Studies of any change of name or address.

#### Adding or Changing Courses

The student's schedule of classes may be adjusted by adding or substituting courses with the approval of the Registrar within one week from the beginning of the semester. Call the Registrar's Office directly, (704) 434-2361, Extension 222. A \$5 drop/add fee will be charged for any change following the student's initial registration unless it is required by the administration of the college.

#### Dropping Courses

A student may **officially** drop a class at any time during the first 75% of a semester or summer term. The Registrar's Office provides the necessary forms upon request and a fee is required. A grade of W (withdrew) is recorded for the course during the first four weeks of the semester. After the first four weeks of the semester a WP (withdrew passing) or WF (withdrew failing) is assigned by the professor based upon the professor's assessment of the student's work to date in the course.

Registration is a contractual agreement. Students who drop courses below a total of 12 semester hours will lose the North Carolina Legislative Grant and/or financial aid and are liable for payment of tuition for all registration unless deemed providential by the Office of Business and Finance.

#### Auditing Courses

Any full-time student may audit a class with the permission of the instructor of the course. All auditors must file an application with the Office of Special Studies. Auditors will be charged \$50 per course plus any special fees.

Auditors are subject to the attendance regulations of the College. Additional requirements, if any, are the responsibility of the instructor. Credit will not be allowed for any course for which a student registers as an auditor.

#### Taking Courses At Other Institutions

Permission for any Gardner-Webb student to enroll at another institution must be obtained beforehand from the Registrar and requires the consent of the chairman of the department in which the student is majoring and his/her academic adviser. The College is not obligated to accept credit for any course when prior permission has not been granted. Study at another institution cannot be used to improve one's academic standing.

#### Withdrawal, Suspension, Expulsion

Voluntary termination of enrollment during the course of a semester or summer term is defined as withdrawal. Dismissal from school for a specified period of time is suspension, and expulsion is dismissal for an unspecified period of time.

Any evening student leaving school before the end of a term is required to secure a withdrawal form from the Registrar, complete it in full, and return it. **Honorable dismissal is granted only if these procedures are followed, and failure to complete will result in the recording of the F grade on all work taken that term.**

#### Code of Conduct

The Code of Conduct is an official part of Gardner-Webb College and gives life on our campus and in our regional centers 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 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, beer, 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 not neatly and appropriately dressed at all times in keeping with the campus dress code with hair clean and well groomed.
8. **Demonstrations, riots, or disruptive behavior** which interfere with the purpose of the college.
9. **Disrespectful and/or insubordinate behavior** or failure to respond to an official notice from an administrator or faculty member.



10. **Use, possession, or distribution of firearms, explosives, fireworks, or knives** of unlawful length.

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.

### Due Process

The Student Government Association of Gardner-Webb College includes in its membership all students of the college. A student charged for violation of campus code regulations is afforded due process as outlined in Article XI, Section C, paragraph 3, of the SGA Constitution and Bylaws.

### Classification of Students

Juniors—students full qualified academically for credit who have earned 60 or more hours of credit, but less than 90 semester hours.

Seniors—students fully qualified academically for credit who have earned 90 or more hours of credit.

### 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. Although some professors permit no absences, the general College rule is that absences cannot exceed 25% of the classtime in order for credit to be awarded.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for official College business or foreseeable personal circumstances must be discussed with the professor prior to the absence and plans made for the submission of course work missed.

If weather prevents class meetings, cancellation will be announced on local radio stations for each center. Professors and students may agree upon a mutually acceptable time for make-up of cancellations. A course generally consists of sixteen meetings including the final examination. However, an exception may be made for those courses that are affected by official College holidays.

## Grades and Reports

### Academic Appeals

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

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

A student who has a question about a grade should consult the instructor as soon as possible. A student who be-

lieves a grade to be unfair may appeal to the instructor, the department chair, and the Educational Policies and Standards Committee, in that order.

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

### Grading System

Grades and quality points represent the instructor's final estimate of the student's performance in a course. The following grades are used by Gardner-Webb College:

Grading System	Hours	Quality
	Attempted Per Credit Hour	Points Per Credit Hour
A—Exceptional	1	4
B—Outstanding	1	3
C—Satisfactory	1	2
D—Marginal	1	1
F—Failing	1	0
P—Passing		
(Nursing 206 only)	0	0
I—Incomplete	1	0
W—Withdraw		
w/o penalty	0	0
WP—Withdrew		
passing	0	0
WF—Withdrew		
failing	1	0

An I is assigned where course work is not complete because of circumstances beyond the control of the student. The student has until mid-term grade report of the next semester to complete the course work 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. 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.

The last date for dropping an individual course will be four weeks after midterm 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.

### Quality Point Ratio

The student's general academic performance is indicated by a Quality Point Ratio, abbreviated QPR. This figure is determined by dividing attempted semester hours into earned quality points. Three Quality Ratios are significant for each student: the semester QPR; the QPR for work taken at Gardner-Webb; and the overall QPR which includes any work taken at other institutions and the student's work at Gardner-Webb.

### Repeating Courses

Only a course with a grade of D, F, or WF may be repeated. When a course is repeated, only the higher grade is counted in computing the Gardner-Webb and overall QPRs.



## Honors

### Semester Honors

Two lists of honor students are posted each semester:

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

### Graduation Honors

All students are eligible for graduation honors. A student with transfer credit is considered if the work at Gardner-Webb merits honor, but the overall Quality Point Ratio is used to determine the level of honor.

Baccalaureate degree candidates with Quality Point Ratios of 3.4 or more are graduated **Cum Laude**; those with a 3.6 or more are graduated **Magna Cum Laude**; those with 3.8 or more are graduated **Summa Cum Laude**.

### Retention Standards

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

Students are placed on academic probation as a warning that their level of academic achievement is falling below the level expected of students in their class. If their academic achievement should not improve, they are in danger of being suspended from the College.

Students will be placed on probation whose cumulative grade point average falls below the minimum standards.

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

A student placed on academic probation remains on probation for the entire semester. The student will register for no more than 15 credit hours during any semester on probation.

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

If, at any time, while on academic probation the student's semester and cumulative average fall below the requirement, the student will be placed on academic suspension. The student will be suspended from the college for the next fall or spring semester. At the end of a one semester suspension the student must submit a formal application for readmission. If granted, the student may register for classes and will be automatically placed on academic probation. Should a second academic suspension occur, it will be for at least two semesters. After a two semester suspension from the College, the student must submit a formal application for readmission. If granted, the student may register for classes and will

be automatically placed on academic probation. If placed on suspension a third time, the student will be suspended for two semesters. Readmission requires the approval of the Admissions and Financial Aid Committee. Students suspended from College are not automatically reinstated upon reapplication. A student who wishes to appeal the denial of reinstatement may do so through the Admissions and Financial Aid Committee. A student who wishes to appeal being placed on academic probation or suspension may do so through the office of the Academic Dean.

Students on either academic or disciplinary suspension are not allowed to participate in dramatic, musical, athletic, or other practice sessions since they are not to represent the college or participate in the public performance of such events.

Summer study at Gardner-Webb College may be used to improve one's academic standing. For purposes of assessing the student's academic standing, the summer study would be treated as an extension of the spring semester. A student who is on academic probation or suspension may not use study at another institution to improve his/her Gardner-Webb academic standing.

### Graduation Requirements

A minimum of 128 semester hours is required to complete requirements for the baccalaureate degree. All candidates for graduation are expected to take their final 30 hours with Gardner-Webb College. Students transferring from junior colleges are required to complete a minimum of 64 semester hours of subsequent study in senior colleges or universities, with at least the final 30 semester hours at this institution.

A student must have a minimum grade of C on each course counted toward the Major. A transfer student is expected to complete at least one-half of the Major at Gardner-Webb.

A minimum Quality Point Ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

### Application For Graduation

Each student is responsible for fulfilling all requirements for the chosen degree program. In cooperation with his/her advisor, the student is also responsible for filing an Application for Graduation with the Registrar and ordering cap and gown from the Bookstore no later than the end of preregistration during the semester prior to the final semester of study. All candidates are expected to be present at Commencement. The college is not obligated to grant a degree to any candidate for graduation who does not attend the exercises.

### Career Planning and Placement

The Placement Office, located in 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 student. Therefore, all students registering with the Placement Office must sign a Placement Authorization Form. All graduates are advised to keep their placement files current.



### **Campus Shop (Hours: 9:00-5:00 Monday-Friday)**

The Campus Shop (formerly College Bookstore), located on the ground floor of the Charles I. Dover Student Center, provides all books and materials needed by students for their courses of study. Textbooks will be delivered by GOAL professors at their first class meetings. Book buy-back is conducted near the Campus Shop by book companies during the week of final examinations each fall and spring semester.

Class rings and graduation announcements must be ordered in writing. Class ring brochures are available upon request at the regular College telephone number (704) 434-2361, Extension 214. Order forms for the College yearbook are distributed each spring semester in GOAL classes. December graduates and others not present in classes may write to: Yearbook Advisor, Gardner-Webb College, Boiling Springs, NC 28017.

### **Parking**

On-street parking on the periphery of the Gardner-Webb campus is available. If on-campus parking is desired, a decal is required, which may be purchased at the Security Office on West Branch Avenue. The annual parking decal costs \$25, and one for the summer only costs \$5. A decal is issued for each automobile.

Parking at off-campus centers is adjacent to the classroom buildings.

## **GOAL Core Curriculum (all programs except Teacher Education, Health Management, Nursing and Religion)**

Before graduation from the Gardner-Webb College GOAL Program with a Bachelor's Degree, the student will have completed a liberal arts core which consists of the following areas of coursework taken at a community/junior/technical college, another senior institution, and/or Gardner-Webb College.

It is anticipated that Gardner-Webb will offer the courses in the specified areas over a two-year period. Advisers will work with students (using the transcript evaluation) to determine the extent to which requirements have been met before coming to Gardner-Webb and will assist the student in selection of courses.

### **A. COMMUNICATION**

**MATHEMATICS — One course:** College Algebra (Mathematics 307,) or a comparable college-level course. A student should have completed a course in high school advanced algebra or an intermediate algebra course in a community college prior to taking Math 307.

**ENGLISH — Two courses:** Composition and Literary Interpretation (English 300). Gardner-Webb's English 101 or its equivalent is a prerequisite for English 300.

**B. HEALTH AND FITNESS — One course:** Health Maintenance, Promotion and Wellness (Health/Physical Education 338), is highly recommended for all students due to the content of the course.

**C. SCIENCE AND TECHNOLOGY — Two courses:** (minimum of six semester hours): Science 302 and 303 or 321 and 322 or a combination of any two of these courses, or other science coursework which may include biology, chemistry, physics, geology. Previous college science courses or advanced high school science courses are recommended as preparation for the GOAL Program.

**D. PSYCHOLOGY — One course:** Personal Assessment and Adjustment (Psy 380) is required of all students.

### **E. HUMANITIES**

**RELIGIOUS STUDIES — Two courses:** Religion 304 and 305 (Survey of the Old Testament and Survey of the New Testament).

### **FINE ARTS/LITERATURE/FOREIGN LANGUAGE**

— **One course:** selected from the following as offered: Music 320, Art 307, English 331 or 332, French 300, or Spanish 300.

**F. SOCIAL/BEHAVIOR SCIENCE — Two courses** from the list below: History 301 and 302, Sociology 400, History 319, Political Science 304, Sociology 310. Advisers will strongly recommend Western Civilization I & II, for anyone who has not completed these courses.

## **GOAL Core Course Descriptions**

The first digit after each course description designates the hours per week at most centers; the second digit, required laboratory hours per week; and the third digit, semester hours of credit.

### **Mathematics 219, Calculus for Business and Social Sciences**

A study of differentiation and integration with applications to business and the social sciences. Prerequisite: College level algebra course. A student will not receive credit for both Mathematics 219 and 221, Introductory Calculus. 3-0-3.

### **Mathematics 307, College Algebra**

Axiomatic properties of real numbers, sets, functions, equations, inequalities, progressions, permutations, and combinations. 2-0-3. Recommended: High school advanced algebra or community college intermediate algebra prior to enrollment in this course.

### **Mathematics 316, Probability and Statistics**

Introductory principles of probability and their applications. Basic statistical analysis. Prerequisite: Mathematics 307. 2-0-3.

### **English 300, Composition and Literary Interpretation**

Primarily a composition course with attention given to literary interpretation and research. 2-0-3. Prerequisite: English 101 or its equivalent.



**Health/Physical Education 338, Health Maintenance, Promotion and Wellness**

An integration of concepts of optional health and physical fitness. Emphasis on developing understanding, skills, practices, and positive attitudes toward personal health, total physical fitness and life-time sport skills. Physical activity involved. 2-0-3.

**Science, 302, Physical Science**

Introduction of structure and behavior of matter. Survey of geology, meteorology, and astronomy, with emphasis on underlying physical and/or chemical principles, and practical applications of these principles. Demonstration, field work. 2-0-3.

**Science 303, Human Biology**

An introduction to human genetics, disease, and reproduction. 2-0-3.

**Science 321, Energy**

Introduction to laws of thermodynamics. Units of energy and energy transformations. Survey of major sources of energy with emphasis on limitations of each. Socio-economic and political aspects of present and future energy demands. 2-0-3.

**Science 322, Environment**

Survey of principles of ecology with emphasis on human impact of the environment. Literature of ecological movement in the U.S. since 1960. Field trips. 2-0-3.

**Psychology 380, Personal Assessment and Adjustment**

And exploration and analysis of life goals, lifestyle management, identity formation, and adjustment strategies. 2-0-3.

**Religion 304, Survey of the Old Testament**

Not offered to the student who has successfully completed Religion 101, Introduction to Old Testament, or its equivalent. 2-0-3.

**Religions 305, Survey of the New Testament**

Not offered to the student who has successfully completed Religion 102, Introduction to New Testament, or its equivalent. 2-0-3.

**Art 307, Art Appreciation for the Adult Learner**

A survey course involving encounters with a variety of pieces of visual art, including an overview of our civilization as reflected in art. 2-0-3.

**Music 320, Survey of Music**

A survey of music from antiquity to the present day with listening appropriate to the period studied. Not offered to the student who has successfully completed Music 125, Music Appreciation, or its equivalent. 2-0-3.

**French 300, Aspects of French Culture and Language**

An introduction to selected aspects of French culture, including the rudiments of the French language. No prior knowledge of French is required. 2-0-3.

**Spanish 300, Aspects of Hispanic Culture and Language**

An introduction to selected aspects of Hispanic culture, including the rudiments of the Spanish language. No prior knowledge of Spanish is required. 2-0-3.

**English 332, American Literature**

Representative American writers from the beginning to the present. 2-0-3.

**History 301, Issues in Western Civilization, Pre-history to 1715**

Beginning with the earliest times, the course covers the civilization of Egypt, Mesopotamia, Greece, Rome, Medieval and Early modern periods. Concludes with 1715. 2-0-3.

**History 302, Issues in Western Civilization since 1715**

Beginning with 1715, this course presents a perspective of the last three centuries of western history. 2-0-3.

**History 319, The United States in the Twentieth Century**

A study formulated to emphasize events, movements, and trends in modern America and to examine the functioning of constitutional principles. 2-0-3.

**Political Science 304, State and Local Government in the United States**

A study of the problem of inter-governmental relationships and administrative management in state, county, and municipal government. 2-0-3.

**Sociology 310, Social Psychology**

A study of the interaction between the individual and the group, and the influence of each on the other. 2-0-3.

**Sociology 400, Race Relations**

A study of present-day racial and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. 2-0-3.

**MAJOR PROGRAMS OF STUDY**

**BROYHILL SCHOOL OF MANAGEMENT**

The Broyhill School of Management seeks to prepare students to function effectively in society, in the business community, and in the public service, with a program which is designed to meet the changing needs of these communities; to promote understanding of business enterprises and economic and governmental institutions; to provide the tools for continued professional training.

Bachelor of Science degrees in accounting, business administration, business management, management information systems, health management and industrial management are available to qualified GOAL students.

A minimum of 128 semester hours is required for graduation. Students transferring 64 or more semester hours from two-year colleges are required to complete a minimum of 64 semester hours of subsequent study in senior colleges or universities with at least the final 30 semester hours with Gardner-Webb College.

**Core Course Requirements:** Please see page 9.

**Accounting Degree Requirements**

\*Prerequisites: (These should be completed prior to enrolling at Gardner-Webb.) 6 semester/9 quarter hours in accounting principles, one course each in macroeconomics and microeconomics principles, 6 semester/9 quarter hours in intermediate accounting, one course in cost accounting, and one course in Federal income taxation.

GOAL Core Courses: Please see page 9.

GOAL Major: Business Administration 300, 305, 312, 318 (or Management 422), Business Administration 325 (or Management 425), Business Administration 480, Accounting 360, 370, 435, 450, Internship 420 or other business elective.



### **Business Administration Degree Requirements**

\*Prerequisites: (These should be completed prior to enrolling at Gardner-Webb.) Two courses in accounting principles and one course each in macro- and microeconomics.

GOAL Core Courses: Please see page 9.

GOAL Major: Business Administration 300, 305, 312, 318 (or Management 422), Business Administration 325 (or Management 425), Business Administration 480, Management 316 (or 330). 10 semester hours of business electives.

### **Business Management Degree Requirements**

\*Prerequisites: (These should be completed prior to enrolling at Gardner-Webb.) Two courses in accounting principles, one each in macro- and microeconomics, and 6 semester/9 quarter hours of business electives.

GOAL Core Courses: Please see page 9.

GOAL Major: Business Administration 300, 305, 312, 318 (or Management 422), Business Administration 325 (or Management 425), Business Administration 480, Management 316 (or 330), 400, 416, 4 semester hours of business electives.

### **Industrial Management Degree Requirements**

\*Prerequisites: (These should be completed prior to enrolling at Gardner-Webb.) An associate degree with a major in Industrial Management, engineering or an engineering-related field to include the following: One course each in College Algebra, Probability and Statistics, Accounting Principles, Macroeconomics, and Microeconomics.

GOAL Core Courses: Please see page 9. (Mathematics 219, Calculus for Business and Social Sciences, is required instead of Mathematics 307.)

GOAL Major: Business Administration 305, 480, 318 (or Management 422), Management 330, 400, 416, 430, 425 (or Business Administration 325), Management Information Systems 251, and Accounting 315.

### **Management Information Systems Degree Requirements**

Students at any GOAL center may declare this major; however, MIS courses requiring computers must be taken at the Iredell Center in Statesville or on the Gardner-Webb campus.

\*Prerequisites: (These should be completed prior to enrolling at Gardner-Webb.) Two courses in accounting principles, one each in macro- and microeconomics, and an associate degree in Management Information Systems or Data Processing or 14 semester/21 quarter hours in computer-related subjects.

GOAL Core Courses: Please see page 9.

GOAL Major: Business Administration 300, 305, 312, Business Administration 325 (or Management 425), Business Administration 480, Management 316 or 330, Internship or other business elective, Management Information Systems 371, 433, 471, 485.

\*Applicants with only one course in accounting may make up this deficiency by taking Accounting 335. Applicants with economics deficiencies may take Economics 301 and/or 311 to satisfy the requirements. These substitute

courses will be offered at selected GOAL centers.

### **Health Management Degree Requirements**

Prerequisites: (These should be completed prior to enrolling at Gardner-Webb.) An associate's degree in a health-related field, including: 6 semester/9 quarter hours in English (G-W 101 and 102 equivalents), and 16 semester/24 quarter hours in science-related courses.

GOAL Core Courses: History/political science (two courses), Religion 304 and 305, Mathematics 307 and 316, Health/Physical Education 338, and one fine arts course.

GOAL Major: Health Management 300, 301, 302, 303, 304, 306, 307, 308, 309, Management 316 (or 330), 400, Business Administration 300 and 305, Internship 420 or other business elective.

## **Business Course Descriptions**

### **Accounting 315, Cost Accounting**

An introduction to cost accounting; topics include job order process and standard cost methods. 2-0-3.

### **Accounting 335, Managerial Accounting**

Internal managerial and cost accounting, including budgeting, cost determination, and analysis. Prerequisite: Accounting Principles I or its equivalent. 2-0-3.

### **Accounting 360, Accounting Theory**

A comprehensive review of generally accepted accounting principles. Examines both promulgated accounting standards and nonpromulgated principles in use today. 2-0-3.

### **Accounting 370, Accounting Practice**

A review of accounting practice with particular emphasis on income taxation and methods and techniques of cost accounting. 2-0-3.

### **Accounting 435, Advanced Accounting**

Accounting for partnerships, installment sales, insurance, corporate consolidations, and annuities. 2-0-3.

### **Accounting 450, Auditing**

Principles, techniques, procedures, and legal responsibility of auditors. 2-0-3.

### **Business Administration 300, The Legal Environment**

The American legal system, crimes and torts, the regulations of business, contracts, personal property, bailments, and sales. 20-3.

### **Business Administration 305, Quantitative Methods for Business**

Explores the use of quantitative methods for decision analysis. Topics include probability concepts, linear programming, networking, transportation, queueing, inventory models, simulation, and decision-making. Prerequisite: Mathematics 307. Mathematics 316 is highly recommended. 2-0-3.

### **Business Administration 312, Financial Management**

Principles governing financial operations and financial management of business enterprises, profit planning, liquidity versus profitability, capital budgeting, and working capital management. 2-0-3.

### **Business Administration 318, Principles of Marketing**

A comprehensive analysis of the marketing system and the marketing process. 2-0-3.



**Business Administration 325, Business Communications**

Language skills for oral and written communications. 2-0-3.

**Business Administration 395, Campus New York**

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

**Business Administration 420, Internship in Business**

Prerequisite: Junior standing and department approval. 0-0-1.

**Business Administration 480, Senior Seminar in Business: Business Policy**

A case study approach designed to apply areas of management, accounting, finance, and economics to contemporary business problems. Recommendation: Senior standing. 2-0-3.

**Economics 301, Money and Banking**

Analysis of Federal Reserve System and monetary policy, the role of money in determination of national income, role and development of commercial banks, and the basic elements of international finance. 2-0-3.

**Economics 311, Labor and the Economy**

Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages. 2-0-3.

**Economics 420, Investments**

Investment goals, strategies, and policies for individual investors are examined. Relationships of security investments to capital formation, changing rates of interest and price levels, inflation, and the business cycle are also examined. Prerequisite: Business Administration 312. 2-0-3.

**Management 316, Applied Management Concepts**  
A systems approach to integration of theory and practice in the contemporary organization. 2-0-3.

**Management 330, Industrial Supervision**

Explores the process and techniques of accomplishing organizational objectives through others. Topics include effective use of praise and rewards, effective discipline, leadership, use of feedback, behavior modification, and human relations. 2-0-3.

**Management 400, Human Resource Management**  
Principles and practices regarding the recruitment, selection, development, evaluation, compensation, and proper recognition of employees within organizations. Prerequisite: Management 316. 2-0-3.

**Management 403, Human Behavior in Organizations**

The application of human behavior principles common to many types of organizations, specifically business and industry. Motivation, leadership, followership, and human problems are analyzed. 2-0-3.

**Management 410, Small Business Management**  
A practical course designed to familiarize the student with the application of economic and managerial techniques of the small business. These techniques include entrepreneurship, location analysis, forms of ownership,

financing alternatives, accounting practice, marketing and advertising techniques, and inventory control. 2-0-3.

**Management 416, Production and Operations Management**

Explores the management concerns of cost, quality, and quantity in the production systems of manufacturing companies, material requirements, planning, break-even charts, plant location present worth analysis, safety, job enrichment, and sequential sampling. Prerequisites: Business Administration 305 and Management 316. 2-0-3.

**Management 418, Administrative Management**

Designed for students pursuing careers as managers in retailing or service industries. Topics covered include design and management of automated and traditional office systems, management information systems, records retention and disposal. Prerequisite: Management 316. 2-0-3.

**Management 422, Marketing Management**

Topics covered include marketing research, public relations, and marketing channels. 2-0-3.

**Management 425, Advanced Business Communications**

Emphasis on business analysis, report writing, formal and informal presentations, public relations, and internal and external communications. 2-0-3.

**Management 430, Logistics**

Examines the coordinations of materials, personnel, and machines to achieve cost effective production. Advanced coverage of resource planning and inventory control. Prerequisite: Business Administration 305. 2-0-3.

**Management Information Systems 251, Microcomputer Applications for Decision Support Systems**

The use of decision support software on microcomputers—spreadsheets, database management systems, and graphics software to aid in making decisions. Prerequisite: Management Information Systems 241, Introduction to Computer-based Systems. 2-0-3.

**Management Information Systems 341, Introduction to Computer-Based Systems**

An introduction to computers and data processing taught as a general education course for all students. 2-0-3.

**Management Information Systems 371, Structured Systems Analysis and Design**

Advanced coverage of the strategies and techniques of structured systems process. The course will cover development of information systems. 2-0-3.

**Management Information Systems 433, Database Program Development**

A course emphasizing software design and programming in a database environment. For MIS majors only. 2-0-3.

**Management Information Systems 471, Applied Software Development**

A capstone systems course integrating the knowledge and capabilities gained through the other computer-related courses in the curriculum within a comprehensive system development project. 2-0-3.



### **Management Information Systems 485, Topics in Management Information Systems**

Offered as demand warrants, this course offers electives such as Distributed Data Processing, Advanced Database, Information Resource Management, Information System Planning, and Artificial Intelligence. Since topics will be different, the student may be able to take the course more than once. 2-0-3.

### **Health Management 300, Introduction to Health Management**

An introduction to the health care delivery system in the United States. Emphasis will be on the management of health care organizations. 2-0-3.

### **Health Management 301, Accounting for Health Management**

Accounting for costs and revenues, patient accounting systems, purchasing systems, payroll systems, and financial reporting. Measurement of inputs and outputs of the health care system. 2-0-3.

### **Health Management 302, Budgeting for Health Management**

Use of budgeting in health care for planning and control, forecasting demand for service, revenues, resource needs, and costs. Capital budgeting and breakeven analysis. 2-0-3.

### **Health Management 303, Finance for Health Management**

Financing of health care delivery systems, financing planning and project evaluation. Present value concepts and advanced capital budgeting techniques. 2-0-3.

**Health Management 304, Economics of Health Care**  
Supply and demand for health care services in the United States. The influence of environmental, political, economic, and social factors on the quantity, quality and price of health care services. The role of health care services in the economy. Factors of production of health care services. 2-0-3.

### **Health Management 306, Contemporary Issues in Health Management**

Contemporary issues in health management will be analyzed. The student will relate basic management techniques in solving management problems. 2-0-3.

### **Health Management 307, Strategic Planning and Marketing for the Health Manager**

The application of marketing principles to the health care service industry is emphasized. Objective establishment, strategy, planning, and evaluation will be stressed. 2-0-3.

### **Health Management 308, Health Policy Seminar**

A view of health agencies from the perspective of the competitive struggle for public support. Emphasis on the body politic as it relates to management problems. 2-0-3.

### **Health Management 309, Human Relations Development for the Health Manager**

A skill building study in the area of human relations for the health manager. The Gazda Model will be used to facilitate interaction in management settings. 2-0-3.

## **DAVIS SCHOOL OF NURSING Bachelor of Science in Nursing Program**

### **Prerequisites for Admission:**

#### **1. Completion of an associate or diploma nursing program consisting of the following courses:**

**CORE:** English 101\*, 102\*; Religion 101 or 102; social science (6 hrs.), Psychology 201 and Sociology 201 recommended; Biology 105\*, 203\*, 204\*; Physical Education; College Algebra (GOAL Mathematics 307). (\*A grade of C or higher required.)

**MAJOR:** 25 semester hours minimum in nursing at ADN level through Gardner-Webb or via transfer from a state approved ADN program. Thirty-seven semester hours of college credit for diploma nursing courses may be earned through validation testing.

**NOTE:** 25 semester hours apply directly as basic to baccalaureate nursing courses; remaining hours are counted as lower division nursing elective hours.

Special admission status may be granted to students lacking some of the above courses.

2. N.C. RN licensure or temporary licensure.
3. One year of clinical nursing experience or completion of nursing program within past five years.
4. Cumulative and nursing QPR of 2.5 or by special permission.

(Graduates of diploma schools of nursing or individuals who are not eligible to receive lower division nursing transfer credit may earn a maximum of 37 hours nursing credits depending upon the results of selected tests.)

**NOTE:** Credits by advanced placement may be earned for the prerequisite courses for admission to the program as well as the BSN course requirements via CLEP, NLN, ACT-PEP and departmental exams. Such credits earned will be interpreted as credits earned through Gardner-Webb College. Consult the BSN Program Director for further information regarding advanced placement.

### **Special Nursing Requirements:**

1. Students must provide their own transportation to the clinical agencies.
2. Health form is to be updated each academic year.
3. Students must purchase their own stethoscopes, bandage scissors, pen lights, name pins, and lab coats.

### **BSN Degree Requirements:**

**CORE:** History (3 hrs.) 201, 202, 301, 302, or 319; Political Science (3 hrs.) 201 or 302; fine arts (3 hrs.); Physical Education; Religion 341.

### **REQUIRED**

**MINOR:** (Cross-disciplined) Chemistry 103; Biology 303 and 335; Management 403; Sociology 340; Statistics (3 hrs.)

**MAJOR:** (30 hours) Nursing 300, 301, 302, 401, 403, 404, 405, 409, two hours nursing electives at 300 or 400 level.

## **BSN CORE AND REQUIRED MINOR COURSE DESCRIPTIONS**

**History 201, Survey of United States History to 1877**

Social, intellectual, economic, and constitutional foundations of the United States and its people. 2-0-3.



**History 202, Survey of United States History Since 1877**

Historical elements which have influenced modern American society. 2-0-3.

**History 301, 302, 319.** See page 11.

**Political Science 201, Introduction to Political Science**

A basic course in political science dealing with the fundamentals of persons politically organized. 2-0-3.

**Political Science 302.** See page 20, under Criminal Justice Electives.

**Art 307, Music, 320, French 300, Spanish 300, English 332, Health/Physical Education 338.**

See page 11.

**Religion 341, Christian Ethics**

A systematic study of the nature of morality; a defense of "Christian" ethics; and exploration of principles of Biblical ethics. Special contemporary ethical issues provide the backdrop for discussions. 2-0-3.

**Chemistry 103, Introduction (Cross-disciplined) Chemistry**

Recommended for nonscience and nursing majors. Emphasis on application of the basic chemistry principles: history, measurements, mathematical manipulations, dimensional analysis, formula writing and nomenclature, reactions and equations, matter and energy, atomic theory, structure and bonding, and solutions. Prerequisites: placement out of Mathematics 100 (or its equivalent) and no previous college credit for chemistry with a grade of C or higher. 3-3-4.

**Biology 303, Environmental Health**

Study of epidemiology and public health, including diseases, environmental toxins, and radiation. A discussion of the statistical methods used to interpret epidemiological data will be included. 3-0-3.

**Biology 335, Pathophysiology**

Study of alterations in normal body structure and function associated with various disease processes. 3-0-3.

**Management 403.** See page 13.

**Sociology 340, Cultural Change**

An examination of social systems within the framework of functional and conflict theory with particular emphasis upon the planning of social change. 2-0-3.

**Mathematics 316.** See page 10.

## **BSN COURSE DESCRIPTIONS**

**Nursing 300, Concepts in Professional Nursing**

An introductory course for transition to the role of the professional nurse. The areas covered include evolution of nursing, professional socialization, theoretical base for practice, and components of professional nursing practice. Prerequisite: Approval of department. 3-0-3.

**Nursing 301, Research in Nursing I**

Introduces nursing research as a component of professional nursing practice. Emphasis is placed on the role of the professional nurse in interpreting research findings for applicability to nursing practice and in identifying research problems in nursing practice. Pre- or Co-requisite: Nursing 300, Statistics. 3-0-3.

**Nursing 302, Health Assessment**

Holistic health assessment skills developed and practiced.

Emphasis is on health promotion and maintenance of the individual throughout the lifespan. Pre- or Co-requisite: Nursing 300. 3-3-4.

**Nursing 401, Community/Mental Health Nursing**

Concentration is on family community health nursing and family mental health nursing. Content covered includes the roles and setting of the community health nurse with families and aggregates, concepts essential to practice, health promotion/maintenance of families, and assessment of resources. Prerequisites: Political Science 302, Sociology 340. Pre- or Co-requisites: Biology 303, Nursing 301 and 302. 3-6-5.

**Nursing 403, Leadership/Management in Nursing**

A synthesis of leadership/management theories within community client subsystems, health care agencies and organization. Emphasis is placed on political structures, planning, change theory, group dynamics, research, and their impact on the role of the professional nurse. Prerequisites: Nursing 401, Management 403. 3-6-5.

**Nursing 404, Health Restoration**

Emphasis on holistic nursing across the life span for clients experiencing a critical upset or complex disruption. The roles of the professional nurse in relation to the restoration-rehabilitation process are incorporated. Prerequisite: Chemistry, Biology 335. Pre- or Co-requisite: Nursing 403. 2-6-4.

**Nursing 405, Research in Nursing II**

Formulation and development of a researchable clinical problem by the student. Prerequisite: Nursing 301. 0-0-1.

**Nursing 409, Senior Seminar**

Analysis of contemporary issues related to the practice of professional nursing. Students will develop their own conceptual models of nursing synthesizing knowledge acquired throughout the nursing program. Prerequisite: Nursing 401. Pre- or Co-requisite: Nursing 403, 404, 405. 2-0-2.

**ELECTIVES** Offered on demand. Other electives may be added based on interest and need.

**Nursing 395, 396, Nursing Elective**

Consists of developmental and implementation of a learning contract in area of student's interest. Time and credits (1-2 hours) are determined in the semester prior to the term in which the study begins. Level I, Juniors. Prerequisite: Nursing 300. 0-0-1 or 0-0-2.

**Nursing 495, 496, Nursing Elective**

Developmental and implementation of a learning contract in area of student's interest. Time and credits (1-4 hours) are determined in the semester prior to the term in which the study begins. Level II, Seniors. Prerequisite: Nursing 300. 0-0-1, 0-0-2, 0-0-3, or 0-0-4.

**Nursing 406, Advanced Nursing Research**

Design and implementation of a clinical research study to answer the research question formulated and developed in Nursing 405. Prerequisite: Nursing 405. 0-0-4.

**Nursing 407, Computers in Nursing**

Overview of application of computer knowledge to nursing. The course includes selective experiences using computers. 3-0-3.

**Nursing 408, Communication**

Facilitative awareness of one's own communication pattern. Learning experiences focus on communication theory, exercises and critiquing of own communication tapes. 0-0-2.



## DEPARTMENT OF EDUCATION

At Gardner-Webb, Iredell, Montgomery and Surry centers, the Education Department offers two programs (Early Childhood, K-4; and Intermediate Education, 4-6) leading to a Bachelor of Science degree and a North Carolina Class A Teaching Certificate. The Gardner-Webb Center also offers a Middle School (6-9) concentration in Communication Skills (language arts).

In order to be fully admitted into the GOAL Teacher Education Program, the Education Department requires the following:

1. Associate degree or equivalent (64 semester hours or 96 quarter hours) in a curricular area and from an institution approved by Gardner-Webb College.
2. A minimum grade point average of 2.5 (C+)
3. Prerequisite courses\* (generally not offered through GOAL Teacher Education but some are offered in other GOAL majors under 300-level numbers) or equivalents:
  - a. English 101, Composition
  - b. English 102, Composition and Literature
  - c. History 101, Modern Western Civilization I
  - d. History 102, Modern Western Civilization II
  - e. one physical science and two life science courses or one life and two physical science courses.
  - f. a course in college algebra
  - g. Religion 101, Introduction to Old Testament
  - h. Religion 102, Introduction to New Testament
  - i. course or courses in the history or appreciation of art and music; and, if possible, theater and dance
  - j. American Constitution or American Government
  - k. Twentieth century United States History
  - l. two literature courses
  - m. a language course (preferred) or cultural anthropology
  - n. child or developmental psychology (for K-6 majors); adolescent psychology (for 6-12 majors)

\*The Education Department has transfer agreements with 17 community and technical colleges. These agreements give exact prefixes and numbers for a given college's equivalents for the above courses. For a copy of an agreement, consult a community/technical college advisor or write to Gardner-Webb's Education Department.

In addition to the above entrance requirements, the Education Department also requires that several standards be met once students are in the program:

1. Following completion of prerequisite courses in the GOAL Program, the student must take Core Batteries I and II of the National Teacher's Examination (NTE). Students who fail to take the NTE during their first semester of fulltime work in GOAL will not be permitted to register for their second semester.
2. After having taken the NTE, students must apply for acceptance into the Teacher Education Curriculum at the close of their first or the beginning of their second semester. In order to be accepted into the curriculum, students must meet departmental guidelines on the NTE (see advisor or call the department for exact minimum scores) and must have at least a 2.5 grade point average.
3. The academic (fall or spring) semester before student teaching, students must file with the Education Department a completed "Application for Student Teaching" form (ask your advisor for one). The application is due

by February 1 for a Fall Semester student teaching assignment. A \$25 fee is charged for a late application.

4. During the student teaching semester (which is offered in the daytime hours only) students must take Core Batteries III and IV of the NTE.
5. Students must take personal responsibility for meeting all the above requirements. Students, not the advisor, must make sure application deadlines are met, that tests are taken and passed, that at least 128 total semester hours have been taken by graduation, that at least 64 semester hours are senior institution hours, and that the last 30 hours are taken with Gardner-Webb. Please know the catalog requirements, and please ask questions.

### Transfer of Education Prefix Credits

The Education Department generally does not accept the transfer of education prefix credits from two-year institutions; however, education courses from senior institutions will be evaluated by the department.

### Exit Policy

The following conditions must be met by each student for graduation after Student Teacher: 1. A 2.5 cumulative Quality Point Ratio. 2. Completion of and passing scores on the National Teacher's Examination. 3. Application for a North Carolina Teaching Certificate. 4. Exit Criteria Form completed by cooperating teacher. 5. Final Evaluation Form completed by cooperating teacher and college supervisor, and Self-Evaluation Form completed by the student teacher. 6. Minimums: Completion of 128 total semester hours, including 64 senior institution hours, the last 30 of which are from Gardner-Webb College.

### Long-Range Schedules

The Education Department has a projected schedule of GOAL courses for the next six semesters. Any student who wants a copy should see his or her advisor. Note that the schedule is tentative (subject to change).

### Double Endorsement Policy

K-4 majors who wish to obtain 4-6 certification may do so by taking Mathematics 305 and Education 314; and 4-6 majors who wish to obtain K-4 certification may do so by taking Education 312.

GOAL Requirements for  
The Bachelor of Science Degree  
with a Major in  
Early Childhood Education (K-4)  
Major: Education 302, Reading Foundations (3 semester hours)  
Education 305, Language Arts, Elementary Teachers (3)  
Education 310, Materials and Media (3)  
Education 312, Reading Practicum (4)\*  
Education 320, Children's Literature  
Education 325, Foundations of Education (3)  
Education 430, Methods of Teacher (3)  
Education 440, Classroom Management (3)\*  
Education 450, Student Teaching (6)\*

\*Block: Student teaching semester



### Supportive Studies:

SEd 303, Oceanography, Meteorology, and Astronomy (4)  
Mth 301, Mathematics for Elementary Teachers I (3)  
CA 310, Cultural Arts Foundations (3)  
[or Art 301 (1) and Mus 345 (1)]  
Art 302, Teaching Methodis in Art (3)  
Hea 320, Health Education (3)  
PE 301, Physical Education School Activities (3)  
MEd 330, Methods of Teacher Mathematics (3)  
SEd 330, Science Methods (2)  
Psy 303, Educational Psychology (3)  
HPE 338, Health Maintenance (3)

[Health 221, (Personal and Community Health) and three PE activity courses can be substituted for HPE 338; but be certain to amass 64 senior institution semester hours.]

3 elective hours (preferably, Mathematics 305)

Total: 66 semester hours

GOAL Requirements for  
The Bachelor of Science Degree  
with a Major in  
Intermediate Education (4-6)

Major: Education 303, Reading Foundations (3 semester hours)

Education 305, Language Arts, Elementary Teachers (3)

Education 310, Materials and Medial (3)

Education 314, Reading Practicum (4)\*

Education 320, Children's Literature (3)

Education 325, Foundations of Education (3)

Education 430, Methodis of Teaching (3)

Education 440, Classroom Management (3)\*

Education 450, Student Teaching (6)\*

\*Block: Student teaching semester

### Supportive Studies:

SEd303, Oceanography, Meteorology, and Astronomy (4)  
Mth 301, Mathematics for Elementary Teachers I (3)  
Mth 305, Mathematics for Elementary Teachers II (3)  
CA 310, Cultural Arts Foundations (3)

[or Art 301 (1) and Mus 345 (1)]

Art 302, Teaching Methods in Art (3)

Mus 346, Music Methodis for the Classroom Teacher (3)

Hea 320, Health Education (3)

PE 301, Physical Education School Activities (3)

MEd 330, Methods of Teaching Mathematics (2)

SEd 330, Science Methods (2)

Psy 303, Educational Psychology (3)

HPE 338, Health Maintenance (3)

[Health 221 (Personal and Community Health) and three PE activity courses can be substituted for HPE 338; but be certain to amass 64 senior institution semester hours.]

Total: 66 semester hours

GOAL and Day Requirements for the  
Bachelor of Science Degree with a Major in  
Middle School Education (6-9 Communication Skills)  
(Gardner-Webb College Campus only)

Major: Education 303, Reading Foundations (3 sem. hours)

Education 310, Materials and Media (3)

Education 314, Reading Practicum (4)\*

Education 325, Foundations of Education

Education 440, Classroom Management (3)\*

Education 450, Student Teacher (6)\*

Psychology 303, Educational Psychology (3)

\*Block: Student teaching semester

### Supportive Studies (Concentration, Communication Skills):

Eng 300, Composition and Literary Interpretation (3)

Ed 305, Reading Foundations (3)

Ed 320, Children's Literature (3)

Ed 430, Methods of Teaching (3)

SEd 303, Oceanography, Meteorology, and Astronomy (4)

Mth 301, Mathematics for Elementary Teachers I (3)

Mth 305, Mathematics for Elementary Teachers II (3)

HPE 338, Health Maintenance (3)

[Health 221 (Personal and Community Health) and 3 PE activity courses can be substituted for HPE 338; but be certain to amass 64 senior institution hours.]

Eng., Two additional literature electives (6)

Electives, Nine addition elective hours (9) (Consult your advisor.)

Total: 65 semester hours

## Education Course Descriptions

The first digit after each course description designates the required classroom hours per week; the second digit, required laboratory hours per week; and the third, semester hours credit.

### Art 301, Art Education Lab

A laboratory designed for the prospective elementary teacher. Prerequisites: Art History or Appreciation. 0-2-1.

### Art 302, Teaching Methods in Art

A continuation of Art 301, including experiences with art materials and teaching strategies appropriate for use with children. Special fee. Prerequisite: Art 301. 2-0-3.

### Cultural Arts 310, Cultural Arts Foundations

A laboratory in art and music skills for the prospective elementary teacher. 0-2-3.

### Education 302/303, Reading

Involves the teaching of reading and related language arts from the kindergarten through the intermediate grades. 2-0-3.

### Education 305, Language Arts in the Elementary School

Planning, teaching, and evaluating the language arts in the elementary school. Emphasis on integration of social studies and language arts. 2-0-3.

### Education 310, Materials and Media

Teaching educational equipment operation and the preparation, utilization, and evaluation of teaching aids and materials. 2-0-3.

### Education 312, Practicum in Reading

Provides experience for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the K-6 level. Prerequisite: Education 210. 1-1-4.



**Education 314, Practicum in Reading**

Provides experience for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the 4-6 level. Prerequisite: Education 316. 1-3-4.

**Education 315, Practicum in Content Areas**

Provides experience for the prospective teacher in the practical application of teaching reading in the 6-9 content area and diagnosing problems on the 6-9 level. Prerequisite: Education 303 or permission of instructor for 9-12 majors. 1-4-4.

**Education 316, Teaching Reading in the Content Areas**

Provides experience for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the 6-12 level. 2-0-3.

**Education 320, Children's Literature**

A critical study of classical and current books and materials for children on the K-6 level. 2-0-3.

**Education 325, Modern Foundations of Education**

A study of the social, cultural, philosophical, and historical influences on the development of education in the United States; an introduction to the American school system; elements of curriculum including conflicting concepts, organizational patterns, and relationships to instruction. 2-0-3.

**Education 430, Methods of Teaching**

Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the K-6 level is required. 3-3-3.

**Education 440, Classroom Management**

An extensive examination and application of classroom management procedures used in public school environment. Emphasis will be placed on behavioral management, recordkeeping, parent conferences, and daily classroom routines. 2-2-3.

**Education 450, Student Teaching**

A 14-week period of full-time supervised teaching at the appropriate level (K-4, 4-6, 6-9). 6 Semester hours credit.

**Education 363, Rhetoric and Grammar**

The primary concern is expository/argumentative prose and the systems which inform the process of composition. The emphasis is on understanding theory and translating it into practice. 2-0-3.

**English 432, Methods of Teaching English**

A survey of teaching methods as they apply to specific topics. 2-0-2.

**Health 320, Health Education**

Methods and materials for classroom instruction in health and safety for the elementary teacher (K-4, 4-6). 2-1-3.

**Mathematics 301, Mathematics for Elementary Teachers I**

A study of real numbers, probability, statistics, geometry, and algebra and the use of the computer with emphasis on understanding the concepts needed to teach elementary mathematics. Prerequisite: College Algebra or Introductory Calculus. 2-0-3.

**Mathematics 305, Mathematics for Elementary Teacher II**

A study of logic, methods or proofs, problem solving, geometry and computers with emphasis on the concepts

needed to teach elementary mathematics. Prerequisite: Mathematics 301. 2-0-3.

**Mathematics 330, Methods of Teaching Mathematics**  
Planning, teaching and evaluating mathematics in the elementary school (for elementary education majors K-9 only) Prerequisite: Mathematics 301. 3-0-3.

**Music 345, Music Education Skills**

Provides background in theory and instrumental skills for classroom teachers. No previous experience necessary. Includes piano, autoharp chording, conducting, singing, fundamentals, and record. 0-2-1.

**Music 346, Music Methods for the Classroom Teacher**

Practical application of skills acquired in Music 345. Examination of basal music series, plus outside reading. Expanded experience with instruments. Actual teaching experience with school-age children. Prerequisite: Music 345 or demonstration of proficiency. 2-0-3.

**Physical Education 301, School Activities**

A course in methods and materials, theory, and program building in physical education (K-4, 4-6), 1-1-3.

**Psychology 301, Child Psychology**

A study of the general principles of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, and social development. 2-0-3.

**Psychology 302, Adolescent Psychology**

The study of emotional, physical, and social maturation from puberty to early adulthood with emphasis on adjustment difficulties and communication with the adolescent. 2-0-3.

**Psychology 303, Educational Psychology**

An analysis of the basic principles of classroom learning with emphasis upon the application of theory to practical situations. Special attention is also given to fundamental testing practices and measurement concepts. 2-0-3.

**Science Education 303, Oceanography, Meteorology, and Astronomy**

Survey of physical and biological oceanography. Principles of meteorology; interrelationships of seas and global weather patterns. Concepts of astronomy and space science; experience with telescopes and identification of constellations. For education majors only. 3-2-4.

**Science Education 330, Science Methods**

Methods of teacher science (K-9). Planning, teaching and evaluation of science in the elementary school. For elementary education majors only. 2-0-2.

## DEPARTMENT OF RELIGIOUS STUDIES AND PHILOSOPHY

On the Gardner-Webb campus in Boiling Springs, the Department of Religious Studies and Philosophy offers an evening major in Religion leading to a Bachelor of Arts degree. The program is designed primarily for the busy pastor who has graduated from Fruitland Baptist Bible Institute and who would like to complete a B.A. degree through evening study. The GOAL Religion program is also open to other students who qualify for admission. Fruitland graduates, and others who have the prerequisite courses, will be able to earn a degree by taking two evening courses each term through the five-year cycle.



### Prerequisites for Admission:

1. Graduates of Fruitland Baptist Bible Institute qualify and are given 40 semester hours of credit for the courses completed.
2. Other persons who have completed 40 semester hours of college credit also qualify for admission.

### GOAL Religion Core Course Requirements:

Students must complete the following courses in the general studies core:

**English:** English 101 and 300

**Religion:** Religion 304 and 305

**Social Studies:** History 301 and 302; Sociology 201; Psychology 201

**Fine Arts:** Music 320

**Physical Education:** Health/Physical Education 338

**Language:** Greek 101, 102, 201, 202

**Science:** Science 302 and 303

**Mathematics:** Mathematics 307

### GOAL Religion Major Requirements:

The Fruitland graduate is given 12 semester hours of credit toward the major and completes the remaining major requirements as indicated. Although any of the courses in each section are appropriate, the courses highlighted have been placed on the schedule and are found in the descriptions listed in this bulletin.

One advanced Old Testament course (Religion 302, 303, 306, or 307)

One advanced New Testament course (Religion 311, 312, 314, 316, or 317)

One course in the area of Christian history and thought (Religion 322, 323, 324, 326, 327, 333, or 337)

One course in the area of Christianity and the World (Religion 243, 246, 341, 345, or 347)

Two senior seminars (Religion 491, 492, 493, and/or 494)

### Supportive Studies

The Fruitland graduate is given nine hours credit and then must complete:

One Religious Education course (**Religious Education 375**)

One course offered from the following: Philosophy 200, **Sociology 356**, Greek 300, 301, 302, History 310, or Latin Civilization 301.

### Required Electives

Four courses, one from each of the following areas. English (**English 231**), Sociology (**Sociology 320**), Psychology (**Psychology 206**), and History (**History 202**).

One course from one of the following areas: English, Sociology, Psychology, or History. (**English 232**)

### Free Electives

The Fruitland graduate is given 13 semester hours of Free Electives and must take two more courses. (**Religious Education 401 and Physical Education 206**)

### Long-range Schedules

The Department of Religious Studies and Philosophy projects a schedule of evening major courses in five-year cycles. Any student who wants a copy should see the GOAL Religion advisor. Note that the schedule is subject to revision.

## Religious Course Descriptions

(The courses listed are projected for the first five-year cycle.)

### English 101, Composition

Rhetoric, selected reading, mechanics as required. 3-0-3.

**English 300.** See page 10.

### English 231, English Literature Survey

Representative writers from the eighteenth century to the present. 3-0-3.

**English 332.** See page 11.

### Greek 101, 102, Elementary New Testament

#### Greek I and II

A study of Koine Greek. 3-0-3, 3-0-3.

### Greek 201, 202, Intermediate New Testament

#### Greek I and II

Prerequisite: Greek 102. 3-0-3, 3-0-3.

**Health/Physical Education 338.** See page 11, column 1.

**History 301, 302.** See page 11.

### History 202, Survey of United States History Since 1877

Historical elements which have influenced modern American society. 3-0-3.

**Mathematics 307, Music 320.** See pages 10 and 11.

**Physical Education 206, Golf and Bowling.** 0-2-1.

### Psychology 201, General Psychology

A survey of psychology as the scientific study of behavior. The areas include learning, motivation, personality, measurement, the developmental process, social adjustment, and the biological bases of behavior. 3-0-3.

### Psychology 206, Developmental Psychology

The psychological evolution of the individual through the lifespan and effect of the bio-social field on the evolution. 3-0-3.

**Religion 304, 305.** See page 11.

### Religion 303, Old Testament Prophets

A survey of prophecy in Israel with attention given to the historical settings of individual prophets and to the relevance of their message. 3-0-3.

### Religion 311, The Teachers of Jesus

A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. 3-0-3.

### Religion 326, Christian Missions

A wide-range exploration of the Christian mission, including the background and current status of missions, the strategies and methods of cross-cultural missions, and key issues in missions discussion. 3-0-3.

**Religion 341.** See page 15.

### Religion 491, Old Testament Seminar

A discovery, through research and creative development, of the depths of knowledge in the Old Testament with regard to faith, doctrine, and religious experience. 3-0-3.

### Religion 492, New Testament Seminar

Through directed readings, discussions and research, we explore some of the major theological concepts in the New Testament. 3-0-3.



### **Religious Education 375, Organizations and Curriculum**

An introduction to Southern Baptist organizations of religious education through a study of their functions, leadership, structure, and curricula. 3-0-3.

### **Religious Education 401, Counseling for Church Leaders**

Basic counseling techniques such as referral, qualification of the counselor, and theories of personality, along with a consideration of basic counseling theories. Special emphasis on Integrity Therapy, Reality Therapy, Behavior Modification, and Transactional Analysis. Prerequisites: 6 semester hours of psychology. 3-0-3.

**Science 302, 303.** See page 11.

### **Sociology 201, Introduction to Sociology**

Essentials for an intelligent understanding of forces making for group life and for specialized study of sociological problems. 3-0-3.

### **Sociology 320, Cultural Anthropology**

A study of the nature and growth of culture in primitive and contemporary non-industrial societies. 3-0-3.

### **Sociology 356, Sociology of Religion**

Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the sociology-psychology of religious behavior. 3-0-3.

## **DEPARTMENT OF SOCIAL SCIENCES**

### **Criminal Justice**

The Gardner-Webb Bachelor of Science Degree Program in Social Science with a concentration in Criminal Justice is designed for the student who has an Associate Degree in Law Enforcement or its equivalent from an accredited institution. At least 21 quarter (14 semester) hours of law enforcement courses must have been successfully completed prior to admission to the GOAL Program.

	<b>Sem. Hrs.</b>
I. GOAL Core Requirements (See page 10)	33-36
II. Major Requirements	15-24
Political Science 314, Health 401, Sociology 400, Psychology 401, Management 400, Criminal Justice 410, 420, and 430.	
III. Electives (Student may choose as many as needed to complete 64 senior college hours.)	4-16
Political Science 304, 315, 495, Sociology 202, 310, 313, Management 403, Psychology 305, History 319, Criminal Justice 497, 498.	

A minimum of 128 semester hours is required for graduation. Students transferring from two-year colleges are required to complete a minimum of 64 semester hours of subsequent study in four-year colleges or universities, with at least the final 30 semester hours with Gardner-Webb College.

With the adviser's consent, courses listed as Electives may be substituted for courses listed under Major Requirements.

## **Criminal Justice Course Descriptions**

### **Political Science 314, Judicial Process**

A study of the judicial processes in the United States including pertinent court decisions and a general review of the administration of justice in our society. 2-0-3.

### **Health Education 401, Drug/Alcohol Education**

An introduction to the study of drug/alcohol use and abuse and the educational implications of drug-related problems. 2-0-3.

### **Sociology 400, Race Relations**

A study of present-day racial and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. 2-0-3.

### **Psychology 401, Psychopathology**

Survey and analysis of the major mental disorders, interpretation, and theories of therapy, including the relationship of abnormal behavior to social norms. 2-0-3.

### **Management 400, Human Resource Management**

Principles and practices in personnel management relating to securing, training, retaining of employees. 2-0-3.

### **ELECTIVES (as approved by adviser):**

### **Political Science 302, United States Government**

A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governments and the Federal system. 2-0-3.

### **Political Science 304, State and Local Government in the U.S.**

A study of the problem of inter-governmental relationships and administrative management in state, county, and municipal government. 2-0-3.

### **Political Science 315, Civil Liberties**

An examination of the philosophical basis and legal status of basic liberties in the U.S. 2-0-3.

### **Political Science 495, Independent Study**

Independent research paper done on a topic agreed upon by the professor. 0-0-1.

### **Sociology 202, Social Problems**

An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis upon causes, treatment, and prevention. 2-0-3.

### **Sociology 310, Social Psychology**

A study of the interaction between the individual and the group, and the influence of each on the other. 2-0-3.

### **Sociology 313, Sociology of Deviant Behavior**

Introduction to theories of deviant behavior. Description and explanatory approaches to kinds and amounts of deviance in contemporary America; social change, anomie and social disorganization theories; the process of stigmatization; formal and informal societal responses to deviance and the deviant. Prerequisite: Introduction to Sociology or Psychology. 2-0-3.

### **Psychology 305, Psychology of Personality**

A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. Prerequisite: Psychology 206. 2-0-3.

### **History 319, The United States in the Twentieth Century**

2-0-3.



### **Management 403, Human Behavior in Organizations**

The application of human behavior principles common to many types of organizations, specifically business and industry. Motivation, leadership, followership, and human problems are analyzed. 2-0-3.

### **Criminal Justice 410, A Philosophy of Criminal Justice**

Major focus: Punishment and alternatives for dealing with law violation and relating underlying ideas, such as responsibility and insanity. Central to this investigation will be a concern for the justification of punishment, legitimacy of alternatives to punishment, justification for considering illegal acts as products of disease, and the reconcilability of a system of punishment with a deterministic view of human behavior. 2-0-3.

### **Criminal Justice 420, Administrative Decision Making**

An advanced course in police administration decision making with considerable emphasis on management styles and their effect on the operation of the police force and related criminal justice agencies. 2-0-3.

### **Criminal Justice 430, Criminal Justice Theory and Research**

A discussion and practical application in operations research as it applies to police department, prosecution management, court scheduling, corrections recidivism, probation and parole. The common theme is the use of quantitative analysis to understand phenomena, to solve problems, and to provide policy guidance. 2-0-3.

### **Criminal Justice 497, 498, Internship**

Designed for students enrolled full-time in the criminal justice program, to enhance academic experience by providing an opportunity to acquire a working knowledge of the practical aspects of the criminal justice system. 0-0-3.

## **THE BACHELOR OF SCIENCE DEGREE PROGRAM IN SOCIAL SCIENCE WITH A CONCENTRATION IN HUMAN SERVICES**

The human services program is designed within the liberal arts tradition of Gardner-Webb College to prepare students for work in a wide range of social agencies that serve human needs at individual, group, or community levels. The program is designed for students who have completed approximately one-half of their four-year college course work and who desire to complete the Bachelor's Degree with the intent of improving their helping skills in an agency in which they are currently employed or of preparing themselves to obtain employment in social service agencies. Although emphasizing the social and behavioral sciences, the program has a strong interdisciplinary orientation.

A student desiring to enroll in the human services program should normally have an Associate's Degree in an appropriate area. Successful completion of courses in the liberal arts and social/behavioral sciences is recommended.

A minimum of 128 semester hours is required for graduation. Students transferring from two-year colleges are required to complete a minimum of 64 semester

hours of subsequent study in senior colleges or universities, with at least the final 30 semester hours with Gardner-Webb College.

Sem. Hrs.

- I. GOAL Core Requirements (see page 9) 33-36**
- II. Major Requirements (see below) 30**
- III. Electives (as needed)**  
Selected with approval of faculty adviser.  
Credits in religious studies, science, and mathematics must be included.

## **Human Services Major Course Descriptions**

### **Human Services 300, Ethical Issues in the Helping Professions**

A detailed examination of selected current ethical issues in the human services field. 2-0-3.

### **Human Services 301, Treatment Modalities**

A survey of theories and procedures appropriate for use with clients of community agencies. 2-0-3.

### **Human Services 302, Group Dynamics**

An introduction to group structure and processes and an analysis of their effects on individuals. 2-0-3.

### **Human Services 320, Introduction to Clinical Practice**

An introduction to the practices, procedures, and techniques involved in a mental health setting. 2-0-3.

### **Human Services 400, Legal Issues in the Helping Professions**

A critical examination of current legal issues facing the helping professions. 2-0-3.

### **Human Services 491, Seminar**

A synthesis and integration of previous course work following a problems approach. 2-0-3.

### **Human Services 497, 498, Internship**

Designed for students enrolled full-time in the human services program, who do not have professional experience. 0-0-3.

### **Psychology 305, Psychology of Personality**

A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. Prerequisite: Psychology 206. 2-0-3.

### **Psychology 401, Psychopathology**

Survey and analysis of the major mental disorders, interpretation, and theories of therapy, including the relationship of abnormal behavior to social norms. 2-0-3.

### **Psychology 402, Introduction to Counseling**

The study of basic theories and functions of counseling. Laboratory emphasis will be upon development of a personal counseling philosophy and its application. Prerequisite: Psychology 401 or permission of instructor. 2-0-3.

### **Psychology 406, Psychology of Exceptionality**

A study of marked superiority or inferiority to physical, mental, emotional and social norms. Prerequisite: Psychology 206. 2-0-3.



**Psychology 444, Psychological Measurement and Appraisal**

An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests, and special aptitudes. 2-0-3.

**Sociology 311, Social Research Methodology**

The scientific method applied to social phenomena: formulating and testing hypotheses, techniques for collecting data, measuring social variables, interpreting research findings. The scientific method as applied to social sciences will be explored in the latter part of the course through student participation in the design and analysis of a survey. 2-0-3.

**Sociology 313, Sociology of Deviant Behavior**

Introduction to theories of deviant behavior. Description and explanatory approaches to kinds and amounts of deviance in contemporary America; social change, anomie and social disorganization theories; the process of stigmatization; formal and informal societal responses to deviance and the deviant. Prerequisite: Introduction to Sociology or Psychology. 2-0-3.

**Health Education 322, Helping Relationships for Health Science**

A study dealing with human relations skill training using the Gazda Model as a base. 2-0-3.

**Health Education 401, Drug/Alcohol Education**

An introduction to the study of drug/alcohol use and abuse and the educational implications of drug-related problems. 2-0-3.

**Health Education 402, Sexuality/Sex Education**

An introduction to the study of basic issues relating to sexuality. Included will be strategies for teaching sex education. 2-0-3.

**Health Education 431, Problems in Health Education**

Advanced study of personal and community health problems, environmental health, family living, and mental and emotional health. 2-0-3.



# 1988

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\*on leave of absence of additional study.

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B.A., Western Carolina University; M.A., University of New York; additional study, University of North Carolina-Greensboro.

**Laura Onafowora, M.P.A.,** Business  
B.A., Rutgers University; M.P.A., New York University; additional study, Lagos, Nigeria.

**Rose A. Pace, Ed.D.,** Art  
B.F.A., M.A.Ed., Ed.S., Ed.D., University of Georgia.

**Phyllis A. Pharr, M.Ed.,** Health and Physical Education  
B.S., Appalachian State University; M.Ed., University of North Carolina at Chapel Hill

**Gorrell Clinton Prim, Jr., Ph.D.,** History  
B.A., Wake Forest University; M.A., Appalachian State University; Ph.D., Florida State University.

**David P. Puckett, Jr., M.B.A.,** Business  
B.S., Tennessee Technical University; M.B.A., Middle Tennessee State University; additional study, University of Tennessee.

**Glenn A. Ranson, M.B.A.,** Business  
B.S., Miami University; M.B.A., University of North Carolina-Greensboro; additional study, University of Wisconsin.

**James M. Reeves, Ed.D.,** Psychology  
B.S., M.A., Appalachian State University; Ed.D., University of North Carolina-Greensboro.

**C. Eugene Richard, M.B.A.,** Business  
B.S., Mars Hill College; M.B.A., Campbell University.

**John T. Robich, M.A.,** Sociology  
A.A.S., Richmond Technical College; B.A., M.A., Ohio State University.

**Nancy E. Rogers-Zegarra, Ph.D.,** Education  
B.A., M.A., Ph.D., University of California; additional study, Education Abroad Program with U.C. in Mexico and Spain.

**Linda Harrill Rudisill, M.A.,** Health Education  
B.S., Appalachian State University; M.A., Gardner-Webb College.

**William L. Russell, Ed.D.,** Health Education  
A.B., Catawba College; M.Ed., University of North Carolina-Chapel Hill; Ed.D., University of North Carolina-Greensboro.

**Doris S. Saleeby, M.A.,** Mathematics  
B.S., Catawba College; M.A., Wake Forest University; additional study, various colleges and universities.

**Robert C. Sams, M.B.A.,** Business  
B.S., M.B.A., Western Carolina University.

**Ramona B. Sanders, M.A.Ed.,** Health and Physical Education  
B.S., Appalachian State University; M.A.Ed., Gardner-Webb College.

**Beverly S. Sandford, M.A.,** Health and Physical Education  
B.S., Wake Forest University; M.A., University of North Carolina at Charlotte.

**Patricia T. Schreiber, Ed.D.,** Business, Education  
B.S., M.A., Appalachian State University; Ed.D., University of North Carolina-Greensboro.

**Brenda R. Sharts, M.A.,** Education  
B.S., M.A., Gardner-Webb College; additional study, University of North Carolina-Charlotte.

**Gary L. Shipley, M.S.,** Science  
B.S., M.S., East Tennessee State University; additional study, University of North Carolina-Charlotte; Virginia Polytechnic Institute and State University.

**W. Paul Shoupe, M.Div.,** Religion  
B.A., Carson-Newman College; B.D., M.Div., Southeastern Baptist Theological Seminary; additional study, Southeastern Baptist Theological Seminar.

**Elaine M. Sills, M.M.,** Music  
B.M., M.M., University of North Carolina at Greensboro



**J. Howell Smith, Ph.D.**, Social Science  
B.A., Baylor University; M.A., Tulane University;  
Ph.D., University of Wisconsin; additional study,  
Howard University.

**Rebecca B. Stiegel, M.S.**, Natural Science  
B.S., Clemson University; M.S., Indiana University;  
additional study, University of North Carolina-  
Charlotte; University of Louisville; North Carolina  
State University; University of Northern Colorado;  
Appalachian State University.

**Brenda C. Terrell, M.Ed.**, Mathematics  
A.A., North Greenville Junior College; B.A., Lander  
College; M.Ed., Clemson University; additional study,  
Presbyterian College.

**Patrick E. Tiernan, M.S.**, Business  
B.S., M.S., Purdue University.

**William H. Varley, Ph.D.**, Psychology  
B.A., Seton Hall University; M.S., Ph.D., University of  
Wisconsin-Madison.

**William L. Walker, Ph.D.**, Business  
B.S., Appalachian State Teachers College; M.B.A.,  
Ph.D., University of Georgia.

**Wanda B. Washburn, M.A.**, Mathematics Education  
B.S., M.A., Gardner-Webb College.

**Anna W. Wells, M.M.**, Music  
B.M., North Carolina School of the Arts; M.M., Uni-  
versity of North Carolina-Greensboro; additional  
study, Converse College; Ed.D Candidate, University  
of North Carolina-Greensboro.

**Gerald L. White, Ed.D.**, Business  
B.S., Delta State University; M.Ed., Ed.D., Mississippi  
State University.

**Brenda C. Wilson, M.S.**, Health Education  
B.S., M.S., Appalachian State University; additional  
study, Appalachian State University.

**James R. Winning, Ed.D.**, Health Management  
B.S., Clemson University; M.A., East Tennessee State  
University; Ed.D., Nova University.



## Whom To Contact

**Academics**—Mr. Evan M. Thompson, Dean of Special Studies, Room 213, Webb Administration Building, Extension 376/377

**Academic Counseling**—See page 21 or consult Mr. Melvin R. Lutz, Dean of Academic Advising, Room 108, Charles I. Dover Student Center, Extension 267/374.

**Admissions**—Mr. E. Jerome Scott, Assistant Dean of Special Studies, Room 208, Webb Administration Building, Extension 353

**Auto Registration, Traffic, Parking**—Mr. David Helton, Director of Security, Branch Avenue, Extension 264/265

**Bookstore**—Mrs. Frieda Collins, Manager, Ground Floor, Charles I. Dover Student Center, Extension 214

**Broyhill School of Management**—J. Russell Hardin, Chair, Room 307, Lindsay, Extension 336/356

**Business Matters**—Mr. Donnie Clary, Vice President for Business and Finance, Room 112, Webb Administration Building, Extension 306/270

**Calendar of Events**—Student Services, Charles I. Dover Student Center, Extension 374/267

**College Minister**—Rev. Monroe Ashley, Elliott House, Extension 300

**Course Changes (first week of term)**—Faculty Adviser, then Registrar, Room 107, Webb Administration Building, Extension 222

**Course Drop/Withdrawal**—Registrar's Office, Room 107, Webb Administration Building, Extension 222

**Davis School of Nursing**—Dr. Janie Carlton, Chair, Room 111, Elliott Hall, Extension 206/331 or (Statesville) 872-3664

**Department of Education**—Dr. Ken England, GOAL Teacher Education Coordinator, Room 104, Craig Building, Extension 366/262

**Department of Religious Studies**—Dr. Vann Murrell, GOAL Religion Coordinator, Room 200A, Lindsay Building, Extension 234.

**Department of Social Sciences**—Dr. Barry Hambright, GOAL Criminal Justice and Human Services Coordinator, Room 107, Dover Chapel, Extension 324

**ID Cards**—Secretary to the Directors of Men and Women Residence Life, Room 102, Charles I. Dover Student Center, Extension 288

**Information Services**—Ms. Robin Taylor, Director of Public Information, Development House, South Main Street, Extension 278

**Library**—Library Director, John R. Dover Memorial Library, Extension 293; Circulation, Extension 298

**Payment of Fees**—Business Office, Room 109, Webb Administration Building, Extension 307/308

**Placement Services**—Mrs. Jodi Manning, Director of Career Planning and Placement, Charles I. Dover Campus Center, Extension 276

**President**—Dr. M. Christopher White, Room 202, Webb Administration Building, Extension 210/212

**Registration**—Registrar, Room 107, Webb Administration Building, Extension 222

**Student Development**—Dr. Richard H. Franklin, Vice President and Dean for Student Development, Room 106, Charles I. Dover Campus Center, Extension 355.

Mr. Doug Lewis, Director of Men's Residence Life, Room 105, Dover Campus Center, Ext. 224/288

Ms. Ruth Kiser, Director of Women's Residence Life, Room 104, Dover Campus Center, Ext. 236/288

Mr. Benjamin F. Davis, College Counselor, Room 114, Dover Campus Center, Ext. 379/267

**Transcripts**—Ms. Lou Ann Scates, Assistant Registrar, Room 107, Webb Administration Building (Written requests required—First copy: free; all subsequent copies: \$3).

**Veteran Affairs**—Registrar, Room 101, Webb Administration Building, Extension 222

**Regular College Telephone: (704) 434-2361**  
**College Mailing Address: Boiling Springs, NC 28017**



# GARDNER-WEBB COLLEGE

1. Elliott House
2. Noel House (Center For Blind & Deaf Students)
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. Phillip L. 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. A.T. Withrow Science Building
19. Craig Classroom Building
20. E.B. Hamrick Building
21. Webb Administration Building
22. H.A.P.Y. Hall
23. O. Max Gardner Building
24. Stroup Hall
25. Campus House
26. Nanney Hall
27. U.S. Post Office
28. Doctor's Building
29. Royster Hall
30. Radio Station/Guest House
31. Department of Safety/Physical Plant
32. V.F. Hamrick Field House
33. Spring
34. Crawley Hospital
35. Kathleen N. Dover Garden
36. Development House
37. Gardner-Webb Softball Field





# GARDNER-WEBB COLLEGE

## APPLICATION FOR ADMISSION GOAL PROGRAM

Thank you for your interest in Gardner-Webb College. Please follow the steps below for admission to GOAL:

1. Complete all items of the application.
2. Forward the application with a \$15 processing fee to the **Office of Special Studies**, Gardner-Webb College, Boiling Springs, NC 28017.
3. Request **official transcripts** from all colleges you have attended. They should be sent to the address indicated in step 2.
4. If you are applying for readmission, please request an Application for Readmission.

Full Legal Name \_\_\_\_\_  
First Middle or Maiden Last Preferred

Social Security No. \_\_\_\_\_ Home Phone No. (\_\_\_\_) \_\_\_\_\_ Work Phone (\_\_\_\_) \_\_\_\_\_

Legal Permanent Address \_\_\_\_\_  
Street/Rt./Box City State Zip

Parent(s) Name(s) \_\_\_\_\_

Their/his/her address \_\_\_\_\_  
Street/Rt./Box City State Zip

Proposed Date of Enrollment: \_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_ 1st Summer \_\_\_\_\_ 2nd Summer Term, 19 \_\_\_\_\_

I will attend classes at the \_\_\_\_\_ GOAL Center. Probable Major: \_\_\_\_\_

Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ Sex \_\_\_\_ I am a citizen of \_\_\_\_\_  
Year Month Day Nation

I am a legal resident of \_\_\_\_\_  
Nation State County

I live in a \_\_\_\_metropolitan \_\_\_\_urban \_\_\_\_small town \_\_\_\_rural area.

Marital Status: \_\_\_\_single \_\_\_\_married \_\_\_\_separated \_\_\_\_divorced.

My ethnic origin: \_\_\_\_ White, Non-hispanic \_\_\_\_Black, Non-hispanic \_\_\_\_Hispanic  
\_\_\_\_American Indian or Alaskan Native \_\_\_\_Asian or Pacific Islander  
\_\_\_\_Non-resident Alien

I \_\_\_\_do \_\_\_\_do not  
want financial  
aid materials.

Religious Preference \_\_\_\_\_ Physical Handicap (if any) \_\_\_\_\_

I \_\_\_\_will \_\_\_\_will not be receiving Veteran's Benefits. Branch of Service \_\_\_\_\_

Hometown newspaper \_\_\_\_\_ Student Classification \_\_\_\_Junior \_\_\_\_Senior

List all colleges or universities attended in order of last to first. Use the back of this form if necessary. An official transcript from each college must be submitted to the Office of Special Studies.

College last attended \_\_\_\_\_

Dates attended \_\_\_\_\_ Currently enrolled? Yes\_\_\_\_ No\_\_\_\_

College \_\_\_\_\_ Dates attended: \_\_\_\_\_ to \_\_\_\_\_

College \_\_\_\_\_ Dates attended: \_\_\_\_\_ to \_\_\_\_\_

College \_\_\_\_\_ Dates attended: \_\_\_\_\_ to \_\_\_\_\_

**DEGREES HELD**

Degree \_\_\_\_\_ Major \_\_\_\_\_ College \_\_\_\_\_

Degree \_\_\_\_\_ Major \_\_\_\_\_ College \_\_\_\_\_

Eligible to return? \_\_\_\_Yes \_\_\_\_No Reason for leaving \_\_\_\_\_

Any emotional or nervous disturbances requiring a physician within past year? \_\_\_\_No \_\_\_\_Yes

If yes, explain briefly. \_\_\_\_\_

Briefly state how Gardner-Webb can meet your needs \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Gardner-Webb College admits students without regard to religious creeds, race, sex, national origin or handicap.

STUDENT STATEMENT: I certify that all information given in this application is complete and accurate. When I attend Gardner-Webb College, I agree to abide by the established rules and regulations of the College.

Signature

Date



OFFICE USE ONLY

Business \_\_\_\_\_

Fin. Aid Bkpr. \_\_\_\_\_

Registrar \_\_\_\_\_

Stu. Svcs. \_\_\_\_\_

**GARDNER-WEBB COLLEGE****READMISSION****APPLICATION FOR ADMISSION TO EVENING COLLEGE**

Thank you for your interest in Gardner-Webb. We welcome your application for readmission. Please complete all items of the application, including the dates you attended Gardner-Webb. There is no processing fee for readmission.

Please send this application (and official transcripts from any college from which you earned credit **after** attending Gardner-Webb) to:

Office of Special Studies

Gardner-Webb College

Boiling Springs, NC 28017

Full Legal Name \_\_\_\_\_  
First Middle or Maiden Last Preferred

Social Security No. \_\_\_\_\_ Home Phone No. (\_\_\_\_) \_\_\_\_\_ Work Phone (\_\_\_\_) \_\_\_\_\_

Legal Permanent Address \_\_\_\_\_  
Street/Rt./Box City State Zip

Parent(s) Name(s) \_\_\_\_\_

Their/his/her address \_\_\_\_\_  
Street/Rt./Box City State Zip

Proposed Date of Enrollment: \_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_ 1st Summer \_\_\_\_\_ 2nd Summer Term, 19 \_\_\_\_\_

I will attend classes at the \_\_\_\_\_ GOAL Center. Probable Major: \_\_\_\_\_

Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ Sex \_\_\_\_ I am a citizen of \_\_\_\_\_  
Year Month Day NationI am a legal resident of \_\_\_\_\_  
Nation State County

I live in a \_\_\_\_\_ metropolitan \_\_\_\_\_ urban \_\_\_\_\_ small town \_\_\_\_\_ rural area.

Marital Status: \_\_\_\_\_ single \_\_\_\_\_ married \_\_\_\_\_ separated \_\_\_\_\_ divorced.

My ethnic origin: \_\_\_\_\_ White, Non-hispanic \_\_\_\_\_ Black, Non-hispanic \_\_\_\_\_ Hispanic  
\_\_\_\_\_ American Indian or Alaskan Native \_\_\_\_\_ Asian or Pacific Islander  
\_\_\_\_\_ Non-resident Alien

I _____ do _____ do not want financial aid materials.
---

Religious Preference \_\_\_\_\_ Physical Handicap (if any) \_\_\_\_\_

I \_\_\_\_\_ will \_\_\_\_\_ will not be receiving Veteran's Benefits. Branch of Service \_\_\_\_\_

Hometown newspaper \_\_\_\_\_ Student Classification \_\_\_\_\_ Junior \_\_\_\_\_ Senior

High School \_\_\_\_\_  
Name City State County Zip Date of GraduationTransfer Students: List all colleges (and locations) attended, including G-W: \_\_\_\_\_  
Dates Degrees Earned

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Eligible to return? \_\_\_\_\_ Yes \_\_\_\_\_ No Reason for leaving \_\_\_\_\_

Any emotional or nervous disturbances requiring a physician within past year? \_\_\_\_\_ No \_\_\_\_\_ Yes

If yes, explain briefly. \_\_\_\_\_

Briefly state how Gardner-Webb can meet your needs \_\_\_\_\_

Gardner-Webb College admits students without regard to religious creeds, race, sex, national origin or handicap.

STUDENT STATEMENT: I certify that all information given in this application is complete and accurate. When I attend Gardner-Webb College, I agree to abide by the established rules and regulations of the College.

Signature \_\_\_\_\_

Date \_\_\_\_\_



# GARDNER-WEBB COLLEGE

## L I F E (Learning Is For Everyone)

### APPLICATION FOR ADMISSION TO EVENING COLLEGE

Thank you for your interest in Gardner-Webb College. We welcome your application. Please follow these steps carefully:

- A. Complete all items of the application.
- B. If you are applying for readmission, please indicate above "Readmission". There is no processing fee for readmission application.
- C. If you later apply as a transfer student: please request official transcripts from all colleges attended. No high school transcript is required if you have completed at least 15 semester hours of college credit. Please have official transcript sent to the **Office of Special Studies, Gardner-Webb College, Boiling Springs, NC 28017.**
- D. LIFE (Learning is for Everyone): As a special, non-degree-seeking student you need not send official transcripts. If you need departmental advising, however, please supply your adviser with copies of all college work.
- E. A \$15 processing fee is required. Please send with this application to the Office of Special Studies at the above address.

Full Legal Name \_\_\_\_\_  
First Middle or Maiden Last Preferred

Social Security No. \_\_\_\_\_ Home Phone No. (\_\_\_\_) \_\_\_\_\_ Work Phone (\_\_\_\_) \_\_\_\_\_

Legal Permanent Address \_\_\_\_\_  
Street/Rt./Box City State Zip

Parent(s) Name(s) \_\_\_\_\_

Their/his/her address \_\_\_\_\_  
Street/Rt./Box City State Zip

Proposed Date of Enrollment: \_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_ 1st Summer \_\_\_\_\_ 2nd Summer Term, 19 \_\_\_\_\_

I will attend classes at the \_\_\_\_\_ GOAL Center. Probable Major: \_\_\_\_\_

Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ Sex \_\_\_\_ I am a citizen of \_\_\_\_\_  
Year Month Day Nation

I am a legal resident of \_\_\_\_\_  
Nation State County

I live in a \_\_\_\_metropolitan \_\_\_\_urban \_\_\_\_small town \_\_\_\_rural area.

Marital Status: \_\_\_\_single \_\_\_\_married \_\_\_\_separated \_\_\_\_divorced.

My ethnic origin: \_\_\_\_ White, Non-hispanic \_\_\_\_Black, Non-hispanic \_\_\_\_Hispanic  
\_\_\_\_American Indian or Alaskan Native \_\_\_\_Asian or Pacific Islander  
\_\_\_\_Non-resident Alien

I \_\_\_\_do \_\_\_\_do not  
want financial  
aid materials.

Religious Preference \_\_\_\_\_ Physical Handicap (if any) \_\_\_\_\_

I \_\_\_\_will \_\_\_\_will not be receiving Veteran's Benefits. Branch of Service \_\_\_\_\_

Hometown newspaper \_\_\_\_\_ Student Classification \_\_\_\_Junior \_\_\_\_Senior

High School \_\_\_\_\_  
Name City State County Zip Date of Graduation

List all colleges (and locations) attended.

	Dates	Degrees Earned
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

Eligible to return? \_\_\_\_Yes \_\_\_\_No Reason for leaving \_\_\_\_\_

Any emotional or nervous disturbances requiring a physician within past year \_\_\_\_No \_\_\_\_Yes

If yes, explain briefly \_\_\_\_\_

Briefly state how Gardner-Webb can meet your needs \_\_\_\_\_

Gardner-Webb College admits students without regard to religious creeds, race, sex, national origin or handicap.

STUDENT STATEMENT: I certify that all information given in this application is complete and accurate. When I attend Gardner-Webb College, I agree to abide by the established rules and regulations of the College.

Signature

37

Date



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# GARDNER-WEBB COLLEGE

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## TRANSCRIPT REQUEST FORM

Date \_\_\_\_\_

TO: REGISTRAR

\_\_\_\_\_  
College

\_\_\_\_\_  
Address

Dear Sir/Madam:

I have applied for admission to the Gardner-Webb College GOAL Program. Please mail an official transcript of my record showing grades earned as of this date to:

Office of Special Studies  
Gardner-Webb College  
Boiling Springs, North Carolina 28017

If this transcript does not show the date that I was graduated, please mail a supplement, or a final complete transcript after my graduation or upon completion of additional coursework.

\_\_\_\_\_  
Date of Graduation

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Street or Route & Box Number

\_\_\_\_\_  
Social Security Number

\_\_\_\_\_  
City, State and Zip

### NOTE TO APPLICANT:

Passage of the Family Educational Rights and Privacy Act of 1974 requires that permission be granted for the release of academic records. For that reason, it is necessary for you to request that your transcript be mailed to our office. Please complete the information above and submit to the Registrar's Office of each college you have attended.



