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GOAL Undergraduate Academic Catalogs

Gardner-Webb University Academic Course
Catalogs

1982

1982 - 1983, Gardner-Webb GOAL Academic Catalog

Gardner-Webb University

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Gardner-Webb College

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

CONTINUING EDUCATION BULLETIN 1982-1983

1982-1983

**GARDNER-WEBB COLLEGE
CONTINUING EDUCATION
BULLETIN**

ANNOUNCEMENTS FOR 1982-83

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.

CONTINUING EDUCATION

Academic Calendar

1982-1983

FIRST SEMESTER — Evening

August 18-19	Faculty Workshop
August 23-30	Registration
August 30*	Classes Begin
October 9-15	Mid-term Reports
October 18-19	Fall Break
October 30	Homecoming
November 24-27	Thanksgiving Holidays
December 11-17	Final Examinations

SECOND SEMESTER — Evening

January 6-13	Registration
January 17*	Classes Begin
February 26-March 4	Mid-term Reports
March 5-11	Spring Break
April 1-7**	Easter Holidays
April 16	Alumni Banquet
May 7-12	Final Examinations
May 14	Commencement, 10:00 a.m.

1983 SUMMER SCHOOL

EVENING REGISTRATION FOR BOTH TERMS — May 26-June 2

DAY REGISTRATION — June 6

FIRST SUMMER TERM — June 6-July 7 (evening classes)

SECOND SUMMER TERM — July 11-August 11 (evening classes)

SUMMER COMMENCEMENT — August 13

*Saturday classes begin August 28 and January 15.

**Easter Holidays may be used for make-up days.

1-800-222-2312
(toll-free in North Carolina)

Gardner-Webb College

1983 SUMMER SCHOOL CALENDAR

GOAL Registration (for both summer terms):

Thu., May 19 6:00 p.m. Surry Center - Surry Community College, Teaching Aud.
Isothermal Center - Isothermal Community College,
Building 1, Room 125

Mon., May 23 6:00 p.m. Iredell Center - Mitchell Community College, Rotary
Forsyth Center - Winston-Salem Career Center, 1012

Tue., May 24 6:00 p.m. Davidson Center - Davidson County Community
College, Reich Auditorium
Spartanburg Center - Spartanburg High School, 111-M

Wed., May 25 4:15 p.m. Freightliner Center, Mount Holly, Training Room
7:00 p.m. Gaston Center - North Gaston High School Auditorium
6:00 p.m. Charlotte Center - Garinger High School, Rm. 1-103

Thu., May 26 6:00 p.m. Morganton Center - Freedom High School Auditorium
Catawba Center - Newton-Conover Junior High Auditorium

Mon., May 30 6:00 p.m. Gardner-Webb Campus, Dover Chapel

Business Office will be closed 4-6 p.m.

First Term Day Registration: May 30, 9:00 a.m., Dover Chapel

GOAL classes meet May 30 through July 1.

Day classes meet May 31 through July 1.

Holiday: Monday, July 4. No classes, but 3 hours of time made up later.

Second Term Day Registration: July 5, 9:00 a.m., Dover Chapel

GOAL Registration (on campus only): July 5, 6:00 p.m., Dover Chapel*

GOAL classes meet July 5 through August 5.

Day classes meet July 6 through August 5.

Summer Commencement: August 6, 10 a.m.

Friday, June 3 is the last day to register for credit for First Term,
and Friday, July 8 is the last day to register for credit for Second
Term.

Transient students apply for Day admission and pay Day rates, whether
attending day or evening classes, since Gardner-Webb regular students
pay Day rates for all classes.

*For new GOAL registrants

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 over-

arching 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).

Description of Continuing Education Programs

Gardner-Webb College provides a variety of Continuing Education Programs including Greater Opportunities for Adult Learners (GOAL), Summer Enrichment Experience (SEE), in addition to the regular Summer School.

GOAL

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

Center	Programs
a. Catawba County Center, Newton-Conover Junior High Newton.	Business Management, Early Childhood Education, Middle School Education.
b. Charlotte Center Garinger High School Charlotte.	Management, Management Information Systems.
c. Davidson Center Davidson County Community College Lexington.	Criminal Justice.
d. Forsyth Center Dalton Junior High School Winston-Salem.	Business Management.
e. Gaston Center William C. Friday Junior High School Dallas	Business Management, Criminal Justice, Early Childhood Education, Middle School Education.
f. Iredell County Center Mitchell Community College Statesville.	Business Management, Criminal Justice, Human Services, Early Childhood Education, Middle School Education.

- | | |
|---|---|
| g. Isothermal Center
Isothermal Community College
Spindale. | Business Management,
Early Childhood Education,
Middle School Education. |
| h. Morganton Center
Freedom High School
Morganton. | Criminal Justice, Human
Services, Business
Management. |
| i. Spartanburg Center
Spartanburg Arts Center
Spartanburg, S.C. | Business Management. |
| j. Surry County Center
Surry Community College
Dobson. | Business Management,
Criminal Justice, Early
Childhood Education,
Middle School Education. |
| k. Gardner-Webb
Campus
Boiling Springs. | 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. To be eligible for participation in a Management Education Program, the applicant must be an employee of the specified business or industry.

- | | |
|---|---------------------|
| a. Dover Center
Dover Textiles, Inc.
Shelby | Business Management |
| b. McGuire Center
McGuire Nuclear
Plant, Duke Power
Company, Charlotte | 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.

Provisional Admission to GOAL

Provisional admission to GOAL serves the following non-degree seeking adult learners:

1. A student who does not meet all the requirements for official admission to the GOAL Program but may qualify at a later date. (This student would not be eligible for financial aid unless a minimum of 12 semester hours is taken.)
2. A student who does not meet requirements for admission to the GOAL Program and does not desire to be admitted to the GOAL Program at a later date, but does desire course credit.
3. A student who meets or exceeds requirements for GOAL but does not desire to be admitted to the GOAL Program at the present time.
4. A student who is currently enrolled in an undergraduate degree program at Gardner-Webb or another undergraduate institution during the day (regular) would not be eligible for Provisional GOAL status.

Financial Information

Gardner-Webb College makes available to its students a variety of scholarships, loans, and grants-in-aid. All aid is administered by the Admissions and Financial Aid 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 College.

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 Aid Office. The several possibilities of creating a "package" plan may include various combinations of scholarship awards, grants, loans, and other aid sources. Students having financial needs should contact the Financial Aid Director.

Procedures for Applying for Financial Assistance

1. File an application for admission to the college with the Office of Continuing Education and Summer School.
2. File a financial need analysis form with one of the two companies listed: (1) American College Testing Program (Family Financial Statement); (2) College Scholarship Service (Financial Aid Form). 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 Financial Aid Committee.

Admissions and financial aid awards are made when the applicant has been accepted for admission.

Renewal of scholarships, grants-in-aid, and loans is conditioned on the student's maintaining an academic and citizenship record in keeping with the standards set by his particular award. Application for renewal of loans and grants-in-aid by upperclassmen should be made before April 1. Applications received after April 1 can be considered by the committee only in terms of available funds.

Announcement of academic scholarships and other awards is generally made between February 15 and May 1 each year.

All correspondence concerning applications for scholarships and loans should be addressed to: Financial Aid Office, Box 955, Gardner-Webb College, 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, Continuing Education, 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 Continuing Education and Summer School, 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.

There is a charge of \$5 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 \$62 per semester hour for all students who have been admitted to GOAL. The college reserves the right to change the cost per semester when the change is deemed neces-

sary. 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 1982-83 amounts to \$325 per semester (fall and spring only). There is a \$40 art fee and a \$25 lab fee for some computer courses.

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.

READMISSION

Any student who does not register for two consecutive terms must apply for readmission. An application for readmission should be filed with the Dean of Continuing Education and Summer School at least two weeks prior to the opening of the term in which a student wishes to resume studies at Gardner-Webb College.

CHANGE OF NAME OR ADDRESS

Students are asked to notify the Office of the Registrar and Continuing Education 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 Dean of Continuing Education and Summer School 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 withdraw from a class at any time during a semester or summer term. The Dean of Students provides the necessary forms, 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.

The last date for dropping an individual course will be four weeks after mid-term grade report period or a date not to exceed 75% of the course. After this time the only courses which will be dropped are those which a student drops when withdrawing from school.

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 Admissions Office.

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. 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, 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 student leaving school before the end of a term is required to secure a withdrawal form from the Dean of Students, complete it in full, and return it to the Business Office. 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 imminent 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 official class meeting. This request should be made in writing to the Dean of Continuing Education and Summer School. After the first official class meeting, 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.
2. Should the withdrawal be interpreted as providential by the college and should the student choose a cash refund, one-half ($\frac{1}{2}$) 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 Dean of Continuing Education and Summer School, the Academic Dean, and the Educational Policy Committee, in that order. All academic appeals should be made in writing no more than eighteen 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—Withdraw passing	0	0
WF—Withdraw 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

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 3.2 or more are graduated **Cum Laude**; those with 3.6 or more are graduated **Magna Cum Laude**; those with 3.8 or more are graduated **Summa Cum Laude**.

RETENTION REQUIREMENTS

Retaining Membership in the Student Body

Students once admitted to the college, who meet all requirements for continuing in school, are considered members of the student body. However, it is the policy of the college to require each registered student to reaffirm annually the desire and intention to retain membership in the student body. This is done through a special form of application and involves, on the part of the college, a reevaluation of the characteristics demonstrated by the student during his/her enrollment at the college.

Filing of intention to return is expected by April 15. Advance deposits of \$50 are required during the Spring semester.

Students who are continuously enrolled at the college do not pay a reapplication fee.

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 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 re-application. 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 pur-

poses 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 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.

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 \$10 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. 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.

French 203, French Literature in Translation

Representative selections of French Literature in English translation. Lectures, class discussion, and reports, oral and written. (No knowledge of French required.) 2-0-3.

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.

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, Practice 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.

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.

Religion 304, Survey of the Old Testament
2-0-3.

Religion 305, Survey of the New Testament
2-0-3.

Psychology 380, Personal Assessment and Adjustment
An examination of life goals, career plans, self-identity, and adjustment strategies. 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.

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

Business Management, Management Information Systems (MIS)

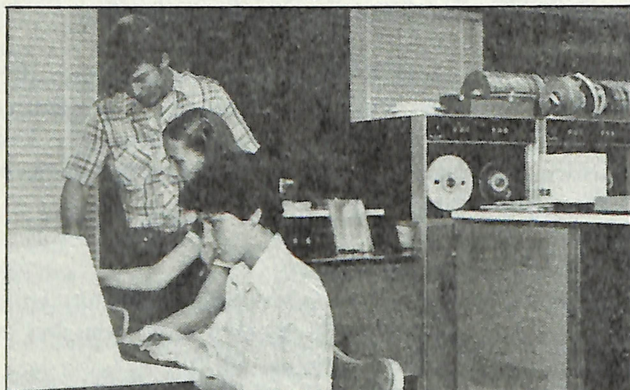
The Broyhill School of Management seeks to prepare students to function effectively in society, in the business community, and in the public service, with a program which is continually updated to meet the changing needs of these communities; to promote understanding of economic institutions and governmental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

A baccalaureate degree in Business Management or Management Information Systems is available to the

GOAL student. Gardner-Webb College assures students with these majors that course work will be provided in the following areas:

- | | |
|---------------|--------------------|
| a. economics | f. data processing |
| b. accounting | g. marketing |
| c. law | h. statistics |
| d. finance | i. communications |
| e. management | |

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.



Business Management

	Sem. Hrs.
I. College Core Requirements	30
Communication	6
Math	
English	
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 Civilization	
Race Relations	
U.S. in the Twentieth Century	
State and Local Government	
Social Psychology	
II. Major Requirements	16-31
(Prerequisites: 1 year of accounting, 1 year of economics, typing proficiency)	
BA 310, 311, 325, 480	
Economics 311	
Finance 301, 312	
Management 316, 400, 403, 416	
MIS 241	
Marketing 318	
Statistics 307	
III. Electives	3-18
The Coordinator of the Business Program may substitute Management requirements where deemed necessary and practical.	

Management Information Systems (MIS)

	Sem. Hrs.
I. College Core Requirements	30
Communication	6
Math	
English	
Health and Fitness	3
Science and Technology	6
Personal Assessment and Adjustment	3
Humanities	
Religious Studies (3)	
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	
II. Major Requirements	16-31
(Prerequisites: 1 year of accounting, 1 year of economics, typing proficiency)	
BA 310, 311, 325, 480	
Finance 312	
Management 316	
MIS 241, 250, 371, and 3 semesters of programming languages	
Marketing 318	
Statistics 307	
III. Electives	3-18
The Coordinator of the Business Program may substitute MIS requirements where deemed necessary and practical.	

Business Course Descriptions

Accounting 213, 214, Accounting Principles

Present-day methods of recording, sorting, summarizing, and interpreting financial information for business enterprises. 2-0-3, 2-0-3.

Business Administration 310, 311,

Business Law I, II

A survey course in the basic principles of commercial law which includes a study of contracts, agency, negotiable instruments, and personal property. 2-0-3, 2-0-3.

Business Administration 325,

Business Communications

Language skills for written communication. Prerequisite: Typing proficiency. 2-0-3.

Business Administration 480, 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.

Economics 311, Labor Economics

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

Finance 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.

Finance 312, Corporation Finance

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

Management 316, Principles of Management

Theory and practice of business organization and operations. 2-0-3.

Management 400, Personnel Management

Principles and practices in personnel management relating to securing, training, retaining of employees. Prerequisite: Management 316. 2-0-3.

Management 403, Industrial Psychology

(Human Behavior in Organizations)

The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement, and human relations. Prerequisite: Management 400. 2-0-3.

Management 416, Industrial Management

Principles and practices in the management of industrial plants covering plant location and layout, materials handling, quality control, maintenance, and production control. Prerequisite: Management 316. 2-0-3.

Management Information Systems 241,

Basic Computer Systems Principles

Designed to acquaint the student with the basic components that make up a computer system and what each component contributes to the overall operation of such a system. Business applications of the computer will be stressed. 2-0-3.

MIS 250, BASIC Computer Programming BASIC Language and its applications. 2-2-3.

MIS 371, Systems and Program Analysis and Design
The development of systems and the analysis of existing systems that are needed for recording and presenting information to meet business and government requirements. Prerequisite: MIS 351 or MIS 352 or permission from chairman of the department. 2-0-3.

MIS 351, RPG Computer Programming
Designed to help students create programs utilizing

Report Program Generator language and to determine the extent to which RPG may be helpful in business installations. The student learns to work with zero suppression, decimal alignment, and editing of a field. Prerequisite: MIS 241. 2-1-3.

MIS 352, COBOL Computer Programming

Designed to help students create programs utilizing the COBOL compiler and determine the best possible solution to a given problem using many alternatives. Prerequisite: MIS 241. 2-1-3.

MIS 353, PL/1 Computer Programming

Designed to acquaint the student with programming instruction, computer languages, writing a program, flow charting, paper tape, magnetic tape, and types of systems. Prerequisite: MIS 241. 2-1-3.

MIS 480, Contemporary MIS Problems

A seminar reviewing MIS and examining contemporary MIS problems confronting business organizations. 2-0-3.

Marketing 318, Principles of Marketing

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

Statistics 307, Economic Statistics

Statistical methods as applied to economic and business data. 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 (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 at Gardner-Webb College.

With the advisor'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, Personnel Management

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

ELECTIVES (as approved by advisor):

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.

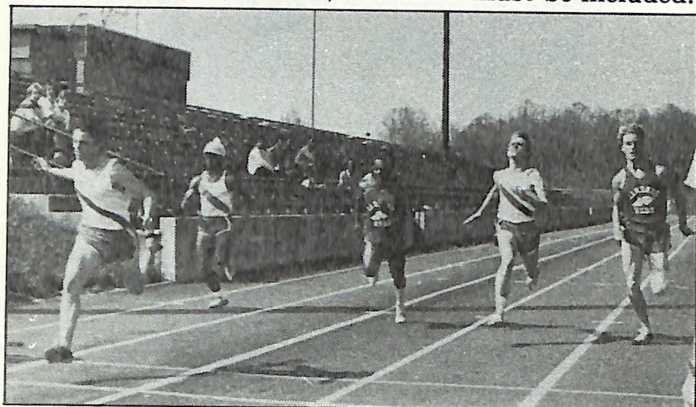
A student desiring to enroll in the Human Services Degree Program should normally have an Associate's Degree in an appropriate area. Successful completion of courses attempted in the liberal arts and social/behavioral sciences is required.

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 at Gardner-Webb College.



	Sem. Hrs.
I. College Core Requirements	30
Communication	6
Math	
English	
Health and Fitness	3
Science and Technology	6
Personal Assessment and Adjustment	3
Humanities	6
Religious Studies (3)	
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	
II. Major Requirements	16-31
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 advisor, select from 3 to 21 hours:	
Psychology	
305 Personality	3
401 Psychopathology	3
402 Introduction to Counseling	3
406 Psychology of Exceptionality	3
444 Psychological Measurement and Appraisal	3
Sociology	
311 Social Research Methodology	3
315 Social Deviance	3
Health Education	
322 Helping Relationships for Health Sciences	3

401 Drug/Alcohol Education	3
416 Sexuality/Sex Education	3
431 Problems in Health Education	3
III. Electives	3-18
Selected with approval of faculty advisor. 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

Education Admissions 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 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 College. One department requirement is passing three of the four STEP tests (Sequential Tests of Educational Progress).*
4. Prerequisite basic college level courses:
 - a. English 101 and 102 or equivalent
 - b. Mathematics 101 or equivalent
 - c. Science 101 and 102 or equivalent
 - d. History 101 and 102 or equivalent
 - e. Religion 101 and 102 or equivalent
 - f. Health-Personal/Community Health
 - g. Physical Education-Activity

NOTE: The basic college level courses are not offered through GOAL Teacher Education.

5. Before any GOAL student may take the STEP tests or any Education prefixed course, the student must have successfully completed a minimum of twenty-four (24) of the thirty-two (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).
8. The final semester (Methods, Reading Practicum and Student Teaching) is offered during the day at one of three (Surry, Spring; Catawba, Fall; and Boiling Springs, Fall & Spring) regional student teaching centers.

*given annually at selected 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.

Early Childhood Education K-3 Certification

	Sem. Hrs.
I. College Core Requirements	
Communication	
Education 360, Reading K-3	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	
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
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 (K-3)	3
Education 425, Modern Foundations of Education	3
Education 430, Methods of Teaching	3
Education 450, Student Teaching	6
Psychology 301, Child Psychology	3
Psychology 303, Educational Psychology	3
Total Semester Hours	73-77

Middle School Education 4-9 Certification

	Sem. Hrs.
I. College Core Requirements	
Communication	
Education 361, Reading (4-9)	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 (4-9)	3
Education 322, Children's Literature (4-9)	3
Education 340, Curriculum (4-9)	3
Education 425, Modern Foundations of Education	3
Education 431, Methods of Teaching (4-9)	3
Education 450, Student Teaching	6
Psychology 302, Adolescent Psychology	3
Psychology 303, Educational Psychology	3

Total Semester Hours 70-74

NOTE: An additional 6-12 hours may be required to complete a concentration area. A concentration may be selected from the following:

Language Arts
Social Science
Mathematics
Science
Health/Physical Education
Music

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 (4-9)
Ed. 322	Children's Literature (4-9)
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:

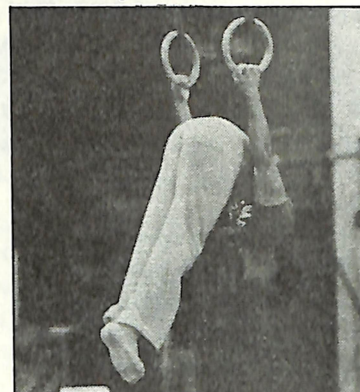
Mus	346	Music Methods for Teaching
Art	302	Art Education Materials (Skills)
Ed.	312	Reading Practicum (K-3)
Ed.	320	Children's Literature (K-3)
Ed.	345	Early Childhood Curriculum
Psy	301	Child Psychology
Pol Sci	202	United States Government
His	202	United States History (Since 1877)
Geo	101	Introduction to Physical Geography

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

1. 2.25 Cumulative Quality Point Ratio
2. Completion of the National Teachers Exam
3. Application for a North Carolina Teaching Certifi-

cate

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-3)

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 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
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-3)
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. 1-3-3.

Education 320, Children's Literature (K-3)
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-3)
Provides an understanding and application of the use of materials and teaching methods. Laboratory experience with children on the K-3 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 301, Child Psychology
A study of the general principles of growth and development of the child from birth to early adolescence with emphasis on intellectual, physical, emotional, and social development. 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 (4-9)
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 (4-9)
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. 1-3-3.

Education 322, Children's Literature (4-9)
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 transcendent 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 (4-9)
Provides an understanding and application of the use of materials and teaching methods. Laboratory experience with children on the 4-9 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 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 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 advisor for requirements.

Summer Enrichment Experience (SEE)

Dr. Robert E. Morris, Director
206 Craig Building

SEE is a comprehensive three-week summer residential program designed to provide an enriched educational experience for gifted emerging adolescents. The program is designed to accommodate academically gifted students who are currently en-

rolled in the sixth, seventh, eighth, and ninth grades throughout the Southeastern United States.

Candidates are nominated by their respective schools. Admission criteria for academic achievement correlates 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 or 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 two areas of study from the following: science, mathematics, English, foreign language, social sciences, and

fine arts. 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, microbiology, or astronomy which are beyond the scope of the regular school curriculum.

In order to facilitate instruction, the students are divided into groups by grade and interest levels. Three instructional periods for each student, along with recreation and free time make up the daily schedule. Special educational experiences are designed for the weekends.

In addition to academic study, each student receives instruction in a specific physical activity skill, such as tennis or swimming, conducted by a qualified physical education professional and student assistants. Recreation time each afternoon is devoted to activities with an emphasis on enjoyment and participation. Activities including swimming, softball, basketball, volleyball, and soccer-speedball are offered.

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 24 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) 434-2361 or 1-800-222-2312 (toll free in North Carolina only).

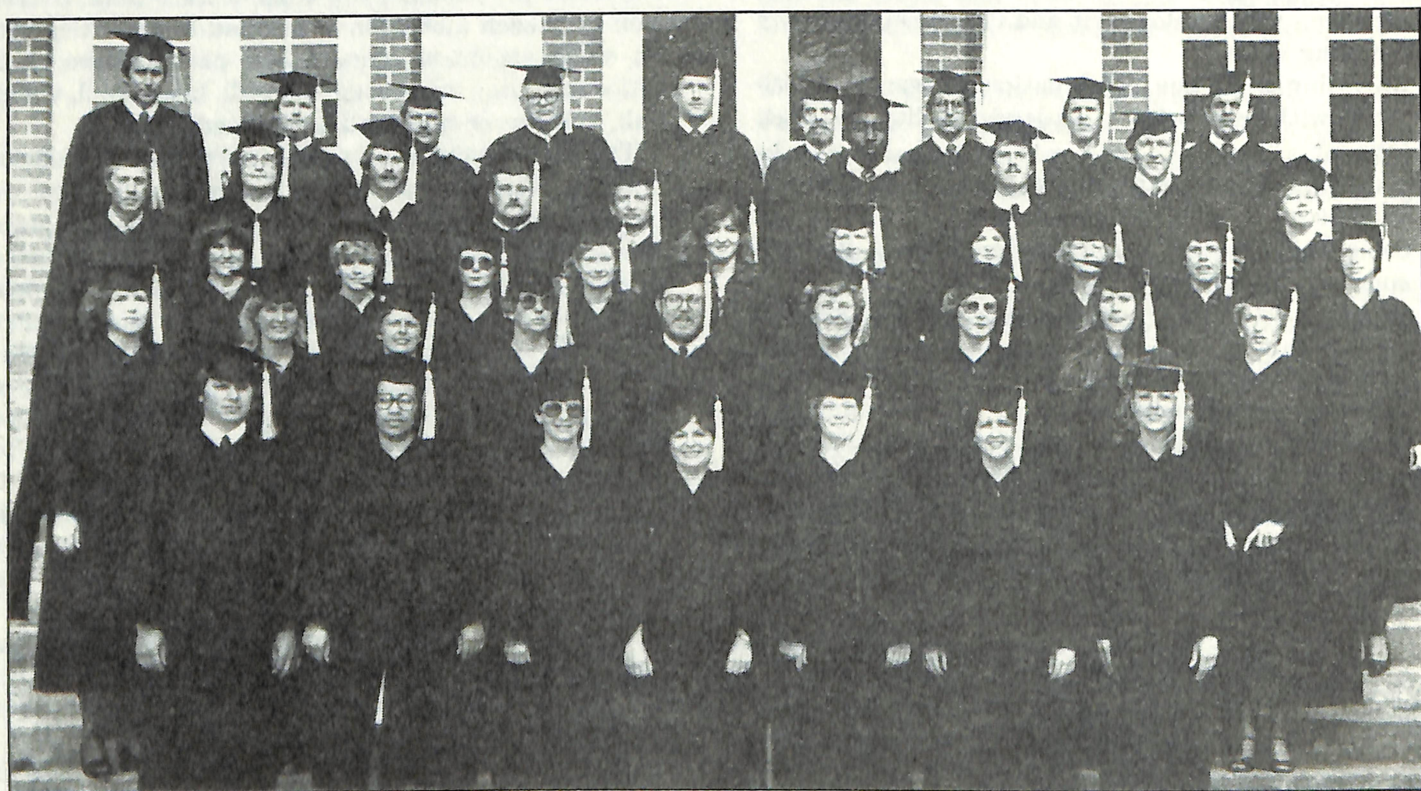
Summer School

Gardner-Webb College provides a qualitative, comprehensive Summer School, accredited by the Southern Association of Colleges and Schools. 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.



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quesne University.

F. EUGENE REES, JR., M.B.A., Business
B.S., Guilford College; M.B.A., University of North
Carolina-Greensboro.

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University of North Carolina-Greensboro.

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Physical Education
B.S., Auburn University; M.A., East Tennessee State
University; Additional study, University of Alabama,
University of Montevallo.

WILLIAM L. RUSSELL, Ed.D., Health Education
A.B., Catawba County; M.Ed., University of North
Carolina-Chapel Hill; Ed.D., University of North Car-
olina-Greensboro.

L. ALAN SASSER, D.Min., Religion
A.A., Wingate College; B.A., Wake Forest
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Theological Seminary; Additional study, North Car-
olina Memorial Hospital-Chapel Hill, North Carolina
Baptist Hospital School of Pastoral Care.

LINDA L. SCHOOLCRAFT, Ed.S., Education
B.A., Barry College; M.A., Ed.S., Appalachian State
University.

LEROY SELLERS, Ed.D. Candidate, Business
B.S., High Point College; M.Ed., University of North
Carolina-Charlotte; Ed.S., Appalachian State Uni-
versity; Ed.D. Candidate, University of South Car-
olina.

GARY L. SHIPLEY, M.S., Science
B.S., M.S., East Tennessee State University; Addi-
tional study, University of North Carolina-Charlotte,
Virginia Polytechnic Institute and State University.

MARTHA A. SHOEMAKER, M.A., English
B.S., M.A., Western Carolina University; Additional
study, Appalachian State University, Western Car-
olina University.

TAYLOR C. SMITH, Ph.D., Religion
A.B., Louisiana College; Th.M., Th.D., Southern Bap-
tist Theological Seminary, Ph.D., University of Edin-
burgh; Additional study, Union Theological Seminary,
Regent's Park College, Hebrew Union College.

MYNA STAHL, M.S., Business
B.A., Pan American University; M.S., Texas A & I
University.

SARAH D. TALLENT, M.A., Education
B.S., M.A., Appalachian State University; Additional
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EVAN M. THOMPSON, Ed.S., Business
B.A., Warren Wilson College; M.A., Ed.S., Appalac-
hian State University.

ANNA W. WELLS, M.M., Music
B.M., North Carolina School of the Arts; M.M., Uni-
versity of North Carolina-Greensboro; Additional
study, private teachers and artists.

JOY P. WHITE, M.Ed., Math
B.S., Gardner-Webb College; M.Ed., Converse Col-
lege.

WILLIAM H. WITHROW, SR., B.S., Social
Science
B.S., U.S. Naval Academy; Ph.D. Candidate, Uni-
versity of North Carolina-Chapel Hill.

Whom To See

ACADEMICS—Dr. Larry L. Sale, Dean of Continuing Education and Summer School, Room 103, Webb Administration Building

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

ADMISSIONS—Mr. F. Keith Griggs, Assistant Dean of Continuing Education and Summer School, Room 103, Webb Administration Building

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

BOOKSTORE—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—Information Services, Development House

COLLEGE MINISTER—Rev. Richard McBride, Room 110, Chapel

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

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, Development House

LIBRARY—Jim Mouw, Library Director, John R. Dover Memorial Library

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

PLACEMENT SERVICES—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, Dean of Students, 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. Charles Lowery, Director of Counseling Services, Room 114, CID

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

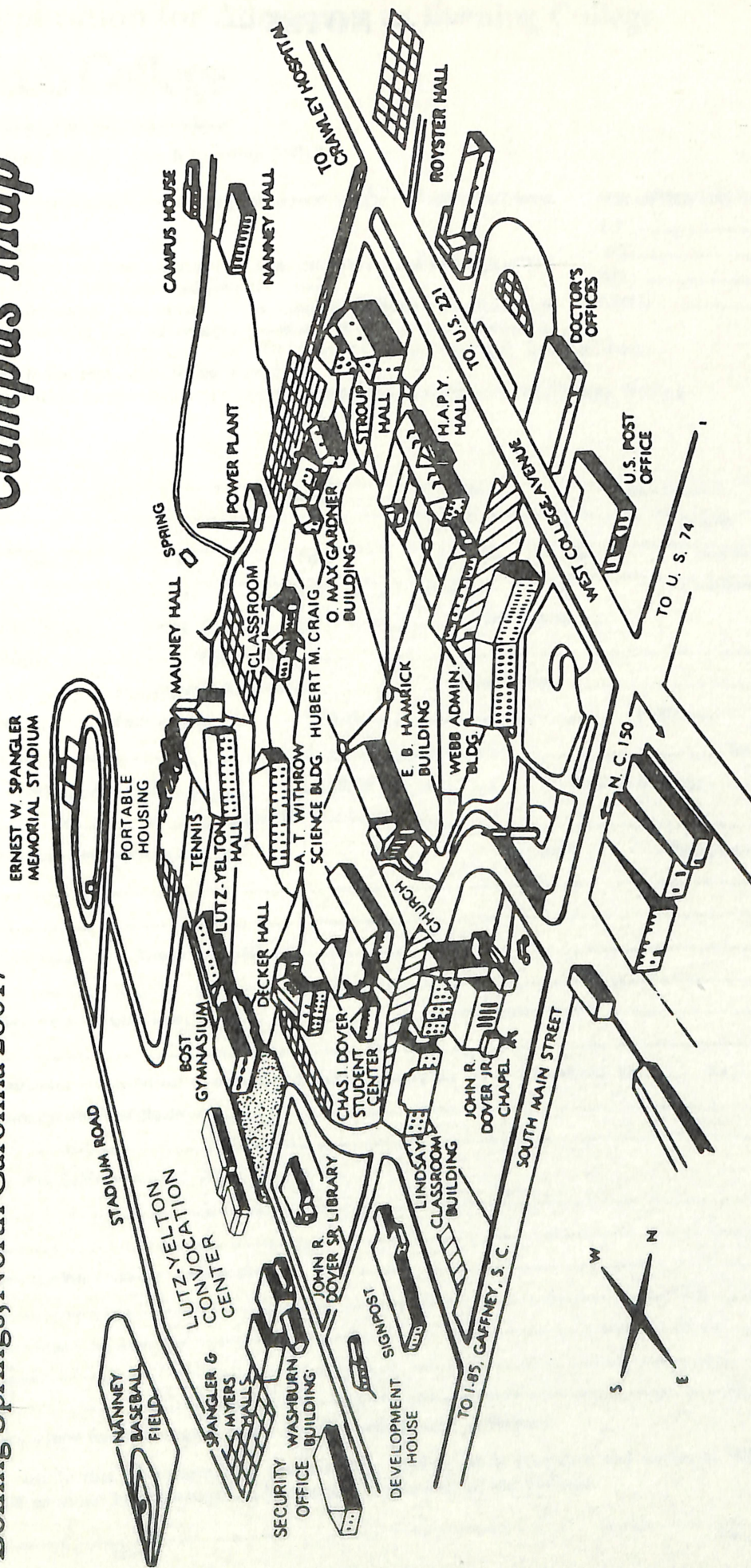
VETERAN AFFAIRS—Mr. Robert Abrams, Room 108, Webb Administration Building

WITHDRAWAL—Registrar's Office, Room 107, Webb Administration Building

Gardner-Webb College

Boiling Springs, North Carolina 28017

Campus Map



Application for Admission to Evening College

Gardner-Webb College

Boiling Springs, North Carolina 28017

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

- A. Complete all items of the application.
- B. If you are applying as a freshman you should request your high school to send us your high school transcript, including your SAT or ACT score and your class rank.
- C. If you are applying as a transfer student who has successfully completed 15 hours with at least a 2.0 gpa, you should request transcripts from all colleges attended. No high school transcript is required. Have " " sent to our Office of Continuing Education.
- D. Attach a recent photograph to the application if one is available.
- E. Mail the completed application to the Office of Continuing Education, Gardner-Webb College, Boiling Springs, NC 28017.
- F. A \$15 processing fee is required.

FOR OFFICE USE ONLY

A F _____
 ACC _____
 REJ _____
 ADV D _____

Name _____
Last First Middle/Maiden Preferred Social Security No.
 Present Address _____
Street City State County Zip Phone No.
 Permanent Address (If different from above) _____
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____

Location of program: On GWC Campus____ Other (specify) _____

Type of Degree: BA____ 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 address) 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 please 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

