

Gardner-Webb University

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GOAL Undergraduate Academic Catalogs

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1984

### 1984 - 1985, Gardner-Webb College GOAL Academic Catalog

Gardner-Webb University

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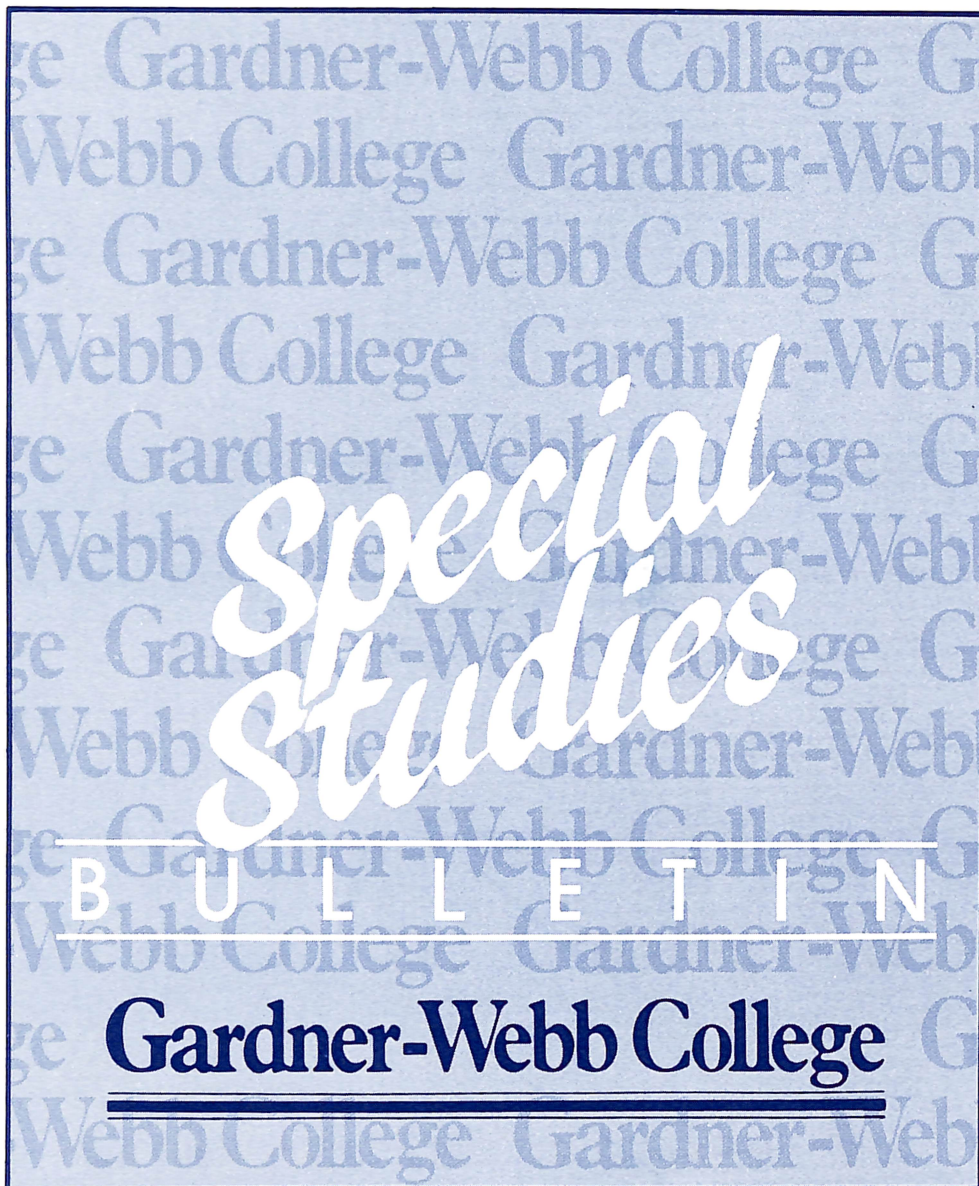
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1984 - 1985  
GARDNER-WEBB COLLEGE  
SPECIAL STUDIES  
BULLETIN

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

1984-1985

### FALL SEMESTER—Evening

August 16-17	Faculty Workshop
August 20-27	Registration (August 27: last day for refunds)
August 28	Classes begin
September 3	Last day to add registration
September 24	Last day to drop/withdraw with grade of W*
October 8-13	Mid-term Reports
October 15-16	Fall Break
October 27	Homecoming
November 21-25	Thanksgiving Holidays
December 8-13	Final Examinations

### SPRING SEMESTER—Evening

January 3-9	Registration (January 9: last day for refunds)
January 10	Classes begin
January 16	Last day to add registration
February 6	Last day to drop/withdraw with grade of W*
February 23-28	Mid-term Reports
March 4-7	Spring Break
April 5-7	Easter Holidays
April 13	Alumni Banquet
May 4-9	Final Examinations
May 11	Commencement, 10 a.m.

### 1985 SUMMER SCHOOL

May 20-27	Evening Registration for Both Terms
May 27	Day Registration (no refunds past this date)
May 28	Classes begin
May 31	Last day to add registration
June 28	First Summer Term classes end
July 1	On-campus Registration only (refund deadline)
July 2	Classes begin
July 4	Holiday
July 5	Last day to add registration
August 2	Second Summer Term classes end
August 3	Commencement, 10 a.m.

\*Course drop period ends at 75% of the term.

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

### CATALOG REQUIREMENTS

The conditions and policies set forth in this catalog have binding effect 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 6.



# **An Introduction to Gardner-Webb College**

Gardner-Webb is a liberal arts college, owned and operated by the Baptist State Convention of North Carolina. Gardner-Webb is located in the Piedmont section of western North Carolina, one of the most beautiful and rapidly developing areas of our nation. Both Boiling Springs, the home of the college, and Shelby, a city of 17,000 which is seven miles to the east, are experiencing this growth and development. The college is easily accessible, being located on N.C. 150 and only 13 miles from Interstate 85. Charlotte, the largest city in the Carolinas, is about 50 miles east of Boiling Springs.

## **HISTORY**

From a movement initiated by the Kings Mountain Baptist Association in 1903, and later joined by the Sandy Run Baptist Association, the Boiling Springs High School, Incorporated, was chartered on December 2, 1905, as an institution "where the young . . . could have the best possible educational advantage under distinctive Christian influence." The institution became Boiling Springs Junior College in 1928, struggled through the depression years, and began to expand its enrollment and programs during the 1940's.

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

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

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

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

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

A Master of Arts in Education program was implemented in the summer of 1980.

## **Purpose of Gardner-Webb College**

The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice. This overarching purpose is implemented through the pursuit of four goals: (1) Providing a liberal arts orientation for all students and offering complete programs of study in the liberal arts to those who desire them. (2) Offering students specialized professional and preprofessional preparation in selected areas. (3) Identifying and serving the educational, spiritual, recreational, cultural, social, and economic needs of its students. (4) Fostering those social, cultural, and ethical standards generally supported by evangelical Christianity (which emphasizes salvation by faith in the atoning death of Jesus Christ through personal conversion, the authority of the Scriptures, the

proclamation of the Gospel, and personal commitment to Christ).

Gardner-Webb College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

## **Description of Special Studies Programs**

Gardner-Webb College provides a variety of Special Studies programs including Greater Opportunities for Adult Learners (GOAL) and Summer Enrichment Experience (SEE).

### **GOAL**

The GOAL Program is an academic program specifically designed for graduates of two-year institutions who desire to earn a Bachelor of Science degree in selected areas. Programs are provided on campus in Boiling Springs and in regional centers: Charlotte, Dallas, Dobson, Hudson, Lexington, Morganton, Newton, Rockingham, Spindale, Statesville, Troy, and Winston-Salem. The programs are offered in varied centers as follows:

<b>Center</b>	<b>Programs</b>
a. Caldwell County Center Caldwell Community College Hudson, N.C.	Business Administration, Business Management, Management Information Systems, Health Management.
b. Catawba County Center Newton-Conover Junior High Newton, N.C.	Business Management.
c. Charlotte Center Garinger High School Charlotte, N.C.	Business Administration, Business Management, Management Information Systems, Criminal Justice.
d. Davidson Center Davidson County Community College, Lexington, N.C.	Criminal Justice.
e. Forsyth County Center Career Center Winston-Salem, N.C.	Accounting Business Administration, Business Management, Management Information, Systems.
f. Gaston County Center North Gaston High School Dallas, N.C.	Business Administration, Business Management, Management Information Systems, Criminal Justice.
g. Iredell County Center Mitchell Community College Statesville, N.C.	Business Administration, Business Management, Human Services, Early Childhood Education, Middle School Education.
h. Isothermal Center Isothermal Community College Spindale, N.C.	Business Administration, Business Management, Early Childhood Education, Middle School Education.
i. Montgomery County Center Montgomery Technical College Troy, N.C.	Business Administration, Business Management, Criminal Justice.
j. Morganton Center Freedom High School Morganton, N.C.	Business Administration, Business Management, Criminal Justice, Human Services.



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|---|---|
| k. Richmond County Center<br>Rockingham, N.C.                     | Business Administration, Business Management, Management Information Systems, Criminal Justice.   |
| l. Surry County Center<br>Surry Community College<br>Dobson, N.C. | Business Administration, Business Management, Criminal Justice, Human Services, Early Childhood Education, Middle School Education.                                 |
| m. Gardner-Webb Campus<br>Boiling Springs, N.C.                   | Business Administration, Business Management, Management Information Systems, Criminal Justice, Human Services, Early Childhood Education, Middle School Education. |

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

### Management Education Centers

The Management Education Program is a baccalaureate degree program specifically designed for employees of a selected business or industry and is provided on-site for their convenience. To be eligible for participation in a Management Education Program, the applicant must be a high school graduate (credits may be transferred from accredited colleges as well) and an employee of the specified business or industry.

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|--|----------------------|
| a. Freightliner Center<br>Freightliner Corporation<br>Mount Holly, N.C.            | Business Management. |
| b. Rock Hill Center<br>Duke Power Company<br>Catawba Nuclear Power<br>Clover, S.C. | Business Management. |

## Admission to the GOAL Program

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

- 1) Associate Degree or equivalent (64 semester 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)

### TRANSFER CREDIT

Evaluation of transfer courses which are determined to be Gardner-Webb College equivalents are to be 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.

## Financial Aid Information

A variety of scholarships, loans, and grants are available to students participating in the GOAL Program of Gardner-Webb College. All aid is administered by the Admissions and Financial Aid Committee. 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 College. The college offers several financial aid plans that compare favorably with other well-recognized institutions. Students may receive a "package" that may include various combinations of scholarship awards, grants, loans, and other aid sources. Students should contact the Financial Aid Director for further information.

## Procedures For Applying For Financial Assistance

1. File an application for admission to the 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 Aid Office at Gardner-Webb College or from a high school guidance office.
3. Arrange to come to the campus for a personal interview when requested by the Admissions and Financial Aid Committee. Financial aid awards are made when the applicant has been accepted for admission and filed the necessary forms with the Financial Aid Office.

Renewal of scholarships, grants-in-aid, and loans is conditioned on the student's maintaining satisfactory progress. Students are considered to be making satisfactory progress if they are eligible to remain in school and may receive the Pell Grant if they are eligible according to their Student Aid Report provided they do not owe a refund for a previous Basic Educational Opportunity Grant, Supplemental Education Opportunity Grant, National Defense Direct Student Loan, Pell Grant or Guaranteed Student Loan.

To be considered for work or loans a student must maintain a 2.0 cumulative grade point average. Students applying for all Gardner-Webb College funded scholarships awarded by the Financial Aid Office must maintain at least a 2.5 cumulative grade point average and will be evaluated at the end of the Spring and/or end of the Summer terms.

Any variation from the above policy must be approved by the Admissions and Financial Aid Committee. The process for appeal is stated in the college catalog.

Applications for renewal of loans and grants-in-aid by upperclassmen should be made before April 1.

Announcement of academic scholarships and other awards is generally made between April 1 and July 1 each year.

All correspondence concerning applications for scholarships and loans should be addressed to: Financial Aid Office, Gardner-Webb College, Box 955, Boiling Springs, North Carolina 28017. Toll-free (N.C. only) 1-800-222-2311.

## Academic Information for GOAL Students

### ACADEMIC COUNSELING

Each student who is admitted to the GOAL Program is assigned a faculty adviser who assists in the development of a written program of studies.

### ACADEMIC LOAD

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



## REGISTRATION

Registration is conducted on-site both on the Gardner-Webb campus and at all regional centers in August, January, and June of each year. The Registration team consists of representatives of the following offices/departments at Gardner-Webb: Registrar, Special Studies, Business Office, Financial Aid, Student Services, Veteran's Affairs, Bookstore, 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 advisor prior to Registration.

There is a charge of \$25 for late registration. A student may not register for classes after the second class meeting. A student may register at any one of the centers for courses offered in all centers.

## COST OF INSTRUCTION

The cost of instruction has been set at \$72 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 or more who are legal North Carolina residents enrolled in their first undergraduate program are eligible for the N.C. Legislative Tuition grant which for the year 1983-84 amounts to \$375 per semester (fall and spring only).

## 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 year-book for \$15. Class rings may be ordered at the college Bookstore at any time.

## READMISSION

**Any student who does not register for two consecutive terms must apply for readmission.** An application for readmission should be filed with the Assistant Academic Vice President 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.

## 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 or the Assistant Academic Vice President within one week from the beginning of the semester. A 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 Office of Student Services 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. No hours attempted are recorded for the W or WP grades.

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 without charge with the permission of the instructor of the course. Area residents not desiring credit may audit a class, with the permission of the instructor, without charge except where special fees are involved. All auditors must file an application with the Office of Special Studies.

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. Summer study at another institution cannot be used to improve one's academic standing.

## WITHDRAWAL, SUSPENSION, EXPLUSION

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 Student Services, 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.
3. Immorality, engaging in lewd, obscene or offensive behavior, speech or writing.
4. Use or possession of alcoholic beverages or drugs, in violation if they occur on the main campus in Boiling Springs or in any regional center, or disorderly conduct as a result of the above consumption.
5. Gambling in all forms.
6. Physical or verbal abuse or undue humiliation, intimidation, or placing a person under mental duress and/or fear of im-



minent physical danger is prohibited.

7. Appearance—Men and Women. Inappropriate dress and ungroomed hair.
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.

## 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 (page 34 of the Student Handbook.)

## REFUND POLICY

It is the policy of Gardner-Webb College to give full refund to students officially withdrawing from classes prior to the first day of day classes. This request should be made in writing to the Assistant Academic Vice President. After the term begins, full refund cannot be given. Registration in the college is considered a contract binding the student and his/her parents for charges for the entire semester.

However, provision is made for partial refund in the event of withdrawal covered by reasons of a providential nature (personal illness or death in the immediate family):

1. In the event a student plans to reenter, a prorata refund of tuition and fees will be allowed as a credit toward a later term, if withdrawal is providential.
2. Should the withdrawal be interpreted as providential by the college and should the student choose a cash refund, one-half (½) pro-rata will be granted on tuition, until one (1) week after mid-term report.
3. No refund of any type will be granted in the event of suspension or expulsion.

## ACADEMIC APPEALS

Students may appeal academic decisions by first appealing to the professor making the decision. If the problem of appeal is not satisfactorily resolved, the student may then appeal to the department chairman, the Assistant Academic Vice President, the Vice President for Academic Affairs, and the Educational Policy Committee, in that order. All academic appeals should be made in writing no more than 18 months after the date of the decision being appealed.

## CLASSIFICATION OF STUDENTS

Juniors—students fully 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.

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.

## 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 the 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 Point 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 his/her cumulative average up to that required of the class. If (s)he 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 for the class (s)he will be continued on probation for another semester.

If, at any time, while on academic probation the student's semester and cumulative average fall below that required of his/her class, 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. 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 semester 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. The student is also responsible for filing an Application for Graduation with the Registrar and ordering cap and gown from the Bookstore at the beginning of 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 the Development House, seeks to assist students in obtaining positions in their chosen fields. The Family Educational Rights and Privacy Act of 1974 provides that 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.

## BOOKSTORE

The College Bookstore, located in the lower level of the Charles I. Dover Student Center, provides all the books and materials needed by students for their courses of study. Books are available on site at off-campus centers during registration or may be ordered, prepaid, with an additional charge of \$1 for postage and handling. Bookstore personnel will bring appropriate books for students taking courses at centers other than the location of registration if notified in advance. Class rings and caps and gowns must be ordered in writing. Book buy-back is conducted by book companies during the week of final examinations each fall and spring semester at selected locations.



## REGISTRATION OF AUTOMOBILE

All automobiles must be registered with the Security office during registration for classes on the Gardner-Webb campus. The current car registration fee is \$25 for fall and spring semesters and \$5 for the summer terms. A decal is issued for each automobile.

## Core Course Descriptions (all programs except Teacher Education)

The first digit indicates the number of required classroom hours per week at most centers. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

### Mathematics 300, Applied Discrete Mathematics

A study of probability, statistics, logic, mathematics of finance, and linear algebra with emphasis on applications in conjunction with the computer. 2-0-3.

### Mathematics 316, Probability and Statistics

Introductory principles of probability and their applications. Basic statistical analysis. Prerequisite: One college mathematics course. 2-0-3.

### English 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.

### Physical Education 338, Adult Fitness

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

### Science 301, Practical Life Science

The practical versus the classical aspects of science are discussed. Hobbies, physical fitness, population and aging, with quality of life and survival. 2-0-3.

### Science 302, Practical 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 on the environment. Literature of ecological movement in the U.S. since 1960. Field trips. 2-0-3.

### Psychology 308, Personal Assessment and Adjustment

An examination of life goals, career plans, self-identity, and adjustment strategies. 2-0-3.

### Religion 304, Survey of the Old Testament

If a student has successfully completed Religion 101, Introduction to Old Testament, or its equivalent, (s)he cannot take this course for credit. 2-0-3.

### Religion 305, Survey of the New Testament

If a student has successfully completed Religion 102, Introduction to New Testament, or its equivalent, (s)he cannot take this course for credit. 2-0-3.

### Music 320, Survey of Music

If a student has successfully completed Music 125, Music Appreciation, or its equivalent, (s)he cannot take this course for credit. 2-0-3.

### English 332, American Literature

Representative American writers from the 18th century to the present. 2-0-3.

### French 203, French Literature in Translation

Representative selections of French Literature in English translation. Lectures, class discussion, and reports, oral and written. 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.

### History 301, Issues in Western Civilization, 1500-1815

Survey of Modern Western Civilization. Beginning with the Renaissance, and including the Reformation and the Enlightenment, this study concludes with the French Revolution. 2-0-3.

### History 302, Issues in Western Civilization Since 1815

Survey of Modern Western Civilization. Beginning with the Congress of Vienna and the Romantic Era, this course attempts a perspective of the last century and the present one. 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.

### 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.

## **Major Programs Of Study**

### **Accounting,**

### **Business Administration,**

### **Business Management,**

### **Management Information Systems**

### **(MIS)**

### **Health 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 and health management are available to qualified GOAL students. The accounting and health management degree programs are projected for the fall semester of 1984, contingent upon sufficient interest.

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.

#### **Sem. Hrs.**

<b>I. College Core Requirements</b>	<b>30-33</b>
Communication	6
Math (3)	
English (3)	
Health and Fitness	3
Science and Technology	6
Personal Assess and Adjustment	3
Humanities	6-9
Religious Studies (3-6)	
Fine Arts/Literature/Foreign Language (3)	
Social/Behavioral Science	6
Western Civilization	
Race Relations	
U.S. in the Twentieth Century	
State and Local Government	
Social Psychology	
<b>II. Accounting Major Requirements</b>	<b>30</b>
(Prerequisites: 6 semester hours in Accounting Principles, 6 semester hours in Economics, 6 semester hours in Intermediate Accounting, 3 semester hours in Cost Accounting, 3 semester hours in Federal Income Taxation) Business Administration 305, 310, 312, 318, 325, 480 Accounting 360, 370, 435, 450	
<b>Electives</b>	<b>1-4</b>
	<b>64</b>
<b>II. Business Administration Major Requirements</b>	<b>31</b>

(Prerequisites: One year of Accounting, one year of Economics)

Business Administration 305, 310, 312, 318, 325, 480

Management 316

10 semester hours of Business Electives

**Other Electives**

0-3

#### **II. Business Management Major Requirements**

31

(Prerequisites: One year of Accounting, one year of Economics, 6 additional hours in Business courses)

Business Administration 305, 310, 312, 318, 325, 480

Management 316, 400, 416

4 hours of Business Electives

**Other Electives**

0-3

#### **II. Health Management**

(Prerequisites: Associate's degree in Occupational Therapy, Food Service, Nuclear Medicine, Radiologic Technology, Biomedical Electronics Technology, or Nursing, including 9 quarter/6 semester hours English (101, 102), 9 quarter/6 semester hours social science, 24 quarter/16 semester hours science)

<b>A. Core Requirements:</b>	<b>24</b>
History/Political Science	6
Mathematics 216, 112	6
Religious Studies	6
Fine Arts/Literature/Foreign Language	3
Health Maintenance, Promotion and Wellness	3
<b>B. Major Requirements:</b>	<b>40</b>
Health 300, 101, 302, 303, 304, 306, 307, 308, 309	27
Management 316, 400	6
Business Administration 305, 310	6
Internship 420	1

#### **II. Management Information Systems (MIS) Major Requirements**

31

(Prerequisites: One year of Accounting, one year of Economics, proficiency in a programming language)

Business Administration 305, 310, 312, 318, 325, 480

Management 316

Management Information Systems 371, 432, 433

1 hour of Business Elective

**Other Elective**

0-3

The GOAL Coordinators of the Broyhill School may substitute major requirements where necessary. tape 10a

## **Business Course Descriptions**

### **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 354, 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 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. 2-0-3.

**Business Administration 310, Business Law**

The American Legal system, crimes and torts, the regulation of business, contracts, personal property, bailments, and sales. 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. Prerequisite: Senior standing. 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 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 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 development with emphasis on micro computers and their operating systems. 2-0-3.

**Management Information Systems 432, Information Systems Planning**

An introduction to the financial, technical, and strategic information systems process. The course will cover development of information systems. 2-2-3.

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

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

**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 Economics**

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 cycles are also examined. Prerequisite: Economics 301 or equivalent. 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.

301 - Accounting for Health Management. 2-0-3.



- 302 - Budgeting for Health Management. 2-0-3.
- 303 - Finance for Health Management. 2-0-3.
- 304 - Economics of Health Care. 2-0-3.
- 306 - Contemporary Issues in Health Care. 2-0-3.
- 307 - Strategic Planning and Marketing in Health Care. 2-0-3.
- 308 - Health Policy Seminar. 2-0-3.
- 309 - Human Relation Development for the Health Manager. 2-0-3.

## Criminal Justice

The Criminal Justice major is a cooperative program between Gardner-Webb College and several other institutions, including Cleveland Technical College, Davidson County Community College, Gaston College, Isothermal Community College, Mitchell Community College, Surry Community College, and Western Piedmont Community College. The program provides courses permitting the student to earn an Associate Degree in Law Enforcement at another institution and the Bachelor of Science Degree in Social Science with a concentration in Criminal Justice from Gardner-Webb. Students not wishing to receive the Associate Degree in an approved program will be required to take appropriate work at a two-year institution in order to complete the B.S. Degree at Gardner-Webb. The Criminal Justice student in the GOAL Program will generally be expected to receive the Associate Degree in an approved area as a prerequisite for entering the Gardner-Webb Criminal Justice Program.

	Sem. Hrs.
I. College Core Requirements	30
Communication	6
Math	
English (3 hrs. minimum)	
Health and Fitness	3
Science and Technology	6
Personal Assessment and Adjustment	3
Humanities	6
Religious Studies (3)	
Fine Arts/Literature/Foreign Language (3)	
Social/Behavioral Science	6
Western Studies (6)	
II. Major Requirements	15
Political Science 314	3
Health 401	3
Sociology 400	3
Psychology 401	3
Management 400	3
III. Electives (Required)	9
Religious Studies (3)	
Science (3)	
Math (3)	
Other Electives (Student may choose ten (10) hours from the following, as offered)	
Political Science 304 (3)	
Political Science 315 (3)	
Sociology 202 (3)	
Sociology 310 (3)	
Psychology 305 (3)	
Psychology 206 (3)	
History 319 (3)	
Criminal Justice 410 (3)	
Criminal Justice 420 (3)	
Criminal Justice 430 (3)	
Criminal Justice 495 (1-3)	

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 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, Personal 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.

#### 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.

#### 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, Developmental Psychology. 2-0-3.



### **Psychology 206, Developmental Psychology**

The psychological evolution of the individual through the life span and effect of the bio-social field on that evolution. 2-0-3.

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

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 administrative 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 495, Independent Study**

Independent study of selected problems in Criminal Justice. Credits to be arranged.

### **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. Credits to be arranged.

## **Human Services Program**

The Human Services Degree 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 Degree Program should normally have an Associate's Degree in an appropriate area. Successful completion of courses attempted in the liberal arts and social/behavioral sciences is required.

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.

	<b>Sem. Hrs.</b>
<b>I. College Core Requirements</b>	<b>30-33</b>
Communications	6
Math	3
English	
Health and Fitness	
Science and Technology	6
Personal Assessment and Adjustment	3
Humanities	6-9
Religious Studies (3-6)	6
Literature/Fine Arts/Foreign Language (3)	
Social/Behavioral Sciences	6
Western Civilization	
Race Relations	
U.S. in the Twentieth Century	
State and Local Government	
Social Psychology	
<b>II. Major Requirements</b>	<b>16-31</b>
Human Services	
300 Ethical Issues in the Helping Professions	3
301 Treatment Modalities	3
302 Group Dynamics	3
400 Legal Issues in the Helping Professions	3
491 Seminar in Human Services	1
With the approval of the adviser, select from 3 to 21	3
hours:	
Psychology	
305 Personality	
401 Psychopathology	3
402 Introduction to Counseling	3
406 Psychology of Exceptionality	3
444 Psychological Measurement and Appraisal	3
Sociology	3
311 Social Research Methodology	
315 Social Deviance	3
Health Education	3
322 Helping Relationships for Health Sciences	
401 Drug/Alcohol Education	3
416 Sexuality/Sex Education	3
431 Problems in Health Education	3
<b>III. Electives</b>	<b>3-18</b>
Selected with approval of faculty adviser. Credits in religious studies, science, and math must be included.	

## **Human Services 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. 1-0-1.

### **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.

### **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 Gazla 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.

## **Elementary Education Program**

Subject to change after implementation of the Quality Assurance Program.

Education Admission Criteria:

1. Associate degree or equivalent (64 semester hours) in a curricular area and from an institution approved by Gardner-Webb College
  2. A minimum grade point average of 2.25 (C +)
  3. Curriculum application and department requirements must be met no later than the end of the second semester of classwork with Gardner-Webb. One department requirement is passing the four STEP tests (Sequential Tests of Educational Progress), which are given annually at selected centers, with 25 percentiles.
  4. Prerequisite basic college level courses:
    - a. English 101 and 102 or equivalent (composition/Introduction to Literature)
    - b. Mathematics 101 or equivalent (principles of mathematics)
    - c. Natural/Physical Science, 8 semester hours
    - d. History 101 and 1-02 or equivalent (western civilization)
    - e. Religion 1-01 or 102 or equivalent (Old Testament/New Testament)
    - f. Personal/Community Health
    - g. Physical Education-Activity
- NOTE: The basic prerequisite college level courses are not offered through GOAL Teacher Education. 4-9 prerequisites: Courses for areas of concentration are not offered in the GOAL Program, as a general rule.
5. Before any GOAL student may take the STEP tests or any Education prefixed course, the student must have successfully completed a minimum of 24 or the 32 hours of basic college level courses.

In addition, it is recommended that the GOAL student complete: Political Science and Cultural Anthropology prior to taking the STEP.

Until this requirement is met, the student will not be considered for application into the Teacher Education Curriculum.
  6. Education courses in the major must be completed with Gardner-Webb College; however, major course work from senior institutions will be evaluated by the Department of Education of Gardner-Webb.
  7. Application to the Student Teaching Semester or "Block" should be submitted to the Education Department of Gardner-Webb by the time the student has completed three years of study (needing no more than 30 semester hours to graduate.) This application is due by February 1 for Fall Semester and September 15 for Spring Semester. A fee of \$25 is charged for late application.
  8. The final semester (Methods, Reading Practicum and Student Teaching) is offered during the day at one of three (Surry, Spring; Iredell, Fall; and Boiling Springs, Fall and Spring) regional student teaching centers.



**Transfer of Credits.** The Department of Education does not accept transfer credits from two-year institutions in lieu of any portion of the 30-hour major requirement in education.

**Double Endorsement Policy.** In order for a student declared as an Early Childhood Major to receive additional endorsement in Middle School/Intermediate Education, completion of the following additional courses shall be required:

Psy	302	Adolescent Psychology (Psy 206/306, Developmental Psychology, will suffice for both.)
Math	204	Mathematics for Elementary Teachers
Ed	314	Practicum in Reading (4-6/6-9)
Ed	322	Children's Literature (4-6/6-9)
Ed	340	Middle School Curriculum

Academic Concentration in two areas will be required, i.e., Language Arts and Science.

In order for a student declared as Middle School/Intermediate Major to receive additional endorsement in Early Childhood Education, completion of the following additional courses shall be required:

Mus	346	Music Methods
Art	302	Art Education Materials Materials (Skills)
Ed	312	Reading Practicum (K-4)
Ed	320	Children's Literature (K-4)
Ed	345	Early Childhood Curriculum
Psy	301	Child Psychology (Psy 206/306, Developmental Psychology, will suffice for both.)
PSc	202	United States Government
His	202	United States History since 1877
Geog	101	Introduction to Physical Geography

**Exit Policy.** The following conditions must be met by each student graduation after Student Teaching:

1. 2.25 Cumulative Quality Point Ratio
2. Completion of 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 Student Teacher.

## Early Childhood Education K-4 Certification

Sem. Hrs.

1. College Core Requirements	
Communication	
Education 360, Reading (K-4)	3
Education 362, Language Arts in the Elementary School	3
Health and Fitness	
Health 320, Health Education	3
P.E. 301, Physical Education Methods	3
Science and Technology	
Science Education 301, Science Education 302, Life and Physical Science	4-8
Math 330, Math/Science Methods	3
Social/Behavioral Science	
American History 319	3
Political Science 302, U.S. Government	3
Sociology 320, Cultural Anthropology	3
Humanities	

English 331, English Literature	3
English 332, American Literature	3
Art 301, Skills and Appreciation	3
Music 345, Music Foundations	3
Music 346, Music Methods	3

II. Major	
Education 310, Materials and Media	3
Education 312, Reading Practicum	3
Education 320, Children's Literature	3
Education 345, Curriculum	3
Education 425, Modern Foundations of Education	3
Education 430, Methods of Teaching	3
Education 450, Student Teaching	6
Psychology 306, Development Psychology	3
Psychology 303, Educational Psychology	3
Total Semester Hours	73-77

## Middle School Education 4-6/6-9 Certification

Sem. Hrs.

I. College Core Requirements	
Communication	
Education 361, Reading (4-6/6-9)	3
Education 362, Language Arts in the Elementary School	3
Health and Fitness	
Health 320, Health Education	3
P.E. 301, Physical Education Methods	3
Science and Technology	
Science Education 301, Science Education 302, Life and Physical Education	4-8
Math 330, Math/Science Methods	3
Math 301, Mathematics for Elementary Teachers	3
Social/Behavioral Science	
300 level American History	3
300 level Political Science (U.S. Gov't.)	3
Sociology 320, Cultural Anthropology	3
Humanities	
300 level American Literature	3
300 Level English Literature	3
Art 301, Skills and Appreciation	3
Music 345, Music Foundations	3

II. Major	
Education 310, Materials and Media	3
Education 314, Reading Practicum (4-6/6-9)	3
Education 322, Children's Literature (4-6/6-9)	3
Education 340, Curriculum (4-6/6-9)	3
Education 425, Modern Foundations of Education	3
Education 431, Methods of Teaching (4-6/6-9)	3
Education 450, Student Teaching	6
Psychology 302, Developmental Psychology	3
Psychology 303, Educational Psychology	3
Total Semester Hours	70-74

**Double Endorsement Policy.** In order for a student declared as an Early Childhood Major to receive additional endorsement in Middle School/Intermediate Education completion of the following additional courses shall be required:



Psy	302	Adolescent Psychology
Math	204	Mathematics for Elementary Teachers
Ed.	314	Practicum in Reading (4-6/6-9)
Ed.	322	Children's Literature (4-6/6-9)
Ed.	340	Middle School Curriculum

Academic Concentration in two areas will be required (i.e., Language Arts and Science).

In order for a student declared as a Middle School/Intermediate Major to receive additional endorsement in Early Childhood Education, completion of the following additional courses shall be required:

Mus	346	Music Methods for Teaching
Art	302	Art Education Materials (Skills)
Ed.	312	Reading Practicum (K-4)
Ed.	320	Children's Literature (K-4)
Ed.	345	Early Childhood Curriculum
Psy	301	Child Psychology
Pol Sci	202	United States Government
His	202	United States History (Since 1877)
Geo	101	Introduction to Physical Geography

**Exit Policy.** The following conditions must be met for certification after Student Teaching:

1. 2.25 Cumulative Quality Point Ratio
2. Completion of the National Teachers Exam
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 student teacher.

## Early Childhood Course Description

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

### Education 360, Reading Foundations (K-4)

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

### Education 362, Language Arts in the Elementary School

Planning, teaching, and evaluating language arts in the elementary school. 2-0-3.

### Health 320, Health Education

Methods and materials for classroom instruction in health and safety for the elementary teacher. 2-1-3.

### Physical Education 301, School Activities

A course in methods and materials, theory, and program building in physical education. 2-1-3.

### Science Education 301, Life and Physical Science

An introduction to the physical sciences with emphasis on Physics and Chemistry. 2-2-4.

### Science Education, 302, Life and Physical Science

An introduction to the earth and biological sciences with emphasis on Geology, Astronomy and Biology. 2-2-4.

## Mathematics 330, Methods of Teaching

### Mathematics and Science

Planning, teaching and evaluating mathematics and science in the elementary school. 2-0-3.

## History 304, Survey of United States History

2-0-3.

## 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.

## Sociology 320, Cultural Anthropology

A study of the nature and growth of culture in primitive and contemporary non-industrial societies. 2-0-3.

## English 332, American Literature Survey

Representative writers from the eighteenth century to the present. 2-0-3.

## English 331, English Literature Survey

Representative writers from the eighteenth century to the present. 2-0-3.

## Art 301, Art Skills and Appreciation

The course will consist of two studio hours in skills appropriate for elementary school. The studio hours will be complemented by two hours of lecture in art appreciation. 2-2-3.

## Music 345, Music Foundation for the Classroom Teacher

Provides background in theory and music appreciation for classroom teachers. No previous experience necessary. Includes piano and autoharp chording, singing, fundamentals, and recorder. Survey of music history from Baroque to present day. 2-0-3.

## 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.

## 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 (K-4)

Provides experience for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the K-3 level. Prerequisite: Education 360. 1-3-4.

## Education 320, Children's Literature (K-4)

A critical study of classical and current books and materials for children on the K-3 level. Recommended prerequisite: Education 360. 2-0-3.

## Education 345, Early Childhood Curriculum

A study of the design, implementation, and evaluation of child-centered experiences appropriate for the learner enrolled in a nursery, kindergarten, or primary education setting. 2-1-3.



**Education 425, Modern Foundations of Education**

A study of the social, cultural, and philosophical influences on the development of the elementary child and the origin and development of education in the United States for the elementary level. 2-0-3.

**Education 430, Methods of Teaching (K-4)**

Provides an understanding and application of the use of materials and teaching methods. Laboratory experience with children on the K-4 level is required. 2-3-3.

**Education 450, Student Teaching**

An eight-week day-time period of full-time supervised teaching at the appropriate level designed to provide the complete range of teacher's work and its interlocking relationships. 0-90 or more (total)-6.

**Psychology 306, Developmental Psychology for Teachers**

The psychological evolution of the individual through the life span and effect of the biological field on that evolution. If a student has successfully completed Psychology 206, Developmental Psychology, or its equivalent, (s)he cannot take this course for credit. 2-0-3.

**Psychology 303, Educational Psychology**

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

## Middle School Course Descriptions

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

**Education 361, Reading (4-6/6-9)**

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

**Education 362, Language Arts in the Elementary School**

Planning, teaching, and evaluating language arts in the elementary school. 2-0-3.

**Health 320, Health Education**

Methods and materials for classroom instruction in health and safety for the elementary teacher. 2-1-3.

**Physical Education 301, School Activities**

A course in methods and materials, theory, and program building in physical education. 2-1-3.

**Science Education 301, Life and Physical Science**

An introduction to the physical sciences with emphasis on Physics and Chemistry. 2-2-4.

**Science Education 302, Life and Physical Science**

An introduction to the earth and biological sciences with emphasis on Geology, Astronomy, and Biology. 2-2-4.

**Mathematics 301, Mathematics for Elementary Teachers**

A study of real numbers, probability, statistics, geometry, and algebra. Prerequisite: Mathematics 101. 3-0-3.

**Mathematics 330, Methods of Teaching Mathematics and Science**

Planning, teaching and evaluating mathematics and science in the elementary school. 2-0-3.

**History 304, Survey of United States History**

2-0-3.

**Political Science 302, United States Government**

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

**Sociology 320, Cultural Anthropology**

A study of the nature and growth of culture in primitive and contemporary non-industrial societies. 2-0-3.

**English 332, American Literature Survey**

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

**English 331, English Literature Survey**

Representative writers from the eighteenth century to the present. 2-0-3.

**Art 301, Art Skills and Appreciation**

1-2-3.

**Music 345, Music Foundations for the Classroom Teacher**

Provides background in theory and music appreciation for classroom teachers. No previous experience necessary. Includes piano and autoharp chording, singing, fundamentals, and recorder. Survey of music history from Baroque to present day. 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 314, Practicum in Reading (4-6/6-9)**

Provides experiences for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the 4-9 level. Prerequisite: Education 361. 1-3-4.

**Education 322, Children's Literature (4-6/6-9)**

A critical study of classical and current books and materials for children on the 4-9 level. Recommended prerequisite: Education 361. 2-0-3.

**Education 340, Middle School Curriculum**

A study of the trends and organization of the curriculum with emphasis on design, implementation, and evaluation of experiences appropriate for the transescent learner. 2-1-3.

**Education 425, Modern Foundations of Education**

A study of the social, cultural, and philosophical influences on the development of the elementary child and the origin and development of education in the United States for the elementary level. 2-0-3.



### **Education 431, Methods of Teaching (4-6/6-9)**

Provides an understanding and application of the use of materials and teaching methods. Laboratory experience with children on the 4-6/6-9 level is required. 2-3-3.

### **Education 450, Student Teaching**

An eight-week day-time period of full-time supervised teaching at the appropriate level designed to provide the complete range of teacher's work and its interlocking relationships. 0-90 or more (total)-6.

### **Psychology 306, Developmental Psychology for Teachers**

The psychological evolution of the individual through the life span and effect of the biological field on that evolution. If a student has successfully completed Psychology 206, Developmental Psychology, or its equivalent, (s)he cannot take this course for credit. 2-0-3.

### **Psychology 303, Educational Psychology**

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

**Areas of Concentration:** See faculty adviser for requirements.

## **Summer Enrichment Experience (SEE)**

Dr. Jim Taylor  
110 Lindsay

SEE is a comprehensive two-week summer residential program designed to provide an enriched educational experience for academically gifted students who are currently enrolled in the sixth, seventh, eighth, and ninth grades.

Candidates are nominated by their respective schools. Admission criteria for academic achievement correlate with the North Carolina public school guidelines for identification of gifted students. These criteria are:

1. a recommended minimum score of 120 on an individual group mental ability test
2. achievement test score (total battery score) at least two grade levels above placement, or a specific subject score (such as math) of three grade levels above placement
3. recommendation by a teacher or counselor and approval of the school principal

The goal of this program is an enriched learning experience for selected gifted students. The objectives include:

1. stressing the development and use of thinking and listening skills
2. providing a unique combination of learning activities with emphasis on academic quality and high interest
3. providing an opportunity for students to interact with members of a college faculty
4. designing physical activities for fitness, lifetime sport skills, and enjoyment

5. exposing students to the fine arts and various cultural events
6. providing support services as needed
7. ensuring careful supervision of leisure time and dormitory activities

The major content areas are drawn from departments within the college. Each student chooses three areas of study from the following: science, mathematics, English, foreign language, social sciences, fine arts, and physical education. All determinations of instructional content, staffing, and services are made after consultation with individual departments. In each area of study, the emphasis is on topics to complement rather than to duplicate those which are covered in the public school curriculum. For example, the science curriculum includes aspects of ecology, geology, or astronomy which are beyond the scope of the regular school curriculum.

In addition to taking three classes, students participate in afternoon recreational activities and in special educational experiences on the weekend. Recreation time is devoted to activities with emphasis on enjoyment and participation. Included are swimming, softball, racquetball, basketball, volleyball, tennis, and soccer-speedball. On the weekend, the students may go on field trips, attend plays, visit museums, or visit points of interest.

The expertise of the faculty, the physical facilities, and the commitment of the college to a quality program are the strengths of the instructional program. The social activities and dormitory life appeal to students, and the close supervision of students by dorm counselors and staff members reassure parents that the students are carefully supervised twenty-four hours a day.

Application forms and additional information concerning the SEE Program may be obtained by writing to Director of Summer Enrichment Experience Program, Gardner-Webb College, Boiling Springs, N.C. 28017 or by calling (704) 432-2361 or 1-800-222-2312 (toll free in North Carolina only).

## **Summer School**

Gardner-Webb College provides a qualitative, comprehensive Summer School. 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. High school graduates are encouraged to begin their college careers during the summer. Any student enrolled at another college may present a notice from his/her own college approving attendance at Gardner-Webb, and credit will be transferred to his/her college. A student generally carries a six-semester-hour load during each five-week term. Registration is conducted at the beginning of each term. Application for admission/readmission should precede Registration by at least two weeks.

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 are provided during the Summer School.



# 1984

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WAYNE D. WIKE, M.Div., Religion  
B.A., Gardner-Webb College; M.Div., Southern Baptist  
Theological Seminary.

RICHARD M. WRIGHT, M.Ed., Mathematics  
B.S., Appalachian State University; M.Ed., Converse College.



# Whom To See

ACADEMICS—Dr. Larry L. Sale, Assistant Academic Vice President for Special Studies, Room 103, Webb Building

ACADEMIC COUNSELING—Faculty Adviser (See department of your major.)

ADMISSIONS—Mr. F. Keith Griggs, Assistant Dean of Special Studies, Room 103, Webb Administration Building

AUTO REGISTRATION, TRAFFIC, PARKING—Mr. Gordon Washburn, Director of Security

BOOKSTORE—Mr. Dennis Aldridge, Ground Floor, Charles I. Dover Student Center

BUSINESS MATTERS—Mr. Barry Hartis, Vice-President for Business and Finance, Room 112, Webb Administration Building

CALENDAR OF EVENTS—Student Services, Charles I. Dover Student Center

COLLEGE MINISTER—Rev. Monroe Ashley, Elliott House

COURSE CHANGES—Faculty Adviser, then Mr. Robert Abrams, Registrar, Room 107, Webb Administration Building

COURSE DROP/WITHDRAWAL—Ms. Margaret King, Secretary to the Vice President for Student Services, Room 109, Charles I. Dover Student Center

FINANCIAL AID—Mrs. Marie Martin, Director of Financial Aid, Room 207, Webb Administration Building

GRADUATION—Mr. Robert Abrams, Registrar, Room 107, Webb Administration Building

ID CARDS—Mrs. Vickie Webb, Room 102, Charles I. Dover Student Center

INFORMATION SERVICES—Mr. Dave Robertson, Director of Information Services, Student Center

LIBRARY—Ms. Thelma Hutchins, Library Director, John R. Dover Memorial Library

PAYMENT OF FEES—Business Office, Room 109, Webb Administration Building

PLACEMENT SERVICES—Mrs. Libby Alexander, Director of Placement, Development House

PRESIDENT—Dr. Craven E. Williams, Room 202, Webb Administration Building

REGISTRATION—Mr. Robert Abrams, Registrar, Room 107, Webb Administration Building

STUDENT SERVICES—Mr. Melvin R. Lutz, Vice President for Student Services, Room 108, Charles I. Dover Student Center.

Dr. Gerald White, Director of Men's Services,  
Room 102, CID

Ms. Ruth Kiser, Director of Women's Services,  
Room 103, CID

Dr. Mary Lee Taylor, Director of Counseling Services,  
Room 114, CID

TRANSCRIPTS—Mrs. Barbara Merritt, Room 107, Webb Administration Building

VETERAN AFFAIRS—Mr. Robert Abrams, Room 108, Webb Administration Building

Regular College Telephone: (704) 434-2361



# Application for Admission to Evening College

Boiling Springs, North Carolina 28017

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

- Complete all items of the application, unless you have previously attended Gardner-Webb.
- If you are applying for readmission, please request an Application for Readmission. There is no processing fee for readmission application.
- If you are applying as a transfer student who has successfully completed 64 semester hours with at least a 2.0 grade average, you should 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 transcripts sent to the Office of Special Studies, Gardner-Webb College, Boiling Springs, NC 28017.
- (Management Education Program—on-site industry programs—only) If you are applying as a freshman with fewer than 15 semester hours, you should request your high school to send your high school transcript to the Office of Special Studies at the above address.
- A \$15 processing fee is required. Please send with this application to the Office of Special Studies at the above address.

Name \_\_\_\_\_  
Last First Middle/Maiden Preferred Social Security No.

Mailing Address \_\_\_\_\_  
Street City State County Zip Phone No.

Business Address \_\_\_\_\_  
Name Street City State County Zip Phone No.

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

Proposed Date of Enrollment: Fall 19 \_\_\_\_ Spring 19 \_\_\_\_ 1st Summer \_\_\_\_ 2nd Summer \_\_\_\_ Birthdate \_\_\_\_  
Month Day Year

Location of program: On GWC Campus \_\_\_\_ Other (specify) \_\_\_\_

Type of Degree: BS \_\_\_\_ Non Degree Seeking Student \_\_\_\_ Probable Major \_\_\_\_

Age \_\_\_\_ Sex \_\_\_\_ Race \_\_\_\_ Birth Date \_\_\_\_ Birth Place \_\_\_\_ Height \_\_\_\_ Weight \_\_\_\_

North Carolina Resident Yes \_\_\_\_ No \_\_\_\_ For How Long? \_\_\_\_ U.S. Citizen? (If not give nationality) \_\_\_\_ Yes \_\_\_\_ No \_\_\_\_

Veteran? Yes \_\_\_\_ No \_\_\_\_ Branch of Service \_\_\_\_ Length of Service \_\_\_\_ Date of Discharge \_\_\_\_

Financial Aid Requested? Yes \_\_\_\_ No \_\_\_\_ Religious Affiliation \_\_\_\_

TRANSFER STUDENTS—List all Colleges (and locations) attended: \_\_\_\_\_  
Dates Degrees Earned

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

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

Are you eligible to return? Yes \_\_\_\_ No \_\_\_\_ Reason for leaving \_\_\_\_\_

Do you have any physical handicap which we should know about? Yes \_\_\_\_ No \_\_\_\_ If yes, please explain briefly: \_\_\_\_\_

Have you within the past year experienced any emotional or nervous disturbance requiring the aid of a physician? Yes \_\_\_\_ No \_\_\_\_

If yes, please explain briefly and list name and address of physician: \_\_\_\_\_

Have you ever been arrested (other than traffic violation)? Yes \_\_\_\_ No \_\_\_\_

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

Within this space state briefly 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 \_\_\_\_\_



1. Sign Post (Center For Deaf Students)

2. Development House

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. Church Annex

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

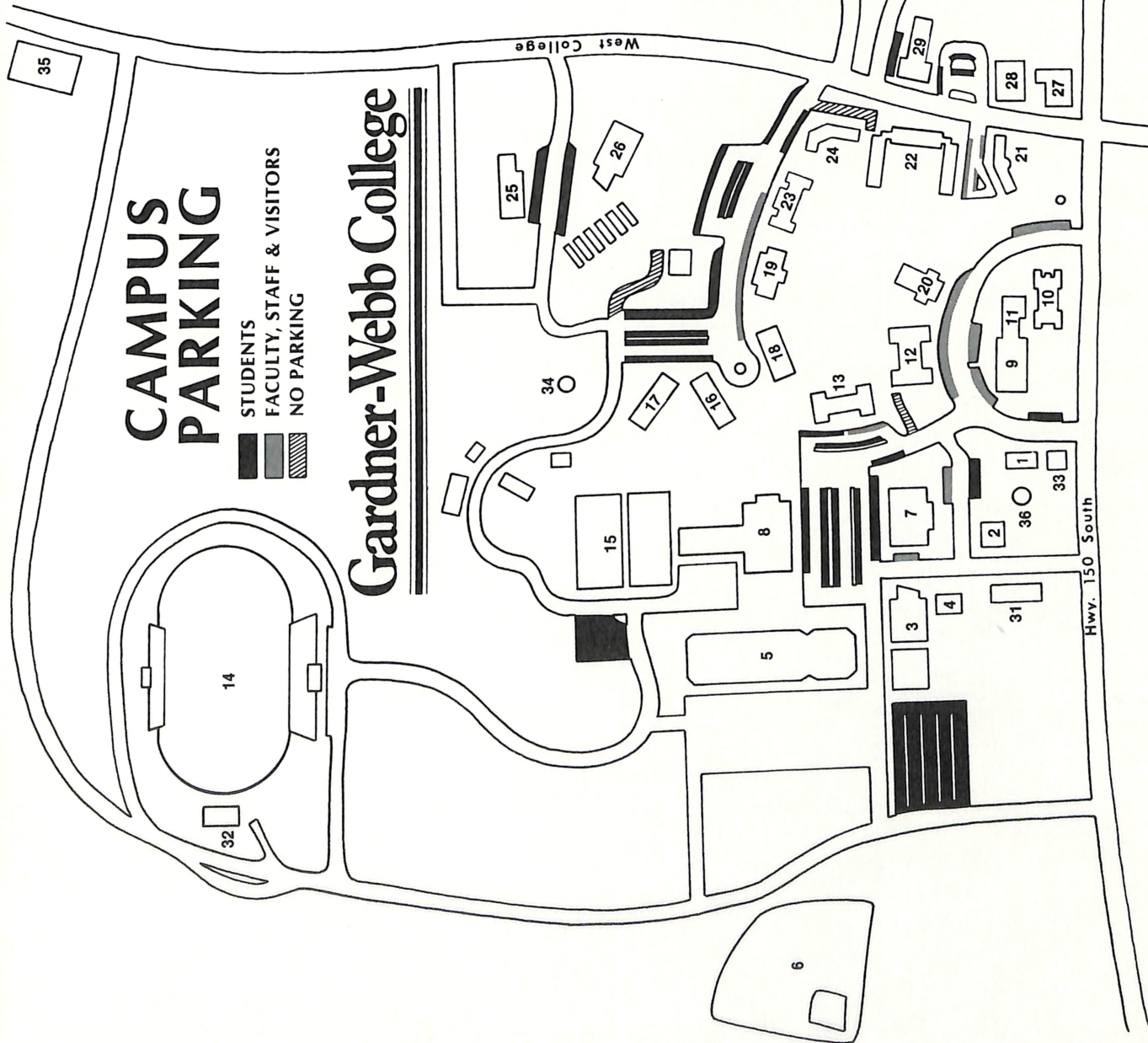
32. V.F. Hamrick Field House

33. Potter House

34. Spring

35. Crawley Hospital

36. Kathleen N. Dover Garden





**Gardner-Webb College**  
Boiling Springs, N. C. 28017