

Gardner-Webb University

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2008

### 2008 - 2009, Gardner-Webb University GOAL Academic Catalog

Gardner-Webb University

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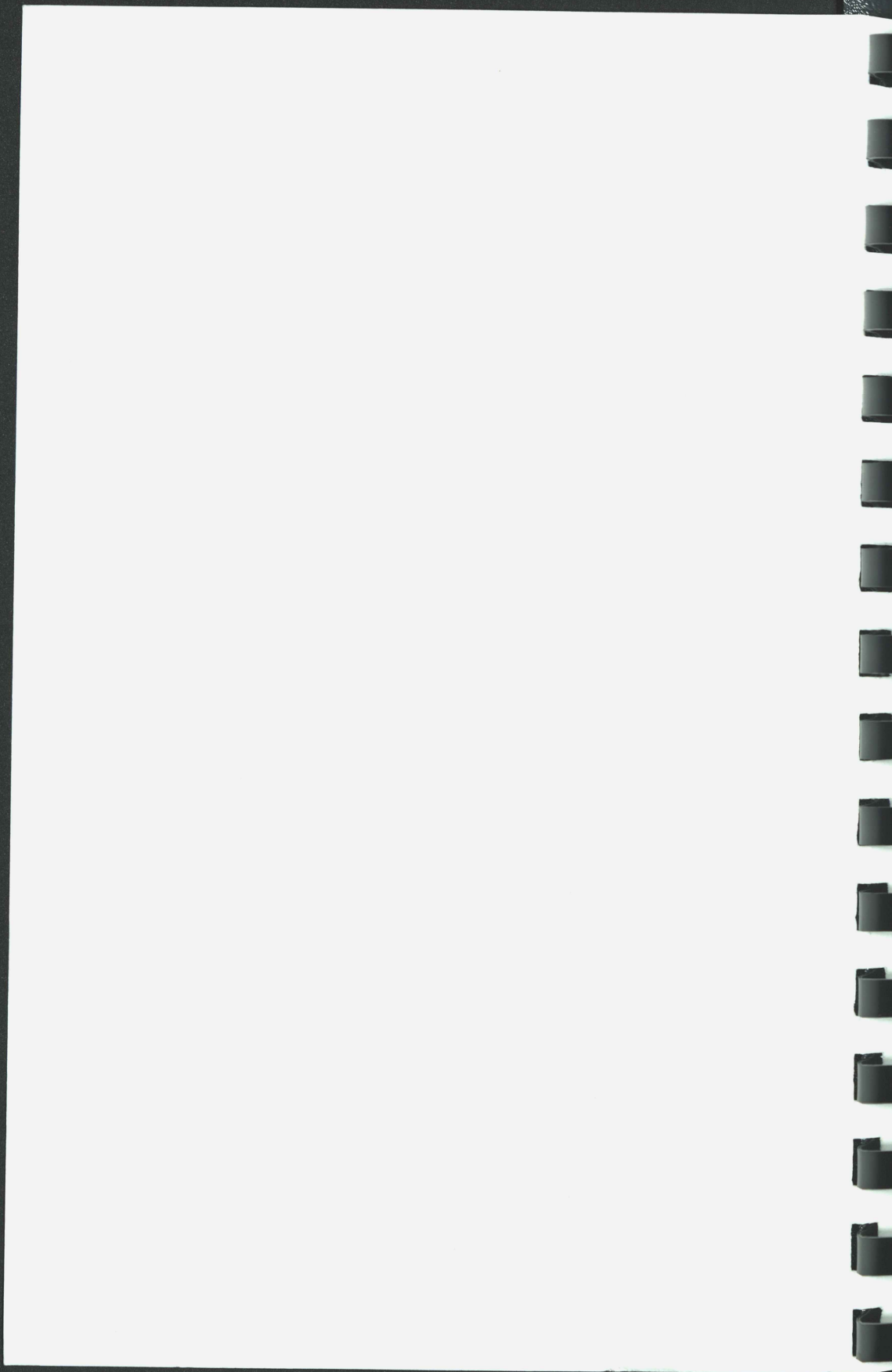
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Dr. Dire

Gardner Webb  
University





# Gardner-Webb University

**2008-2009**

**COLLEGE OF DISTANCE LEARNING**

**AND CONTINUING EDUCATION**

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## GARDNER-WEBB UNIVERSITY

BOILING SPRINGS, NORTH CAROLINA 28017

TELEPHONE (704) 406-4625 OR TOLL FREE AT  
1-866-GWU(498)-GOAL(4625)

## CATALOG REQUIREMENTS

The conditions and policies set forth in this catalog have binding effect upon the University and students for the academic year in which it is in force. The University reserves the right to make necessary changes and corrections. When changes are made in graduation requirements, the University 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.

August 2008

Published annually at Boiling Springs, N.C. 28017.

Gardner-Webb University is committed to equality of opportunity in all areas of education and does not practice or condone discrimination in any form against applicants or students on the basis of race, color, national origin, gender, age, or disability.

Book rate postage paid at Boiling Springs, N.C. 28017.

# COLLEGE OF DISTANCE LEARNING AND CONTINUING EDUCATION

## *Academic Calendar* **2008-2009**

### **Fall Semester 2008**

August 9 (Saturday)	GOAL Faculty Orientation
August 12-13 (Tues-Wed)	Faculty Workshop
August 13 (Wednesday)	GOAL Classes Begin
<b>October 13-14 (Mon-Tues)</b>	<b>GOAL Classes Meet</b>
October 25 (Saturday)	Homecoming
November 8 (Saturday)	GOAL Student Campus Day
November 26-28 (Wed-Fri)	No GOAL Classes
<b>December 1 (Monday)</b>	<b>GOAL Classes Resume</b>
December 6 (Saturday)	Last Day of Classes for GOAL
December 8-13 (Mon-Sat)	GOAL Exams
<b>December 15 (Monday)</b>	<b>Grades Due by 12:00 Noon</b>

### **Spring Semester 2009**

January 2 (Friday)	GOAL Classes Begin
March 9-13 (Mon-Fri)	Spring Break!
March 16 (Monday)	Classes Resume
April 13 (Monday)	<b>GOAL Classes Meet</b>
April 30 (Thursday)	Last Day of Classes for GOAL
May 1-7 (Fri-Thurs)	GOAL Exams
<b>May 6 (Wednesday)</b>	<b>Graduating Students Grades Due by 12:00 Noon</b>
<b>May 9 (Saturday)</b>	<b>Final Grades Due by 12:00 Noon</b>
<b>May 11 (Monday)</b>	<b>Commencement</b>

### **Summer School 2009**

May 20 (Wednesday)	First Term & Summer 10 Week Classes Begin
June 22-23 (Mon-Tue)	First Term Exams
June 24 (Wednesday)	Second Term Begins
<b>June 25 (Thursday)</b>	<b>First Term Grades Due by 12:00 Noon</b>
<b>July 4 (Saturday)</b>	<b>Classes meet</b>
<b>July 27-28 (Mon-Tue)</b>	<b>Second Term &amp; Summer 10 Week Exams</b>
<b>July 28 (Tuesday)</b>	<b>Graduating Students Grades Due by 12:00 Noon</b>
<b>July 30 (Thursday)</b>	<b>Grades Due by 12:00 Noon</b>
<b>August 3 (Monday)</b>	<b>Commencement</b>



## INTRODUCTION TO GARDNER-WEBB UNIVERSITY

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

### LOCATION

Gardner-Webb University is located in the Piedmont section of western North Carolina, one of the most desirable and rapidly developing areas of our nation. Boiling Springs is a small rural town. Nearby Shelby, a city of 25,000, is noted for its support of the arts and as the home of state and national leaders. Forty-five miles east of Gardner-Webb is the thriving city of Charlotte, the largest city in the Carolinas. Less than one hour away to the south is the city of Spartanburg, South Carolina. One hour to the west is the historically rich mountain city of Asheville, NC.

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

### STUDENTS

Gardner-Webb University, founded by Baptists in 1905, has grown steadily to its current enrollment of nearly 4,000 students. Over 2,600 undergraduates come from 33 states and 34 foreign countries. 66% of the student population are women, and the student body includes several racial and socioeconomic groups. Gardner-Webb University admits students of any race, sex, and national or ethnic origin without discrimination. This diversity enriches the life of the campus community and reflects the nature of American society.

### PROGRAMS

Gardner-Webb University is committed to the liberal arts as the best preparation students can have for rewarding, meaningful lives. In addition, the University offers programs in career-oriented fields to prepare students for specialized work. All of the programs at Gardner-Webb are evaluated periodically by accrediting agencies to insure that standards of quality are maintained.

Gardner-Webb provides three distinct academic programs: the on-campus program, the GOAL Program (evening classes taught in a number of locations for graduates of two-year colleges), and graduate programs. Gardner-Webb University has a Graduate School (offering M.A. degrees in several areas, an Ed.D. degree in educational administration, and an M.S. degree in nursing (MSN); a graduate School of Divinity (offering the M.Div. and D.Min. degrees); and a graduate School of Business (offering the M.B.A., I.M.B.A., and M.Acc. degrees). For additional information on the GOAL and Graduate programs, see the bulletins for each program.

The undergraduate on-campus program is designed to help the student gain maximum benefit by providing a balanced curriculum in general studies, a major field, minor(s) and selected electives. Students are encouraged to develop a proficiency in the oral and written use of the English language, an appreciation of cultural, social and scientific achievements, and an awareness of religion and history. The upper level courses provide opportunities for concentration in the

areas of special interest and in professional and career-oriented fields. To meet such individual needs the academic program includes independent study and career internships.

Complementing the academic program at Gardner-Webb University is a broad range of student life programs and activities designed to enable students to develop their personal identities, and to create lifetime friendships.

## FACULTY

Gardner-Webb University is blessed with a dedicated staff and an excellent faculty, eighty percent of whom hold doctorates. The primary concern of the faculty is teaching. The faculty have been chosen because of their academic preparation, their Christian commitment, and their desire for excellence in teaching. Many of Gardner-Webb's faculty have honored the University with long years of service. The faculty is large enough to provide well-rounded academic programs. Yet, a major strength of Gardner-Webb is that the University has remained small enough so that the relationship between faculty and students is friendly, informal and lasting. The faculty/student ratio is 1:15.

## ACADEMIC CALENDAR

The University's academic year is divided into two semesters and a summer school. The fall semester is a four-month term, ending prior to Christmas holidays. Following the four-month spring semester is a comprehensive summer school of two terms of five weeks each. Evening classes both on-campus and at various off-campus locations are offered throughout the year.

The calendar is designed to meet the needs of full-time students with day and evening schedules, part-time students, and members of the communities in which classes are taught who desire further educational work.

Summer school serves the purposes mentioned above and also provides an opportunity for new students or students enrolled in other colleges to accelerate completion of degree requirements.

Various study-abroad programs complement the academic calendar.

The University offers workshops and seminars on a variety of topics and for a variety of groups throughout the year.

## HISTORY

Gardner-Webb University has experienced remarkable growth, perseverance, and maturity. The institution began as a boarding high school and later became a junior college. Today Gardner-Webb is a thriving university with growing master's and doctor's programs.

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

In response to the changing educational needs of the area the institution was transformed into the Boiling Springs Junior College in 1928. The Great Depression created many obstacles for the College, but its survival was secured by the sacrifices of many loyal supporters.

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

The decades following World War II were years of physical growth and academic development. New buildings went up as enrollments increased. A major step in the institution's development was its full accreditation as a senior



college in 1971. In 1980 the institution began offering a master of arts degree in education.

The institution officially became known as Gardner-Webb University in January 1993, culminating years of preparation. Today Gardner-Webb offers thirteen distinct degree programs, has a highly qualified faculty and a beautiful campus of over 200 acres.

Historically the University has played significant roles in teacher education and ministerial preparation for church-related vocations. Programs of instruction and experiences designed to prepare teachers and ministers continue to be major objectives of the University.

Although there have been many changes over the years, Gardner-Webb University remains closely related to the Baptist State Convention of North Carolina. The University holds in high esteem its commitment to Christian principles and values as the best foundation for the development of human personality and social order.

## PRESIDENTS

James Blaine Davis, 1928-30; Zeno Wall, 1930-32; James L. Jenkins, 1932-35; A.C. Lovelace, 1935-36; George J. Burnette, 1936-39; J.R. Cantrell, 1939-43; Philip Lovin Elliot, 1943-61; E. Eugene Poston, 1961-76; Craven E. Williams, 1976-86; M. Christopher White, 1986-2002; Frank R. Campbell, President, 2002-2005; Dr. A. Frank Bonner, 2005-.

## MISSION STATEMENT

Gardner-Webb University, a private, Christian, Baptist-related university, provides outstanding undergraduate and graduate education that is strongly grounded in the liberal arts while offering opportunities to prepare for various professions. Fostering meaningful intellectual thought, critical analysis, and spiritual challenge within a diverse community of learning, Gardner-Webb is dedicated to higher education that integrates scholarship with Christian life. By embracing faith and intellectual freedom, balancing conviction with compassion, and inspiring a love of learning, service, and leadership, Gardner-Webb prepares its graduates to make significant contributions for God and humanity in an ever-changing global community.





## STATEMENT OF VALUES

### CHRISTIAN HERITAGE

Acknowledging One God—Creator and Sustainer of life, and Jesus Christ as Savior and Lord; committing to self-giving service displayed in Christ-like moral action that respects the dignity and value of every person.

### BAPTIST HERITAGE

Affirming historic Baptist values such as the freedom of individual conscience and the right of people to worship God as they choose, the authority of Scripture in matters of faith and practice, the priesthood of every believer, the autonomy of the local church, and the separation of church and state.

### ACADEMIC EXCELLENCE

Encouraging visible enthusiasm for knowledge, intellectual challenge, continuous learning, and scholarly endeavors; inviting pursuit of educational opportunities within and beyond the classroom for the joy of discovery; and inspiring accomplishment within one's field of study.

### LIBERAL ARTS

Offering broad-based exposure to the arts, humanities and sciences and to each field's unique challenges, contributions, and life lessons; complementing the acquisition of career-related knowledge and skills with well-rounded knowledge of self, others, and society.

### TEAMWORK

Working collaboratively to support and promote shared goals, assuming responsibility willingly, meeting commitments dependably, handling disagreement constructively, and persevering despite distraction and adversity.

### STUDENT-CENTERED FOCUS

Providing students an environment that fosters intellectual and spiritual growth; encourages physical fitness, service, social and cultural enrichment; strengthens and develops moral character; and respects the value and individuality of every student.

### COMMUNITY ENGAGEMENT

Assisting campus, local, national, and global communities through education, outreach, and research; fostering dialogue and action in support of human welfare and environmental stewardship.

### DIVERSITY

Studying and celebrating our world's rich mix of cultures, ideologies, and ethnicities; respecting and welcoming students without regard to ethnicity, gender, religious commitment, national origin, or disability.

## TEMPLETON FOUNDATION

Gardner-Webb University is proud to have been honored by the John Templeton Foundation as a "Character-Building College." The Templeton Foundation grants this recognition to a limited number of schools which have the building of character as a major part of their mission.

#### THE U.S. NEWS AND WORLD REPORT

Gardner-Webb University is proud to have been selected by the U.S. News and World Report as one of America's Best Colleges. Based on a wide range of categories, including university mission, retention, academic quality and degree offerings.

The U.S. News and World Report honors choice schools each year meeting select criteria.

#### ACCREDITATION

Gardner-Webb University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone Number 404-679-4501) to award Associate, Baccalaureate, Master's, and Doctoral degrees. Inquires to the Commission should relate only to the accreditation status of the institution, and not to general admission information. In addition several departmental programs are accredited by the appropriate state or national agencies. The Education program is accredited by the North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education (NCATE). The Music and Nursing programs are accredited, respectively, by the National Association of Schools of Music and the National League for Nursing Accrediting Commission (61 Broadway, New York, New York 10006; 1-800-669-1656; Ext. 153). The associate degree nursing program is also approved by the North Carolina Board of Nursing. The M. Christopher White School of Divinity is accredited by the Association of Theological Schools of the United States and Canada. The Athletic Training Educational Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The School of Business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP). The University is authorized by the immigration authorities of the United States for the training of foreign students.

### College of Distance Learning and Continuing Education

Gardner-Webb University provides comprehensive extended professional studies, consisting primarily of the Greater Opportunities for Adult Learners (GOAL) program, to meet the specialized educational needs of adult learners. The GOAL program provides opportunities for working adults who possess an Associate degree or equivalent (60-64 semester/90-96 quarter hours) to earn a Bachelor of Science degree during evening and weekend hours. The GOAL program is designed to serve students who are unable to pursue a day program because of work schedules, family responsibilities or geographic locations. Each major has a two-year rotation for courses needed to complete the bachelor's degree.

Students who have met prerequisite requirements, take the courses as scheduled for the twenty-four month rotation and successfully complete them will be eligible to graduate. Students may attend classes at any center or through the Online/Web Enhanced Learning. However, Gardner-Webb University can not guarantee graduation within the 24 months if the student does not adhere to the set rotation.

Academic advisors work closely with their advisees to ensure they are registering for the classes needed.

Programs are available in: Accounting, Business Administration, Health Management, Computer Information Systems, Criminal Justice, Human Services, Nursing, and Religious Studies.

In addition to the Gardner-Webb campus, GOAL programs are provided in the following regional locations: Charlotte, Dobson, Gastonia, Hamlet, Hickory, Marion, Polkton, Spindale, Spruce Pine, Statesville, Supply, Troy, Valdese, Wilkesboro, and Winston-Salem, North Carolina.

## **GARDNER-WEBB UNIVERSITY GOAL CENTERS**

### **ANSON CENTER**

South Piedmont Community College  
680 Highway 74 West  
Polkton, NC 28135-7635

#### **Majors:**

\*Accounting  
Business Administration  
Criminal Justice  
\*Health Management  
Human Services  
\*Computer Info. Systems

#### **Advisor:**

Jessica Herndon  
Jessica Herndon  
Dr. Barry Hambright  
Jessica Herndon  
Kaye Schenk  
Jessica Herndon

### **BRUNSWICK CENTER**

Brunswick Community College  
50 College Road  
Supply, NC 28462

#### **Majors:**

\*Accounting  
Business Administration  
Criminal Justice  
\*Health Management  
Human Services  
\*Computer Info. Systems

#### **Advisor:**

Jessica Herndon  
Jessica Herndon  
Bobbie Cox  
Jessica Herndon  
Jessica Herndon  
Jessica Herndon

### **BURKE CENTER**

Old Rock School  
402 West Main Street  
Valdese, N.C. 28690-2729

#### **Majors:**

Accounting  
Business Administration  
Criminal Justice  
\*Health Management  
Human Services  
\*Computer Info. Systems

#### **Advisor:**

Kaye Schenk  
Kaye Schenk  
Dr. Barry Hambright  
Kaye Schenk  
Dr. Barry Hambright  
Kaye Schenk

### **CATAWBA CENTER**

Gardner-Webb University at Hickory  
1375 Lenoir Rhyne Blvd.  
Hickory NC 28602

#### **Majors:**

Accounting  
Business Administration  
Criminal Justice  
\*Health Management  
Human Services  
\*Computer Info. Systems

#### **Advisor:**

Jessica Herndon  
Jessica Herndon  
Bobbie Cox  
Jessica Herndon  
Jessica Herndon  
Jessica Herndon

*\* Major classes online only*



**CHARLOTTE CENTER**

Gardner-Webb University at Charlotte  
4948 Airport Center Drive  
Charlotte, NC 28208

**Majors:**

\*Accounting  
Business Administration  
Criminal Justice  
\*Health Management  
Human Services  
\*Computer Info. Systems  
Nursing

**Advisor:**

Jessica Herndon  
Jessica Herndon  
Bobbie Cox  
Jessica Herndon  
Kaye Schenk  
Jessica Herndon  
Mary Alice Hodge

**FORSYTH CENTER**

Gardner-Webb University at Winston Salem  
8 West Third Street, Seventh Floor  
Winston-Salem, NC 27101

**Majors:**

Accounting  
Business Administration  
Criminal Justice  
Health Management  
Human Services  
\*Computer Info. Systems

**Advisor:**

Elizabeth Pack  
Elizabeth Pack  
Dr. Barry Hambright  
Elizabeth Pack  
Elizabeth Pack  
Elizabeth Pack

**GARDNER-WEBB UNIVERSITY**

110 South Main Street  
Boiling Springs, NC 28017

**Majors:**

Accounting  
Business Administration  
Criminal Justice  
\*Health Management  
Human Services  
Computer Info. System  
Nursing - Boiling Springs  
Religious Studies

**Advisor:**

Elizabeth Pack  
Elizabeth Pack  
Bobbie Cox  
Elizabeth Pack  
Kaye Schenk  
Elizabeth Pack  
Mary Alice Hodge  
Dr. Ronald Williams

**GASTON CENTER**

Gaston College  
201 Highway 321 South  
Dallas, NC 28034-1499

**Majors:**

\*Accounting  
Business Administration  
Criminal Justice  
\*Health Management  
Human Services  
\*Computer Info. Systems

**Advisor:**

Jessica Herndon  
Jessica Herndon  
Dr. Barry Hambright  
Elizabeth Pack  
Jessica Herndon  
Jessica Herndon

*\* Major classes online only*

**IREDELL CENTER**

Gardner-Webb University at Statesville  
1714 Wilkesboro Road (Highway 115)  
Statesville, NC 28687

**Majors:**

Accounting  
Business Administration  
Criminal Justice  
\*Health Management  
Human Services  
Computer Info. Sys.  
Nursing  
Religious Studies

**Advisor:**

Kaye Schenk  
Kaye Schenk  
Dr. Barry Hambright  
Kaye Schenk  
Kaye Schenk  
Kaye Schenk  
Dr. Janie Carlton  
Dr. Ronald Williams

**ISOTHERMAL CENTER**

Isothermal Community College  
286 ICC Loop Road  
Spindale, NC 28160

**Majors:**

\*Accounting  
Business Administration  
\*Health Management  
Human Services  
\*Computer Info. Systems

**Advisor:**

Jessica Herndon  
Jessica Herndon  
Jessica Herndon  
Jessica Herndon  
Jessica Herndon

**MAYLAND CENTER**

Spruce Pine United Methodist Church & Mayland Community College  
11090 South Highway 226  
Spruce Pine, NC 28777  
11091 South Highway 226  
Spruce Pine, NC 28777

**Majors:**

\*Accounting  
Business Administration  
\*Health Management  
Human Services  
\*Computer Info. Systems

**Advisor:**

Elizabeth Pack  
Elizabeth Pack  
Elizabeth Pack  
Elizabeth Pack  
Elizabeth Pack

**MCDOWELL CENTER**

McDowell Technical Community College  
54 College Drive  
Marion, NC 28752

**Majors:**

\*Accounting  
Business Administration  
Criminal Justice  
\*Health Management  
Human Services  
\*Computer Info. Systems

**Advisor:**

Kaye Schenk  
Kaye Schenk  
Dr. Barry Hambright  
Kaye Schenk  
Kaye Schenk  
Kaye Schenk

*\*Major classes online only*

**MONTGOMERY CENTER**

Montgomery Community College  
1011 Page Street  
Troy, N.C. 27371

**Majors:**

\*Accounting  
Business Administration  
Criminal Justice  
\*Health Management  
Human Services  
\*Computer Info. Systems

**Advisor:**

Elizabeth Pack  
Elizabeth Pack  
Dr. Barry Hambright  
Elizabeth Pack  
Dr. Barry Hambright  
Elizabeth Pack

**RICHMOND CENTER**

Richmond Community College  
1042 West Hamlet Avenue  
Hamlet, NC 28345

**Majors:**

\*Accounting  
Business Administration  
\*Health Management  
Human Services  
\*Computer Info. Systems

**Advisor:**

Jessica Herndon  
Jessica Herndon  
Jessica Herndon  
Kaye Schenk  
Jessica Herndon

**SURRY CENTER**

Surry Community College  
630 South Main Street  
Dobson, NC 27017

**Majors:**

\*Accounting  
Business Administration  
Criminal Justice  
\*Health Management  
Human Services  
\*Computer Info. Systems

**Advisor:**

Elizabeth Pack  
Elizabeth Pack  
Dr. Barry Hambright  
Elizabeth Pack  
Dr. Barry Hambright  
Elizabeth Pack

**WILKES CENTER**

Wilkes Community College  
1328 South Collegiate Drive  
Wilkesboro, NC 28697

**Majors:**

\*Accounting  
Business Administration  
\*Health Management  
Human Services  
\*Computer Info. Systems

**Advisor:**

Elizabeth Pack  
Elizabeth Pack  
Elizabeth Pack  
Elizabeth Pack  
Elizabeth Pack

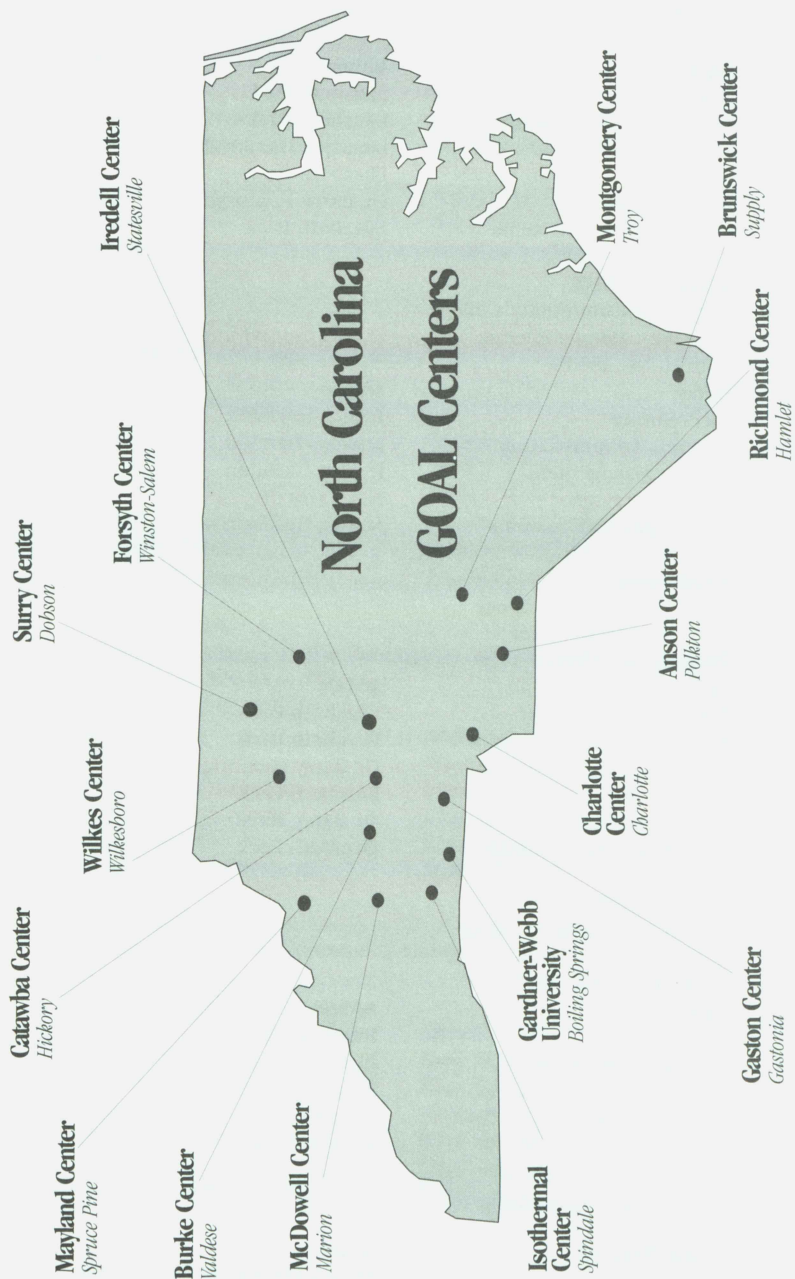
*\* Major classes on-line only*

**Online Students**

**Advisor:**

Jessica Herndon





## ***Dover Memorial Library***

<http://www.gardner-webb.edu/library/index.html>

704-406-4290 / 800-253-8330 (Toll Free)

Gardner-Webb's main library is located at our Boiling Springs, NC campus. We encourage GOAL faculty and students to visit the Dover Memorial Library, use our library website, and to contact us by phone or email.

GOAL faculty and students may use a variety of library resources via the Internet when it is inconvenient to visit us at the main campus. These resources include:

- The Dover Library website.
- Electronic databases and encyclopedias, online journals and newspapers.
- Check to see if a book or periodical is available in MAX our online catalog.
- Have a book or photocopies of journal articles delivered from the Dover Library collection by UPS (2 - 3 days), mail, or fax to a home or work address.
- Borrow books or materials that are not available in Dover Library through Interlibrary Loan.
- Reference and electronic database assistance.
- Check out our Useful Website Links for access to online resources.

GOAL faculty are entitled to the same privileges and services as main campus faculty. It is important for GOAL faculty and students to have Gardner-Webb University ID cards in order to check out library materials.

Contact the library with any questions or requests for materials or to set up a library instruction session for your class or small study group, which can take place at your distance learning site or at the Dover Library.

Natalie Edwards; Instruction Librarian and GOAL & Distance Learning Liaison  
- 704-406-3274; [nedwards@gardner-webb.edu](mailto:nedwards@gardner-webb.edu)

Mary Roby, Dean of Libraries  
- 704-406-4298; [mrobby@gardner-webb.edu](mailto:mrobby@gardner-webb.edu)

David Dunham; Reference Librarian  
- 704-406-3051; [ddunham@gardner-webb.edu](mailto:ddunham@gardner-webb.edu)

Mary Thompson; Public Services Librarian  
- 704-406-4294; [mthompson@gardner-webb.edu](mailto:mthompson@gardner-webb.edu)

Denise McKee; Reference Assistant for Interlibrary Loan  
- 704-406-3050; [dmckee@gardner-webb.edu](mailto:dmckee@gardner-webb.edu)

Alyssa Dodd; Circulation Manager  
- 704-406-4295; [adodd@gardner-webb.edu](mailto:adodd@gardner-webb.edu)

The University currently has written agreements with the following libraries:

Burke County Public Library .....	828-437-5638
C.G. O'Kelly Library - Winston Salem State University .....	336-750-2440
Catawba County Public Library .....	704-637-4448
Catawba Valley Community College Library .....	828-327-7000 ext. 4229
Central Piedmont Community College Library .....	704-330-6885
Dobson Community Library .....	336-386-8208
Forsyth Technical Community College Library .....	336-723-0371 ext. 7219
Gaston College Library .....	704-922-6356
Gaston County Public Library .....	704-868-2164
Iredell County Public Library .....	704-878-3090
Isothermal Community College .....	828-286-3636
Mayland Community College .....	828-765-7351
McDowell County Public Library .....	828-652-3858
McDowell Technical Community College Library .....	828-652-6021
Mitchell Community College Library .....	704-878-3271
Montgomery Community College Library .....	910-576-6222 ext. 395
Montgomery County Public Library .....	910-572-1311
Northwest AHEC Library - Winston-Salem, N.C. ....	828-326-3662
Richmond Community College Library .....	910-582-7000 ext. 7040
Spruce Pine Public Library .....	828-765-4673
Surry Community College Library .....	336-386-8121 ext. 3259
Thomas H. Leath Memorial Library, Rockingham, N.C. ....	910-895-6337
University of North Carolina at Charlotte .....	704-547-2221
Western Piedmont Community College Library .....	828-438-6195
Wilkes Community College Library .....	336-838-6115
Wilkes County Public Library .....	336-838-2818
Winston-Salem Journal Library .....	336-727-7275



## ***Internet***

The Internet provides students with online access, an unending wealth of resources. Students, by using the web address [www.gardner-webb.edu](http://www.gardner-webb.edu), can contact university offices such as Financial Aid, or use university library services.

The library web page allows the student to conduct Virtual/Reference, search the library catalog, obtain CD-ROM resources, even suggest books that the library should purchase. Students may also use NC Live resources for research. NC Live allows the student to gather information from four "communities of interest;" University of North Carolina libraries, community college libraries, state and public libraries and independent college and university libraries. Students may also contact University offices and professors through the use of email.

## ***Student Services***

Gardner-Webb University is committed to the education of the whole person. This includes the mind, the body, and the spirit. To this end, the University considers the student's activities outside the classroom to be very important. These activities and others help the student to develop social and interpersonal skills, deepen spiritual commitments, explore career opportunities, formulate a philosophy of life, develop leadership skills and develop sound ethical and moral principles.

The Division of Student Development consists of the departments of Campus Ministries, Counseling Services, Career Services, Leadership & Volunteerism, Housing & Residence Education, Student Activities, Campus Recreation, University Police and the GWU Student Y. While the Division is responsible for the coordination of student activities, it is understood that GOAL students, because of time constraints and other responsibilities, cannot participate in all areas.

## ***Career Services***

The Career Services Office is dedicated to serving Gardner-Webb students and alumni with an emphasis on two fundamental roles - aiding in career exploration & self-discovery and providing a myriad of resources to aid in the job search process. All Gardner-Webb students and alumni are eligible for the vast array of services including use of FOCUS, a computerized guidance system, resume writing assistance, and job listing services. The Career Services Office also sponsors educational workshops, career planning events, and several career fairs throughout the year, again open to all current students and alumni.

The Career Services Office also administers an online resume referral and job listing service. All students are required to register with career services during their freshman year. Registration is simple using the Bulldog Network. Students complete a registration section and transfer their resumes to our database, after which prospective employers can view those seeking work on the Internet. For a complete listing of upcoming events and a current job postings, visit the website at [www.careers.gardner-webb.edu](http://www.careers.gardner-webb.edu). Bookmark the site and visit often, as the contents of the site changes daily.

Employers are an integral part of career services. However, the Career Services Office reserves the right to refuse employers with discriminatory hiring practices. The office will also make decisions regarding third-person employers and on campus recruitment.



### ***Community Services***

The Office of Community Services serves as an information and resource center for anyone interested in participating in local community activities. These activities may include volunteerism at churches and human service agencies, participation in social and recreational functions, and representation of the University at regular events in the community. The overall purpose of this program is to instill in our campus community the importance of lifelong volunteer involvement with non-profit, educational, and governmental enterprises. All members of the University community, including undergraduate and graduate students, faculty, staff, and alumni are encouraged to become involved in the local community by contacting the office of Community Services.

### ***Counseling Services***

Gardner-Webb University recognizes that GOAL students are unique individuals with vastly different experiences from those of the traditional day student. The University also realizes that the life, professional, family, and educational circumstances of adult learners can be very stressful and may require counseling.

In recognition of this need Gardner-Webb is committed to providing counseling services to its off-campus constituents.

Students requiring counseling services may call 704-406-4563 to make appointments or to receive telephone counseling for emergency situations. Students requiring counseling services may call 704-406-4563 Monday through Friday from 8 a.m. to 5 p.m. For after hours or emergency situations, call 704-406-4563 for guidelines for assistance.

### ***Campus Ministry***

Gardner-Webb is committed to the spiritual growth of each of its students. The Campus Ministry Staff provides Christian ministry to the Gardner-Webb family. Students in need of pastoral care may call (704) 406-4277 Monday through Friday from 8 a.m. to 5 p.m.

### ***Orientation***

A new student orientation session is made available online at [www.gardner-webb.edu/goal](http://www.gardner-webb.edu/goal). The online orientation presents the various divisions within the University and the many services provided for students.

New and continuing students (and guests), attend GOAL Student Campus Day where there is a reception with university personnel, campus tours, opportunity to visit the Campus Shop and tickets provided for a meal and a football game played that day.

## ADMISSIONS CRITERIA

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

1. 60-64 semester hours in an academic curricular area from a regionally accredited institution approved by Gardner-Webb University for inclusion in the GOAL program.
2. The 60-64 semester hours of transfer credit must have a grade of "C" or better, and be in a major offered in the Gardner-Webb University catalog.
3. Completion of English 101 with a grade of C or better.
4. Completion of specific prerequisite course work as deemed necessary by the department of the chosen major.

### *International Students*

International students follow the usual procedure for admission with the following exceptions:

1. Transcripts for any foreign college credits must first be submitted to World Education Services for evaluation before being mailed to the Gardner-Webb University GOAL office. An application for a WES evaluation may be found at [www.wes.org](http://www.wes.org). WES may also be contacted by calling 1-800-937-3895.
2. A satisfactory TOEFL score must be submitted unless English is the native tongue.
3. Students must submit documentation of the ability to support themselves financially while in the United States.
4. Once the student's file is complete and an admissions decision has been made, the student will be sent an I-20 form, enabling the student to apply for a visa.

### *GOAL Admissions Procedures*

1. The prospective student completes the application (either on-line or a hard copy) and forwards it to the GOAL Admissions Office. Concurrently, the student requests official transcripts from all colleges previously attended to be sent to the GOAL Admissions office. Credit from two-year business colleges is not transferable.
2. Upon receipt of all the above information, the folder is forwarded to the Transcript Evaluation Officer of the University for analysis of transfer credits.
3. Upon completion of this analysis, the Director of GOAL Admissions determines student eligibility for the program based on admissions criteria. Students may be fully accepted or accepted with stated conditions. The Director of Admissions will make final approval and forward a letter of full acceptance, acceptance with conditions, or deferral, along with a copy of the transcript evaluation to the applicant.
4. The academic advisor is forwarded a copy of all materials for proper advising of the student at a later date. Students may enter at the beginning of any semester or summer term. While there is no application deadline, typically three or four weeks are needed to process all applications.

Classification as a "Special Student" allows an adult learner who does not wish to pursue a degree or wishes to take a class for transient credit (i.e. if pursuing a degree elsewhere) to enroll in a GOAL course or courses for credit, providing course level or major level prerequisites are met. There is no maximum number of hours which may be accumulated as a special student; however, if a degree is desired, official transcripts must be submitted for evaluation and an advisor assigned. Special students must submit an application for admission. Special students wishing to change their status to a student accepted in a degree program must follow the regular admissions process.



### ***Readmission***

Any student who withdraws from the GOAL program or does not register for any given fall or spring semester or term must apply for re-admission to the next scheduled term. An application for re-admission should be filed with the GOAL Admissions Office at least two weeks prior to the opening of the term in which a student wishes to resume studies at Gardner-Webb University. There is no fee for application for re-admission for previous GOAL students.

Students who have been out more than 24 months must meet new curricular requirements and come in under a new catalog. Students who leave Gardner-Webb University while on probation may request an evaluation of courses taken at other institutions after returning to good academic standing. Approval must be granted by the appropriate Associate Provost. A request may not be made for summer courses taken immediately after being placed on probation at the end of spring semester.

Students who leave Gardner-Webb University while on suspension may request an evaluation of courses taken at other institutions after returning to good academic standing. Approval must be granted by the appropriate Associate Provost. Courses taken during the semester or semesters the students were suspended are not eligible for evaluation. A request may not be made for summer courses taken immediately after being placed on suspension at the end of spring semester.

### ***Second Baccalaureate Degree Policy***

Students entering Gardner-Webb University with a baccalaureate degree from an accredited college or university desiring to study in another field may complete their degree in the second field in the following manner:

- taking all the courses required in that major field
- taking any other courses required by the department of the major
- taking a minimum of 32 hours of credit at Gardner-Webb

On successful completion of the work as outlined, the student will be awarded the degree from Gardner-Webb University.

A minimum Grade Point Average of 2.0 in a 4.0 scale based in the University grading system is required for graduation.

\* Students who have successfully completed a baccalaureate degree with Gardner-Webb University will not receive a second baccalaureate degree. Additional coursework will be added to your transcript.

### ***Day/GOAL Status Change Policy***

A student who is enrolled as a degree seeking student in either Day or GOAL program may submit a change of program appeal form to the EPSC (Educational Policies and Standards Committee). Except in extreme circumstances, appeal will not be considered if the student is in the final 24 semester hours of his or her current program.

### ***Transfer Policy***

A student may transfer to Gardner-Webb a maximum of 64 semester hours from an accredited two-year institution, a maximum of 96 semester hours from an accredited senior institution and a maximum of 96 combined semester hours from all institutions toward meeting degree requirements. A minimum of 32 hours must be taken at Gardner-Webb University. The Registrar interprets the transfer policy and certifies students for graduation.



## ***Transfer Credit Policy***

Students transferring from a regionally accredited two-year colleges may transfer up to 64 semester hours. An additional 64 semester hours must be taken on the senior college level, with the final 32 semester hours for graduation taken at Gardner-Webb.

Students transferring from a regionally accredited four-year college may transfer up to 96 semester hours. For a bachelor's degree, the final 32 semester hours for graduation must be taken at Gardner-Webb.

All transfer work completed at a regionally accredited college and/or university will be considered for transfer at full value, assuming the courses are passed with a grade of a "C" or better provided they are comparable to Gardner-Webb University curriculum. This work will be evaluated by the Registrar's Office staff member charged with this responsibility.

If a transfer student attended a school that is not regionally accredited, the student will need to follow the guidelines below in order for Gardner-Webb to consider the courses individually for transfer.

All courses reviewed for transfer must be related to general studies or the major subject area chosen by the student. There are currently two ways in which we can review these specific courses:

(1) If any course(s) has a recommendation from an agency listed below, that recommendation will be used to aid in the evaluation. In the event the recommendation is vague or unsatisfactory, the Gardner-Webb faculty department chair for the subject area of the course being evaluated will be contacted for aid in determining the full appropriate credit to be granted. The agencies from which we accept recommendations are: American Council on Education, American Association of Collegiate Registrars and Admissions Officers, and NAFA: Association of International Educators.

(2) For course work that does not have recommendations from the guides listed above, the student must complete the following procedural steps for each course he or she wishes to have transferred:

- (a) Produce a syllabus for the course requested for transfer.
- (b) Request the academic institution previously attended to submit a record of credentials for the teaching faculty member(s) of each course requested for transfer [a catalog showing degrees earned, faculty vita, or a letter from the academic dean indicating graduate level work and area of graduate work for the faculty member(s)].

These credentials will be reviewed by the Associate Provosts' Office for authenticity and credibility. Once approved, the Associate Provosts' Office will contact the Registrar's Office to permit review of the course syllabi for possible transfer of courses.

Courses accepted in transfer admission are recorded as credit only. Courses accepted as transfer credit are recorded with grades, grade points, and quality points. However, the grade point average for graduation is computed on academic credit earned at Gardner-Webb University. The Registrar interprets the transfer policy and certifies students for graduation.

## ***Advanced Placement and Credit***

*Advanced Placement Program:* Students achieving a minimum score of three on an Advanced Placement exam of the College Board will receive credit for the specific course covered by the test as determined by the appropriate academic department of the University. Students achieving a score of four or five may receive additional advanced credit. AP credits are not counted toward the senior college credit hour minimum (64).

*College-Level Examination Program:* Gardner-Webb accepts credit earned through the College Level Examination Program based on exams taken prior to, and through the end of, the student's first semester of enrollment. CLEP credits are not counted toward the senior college credit hour minimum (64).

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

*General CLEP Guidelines:*

1. Credit will be received on the same basis as transferred credit from accredited institutions of higher learning.
2. Credit will not be granted in an area for which the examinee has attempted or earned college credit.
3. Credit earned will be computed in the examinee's academic record as "CR" which is hours credit only.
4. Unsatisfactory scores will not become part of the examinee's academic record.
5. A CLEP test on any subject may be submitted only one time.
6. Students can only receive CLEP credit within their first semester.

The English Department will grant credit for English 101 (3 hours) to students who make a score of 60 or above on the English Composition with Essay CLEP test. The English Department will no longer accept the Freshman Composition with Essay CLEP test, which requires that the exam be sent to the department for evaluation. The essay portion of the English Composition with Essay test is graded by ETS employees. Students cannot CLEP out of English 102.

*General Examination Guidelines:*

1. The student must submit a score at or above the minimum score set by the American Council on Education listed for each examination.
2. The number of semester hours granted will be the total normally granted for the area covered by the test with the following restrictions:
  - 1) A maximum of six semester hours of credit may be granted for each test.
  - 2) A maximum of three semester hours credit may be granted on the basis of a sub-score, provided the area is appropriate.
3. Credit thus granted may be applied to the student's course of study only as basic courses or free electives.

*Subject Examination Guidelines*

1. The student must submit a score at or above the minimum score set by the American Council on Education listed for each examination.
2. The number of semester hours granted will be determined by the scope of the material measured as indicated by the American Council on Education.
3. Credit thus granted may be applied to the student's course of study without restriction.

**A detailed list of AP and CLEP equivalencies is available online and may be accessed as follows:**

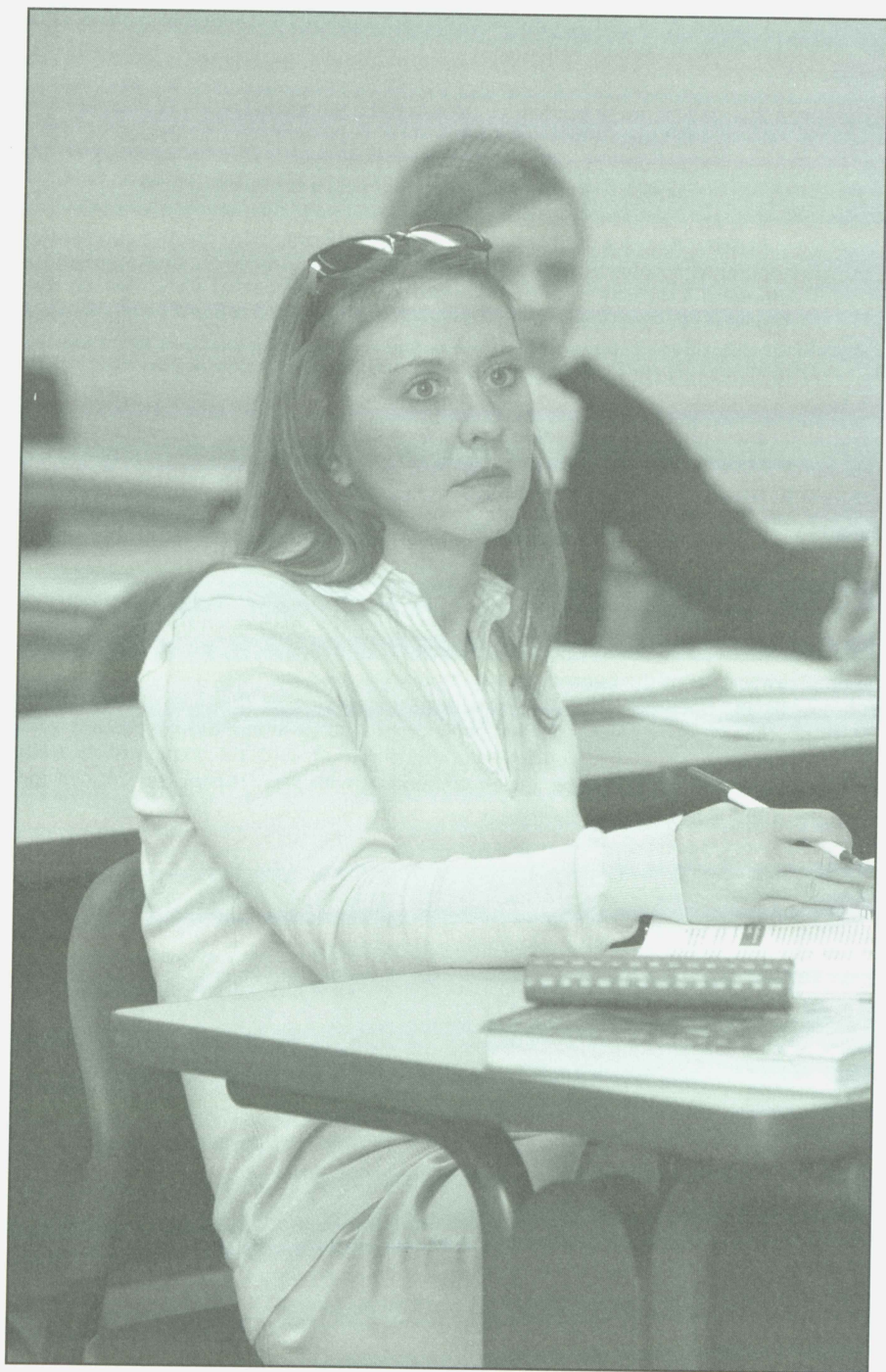
Address: [www.gardner-webb.edu](http://www.gardner-webb.edu)  
Click on: Academics, then Registrar's Office  
Click on: Transfer Credit  
Click on: Credit for AP and CLEP Exams  
Access: Appropriate link within each text section

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

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

**Prior Learning Assessment (PLA):** Students have often had classes in the military service or through their work in which academic credit was not awarded, but the course work is comparable to some college courses. Students having documentation of prior learning experiences that align with specific courses may submit that documentation for evaluation and may possibly gain academic credit. The policies and procedures are set in the context of the Kolb model of adult learning and in conformity with standards of the Council for Adult Experiential Learning.





## ACADEMIC INFORMATION

### *Academic Advising*

Each student who is admitted to the GOAL Program is assigned an academic advisor who assists in the development of a written program of studies. Advising is provided for new students beginning at first registration, and for continuing students at mid-term of fall and spring semesters and in mid-summer. Students are strongly urged to attend scheduled advising sessions.

### *Academic Load*

A full load is 12 semester hours each fall and spring semester and 6-9 semester hours during the ten-week Summer School. Students may attend the GOAL Program part-time.

### *Semester Academic Credit Policy*

The maximum number of hours for which a student can enroll in any given term is 20.5 semester hours. Students with a minimum cumulative Gardner-Webb University grade point average of 3.00 may appeal to the EPSC (Educational Policies and Standards Committee) for permissions to exceed this hour limitation. In no case will approval be granted for hours in excess of 25 semester hours in any given term. All appeals must be submitted in writing to the chair of the EPSC prior to registration for the semester in question.

### *Registration*

On-site registration is conducted prior to fall and spring, and summer semesters. However, phone and e-mail registration procedures have been developed for the mutual benefit and convenience of the University and students. Students should communicate with their advisor during the scheduled advising period to complete all necessary forms and then mail these forms, with payment, to the Business Office on or before the published deadline. Continuing students must adhere to the mail-in deadline or be subject to a late registration fee.

It is imperative that the student attend the scheduled advising sessions to assure efficient functioning of the system.

A student must be officially admitted to the University prior to registration. A student is not officially enrolled for a course until officially accepted for admission and cleared with the Business Office. A student may register at any one of the GOAL Centers for courses offered in all centers and on-line. If the student plans to attend an advising session in a center other than the one where he or she attends classes, he or she should consult with the advisor.

### *Financial Aid*

#### *Financial Assistance*

All requests for financial aid assistance should be directed to the Financial Planning Office of the University. Financial aid awards are made following a determination of the applicant's admission and eligibility. The Free Application for Federal Student Aid (FAFSA) is required for determination of eligibility. The FAFSA can be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).



**A. Federal**

1. PELL GRANTS - Grants available to students who have an exceptional need as indicated by their expected family contribution (EFC), which is determined from the results of the FAFSA. These grants range from \$890 to \$4,731 per year. Awards are prorated for students who are taking less than the full-time requirement of 12 hours (4 courses) per semester.

2. STAFFORD LOANS - Loans which are fixed at a 6.8% interest rate and are available to students who are enrolled at least half-time (6 hours or more). The maximum amount a student can borrow is \$5500 per year provided they have earned at least 60 hours. Repayment begins 6 months after a student drops below half-time status, withdraws, or graduates. The maximum repayment term is ten years.

a. SUBSIDIZED STAFFORD LOANS - The interest on subsidized loans is paid by the federal government while the student is enrolled half-time or more. Six months after the student graduates, leaves school, or falls below half-time status, interest begins to accrue. These loans are need-based.

b. UNSUBSIDIZED STAFFORD LOANS - Interest on unsubsidized loans begins to accrue at the time the loan is made. The student may begin payment of the interest at that time, or he/she may allow the interest to capitalize. These loans are available to all students who are enrolled half-time (6 hours) or more.

3. SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT GRANT (SMART) - Grants will provide up to \$4000 per year for the third or fourth year of undergraduate study. Eligibility is based on the following: U.S. Citizen, Pell eligible, enrolled full time, majoring in physical, life, or computer science, mathematics, technology or engineering or in a foreign language determined critical to national security. The student must maintain a cumulative GPA of at least 3.0.

*NOTE: The FAFSA must be completed prior to each academic year to qualify for federal aid.*

**B. In-State**

1. NORTH CAROLINA LEGISLATIVE TUITION GRANT (NCLTG) - These annual state grants of \$1,950 per year are available to North Carolina residents of one year or longer who are enrolled full-time (taking at least 12 hours as of October 1st for the fall semester and the tenth class day for the spring semester) at a private North Carolina college or university and have not already obtained a Bachelors Degree. Students enrolled in 9 to 11 credit hours may be eligible for a prorated amount. A new NCLTG application form must be filled out each year. The grant is not available during the summer semester.

*NOTE: NCLTG is not need-based, and does not require a FAFSA. These grants are awarded pending state appropriations.*

2. NORTH CAROLINA CONTRACTUAL GRANT - These grants are state-funded by the legislature of North Carolina to be awarded for demonstrated need. The student must be a North Carolina resident for over one year to qualify. Funds are limited and priority is given to full time students which demonstrate the highest need, typically Pell recipients.

*NOTE: These grants are awarded pending state appropriation.*



3. NORTH CAROLINA STUDENT INCENTIVE GRANT (SIG) - These annual state grants range from \$400 to \$1500 per year. To qualify for this grant, the student must be a North Carolina resident, enrolled full-time at a North Carolina college or university, and demonstrate exceptional financial need as shown by the results of the FAFSA. This award is made by the state.

*NOTE: A FAFSA must be completed by March 15 in order to be considered for this grant.*

4. NORTH CAROLINA EDUCATION LOTTERY SCHOLARSHIP (ELS)- A new program created by the state legislature for students with Excepted Family Contributions (EFC's) of \$5000 or less. The EFC is determined by the results of the Free Application for Federal Student Aid (FAFSA). Each year award for maximums will be determined by yearly lottery revenues. The current amount is \$2500 in combination with the Pell Grant. A student must be enrolled in a minimum of 6 hours to be considered. To be awarded the full scholarship amount, the student must be enrolled in 12 hours. If taking less than 12 hours, award will be prorated accordingly.

#### **C. GOAL Out of State Grant**

1. Those students who are not North Carolina residents are eligible for a grant worth \$1000 per year. The student must enroll full time (12 hours or more) to receive this grant.

*NOTE: The GOAL Out of State Grant is not need based, and does not require a FAFSA, you must make the Financial Planning Office aware that you meet the qualifications to receive this grant.*

#### **FOLLOW THESE STEPS TO APPLY FOR FINANCIAL AID**

1. Apply for admission to Gardner-Webb's GOAL Program.

2. Initiate the financial aid process by completing a Free Application for Federal Student Aid (FAFSA). Students are encouraged to complete this form as soon as their previous year's tax forms are completed. (For example: The info from the 2007 federal tax forms are needed for the FAFSA for the 2008-09 school year.) The FAFSA form can be obtained from the financial planning office, or on the web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

*NOTE: A new FAFSA must be submitted every year in order to be considered for federal financial aid.*

*NOTE: Be sure to indicate Gardner-Webb as one of the schools to receive any reports resulting from your financial aid application by recording our Title IV code of 002929 where requested.*

3. Any student planning to start the GOAL Program in the summer must complete the current year FAFSA form. For example, if you plan on starting with the summer of 2008, you must complete the 2007-2008 FAFSA.

4. Once your application has been processed, the information will be sent electronically to Gardner-Webb. Then we will evaluate your eligibility and an award notification will be sent to you in the mail. You will be guided to view your award via MyWebb. Stafford Loan information and instructions will be located here as well.

5. Some FAFSA forms are chosen by the Dept. of Education for verification. If your application is selected, we will send you a request letter indicating the additional documentation you will need to complete and return to us. We will need to have all requested information before continuing to process your financial aid.

6. To ensure that the financial aid process is completed, you should begin the process as soon as possible. This will allow us ample time to correct any problems that may arise. For additional information call 704-406-4243.

### ***Tuition***

Tuition for the 2008-2009 academic year is **\$288** per semester hour, beginning with Summer Session I, 2007. Tuition increases, when necessary, are usually implemented during the summer term; however, the University reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgment of the Board of Trustees. Students enrolled in 12 or more semester hours who are legal North Carolina residents and are pursuing their first baccalaureate degree may be eligible for the North Carolina Legislative Tuition Grant. During the 2008-2009 academic year the grant is projected to be \$975 each semester for the fall and spring semester. The grant is not available during the summer term.

GOAL students pay the GOAL tuition rate per semester hour, as specified in this catalog, for classes designated as GOAL classes, regardless of the number of hours taken. For any class taught on the GWU campus designated as a GOAL class (classes may be designated as both GOAL and day) the GOAL student pays the GOAL tuition rate.

**Most students receive some form of financial aid to offset tuition.**

### ***Deferred Payment Plan***

Tuition, fees, and book charges are payable in full at registration; however, the University makes available a deferred payment plan to those GOAL students who prefer to make two payments during the summer/three payments during the fall/spring semester rather than the full payment at registration. Students may sign up for the deferred payment plan when viewing their online bill or may contact the business office at 704-406-4287.

### ***Employer Paid Tuition***

Gardner-Webb recognizes that many companies offer tuition reimbursement to their employees. To enable students to take advantage of this benefit, Gardner-Webb will defer the covered portion of the student's tuition cost until the student receives reimbursement from his/her employer or 30 days after grades are available. Please contact the University Business Office for details on using this plan.

### ***Charge Reduction Policy***

Registration in the University is considered a contract binding the student for charges for the entire semester. However, it is the policy of Gardner-Webb university to give pro-rata charge reductions through 60% of the enrollment period in the event a student **OFFICIALLY WITHDRAWS FROM SCHOOL**. On-campus program students (Undergraduate and Divinity) must complete and return a withdrawal form to the Registrar's Office in order to be officially



withdrawn. GOAL and Graduate program students may withdraw by telephoning or emailing the Registrar's office. A confirmation will be sent when the withdrawal is complete. The withdrawal date is the date this process begins.

Reductions will be computed on total charges for tuition, room and board but not on fees. Students leaving school for disciplinary reasons will not be eligible for any reduction and will be liable for the entire semester charges. Students who withdraw from individual classes after the drop/add period will receive no charge reduction.

For purposes of interpreting this policy the pro-rata charge reduction percentage is equal to the number of calendar days (includes weekends) remaining in the semester divided by the number of calendar days in the semester. No charge reduction will be given after the 60% period of enrollment for the semester.

When a student's charges are reduced, Federal, State, Institutional and Non-institutional Aid will be adjusted in accordance with the regulations governing the respective programs. Please contact the University Business Office for current regulations concerning these programs. Leaving the University without officially withdrawing may result in a student forfeiting all financial aid and, thus, becoming responsible for the entire balance.

### ***Delinquent Student Accounts***

Students with outstanding financial obligations may be prevented from registering for the following semester. A student will not be allowed to participate in commencement exercises or receive a diploma, nor will transcripts be released, until all financial obligations are satisfied. Delinquent accounts may be referred to collection agencies and/or credit bureaus. Financial obligations include, but are not limited to, student account balances, parking, disciplinary and library fines, and returned checks.

### ***Identification Card***

All GOAL students should acquire a Gardner-Webb University identification card, primarily for the use of library services both on and off the main campus. The ID card may also be used in connection with other University services or activities. Students may send an email to [idrequest@gardner-webb.edu](mailto:idrequest@gardner-webb.edu) to request an ID. Please include in the email the student's name, ID number, address and the center they attend. For other questions regarding ID cards, please contact campus police at 704-406-4444.

### ***Change of Name or Address***

Students are requested to contact the Registrar's Office in the event of any change of name or address. 704-406-4260.

### ***Adding or Changing Courses***

The student's schedule of classes may be adjusted by adding or changing courses with the approval of the Academic Advisor during the drop/add dates. Changes which result in the student taking the same number of hours as prior to the change will result in no additional tuition charges or reduction in tuition charges.



### ***Withdrawing From Courses***

A student may officially withdraw from a class at any time during the first 75% of a semester or summer term. A grade of W (withdraw) is recorded for the course during the first 25% of the semester. After the first 25% of the semester a WP (withdraw passing) or WF (withdraw failing) is assigned by the professor based upon the professor's assessment of the student's work to date in the course. Students whose withdrawal from courses results in less than a 12 hour enrollment may lose the North Carolina Legislative Grant and/or other financial aid and will be liable for payment of tuition for all changes.

A student who withdraws from a course after the drop/add period must withdraw directly through the Registrar's Office. The student is responsible for carrying out the withdrawal and must secure written documentation of the withdrawal. A student who calls the Registrar's Office to withdraw from a course should request that documentation be sent to him or her by hard copy in the mail or by email.

### ***Medical Withdrawals***

Any registered student who experiences medical trauma or a chronic illness that may prevent completing the semester may apply for a medical withdrawal from the University. **A medical withdrawal request must be filed with the Registrar's Office prior to the start of final exams and must include documentation submitted from a physician or psychologist trained in the diagnosis of the medical condition.**

A qualifying medical condition, as determined by the physician or psychologist, must prevent the student from participating in all classes remaining during the current semester. A medical withdrawal is a complete withdrawal from the University. The supporting documentation from a physician or psychologist accompanying the medical withdrawal request must be submitted on official letterhead from the physician or psychologist and must be addressed to the Gardner-Webb University Registrar. The medical documentation must also include the physician or psychologist's name, title, professional credentials, license or certification number, and should address the following:

1. Specific diagnoses and findings.
2. Date the examination, assessment, or evaluation was performed.
3. In the event that the medical withdrawal is the result of an injury or accident, the date the injury or accident occurred.
4. In the event the medical withdrawal is due to chronic illness, the date the illness made it necessary to stop attending classes.

A student will be notified of the approval decision following a review of the medical documentation. If the request is approved, the student will receive a final grade of "W" for each class (except in instances of Academic Dishonesty).

Upon medical withdraw from the University a student must apply for readmission to the University to continue studies. The student must provide documentation from the same physician or psychologist, when possible, stating the student is able to continue academic studies at the university. This documentation should follow the same format as above.

### ***Auditing Courses***

Any student may audit a class with the permission of the professor of the course. All auditors must file an application with the College of Distance Learning and Continuing Education. Auditors not enrolled in other Gardner-Webb classes will be charged \$150 per credit hour for the course plus any special fees.

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

### ***Taking Courses at Other Institutions (Transient Credit)***

Students who wish to insure that courses taken at other accredited institutions during a regular term or summer session are applicable for Gardner-Webb credit must complete a "Request to Recognize Transient Credit" form. This form must be submitted to the Registrar's Office no later than the last class day of the semester prior to the requested semester of study.

Transient credit requests will be considered only for students who are in good academic standing at the University, and thus may not be used to improve academic standing at Gardner-Webb.

The following restrictions apply to the approval of transient credit. Transient credit:

1. will be awarded only for courses that are applicable toward graduation at the host institution
2. will only be awarded for courses in which a grade of "C" or better is earned
3. will not be awarded for courses for which a student previously earned credit at Gardner-Webb
4. may not be earned to repeat a "D" or an "F" earned at Gardner-Webb University.

Transient credit requests will not automatically be approved for students in their final year of study at Gardner-Webb (the final 24 hours for a student enrolled in AA Degree in Nursing Program and the final 32 hours for a student seeking either the BS or BA degree). Students requesting transient credit during this time frame must have the approval of the appropriate Associate Provost. In addition to the "Request to Recognize Transient Credit" form, the "Request to Waive 24/32 Hour Rule" form must be submitted to the Registrar's Office at least two weeks before the last class day of the semester prior to the requested semester of study.

In order to insure that transient credit is properly documented, the student must request an official transcript from the host institution be forwarded to the Gardner-Webb Registrar. For a student taking a transient credit during the final semester of study, all such transcripts must be on file in the Registrar's Office prior to that semester's commencement ceremonies. Transient transcripts not received by this deadline will cause the student's graduation date to be delayed.



### ***Independent Study***

The term "independent study" is reserved for those courses specifically designed as guided reading and/or student-initiated research courses that include a written project/paper which shall become part of the holdings of the Dover Library at the conclusion of the course. Independent study is open to students with junior and senior standing and requires the approval of the professor offering the study, the chair of the department, and concurrence of the Assistant Provost for the College of Distance Learning and Continuing Education. The proposal must be submitted and approved by the end of the semester preceding the study. No more than six hours credit in independent study may be applied toward graduation.

### ***Course by Arrangement***

A course by arrangement is restricted to a catalog course which is not offered by the University during a given semester or cannot be scheduled by the student. The course might be offered to the student on a one-to-one basis. The option is limited to instances of extenuating circumstances and must be arranged with a full-time faculty member. Approval of the professor, department chair, and the Assistant Provost is required.

### ***Withdrawal, Suspension, Expulsion***

Voluntary termination of enrollment during the course of a semester or summer term is defined as withdrawal. Dismissal from school for a specified period of time is suspension, and expulsion is dismissal for an unspecified period of time. Any evening student leaving school before the end of a term is required to call the Registrar's office at (704) 406-4260 to completely withdraw by phone. Honorable dismissal is granted only if these procedures are followed, and failure to comply will result in the recording of an F grade on all work taken that term.

### ***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 - fully qualified academically for credit who have earned 90 or more hours of credit.

Special Students - persons enrolled in classes who are not seeking a degree.

### ***Class Attendance Policy***

Regular class attendance is an important student obligation, and each student is responsible for all work conducted in class meetings. **Students are required by University policy to attend a minimum of 75% of the scheduled class meetings.** Failure to do so will result in loss of credit for the course. Furthermore, it is the option of the professor to set a more stringent class attendance policy. During the first week of the semester, the professor will clearly state, in writing, the attendance policy which will govern the class. Students are responsible for knowing the number of absences they accumulate.

Students enrolled in online classes must "show up" for class by participation on a regular basis and submitting assigned work in a timely manner.



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

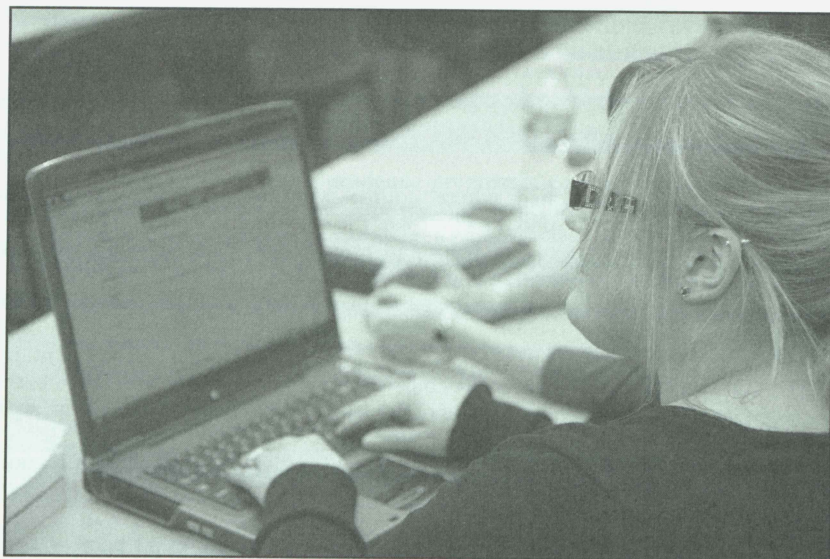
If weather prevents class meetings, cancellations will be announced on local radio and the Gardner-Webb University web site [www.gardner-webb.edu](http://www.gardner-webb.edu) for each center. In addition one may call the 1-877-GWU-SNOW number for current weather information. Professors and students may agree upon a mutually acceptable time for make-up of cancellations.

Students who miss scheduled tests and examinations without excusable reasons may not make up such assignments. Authorization to make up tests missed for excusable reasons is obtained from the professor of the class.

A student who does not take the final examination at the scheduled time will receive a failing grade in the subject unless excused by the instructor. If the student is excused, the grade will be recorded as Incomplete.

### ***YMCA Professional Studies Program***

Gardner-Webb University, the Cleveland County YMCA and the YMCA of the USA have formed a partnership to develop a Gardner-Webb University Student YMCA. The YMCA Professional Studies Program prepares undergraduates for careers in the non-profit field, including YMCA's. Through this innovative partnership, YMCA courses offer a distinct path toward future employment. The YMCA program is designed to provide undergraduate students with opportunities to learn and develop competencies needed in the professional workplace. Specific YMCA courses, as well as those complimentary to non-profit settings, are offered at GWU. Course details are listed on page 89.



# GRADES AND REPORTS

## Grading System

Grades and grade points represent the instructor's final estimate of the student's performance in a course. A student earns quality points as well as semester hours if the level of performance does not fall below that of "D." The table below lists the letter grades, the interpretation of each of the grades and the quality points for each hour of credit.

Grades	Hours Attempted Per Credit Hour	Quality 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	0	0
I-Incomplete	1	0
W-Withdrew w/o penalty	0	0
WP-Withdrew passing	0	0
WF-Withdrew failing	1	0
@W-Administrative Withdrawal	0	0
@F-Administrative Failure	1	0
Fx-Failure for Academic Dishonesty	1	0
TR-Transfer Credit	Hours Credit Only	Hours Credit Only
CR-Credit Hours	Hours Credit Only	Hours Credit Only
AU-Auditor	0	0
**Repeated** Repeated Course	0	0
#-Higher attempt		
Multiplied by Quality Points	1	Computed According to Grade for Final Grade

An "I" is assigned where course work is not complete because of circumstances beyond the control of the student. The student has up to 90 days 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 25% of the semester. After the first 25% 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. Summer withdrawal dates are published in registration materials. A grade of WF will have the same effect on the student's GPA as having completed the course and receiving an F.

@W - This grade represents an administrative withdrawal from a course. It would be assigned to any student listed on the official class roll who has never attended a class session.

@F - This grade represents an administrative failure of a course. It could be assigned by either the professor or the registrar's office to any student who ceases to attend class or who otherwise exceeds to permissible number of



absences in a course. This grade would be treated the same as the basic "F"; it would count against the student's grade-point average and would be repeatable under the same provisions as outlined in the university catalog.

The last date for withdrawing from an individual course will be a date not to exceed 75% of the course (including summer school). After this time the only courses which will be dropped are those which a student drops when withdrawing from the University.

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

For the policy concerning the appeal of a grade, see the section entitled **Academic Affairs**.

### ***Grade Point Average (GPA)***

The student's general academic performance is indicated by a Grade Point Average. This figure is determined by dividing earned quality points by attempted semester hours. Three Grade Point Averages are significant for each student: the semester GPA, the GPA for all work taken at Gardner-Webb and the overall GPA which includes any work taken at other institutions as well as the student's work at Gardner-Webb. The overall GPA is used for University-related agencies, the Alpha Chi advisor, and departments requiring overall GPA and includes all work attempted at previous educational institutions. Students must achieve a minimum GPA of 2.0 on all work taken at Gardner-Webb to qualify for graduation.

### ***Repeating Courses***

A student may repeat up to six courses in which a "D," or "F" or "WF" is made to improve grades for GPA purposes. When a course is repeated (up to six courses), only the higher grade is counted in computing the Gardner-Webb GPA. Beginning with the seventh course all repeat attempts will be counted in the GPA. Students are allowed to retake courses that they fail due to academic dishonesty; however, the course hours attempted will continue to be calculated in figuring the student's grade point average.

### ***Retention Standards***

Standards for acceptable academic progress at Gardner-Webb University 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. Should their academic achievement not improve, they are in danger of being suspended from the University.

Students will be placed on probation when their Gardner-Webb Grade Point Average falls below these minimum standards:

Juniors with 60 to 89 hours . . . . . 1.9

Seniors with 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's Gardner-Webb GPA must return to the appropriate minimum standard. If the student fails to bring the grade point average to a satisfactory level during the probationary semester but the semester's GPA is at or above the minimum required, probation will be continued for another semester.

If at any time while on academic probation the student's semester Gardner-Webb GPA falls below the minimum requirement, the student will be suspended for one semester. After the one-semester suspension, a student desiring readmission must submit a formal application for readmission. If approved, the student may register for classes and will be automatically placed on academic probation.

Should a second academic suspension occur (even if the first or second suspension is waived on appeal), it will be for at least two semesters. After a two-semester suspension from the University, the student must submit a formal application for readmission. If readmission is granted, the student may register for classes and will be automatically placed on academic probation. If placed on suspension a third time, the student will be suspended for two semesters. Readmission requires the approval of the Admissions and Financial Aid Committee. Students suspended from the University 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 Provost. Suspensions that are waived on appeal are still noted on the student's academic transcript. 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 University or participate in the public performance of such events.

Summer study at Gardner-Webb University may be used to improve one's academic standing. However, a student who is on academic probation or suspension may not use study at another institution to improve his/her Gardner-Webb academic standing.

## ***Honors***

### **Semester Honors**

Two lists of honor students are posted each semester:

1. Dean's list - Student's enrolled for a minimum of 12 hours and fewer than 15 must have a 4.0 Gardner-Webb Grade Point Average, and one taking 15 hours or more must have a 3.7 or better with no grade below a C.

2. Honor roll - Students enrolled for a minimum of 12 hours and fewer than 15 hours must have a 3.5 Gardner-Webb Grade Point Average with no grade below C, and one taking 15 or more hours must have between a 3.2 and 3.7 average with no grade below C.

### **Alpha Sigma Lambda**

Gardner-Webb University is affiliated with this National Honor Society designed for adult students. Membership in Alpha Sigma Lambda is the highest honor that is bestowed upon GOAL students at Gardner-Webb University. A list of Alpha Sigma Lambda nominees is produced by the Registrar and audited for membership requirements. Alpha Sigma Lambda nominees receive a letter of nomination explaining the requirements of membership and an invitation to an induction ceremony.

To be eligible for ASL, a student must:

1. Be an adult engaged in balancing the multiple responsibilities of home, career, community, and education
2. Have a minimum 3.5 GPA at GWU as well as a 3.5 GPA overall including all colleges previously attended
3. Place in the top 10% of his/her class having earned a total of 90 semester hours credit
4. Have earned 24 semester hours credit from Gardner-Webb University
5. Have earned at least 12 of the total semester hour credits in the Liberal Arts/Sciences
6. Be enrolled for at least 12 hours in the semester of induction and have excellent citizenship and character

**Mu Psi Chapter-at-Large, Gardner-Webb University & Queens University of Charlotte, Sigma Theta Tau International Honor Society Of Nursing**

The Gardner-Webb University School of Nursing is privileged to have an approved Chapter-at-Large, Sigma Theta Tau International Honor Society of Nursing with Queens University of Charlotte. STTI is the only nursing society dedicated to improving the health of the world's people, thus the name Sigma Theta Tau International. Baccalaureate and graduate nursing students meeting the eligibility criteria for membership, having endorsement for membership, and approval for membership by Mu Psi Board of Directors and /or members of Mu Psi are invited for membership and to an induction ceremony. The Gardner-Webb University Mu Psi Faculty Counselor is responsible for identifying Gardner-Webb University students who qualify for membership. The induction ceremony will be held at Gardner-Webb University in April in the odd years and at Queens University of Charlotte in the even years. Mu Psi is not funded through Gardner-Webb University but is maintained independently through membership fees and fund raising activities. Upon graduation, students continue to be active in Mu Psi as long as paid dues are current.

**Mu Psi Chapter-at-Large membership requirements for baccalaureate nursing students are:**

1. Completion of a minimum of 1/2 of the nursing curriculum.
2. 3.0 grade point average on a 4.0 sliding scale on all courses taken through Gardner-Webb University.
3. Rank in the upper 35% of their graduating class.
4. Meet expectations of academic and professional integrity, and potential for leadership.

**Graduation Honors**

To be considered for baccalaureate honors a graduating student must complete a **minimum of 64 hours at Gardner-Webb**, and his or her GPA for that work taken here must merit honors. Those in the upper 12% of the graduating class will receive honors. One-sixth of those so designated will graduate summa cum

laude; one-third will graduate magna cum laude; and one-half will graduate cum laude. This standard will be applied to graduates in each of the following categories: Arts/Sciences, Elementary Education/Physical Education, Day Business, GOAL Arts/Sciences, and GOAL Business.

#### **GOAL Academic Award**

At the August commencement exercises, the GOAL Academic Award is presented to the GOAL student from fall, spring, and summer graduations with the highest academic grade point average. This grade point average first considers those with the highest Gardner-Webb grade point average. In the case of a tie, the grade point average for all work accepted for transfer into Gardner-Webb is incorporated into the calculation.

#### **Delta Mu Delta**

Delta Mu Delta is the international honor society for business majors. This academic honor society recognizes high scholastic achievement by majors in the School of Business. Requirements include: GOAL juniors and seniors- top 10% of their class with a minimum 3.8 GPA. Membership is lifetime and carries recognition to the professional world resulting in higher pay and promotion.

### ***Graduation Requirements***

A minimum of 128 semester hours is required for the baccalaureate degree. All candidates for graduation must take their final 32 hours with Gardner-Webb University. 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 32 hours with Gardner-Webb.

A student must have a minimum grade of C on each course counted toward the major. A transfer student is required to complete at least one-half of the major (15 semester hours) at Gardner-Webb.

### ***Application for Graduation***

Each student is responsible for fulfilling all requirements for the chosen degree program. In cooperation with his/her advisor, the student is also responsible for filing an Application for Graduation with the Registrar no later than the end of the preregistration during the semester prior to the final semester of study. GOAL advisors will have the graduation application at registration for the student's final semester. Specific deadlines will be published and a \$50 late fee will be imposed after the deadline date. A final deadline will also be published after which applications will be carried forward to the next scheduled commencement. All candidates are required to be present at Commencement. The University is not obligated to grant a degree to any candidate for graduation who does not attend the exercises. Students who cannot attend commencement will be required to attend the next scheduled one. Contact the Assistant Provost for the College of Distance Learning and Continuing Education to request such a change.

### ***Student Responsibility***

The student bears the final responsibility for the selection of a program of study and adherence to all published regulations and requirements of the University, including the preceding requirements for graduation. The student cannot transfer this responsibility to his/her academic advisor.



## ***Academic Appeals***

An undergraduate student who has a question about an academic decision should consult the University official responsible for the decision. Gardner-Webb protects the interests and rights of students by a procedure whereby decisions about the following issues may be appealed: academic probation, academic suspension, transfer credits, graduation requirements, and grades. With the exception of grade appeals, the student must make all appeals, in writing, no more than eighteen months after the date of the decision being appealed.

### **Academic Probation and Suspension**

Appeals of academic probation and suspension decisions are made directly to the appropriate Associate Provost.

### **Transfer Credits and Graduation Requirements**

Appeals of transfer credits and graduation requirements are made through the advisor, the department chair, the Assistant Provost for the College of Distance Learning and Continuing Education, the Registrar, and the Educational Policies and Standards Committee, in that order.

### **Grades**

A student has a right to appeal a grade if there is sufficient reason to believe that (1) a question of unfairness, rather than professional judgment, is involved, or (2) there was a clerical error or an error in the calculation of the grade. The student should first consult with the professor involved, and failing satisfactory resolution, the department chair, the Assistant Provost of the College of Distance Learning and Continuing Education, the appropriate Associate Provost, and the Educational Policies and Standards Committee, in that order. Furthermore, the student should be aware that, as in all grade changes, an Associate Provost must approve grade changes resulting from an appeal. The last date to initiate a grade appeal is the end of the following semester.

Appeals made on behalf of the student by another party (faculty or official of the institution or a parent) will be dismissed. Supporting documentation submitted by a member of the faculty or administration to augment or clarify the student's appeal is welcome and will be given full consideration. Academic Appeal Filing Forms may be obtained from the Associate Provost's office (102 Webb Hall, phone number 704-406-3522).

## ***Campus Shop***

(Hours: 8:30-4:30, Monday-Friday)

The Campus Shop, located on the ground floor of the Dover Campus Center, provides all books needed by students for their courses of study. GOAL, Graduate, and Statesville Undergraduate students should order textbooks on-line (or pick them up at the Campus Shop) for all classes. Go to the Campus Shop's home page at [www.shop.gardner-webb.edu](http://www.shop.gardner-webb.edu). Click on "Ordering GOAL/Grad books Online". Follow prompts provided to order textbooks. If students have problems or questions with purchasing books, contact the Campus Shop at 704-406-4273 or email at [bookstore@gardner-webb.edu](mailto:bookstore@gardner-webb.edu). Book buy-back is conducted near the Campus Shop and at selected GOAL centers at the end of each semester. The Buyback schedule is posted on the Campus Shop website under the "Book Buyback" link.

The Campus Shop has an online store for all of those who cannot make it to campus within store hours. Go to the Campus Shop's home page at [www.shop.gardner-webb.edu](http://www.shop.gardner-webb.edu) and click on the "Merchandise" link provided.

This link will direct you to our online ordering site. The Campus Shop offers an assortment of Gardner-Webb paraphernalia. From hats to tailgating supplies the Campus Shop has most everything you could ask for.

Class rings, graduation announcements, and graduation regalia (cap, gown, hood, and tassel) are available online at [www.shop.jostens.com](http://www.shop.jostens.com). All dates, times, and places that Jostens will be on campus will be posted on the main Campus Shop webpage. Class ring brochures are available upon request at the regular University telephone number (704) 406-4273. Those desiring to purchase a University yearbook may write to: Yearbook Advisor, Gardner-Webb University, Boiling Springs, N.C. 28017.

### ***Student Access to Educational Records***

Gardner-Webb University complies with the Family Educational Rights and Privacy Act of 1974. This Act is designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

Institutional policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Office of the Registrar. That office also maintains a Directory of Records which lists all student educational records maintained by this institution. Information known as Directory Information will be published unless the student specifically requests the Registrar's Office to withhold this information. Directory Information is defined as the following: student name, local and permanent addresses, telephone numbers, date of birth, major(s), dates of attendance, previous educational institutions attended, and degree and awards received.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Registrar.

### ***Online Learning***

Online learning is a method of delivering coursework that is rapidly gaining prominence in American higher education. Gardner-Webb University offers a number of fully online courses, as well as web-enhanced face-to-face courses, to students in selected graduate programs. One program, the Master of Accountancy (MAcc), is available completely online; other fully online programs may be available in the near future. Students taking an online course with Gardner-Webb for the first time will be enrolled in CMP 201-Online Orientation. There is no cost to the student nor does the course carry academic credit, but is required.

### ***Noel Programs for the Disabled***

The Noel Program for Student's with Disabilities provides support services to individuals with the documented disabilities. In order to assess each disabled student's needs and to provide the necessary support services, professional documentation of a disability or disabilities must be furnished no later than three weeks prior to the beginning of services. Documentation must be current. Upon acceptance at the University, documentation should be sent to the Noel Program for Student's with Disabilities. (704-406-4270)



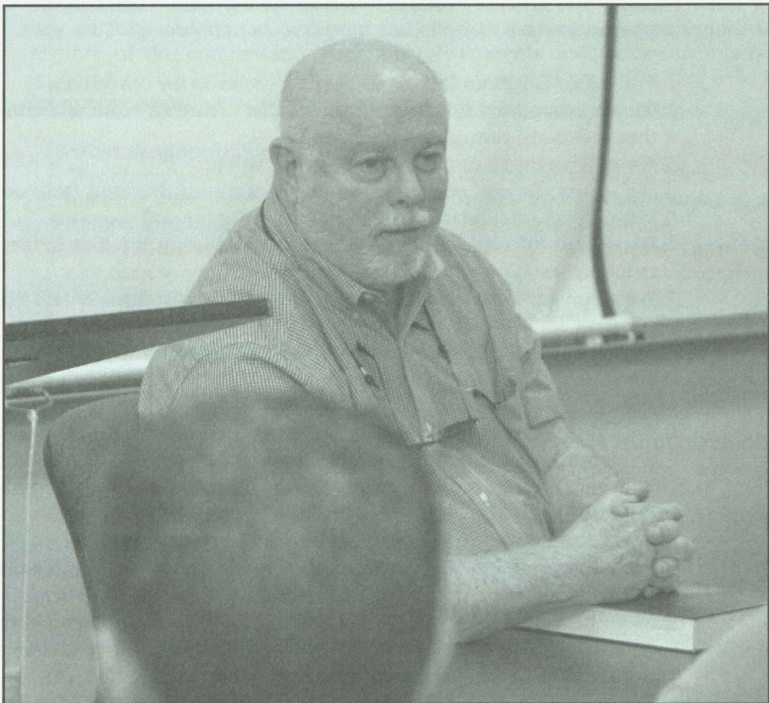
### ***University Police***

The University Police Department is a multi-functional service agency whose primary purpose is to protect the University community and enforce N.C. state law. Full-time officers are professionals who have been certified, and sworn by the N.C. Attorney General office. Services provided by the department include traffic control, engraving, educational seminars, a 24-hour emergency number, vehicle entry service for "lock-outs", vehicle "jump-starts", and escort service on campus. Officers patrol the entire campus on foot, bicycles, and in marked/unmarked campus police vehicles. The department also employs students who are uniformed.

The University Police Department is located in the Poston Center and operates on a 24-hour basis. The Poston Center also functions as a reception center seven days per week.

### ***Vehicle Registration***

All motorized vehicles operated on Gardner-Webb property must be registered with the University Police office and display a valid permit. Graduate and GOAL students can obtain permits for \$35.00. Students may register vehicles by logging into MyWebb and following the links to vehicle registration. A parking regulations and restrictions manual is distributed with each permit. The University Police department is located in the Poston Center and operates on a 24-hour basis. The Poston Center also functions as a reception center Monday through Friday 8:00 A.M. until 10:00 P.M. and Sundays 2:00 P.M. until 10:00 P.M.





## STUDENT GUIDELINES, EXPECTATIONS, AND RIGHTS

Gardner-Webb University is a community of volunteers – no one is required to work or enroll without his/her full consent. Faculty and staff are invited to work in, and students are invited to join, the academic community. For all who work, study and learn at the institution there are University rules and regulations that should be viewed as contributing to the common good of the community. As an institution of Christian higher education, it is hoped that the community will be a place where students, faculty and staff will become more humane and Christ-like. When this happens a concern for the common good and community will develop, rather than a selfish individualism only concerned with what affects a particular person.

For the student, reasonable rules, regulations and expectations should be viewed as necessary for creating a positive and healthy environment conducive to a living and learning community. It is hoped that students who voluntarily join the community will develop a loyalty and a commitment to the environment. When this is done, students will neither be as reluctant nor feel as threatened to confront an offensive student who threatens the community standards.

### "Our Value System in "Bulldog Country"

The University seeks to provide learning of distinction in the liberal arts and in professional studies within a caring community based upon Christian principles and values.

1. The Judeo-Christian faith is the primary source for our values.
2. We are committed to Christian values that create an academic community that is orderly, caring, and just.
3. We believe every person is a person of worth.
4. We appreciate and respect cultural backgrounds different from our own.
5. We have an understanding of different attitudes and opinions.
6. We do not tolerate any form of harassment, hazing, lewd or indecent behavior, or inappropriate sexual activity.
7. We value personal responsibility and recognize the individual's need for physical, intellectual, spiritual, social and emotional wholeness.
8. We value the full development of every student in terms of a confident and constructive self-image, a commitment to self-discipline, and responsible self-expression.
9. We value a campus community that encourages personal growth and academic development in an atmosphere of positive Christian influence.
10. We value the rights and privileges of owning and using property, both personal and of the University, and the benefits of preservation and maintenance of property and of our natural resources.
11. We value privileges and responsibilities as members of the University academic community and as citizens of the world community.
12. As an institution based upon Christian principles and values, Gardner-Webb University respects the worth and dignity of all persons and does not condone behavior contrary to those principles and values.

The term "discipline" is a derivative of the word "disciple," which means "a learner". Discipline by its very nature is meant to be redemptive, corrective, and positive, not necessarily punitive. Student Development educators believe the disciplinary process should be viewed as a valuable teaching and learning process. It is not unusual for young adults to experience some difficulty in adjusting to university life away from home, to experiment with different aspects of life, and to test the values and expectations of their families and/or the University. An important aspect of Christian higher education is "value education." As a character-building school, the University strongly believes that it really does matter how one lives his or her life. Our mission is to "change the world one student at a time in Jesus' name."

### ***HONOR CODE***

Gardner-Webb University students are pledged to uphold honesty, integrity, and truthfulness in all realms of University life. Students are not to lie, cheat or steal nor tolerate those who do. The Student Government Association requires all students to sign the Honor Code Form as a part of the enrollment process at the University. This signed form is kept in the Office of the Vice President and Dean of Student Development.

### ***POLICY OF ACADEMIC HONESTY***

#### ***Preamble***

As a community of scholars founded upon the ideals of Christianity, Gardner-Webb University expects its students to develop and display a strong sense of academic integrity. As in any community, this institution must be governed by regulations; and like the laws of any community, these rules function best when they are fully understood, accepted and cherished by each and every individual member of the community. Therefore, all students and faculty members are expected to be familiar with and to base their actions upon the following statements regarding academic honesty.

#### ***Student Responsibilities***

1. Students should recognize that the regulations governing academic integrity exist for the protection of the honest and that dishonesty in an academic setting must not be tolerated, much less condoned.
2. Students are responsible for their own work. Any assignment turned in by a student is assumed to be the work of the student whose name appears on the assignment.
3. Students are ultimately responsible for understanding a faculty member's instructions for any assignment. If instructions are not clear, students must seek clarification from the instructor.
4. Students must understand the definitions of plagiarism and academic dishonesty.
5. Students should familiarize themselves with the proper use of citations and quotations in order to avoid accidentally passing someone else's work off as their own.
6. Students are expected to report incidents of academic dishonesty to their professor.
7. Any student who threatens or coerces another student or faculty member for reporting a Honor Code violation will face disciplinary action, with expulsion being the recommended punishment.



#### Faculty Responsibilities

1. Faculty must explain all assignments as thoroughly as is reasonable and should address any extraordinary limitations on outside assistance.
2. Faculty members should take reasonable precautions in giving tests to ensure that violations do not occur. The fact that a faculty member did not take a specific precaution does not, however, constitute an excuse for any form of academic dishonesty.
3. Faculty must be willing to investigate and, if circumstances warrant, press charges against students suspected of academic dishonesty.
4. Faculty members must file an Academic Dishonesty Report any time they issue an Official Warning or charge a student with an infraction.
5. Faculty members must seek to be fair in their dealings with students, particularly regarding cases of academic dishonesty, and must realize that no student can be convicted on suspicion alone.
6. Faculty members may ask students to sign a statement of academic honesty prior to turning in an exam, term paper, or project to their professor stating: "I have neither given nor received unauthorized help on this assignment."

#### DEFINITION OF ACADEMIC DISHONESTY

Academic Dishonesty is the deliberate and knowing misrepresentation of one's academic work. A student is dishonest when two circumstances occur: (1) The student could reasonably be expected to know that his/her professor would disapprove of some aspect or circumstance of the student's academic work; and (2) the student submits work to the instructor for evaluation while hiding that particular aspect or circumstance from the instructor.

To do so is clearly dishonest because the instructor will evaluate the work as what he/she understands it to be. The student has deceived the instructor by misrepresenting the work, and the evaluation has not been rightly earned. From another perspective, academic dishonesty may be viewed as the use of unauthorized assistance in any work that is to be evaluated - "unauthorized" meaning that the professor would not approve of the form of assistance received and is unaware of its use. The student is being dishonest if he/she deliberately hides this assistance from the instructor while knowing the instructor would not approve of this assistance. If the instructor is unaware of the assistance that has been received he/she will evaluate the work as being entirely the student's own. Thus, the evaluation has not been fairly earned by the student. Furthermore, any student who knowingly gives unauthorized assistance is also guilty of academic dishonesty.

On tests and examinations academic dishonesty occurs when a student receives any assistance that the professor has not expressly permitted. It may take the form of looking on another student's test paper or bringing into the test site any information or materials not expressly permitted by the professor. Both of the above definitions of academic dishonesty apply: the student has misrepresented the test as being entirely his/her own work. Furthermore, the student has received unauthorized assistance.

On research papers, reports and other written assignments a form of academic dishonesty is plagiarism, which is the use of someone else's information or exact words without properly "documenting" or identifying that source. Whenever someone else's exact words are used those words must be properly punctuated as a quotation and the source fully identified. Also, any information or ideas that have been taken from a source other than the student's own personal knowledge "book, article, interview, etc.," must be properly documented, even though the student may be rephrasing the information in his/her own words. A student should not hesitate to consult the professor about any question or uncertainty regarding proper documentation or research information.



A professor may often allow and even encourage students to work together on assignments or receive assistance from other students, other faculty members, other university staff members, friends, family or others. However, if the professor has not expressly allowed such assistance and expects the assignment to be done entirely by the student, to do otherwise would be dishonest. The student should consult the professor if there is any doubt about outside assistance being permitted.

Because students receive academic credit for the Dimensions program and because grading for this program is based exclusively on attendance, academic dishonesty also includes any attempt to gain credit for Dimensions without attending or staying for a complete program.

The examples above are not intended to be a full list of cases of academic dishonesty, but they illustrate the definition. Ultimately, academic dishonesty amounts to deliberately hiding something from the professor. So the best advice is this: whenever in any doubt, consult the professor.

## PROCEDURES FOR HANDLING CASES OF ACADEMIC DISHONESTY

(Policies may differ in graduate programs. Graduate students should consult the Graduate Catalog.)

### OFFICIAL WARNINGS

#### Purpose

The purpose of official warnings is to provide the Gardner-Webb community with a more flexible way of addressing instances of academic dishonesty. In essence, it creates a way of handling misdemeanor cases to complement the existing system for handling more serious instances (see Formal Charges section below). Faculty should issue warnings when they deem them appropriate, typically this will be when a student engages in academic dishonesty on a relatively minor assignment, or where the academic dishonesty affects only a small portion of a larger assignment. Warnings would also be suitable in cases where the instructor feels that the student's actions, while unacceptable, were more the result of ignorance than a deliberate effort to deceive. Warnings are also acceptable in other cases where faculty members who, in their best professional judgment, believe that an act of academic dishonesty occurred, but for whatever reason, do not wish to file formal charges against the suspected perpetrator. Faculty members must indeed have evidence to issue warnings, they must be able to explain what specific violation has occurred and be able to document their charges. Students have, as always, the right to appeal any decision made by university officials.

### PROCEDURE

The instructor must meet with the student(s) involved and thoroughly explain the specific type of violation, the reasons for suspecting an irregularity, and should also emphasize the importance of academic honesty to the student(s). In this conference, the instructor should also conscientiously listen to the student's position as well. Upon completion of the conference, if the instructor deems a warning is merited, he or she should send an Academic Dishonesty Report indicating an Official Warning has been issued. The Report should also include details of the incident (including copies of any evidence available), the student's position and the faculty member's rationale for not filing formal charges of academic dishonesty. The Report must be signed by both faculty member and student and filed with the office of the Vice President of Student Development of Assistant Provost for Schools, if the student is enrolled in the Goal program. The Academic Dishonesty Report must be filed within one

week of the faculty member's conference with the student. Upon receipt of the Report, the Vice President and dean of Student Development of the Assistant Provost for Schools will send a copy of the Academic Dishonesty Report to the Registrar's Office. The Report will become part of the student's confidential disciplinary file in the Dean's office and will serve as a record of the student having been warned about the nature and consequences of academic dishonesty. Thus, it may be used as evidence should any charges of academic dishonesty be filed against that student in the future.

In cases where a student has already been formally convicted of Academic Dishonesty (first or second offense) a warning is not appropriate. In these cases, the Vice President and Dean of Student Development's Office will contact the instructor issuing the warning to inform him or her of the student's prior conviction(s). The instructor must then file formal charges against the student.

Should a student receive a second warning, the Vice President and Dean of Student Development's office will contact the instructor who issued the second warning to inform him or her that the student has already been warned about academic dishonesty and to give the instructor the opportunity of filing formal charges. If the instructor chooses to file charges, the procedure for handling academic dishonesty cases will, of course, apply. If not, the warning becomes part of the student's confidential disciplinary file and thus may be used as evidence should any charges of academic dishonesty be filed against that student in the future.

Should a student receive a third warning, the Vice President and Dean of Student Development's office will contact the instructor who issued the third warning to inform him or her that the student has already been warned about academic dishonesty and to give the instructor the opportunity of filing formal charges. If the instructor chooses to file charges, the procedure for handling academic dishonesty cases will, of course, apply. If not, the Academic Judicial board must convene a hearing before which the student must appear and faculty members who have issued warnings to the student may well be called to appear (thus, faculty members should retain records concerning all warnings issued) at the Board's discretion. While the Board does not have the authority to overrule or alter an instructor's decision regarding a student's grade in a course, they will have the discretion of determining whether the student's pattern of conduct merits an institutional punishment (i.e. Academic probation, suspension or expulsion). If the Board decides that punishment is warranted based on the pattern of behavior, this decision is treated as a First Offense conviction under the Academic Honesty Policy. Note: Warnings are not considered appropriate for students already having a prior conviction on Academic Dishonesty.

The student's right of appeal and all appeals policies remain in effect concerning decisions made in this process.

#### FORMAL CHARGES

When a faculty member suspects a student of academic dishonesty, he or she must investigate the incident as fully as is reasonably possible. If, based upon a thorough investigation of the incident, the faculty member concludes that the student has committed an act of academic dishonesty serious enough to warrant formal charges the faculty member must present the charges and the evidence to the student in a conference. A student may plead responsible to the charges and thereby waive his/her right to a hearing. The student who pleads responsible agrees to accept whatever penalty the faculty member deems fitting (ranging from a lowered grade on the assignment to assigning a "FX" for the course). An Academic Dishonesty Report indicating the offense and the penalty assessed for the infraction (or the student's intention to contest) must be signed by both faculty member and student and filed with the office of the Vice President of Student Development or Assistant Provost for Schools, if the student



is enrolled in the GOAL program. The Academic Dishonesty Report must be filed within one week of the faculty member's conference with the student. Upon receipt of the report, the Vice President and Dean of Student Development or the Assistant Provost for Schools will send a copy of the Academic Dishonesty Report to the Registrar's Office.

The case is closed at this point, unless one or both of the following occur:

1) The student wishes to contest the faculty member's charges on the grounds of inadequate or newly discovered evidence, or unfair treatment. Such an intention must be filed in writing, with the Vice President and Dean of Student Development (or the Assistant Provost for Schools) within one week of conference with the faculty member (i.e. the date listed on the Academic Dishonesty Report). This intention to contest should state as fully and plainly as possible the grounds for contesting the charge.

2) The Vice President and Dean of Student Development or the Assistant Provost for Schools determines that this is the student's second offense.

In either case, the Vice President and Dean of Student Development (or Assistant Provost for Schools) will contact members of the Academic Judicial Board to review the evidence in the case. The Academic Judicial Board shall include the Assistant Provost for Schools (or the appointed representative thereof) for GOAL students or the Vice President and Dean of Student Development (or the appointed representative thereof) for other students, the Associate Provost for Arts & Sciences (or the appointed representative thereof), and the President of Alpha Chi.

In the case of a contested charge, the board will review the case and vote whether the case merits a hearing. If the Academic Judicial Board decides that the student has no grounds to contest the faculty member's charges, the instructor may assess whatever penalty he/she deems fitting as described under "Punishments: First offense." If the Board determines that the case merits a hearing, or if the student is charged with a second offense, the Academic Judicial Board will summon both the student and faculty member to appear before it in a full hearing. At such hearing, both the student and the faculty member may present evidence regarding the charges. In accordance with University policies, students may ask anyone from within the University community to appear on their behalf at the hearing. Members of the Academic Judicial Board are expected to hear the case objectively and decide the case based upon the presentation of evidence.

The Board may either support or dismiss the faculty member's charges. Should it find the student responsible of a second offense, the Board will levy punishments (see next page) against the student in addition to those imposed by the faculty member, and may do so in the case of a contested first offense.

A student found responsible for Academic Dishonesty may appeal the decision to the Provost of the University, but only on the basis of additional evidence unavailable at the Board hearing, improper procedure, or a punishment inconsistent with the offense. A faculty member has the right to appeal a Board decision only on the grounds of improper procedure or a punishment inconsistent with the violation. Such an appeal must be filed, in writing, within 24 hours of the Board's decision. The Provost may decide to hear the appeal or to uphold the Board's decision. The Provost's decision is final.



## SANCTIONS

### First Offense:

The sanction for a first offense may range from penalizing the student's grade on the specific assignment and submitting the Academic Dishonesty Report as a written record of the violation to assigning the student a failing grade for the course. When a failing grade for Academic Dishonesty has been assigned, an FX will be recorded as a permanent indication of the offense on the student's transcript.

### Second Offense:

The sanction for a second offense may range from academic probation for lesser offenses on minor assignments to suspension or expulsion for extensive dishonesty on tests, exams, or major papers. The Academic Judicial Board should base, in part, its determination of the severity of the punishment upon the severity of the first infraction. Any student convicted of a second offense will receive a failing grade for the course and an FX will be recorded as a permanent indication of the offense on the student's transcript. Students responsible for any second offense will be ineligible for academic honors.

### Third Offense:

Any student found responsible for a third offense of any kind will be expelled from the University with the action so noted on the student's transcript.

### Repeating Courses in which Academic Dishonesty Occurred:

University Policy regarding repeating courses is not applicable in a situation where a failing grade was assigned because of academic dishonesty (FX). An "FX" that is assigned as a penalty for academic dishonesty will remain a part of the academic transcript. It cannot be removed by a course repeat and will be factored in the grade point average.

### Academic Dishonesty Outcome Letters

In accordance with The Family Educational Rights and Privacy Act of 1974 (commonly known as FERPA or the Buckley Amendment) addressing university officials considered in the category of "need to know", it is University Policy to inform in writing the following people and/or offices of the outcome of an academic dishonesty hearing:

- the accused student
- the accused student's appeal advisor
- the professor bringing the charges
- members of the Academic Judicial Board
- the accused student's academic advisor
- Registrar's Office
- Provost & Senior Vice President of the University
- the accused student's disciplinary file

"The University reserves the right to adjudicate student academic dishonesty situations by means of an administrative process rather than the usual academic judicial procedure during such times as when the University is not operating under normal conditions, e.g. before classes begin in a new semester, during school vacations periods, during examination periods, during any summer session, and the time period between the last exam and graduation. This means there would be no student representation from the Alpha Chi Honor Society. The accused student retains the same rights under the administrative process as under the standard academic judicial process. Any student who wishes to have

their adjudication delayed until student representation is possible must make a written request to the Dean of Students prior to the scheduled hearing date specifically agreeing to the consequences delaying adjudication (such as delayed graduation, delayed registration, etc.)."

#### **UNIVERSITY JUDICIAL PROCEDURES**

The courts require fair and reasonable procedures regarding student discipline at private institutions of higher education. Thus, as a private institution, Gardner-Webb University adheres to fair procedures in terms of student judicial process. The relationship between students and private institutions is contractual and not constitutional. Due process is applicable to public institutions. Within the scope of fair procedures, the law requires the University to . . .

1. Establish policies
2. Have policies in writing
3. Make policies accessible to students
4. Adhere to those policies

The University reserves the right to react to information regarding policy or procedure violations regardless of the source of the information which may include but is not limited to official university reports, information from students/staff/faculty, police reports, internet sites (ie. Facebook, Myspace, Blogs, etc.), or other electronic communications.

### **CODE OF STUDENT CONDUCT**

The Code of Student Conduct addresses behavior that is unacceptable and prohibited within University community life. Some (not all) of these behaviors have been identified below. Students found responsible for prohibited behavior are held accountable through sanctions listed on the following pages.

**Accessory/Accessory after the Fact** - Being a party to, witness to, or having knowledge of, any policy violation that is occurring or has occurred without reporting such violations immediately to the proper authorities.

**Aggravated Assault** - An assault in which there is an intent to inflict or an attempt to inflict serious injury that may involve the use of a weapon.

**Aiding/Abetting** - Aiding, abetting or conspiring with another person to become involved in prohibited behavior.

#### **Alcohol/Drugs -**

(a.) Possessing, consuming, being inebriated (drunk), creating a disturbance/concern due to alcohol consumption, driving while impaired, selling or distributing of alcoholic beverages or illegal drugs on campus; Students found in the presence of alcohol will be charged with accessory to an alcohol violation.

(b.) Non-alcoholic beer is not permitted on campus.

**Assault** - An act or movement that conveys an intention to use force of violence or physical injury to another person.

**Contempt** - Willful disregard or disobedience of directive issued out of judicial process (i.e. sanctions or University regulations).

**Demonstrations** - The gathering of a group of students for the purpose of a demonstration that is not orderly or peaceful and which interferes with the academic process or normal operation of the University.

**Disorderly Conduct** - Any disorderly behavior.

**Failure to Comply** - Failure to respond to a person in authority or failure to respond to a directive from an employee of the University.

**Failure to respond to a call-in** - Without missing an academic class, students are to respond to call-in's by University officials in a timely manner. A call-in can be in the form of verbal and/or written communication.

**Fire/Arson** - Starting a fire or attempting to start a fire in a University building or on University property;  
arson; activities in which fire is used without prior approval.

**Fire/Safety** - (a.) intentionally and without cause activating a university fire alarm system through a detection device or pull station. (b.) Tampering or disabling a University fire detection/alarm system (c.) Failure to evacuate a building or area after an alarm, signal or directive from university official (d.) Safety Equipment - misusing fire prevention or safety equipment. (e.) False Reporting - Intentional false reporting of a bomb, fire or any other emergency (N.C. Statute: N.C. Fire 503.2.2, Code Vol. 5).

**Firearms/Explosives and any other Weapons** - The use, possession or distribution on campus of fire-arms, explosives, fireworks and knives (G.S. 14-269.2).

**Gambling** - Illegal gambling, wagering, betting.

**Hazing** - Playing abusive or ridiculous tricks on students, faculty or staff, to frighten, scold, beat or harass or subject one to personal indignity (N.C. Statute: 14:35).

**ID Card Misuse** - Each currently enrolled student is required to have a current student identification card and it must be in his/her possession at all times while on University property. A student must present his/her ID when requested to do so by an authorized University official or any authorized civil official. Lending an ID card or ID card number or using another student's ID card number is strictly forbidden and is considered an act of falsification. The ID card is the property of the University and must be surrendered upon withdrawal from the University for any reason. Students should not leave IDs in a common or public area that is accessible for other students to use.

**Illicit Relations** - Relationships that are not congruent within the University Mission.



***Inappropriate Behavior*** - Behaviors that are not congruent within the University Mission.

***Littering*** - Any form of littering in a public area on campus.

***Lying/Fraud*** - Furnishing false information with intention of deceiving.

***Motor Vehicle Regulations*** - Offending motor vehicle rules and regulations.

***North Carolina Statutes*** - violation of state law(s).

***Obscene, Lewd, Indecent Media Exhibition*** - The use, display, possession or exhibition of pornographic movies, video tapes, records, cassettes, posters, magazines, CD's, or other media. Includes use of computer access to pornographic sites.

***Reckless Behavior*** - Reckless behavior that threatens safety and security.

***Residence Hall/Campus Access*** - Students are prohibited from lending their room keys or GWU student ID card to other students and/or guests.

***Residence Policy*** - Failure to file appropriate paperwork in advance and seek written approval from Student Development to live off-campus.

***Sexual Assault*** - Any forced sexual activity that is against a person's will. The force may come in the form of actual physical force or it may be mental and emotional pressure, coercion or manipulation.

***Sexual Harassment*** - Any form of unwanted sexual behavior, such as physical contact, verbal comments or suggestions, requests for sexual favors and the like.

***Skateboarding*** - Strictly forbidden in any form on the University campus except in designated areas. Sanctions may include confiscation of skateboard as well as additional disciplinary action.

***Stealing/Theft*** - Unauthorized taking of property or being in possession of stolen property (residential property, phone card access, etc.)

***Tampering*** - Any tampering, misuse, unauthorized access, or illegal use of telephone, telephone cable, computer, cable TV, fire, security, radio, electrical, or other systems/technology is prohibited. Also, inappropriate use of e-mail/data processing and information systems technology is prohibited. Students are prohibited from entering equipment/custodial rooms or from accessing any electrical equipment panel for any reason.

***Unauthorized Entry*** - Breaking and unauthorized entry into any campus facility or unauthorized area.

***Vandalism*** - Damage to personal property and the damage to, destruction or defacement of property in general. Destruction of University property.

**Visitation** - Being in or having someone of the opposite sex in the residence hall except during approved visitation hours.

**Verbal Abuse or Harassment** - Insulting, taunting or threatening communication; defaming of character; indecent language, verbal assaults; derogatory, sexist or racist remarks; or any behavior that puts another member of the college community or guest in a state of fear or anxiety.

**PLEASE NOTE:**

The University reserves the right to adjudicate student judicial matters by means of an administrative process rather than the standard judicial procedure during such times as when the University is not operating under normal conditions, (i.e. before classes start at the beginning of semesters, during vacation periods, during examination periods, during any summer session, and the time period between the last exam and graduation). Although the administrative characteristics of the judicial process will be altered, the accused student retains the right to appeal any disciplinary action taken administratively one level beyond the hearing officer. All Code of Conduct policies apply equally to apartment and residence hall spaces.

All students found in the presence of a violation will be charged with a corresponding code of student conduct violation.

\*Policies apply to the GWU community through the entire calendar year.

## **MINIMUM SANCTIONS**

The Board of Trustees at Gardner-Webb has set minimum sanctions for involvement in some prohibited behaviors. Whenever a minimum sanction is not prescribed for a prohibited behavior, the hearing officer determines the sanction. The student should understand that minimum sanctions are not automatic and a hearing officer has the authority to adjust the sanction under extreme circumstances. A disciplinary warning may serve as a minimum sanction for all violations of the Code of Student Conduct.

### **Fire/Safety**

(Failure to evacuate, pulling a fire alarm, false reporting)

- 1st offense - disciplinary probation or warning, \$75 fine
- 2nd offense - restitution and suspension

### **Fire/Safety**

(Disarming/tampering or covering up a university fire alarm system)

- 1st offense - removal from campus housing/disciplinary probation
- 2nd offense - suspension

### **Alcohol Consumption and/or Possession**

- 1st offense - Sanction will include:
  - Pay up to a \$200 fine within 5 class days of notification\*
  - Parental/Guardian notification if under 21
- Letter sent to Work Study Supervisor, Academic Advisor, Athletic Coach, VP for Athletics
- Online Alcohol/Drug Education Course
- Sanction may include: Disciplinary Warning; 12 Hours of Community Service\*\*

- 2nd offense - Sanction will include:
  - Parental/Guardian Notification
  - Pay up to a \$300 fine within 5 class days of notification\*
  - Letter sent to Work Study Supervisor, Academic Advisor, Athletic Coach, VP for Athletics
  - Alcohol Assessment through the Counseling Center and any follow up at the Counselor's discretion
  - Sanction may include: Disciplinary Probation for 1 year; 25 hours of Community Service\*\*; Conference with the Director of Residence Life or his/her designee; Housing Contract in Jeopardy; Suspension from the University\*\*\*
- 3rd offense - Suspension from the University\*\*\*

**Alcohol - Being in the presence of alcohol**

- 1st offense - Sanction will include:
  - Pay up to a \$200 fine within 5 class days of notification\*
  - Parental/Guardian notification if under 21
  - Letter sent to Work Study Supervisor and/or Academic Advisor, Athletic Coach, VP for Athletics
  - Online Alcohol/Drug Education Course
  - Sanction may include: Disciplinary Warning; 12 Hours of Community Service\*\*
- 2nd offense - Sanction will include:
  - Parental/Guardian Notification
  - Pay up to a \$300 fine within 5 class days of notification\*
  - Letter sent to Work Study Supervisor and/or Academic Advisor, Athletic Coach, VP for Athletics
  - Alcohol Assessment through the Counseling Center and any follow up at the Counselor's discretion
  - Sanction may include: Disciplinary Probation for 1 year; 25 hours of Community Service\*\*; Conference with the Director of Residence Life or his/her designee; Housing Contract in Jeopardy; Suspension from the University\*\*\*
- 3rd offense - Suspension from the University\*\*\*

**Alcohol - Distribution of alcohol to a minor**

- 1st offense - suspension from the University

**Drug Possession and/or Use**

- 1st offense - Sanction may include:
  - \$300 fine within 5 class days of notification\*
  - Parental/guardian notification
  - Letter sent to Work Study Supervisor, Academic Advisor, Athletic Coach, VP for Athletics
  - Online Drug Education Course
  - Disciplinary Probation
- 2nd offense - Suspension from the University\*\*\*



**Drug Distribution**

- 1st offense - Expulsion from the University

**Stealing**

- 1st offense - \$75 fine, restitution, disciplinary probation
- 2nd offense - suspension from the University

**Vandalism**

- Minimum sanction \$75.00 fine, restitution and education

**Visitation**

- 1st offense - \$75 fine, visitation privileges revoked
- 2nd offense - \$100 fine, disciplinary probation; Contract in Jeopardy
- 3rd offense - suspension from residence halls

**Residence Policy**

- A student who chooses to live off-campus and fails to obtain approval for commuter status will be subject to revocation of registration, loss of institutional financial aid, and/or fines.

\*The amount of the fine is at the discretion of the Hearing Officer. On the 6th day, the fine doubles and the student's account is placed on hold.

\*\*The decision to give a student Community Service is at the discretion of the Hearing Officer.

\*\*\*Once a student is suspended, their disciplinary letter will state that if they desire to be readmitted into the University again and are found in violation of a Code, then they will be expelled.

**DISCIPLINARY SANCTIONS**

A student who engages in prohibited behavior is subject to one, or a combination of more than one, of the following: (Student Development reserves the right to mark transcripts for suspension/expulsion/exclusion.)

***Abeyance*** - Fines held in abeyance are not to be paid unless another violation of University Policy occurs.

***Case Open*** - A case may remain open in the event that the hearing officer believes that additional evidence may develop or that such an outcome is in the best interest of the student(s).

***Community Service*** - An appropriate and reasonable number of hours of specified service within the University or the community may be assigned at the discretion of the hearing officer.

***Contract in Jeopardy*** - Official notice that continued violation of University policy will result in the termination of the University Housing Contract and immediate removal from campus housing.

**Disciplinary Warning** - Official written warning that continuation or repetition of inappropriate behavior may result in more severe sanctions.

**Educational Sanction** - A sanction that emphasizes the need to correct inappropriate behavior and encourage the student to learn from the experience may be in the form of writing a paper, required counseling, alcohol and/or drug evaluation, tasks or series of tasks that are educational in nature and/or serve to benefit a group or community at large, or some other form.

**Exclusion** - As a private institution, the University reserves the right at all times to exclude anyone from admission to the University whose behavior, associations, character, morals, lifestyle or academic standing is regarded as undesirable without specifying any further or specific reason for exclusion.

**Expulsion** - Dismissal from the University without the privilege of applying for re-admission.

**Fine** - Fines may be imposed at the discretion of the hearing officer. Failure to pay a fine by a deadline will subject oneself to additional sanctions. PLEASE NOTE: Payment for sanctions may not be made in coins. The residence life department reserves the right to refuse inappropriate forms of payment.

**Interim Suspension** - Whenever there is evidence to suspect that a student's behavior on or off campus is a clear and present threat to the health, safety and welfare of the faculty, staff, students or guests, the student may be suspended on an interim basis until a campus hearing can be arranged. A student on an interim suspension may be restricted from the campus in its entirety or from a particular program, activity, or building.

**Loss of Privilege** - Depending upon the nature of an offense, a student may forfeit the privilege of (1) parking on campus; (2) visitation in University housing; (3) cancellation of housing contract; (4) removal from a particular room, floor, or residence hall; (5) participation in certain co-curricular activities; (6) representing the University in an official capacity; (7) or as appropriate to the violation.

**Loss of University Housing Privileges** - Cancellation of the student's housing contract and the loss of the privilege of residing in University-owned housing. This includes the loss of the privilege of being in or around any University housing facility without written permission from an appropriate University official. A student who is removed from campus housing, continues to be accountable for the current semesters' room charges.

**Probation** - Disciplinary Probation is an official written warning for a specified period of time that informs a student that his/her continued enrollment is in jeopardy. Violation of a prohibited behavior while on Disciplinary Probation will subject oneself to immediate suspension from the University.

**Reprimand** - A written statement of disapproval prepared by a University Official and delivered to the student. A copy is to be placed in the student's disciplinary file.

***Request for Withdrawal*** - As a private institution, the University reserves the right to withdraw any student whose behavior, associations, character, morals, or lifestyle are not consistent with the high expectations of the University and whose presence brings discredit to the good name of the University and is a detriment to campus life. The University also reserves the right to withdraw any student failing to meet minimum academic expectations regarding class attendance.

***Restitution*** - This sanction requires a student to reimburse or otherwise compensate another for damage or loss of property resulting from a student's misconduct.

***Suspension*** - Immediate dismissal from the University for a specified period of time during which the student's presence on the University campus is prohibited without written permission from an appropriate University official.

#### SEARCHES AND SEIZURES

It is the desire of the University to respect the student's right to privacy without arbitrary and capricious invasion; however, the University reserves the right to enter a student's residence hall room under the following conditions:

1. to verify occupancy;
2. for health and safety inspections;
3. to check for cleanliness;
4. to make necessary repairs and/or inventories;
5. when there is reasonable cause to believe that activities are taking place which are detrimental to the University community or where the health, safety or welfare of a GWU student is in jeopardy;
6. when there is reasonable cause to believe that a violation of law or University guideline, policy, or rule is taking place.

It is not necessary that the student be present or contacted in advance when the room is entered for such reasons.

Searches of and seizures from a student's residence hall room, vehicle, or person must be approved by an appropriate University official, such as an Assistant Directors of Residence Education, the Director of Housing & Residence Education, the Vice President and Dean of Student Development, or the President of the University.

Searches by civil authorities are governed by state and federal statutes which differ from Gardner-Webb University guidelines.

#### NOTICE TO PARENTS/GUARDIANS

The University reserves the right to notify parents/guardians of students whenever a student is found responsible for a prohibited behavior and/or whenever a serious health-related issue is involved.

#### OFF-CAMPUS CONDUCT

A student who is charged or convicted of a crime off campus will not automatically be subject to university disciplinary proceedings unless the offense is of a nature that the student is considered to be a threat to the health, safety and welfare of the faculty, staff and students. Additionally, a student whose behavior off campus negatively impacts the University and/or student body, may



be held accountable through normal disciplinary proceedings. (Students who reside off campus and host parties or similar functions will be held responsible for the actions of those attending such activities, in the event the behavior of those in attendance negatively impact the University). In such an incident, the student will be required to appear before an administrative officer to offer an explanation as to why he/she is not a threat or explain his/her actions. If a reasonable explanation is not offered, the student will be given sanctions ranging from a reprimand to suspension.

#### PARENT/GUARDIAN INVOLVEMENT POLICY

The purpose of this policy is to address specific guidelines and parameters related to the realm of communication/involvement between parents/guardians of currently enrolled students and the University. The University understands and values the unique and special relationship that can exist between parents/guardians and their students. There is a sense in which the University desires to foster free and open communication; however, there are limitations.

Developmental and legal issues guide the University as it relates to dealing with parents/guardians and students in resolving potential conflicts and situations. The level of communication and involvement that parents/guardians may have been accustomed to in a high school setting will not be applicable in a university setting. Any student enrolled in the University, regardless of age, is no longer considered a minor from an educational standpoint. The Family Educational Rights and Privacy Act (FERPA) clarifies and limits the amount of information a university is allowed to share with anyone, including parents/guardians, regarding any student. More specific information regarding legal ramifications and limitations are available in the Office of the Registrar.

During the course of a student's academic journey, there is always the possibility of an incident occurring that requires intervention and decision-making by an appropriate University official. Sometimes people have the perception that parent/guardian involvement and/or intervention will . . .

- 1) get the student what they want;
- 2) make things happen faster;
- 3) make the school be more fair than they normally would be.

In reality, parent/guardian involvement only slows the process down and can make it more cumbersome and complicated for all parties concerned. Parent/guardian involvement also sends a message to the student that they are not capable nor responsible enough to handle the situation themselves. This adversely affects their maturation and hinders the developmental process. The University does not have the practice of treating students unfairly, indiscriminately, or in a capricious manner. The University is not in the business of taking advantage of students. Every situation needs to be approached from a learning standpoint.

- The temptation to jump in and "fix everything" will only lessen the learning process for the student.

- Consider the enrollment of your student as being similar to an employment situation. Whenever your student is serving in their career of choice, it would not be deemed appropriate for a parent/guardian to intercede with their employer to attempt to rectify an employee situation.

- As a private institution, University Policy prohibits parents, guardians, other relatives, and legal counsel from participating in disciplinary hearings.

[Please note: we live in a litigious society. Unfortunately, there are occasions whenever the University is threatened to be sued if a desired outcome is not achieved. Once a threat is made and/or legal counsel is involved, University Policy prohibits further communication from University officials. Official communication from the University is then expressed only through and by the University's legal counsel.]

- Parents/guardians are not privy to a student's educational records without the student's permission.

- Faculty are not allowed to disclose student information, including grades, to parents/guardians without a student's permission.

- Technically, neither parents nor guardians can withdraw students from school. Only the enrolled student may withdraw themselves. Parents/guardians may cease financial support by not making payments.

Each and every student needs to learn to . . .

- take responsibility for his/her own actions;
- take the initiative to follow the necessary steps to resolve a situation;
- accept the consequences for his/her actions.

An important aspect of Christian higher education is value education. As a character-building school, the University strongly believes that it really does matter how one lives his or her life. The University encourages every parent or guardian to enthusiastically support the University's efforts to do what is deemed best for each student even when the results may not be the desired outcome by the student or their parent/guardian. Partner with the University as we seek to fulfill our mission . . . to change the world one student at a time . . . in Jesus' name.

#### Trustworthiness

To be trusted is a greater compliment than being loved.

– George MacDonald

## STUDENTS RIGHTS

A student charged with participating in a violation of the Code of Student Conduct is granted the following in order to ensure fundamental fairness in the judicial process.

A. Notice. The student has the right to be informed in writing of the charge(s) against him or her. The University must provide the charge(s) as well as the specific evidence which resulted in the charge(s) (report).

B. Procedures. The student has the right to be informed orally or in writing of the judicial procedures.

C. Right to an Appeal Advisor. An accused student has the right to be represented by an Appeal Advisor of his/her choice during a disciplinary hearing. An Appeal Advisor must be a current member of the faculty or staff or a currently-enrolled student.

NOTE: An Appeal Advisor may not be any person (faculty, staff or student) who is involved in any manner or form of the disciplinary situation in question, ie. another student who has been charged in the same incident.

Legal counsel and/or parents, guardians or other relatives are not permitted to attend these informal sessions.

D. Evidence. The student has the right to have dismissed from consideration evidence that resulted from confessions obtained by coercion or deceit and objects or documents obtained as a result of an illegal search.

E. Right to question accuser(s). The accused student has the right to question individuals bringing the specific charges.

Note: Students reporting academic dishonesty are expected to be willing to be questioned by the accused student. Having knowledge of academic dishonesty and being unwilling to address such is considered to be a violation of the Honor Code.

F. Hearing. The student has the right to respond to charges. If a student fails to appear for a scheduled hearing, the hearing may be held in his/her absence. If a student is found responsible in absentia the verdict is non-appealable.

G. Written report. The student has a right to a letter reporting the result of the hearing.

H. Appeals. The student has the right to appeal a decision by the hearing officer for any of the following reasons:

1. irregularity in proceedings;
2. punishment inconsistent with the nature of offense;
3. additional evidence not available at the hearing.

When a student pleads responsible and a minimum penalty is assessed, as stated in the Student Handbook, the student does not have the right to appeal the decision.

Please note: Appeals must be turned into the appropriate office within 24-hours of verbal and/or written notification of the sanction.



## JUDICIAL PROCEDURES

As a private institution, the University adheres to fundamental fairness or fair procedures in terms of judicial process.

A student charged with participation in prohibited behavior is notified of the specific charges, his/her rights, and the evidence that instigated the charges.

After notification the student will determine whether he/she is responsible for the charge(s) and respond accordingly.

The following persons are designated as hearing officers: Director of Housing & Residence Education and Assistant Directors of Residence Education. The Vice President of Student Development and/or the Director of Housing & Residence Education reserve the right to appoint a Chief Hearing Officer for the University.

The hearing officer has the right to add charges based on information presented during the hearing.

The student has a choice of either an administrative hearing with a hearing officer or Judicial Board Hearing.

### STUDENT JUDICIAL MISSION STATEMENT AND GOALS

Gardner-Webb University strives to create and maintain a judicial system to ensure the community standards as set forth in the Code of Student Conduct. Student responsibility and integrity are at the heart of this educational and growth based process. In addition, the University values student leadership and involvement. Therefore, a Student Judicial Board is utilized to include students in the decision making process while holding their peers accountable for the community standards. As a result, student behavior is addressed equitably promoting an educational environment where students can successfully achieve academic goals.

#### GOALS:

- to address student misconduct
- to enhance the learning and development of students through educational conversations
- to ensure student rights
- to prepare students for "real world" experiences
- to treat students in a fair and consistent manner
- to create an educational atmosphere

### HEARING PROCEDURES

Judicial cases of alleged student misconduct can be heard by the Hearing Officer of the University or the Judicial Board. The Student Judicial Board is an option for students who choose not to have the case heard by one person. Composition of the Judicial Board will include three students (one of whom will serve as the student chairperson), one faculty member, one staff member and the Judicial Board Advisor.

(Please note: the composition of the Board may be altered to accommodate Board member's schedules)

After a report is filed with the Office of Housing & Residence Education the student is notified and meets with the Residence Life Office Manager. The student is made aware of the specifics of the report, their student rights, and then he/she will provide a response of responsible or not responsible to the charge at hand. For a complete listing of student rights and procedures please note the judicial section of the current Student Handbook.

Upon completion of the administrative intake, the student makes a choice as to the format of the hearing. The student may either choose to have the case adjudicated by the Student Judicial Board or Hearing Officer. If the student chooses a Judicial Board he/she will indicate in writing the choice and provide consent to share his or her judicial file with the board. A hearing officer will be assigned to each Student Judicial Board case to attend the hearing and ensure the student's rights are protected.

When the hearing format is chosen, then a specific time and location for the hearing is provided in writing to the student. Upon completion of the hearing, the Student Judicial Board or Hearing Officer will formulate a decision. Afterward a letter will be sent from the Student Judicial Board and Chief Hearing Officer informing the student of the outcome. In addition, the letter will outline specific sanctions and the University appeals process, if necessary. If a student fails to appear for the hearing, the case will be heard in the student's absence and decision /sanction rendered.

In the case that the student Judicial Board makes the decision, the decision is forwarded to the Chief Hearing Officer for processing.

The Student Judicial Board is bound by ethics and the Code of Student Conduct to appropriately apply policies and procedures as outlined in the Student Handbook. The Hearing Officer assigned to the case is responsible for maintaining the integrity and equitable application of these procedures. Adjustments in the judicial process may be made as necessary to ensure that all students rights are maintained. The University endeavors to create an environment where the "student voice" is a vital source of accountability and education!

*Note: Cases involving alleged victims may be administered by a Hearing Officer to ensure privacy as well as cases heard near or around breaks or when it is deemed in the best interest of the student and the university.*

#### APPEALS

A student may appeal a decision by the hearing officer. The only time a student may not appeal a decision is when the student pleads responsible and the minimum penalty is assessed or a responsible verdict in absentia is non-appealable. The student must decide within 24 hours of verbal notification of the sanction as to whether to make an appeal. An appeal can be made for any of the following reasons:

- 1) irregularity in proceedings
- 2) punishment inconsistent with the nature of the offense
- 3) additional evidence not available at the hearing

Disciplinary action taken by the Vice President and Dean of Student Development is appealable to the University Appeal Board. The University Appeal Board consists of three students, two faculty members, and two staff members. The reason for the appeal is distributed to the University Appeal Board. By a simple majority vote, the University Appeal Board may vote not to hear an appeal and, thereby, uphold the original decision and sanction. In the event the University Appeal Board votes to hear the appeal, the Board reserves the right to decrease or increase the sanction at its discretion. **The decision of the Appeal Board is final.**



EXPUNGEMENT POLICY (THE OPPORTUNITY TO CLEANSE OR ERASE ONE'S STUDENT DISCIPLINARY RECORD)

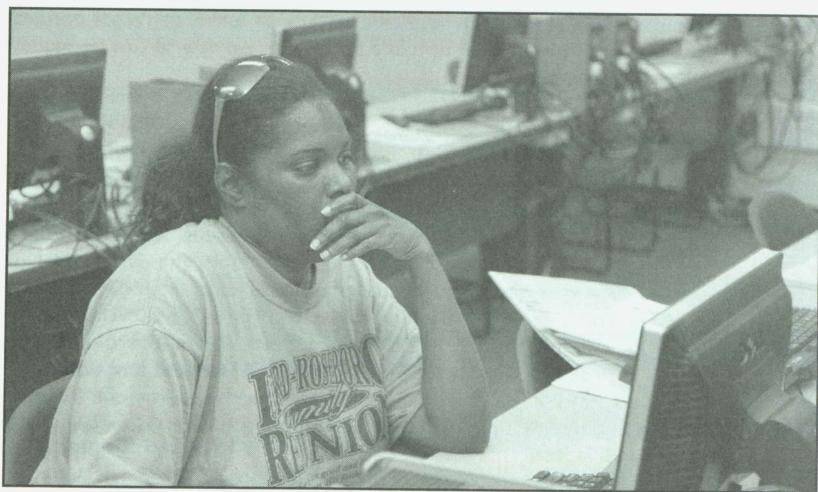
The University's student judicial process holds students accountable for their actions and encourages students to accept the consequences of their actions; however, it is not the intent nor desire of the University to negatively impact a student's future in terms of employment or graduate school prospects. Therefore, the University provides an opportunity for expungement in some circumstances. The Vice President and Dean of Student Development handles the expungement process. All requests and inquiries regarding expungement of student judicial records should be submitted to the office of the Vice President and Dean of Student Development. The actions taken by the Vice President and Dean of Student Development are final.

CRITERIA FOR EXPUNGEMENT:

1. The campus disciplinary action must not be the result of a serious campus code violation (e.g. sexual assault, weapons, illegal drug distribution, etc.).
2. Student requesting expungement must have passed at least 90 academic hours.
3. One full academic semester must have elapsed since the initial charge and sanction against the student.
4. There must be no other pending disciplinary action at the time of request.
5. There must be no outstanding financial obligations to the University (e.g. Business office, Library, Financial Planning Office, University Police, Residence Life Office, or any other University Office).

EXPUNGEMENT MAY BE DENIED, BUT NOT RESTRICTED TO THE FOLLOWING:

1. Initial campus disciplinary action was taken as a result of criminal related offense.
2. No appreciable amount of time has elapsed to indicate change in initial behavior or attitude of student.
3. Student(s) not enrolled for consecutive semesters, thereby limiting observance of campus behavior and attitude.





## ***STUDENT GRIEVANCE POLICY (NON-ACADEMIC)***

Any Student who believes he/she has been discriminated against by a member of the faculty, an employee of the University, or by a fellow student is encouraged to file a complaint. If a student believes he/she has been discriminated against in accordance with policies and practices listed under Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, or section 504 of the Vocational Rehabilitation Act of 1973, he or she may make a claim that his or her rights have been denied.

Claims or grievances should be filed with the appropriate University official. Complaints and grievances related to academic matters should be made in accordance with policies and procedures stated in the current Catalog of Graduate Programs. Complaints and grievances related to non-academic employees of the University should be made to the supervisor of the employee or to the vice president of that area.

Complaints and grievances related to student life, student activities, residence life, counseling, safety and security, or campus ministry should be made to the Vice President and Dean of Student Development.

Complaints and grievances related to admissions practices, recruitment, and financial aid should be made to the Vice President for Enrollment Management. Complaints and grievances related to accounts payable and business office related functions should be made to the Vice President of Business Affairs. Complaints and grievances related to athletics should be made to the Vice President for Athletics. Complaints and grievances related to public relations, publications, and donations to the University should be made to the Vice President for University Relations.

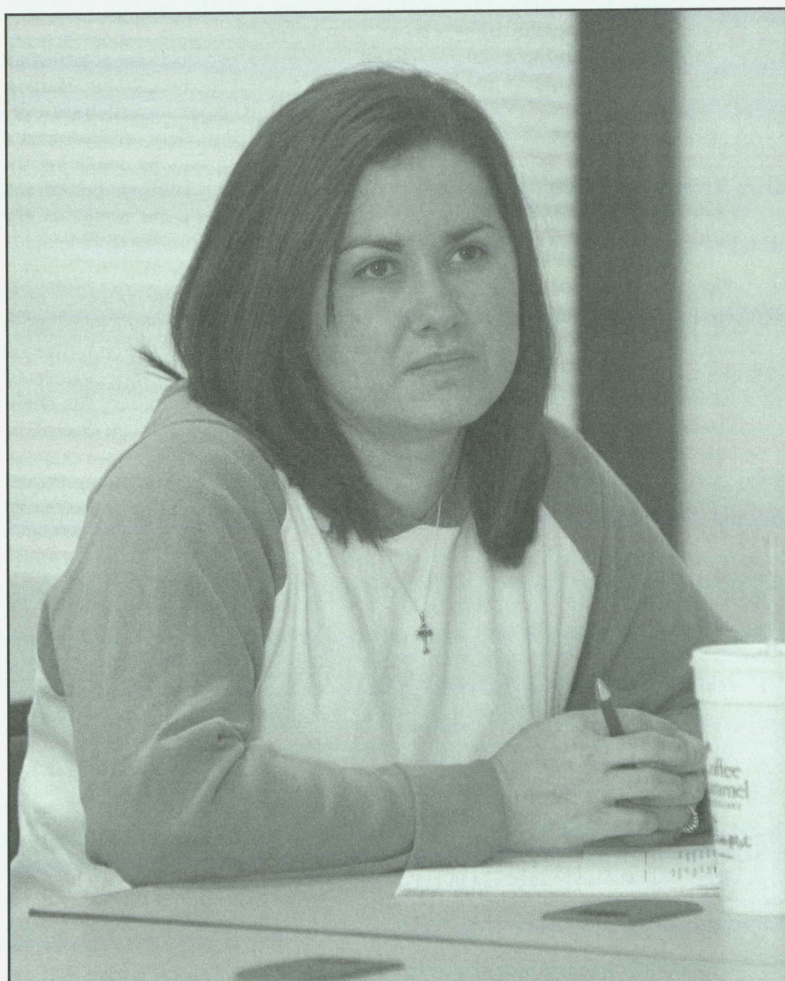
Complaints and grievances specifically related to the Americans with Disabilities Act (ADA)/Section 504 should be made to the Director of Human Resources, who serves as the ADA/504 coordinator. [Complaints and grievances specifically related to educational support services may be made to the Director of the Noel Program for the Disabled.] Complaints and grievances unresolved at this level may be addressed to the Human Relations Committee. The Director of Human Resources will assist with the forwarding of unresolved complaints and grievances to the Human Relations Committee. Decisions

by the Human Relations Committee are subject to review by the Provost. The Provost may take whatever action he deems necessary and appropriate. The Provost's conclusions and actions are final.

If a student believes he/she has been harassed or otherwise discriminated against because of race, gender, religion, color, national or ethnic origin, age, disability, or military service, the student should report the matter immediately to the Vice President and Dean of Student Development. In the case of sexual harassment, the complaint should be made in accordance with the University's sexual harassment policy as stated in the current student handbook. If a student is not sure how to file a complaint, the Vice President and Dean of Student Development will assist the student. Complaints should be presented orally to the appropriate University officials described above. If an informal discussion of the matter is not satisfactory, a written statement of the complaint will be requested. A written statement should contain the following:

- a. The exact nature and details of the grievance.
- b. The date, time, and place of the grievance.
- c. The names of witnesses or persons who have knowledge of the grievance.
- d. Any available written documentation or evidence that is relevant to the grievance.

The University official who receives the written complaint will investigate the complaint and take whatever action is deemed necessary and appropriate and will respond to the student in a timely manner. If a student has followed the grievance policy process and remains dissatisfied with the response to the complaint, the student may appeal to the Graduate Council or to the School of Divinity Appeals Committee, whichever is appropriate, for academic matters and to the University Appeal Board for non-academic matters. Decisions by the University Appeal Board are subject to review by the Provost. The Provost may take whatever action he deems necessary and appropriate. The Provost's conclusions and actions regarding the complaint are final.





## GOAL CORE CURRICULUM

As a member of the higher education community, Gardner-Webb University's academic programs include a series of broad and intensive learning experiences entitled, "Dimensions of Excellence." Further, each "Dimension" in the general studies component has a set of competencies which students are expected to meet in order to complete successfully a bachelor's degree at Gardner-Webb University.

The university has been recognized by the John Templeton Foundation and listed in its Honor Roll of Character-Building institutions; therefore, the core curriculum includes a general studies component appropriate for a character-building institution. Care has been taken to ensure that the focus and theme of the core curriculum is compatible with the university's mission and heritage.

### *Dimension of the Humanities*

Students will

1. develop skills in formulating well organized thoughts for the purpose of effective communication;
2. demonstrate the ability to analyze written, oral, or visual forms of communication and create appropriate responses;
3. compare and contrast intra- and intercultural realities to cultivate attributes necessary for adapting to and functioning in a globalized world; and
4. develop skills in effective research using traditional and technology-based research methods.

### *Dimensions of Heritage*

Students will

1. identify and analyze the origins, development, and complexity of contemporary civilization;
2. describe significant economic, religious, political, technological, cultural and social trends and patterns of change over time;
3. recognize that the role of the individual is culturally determined and will distinguish basic cultural traits of American, Western and other civilizations; and
4. develop effective analytical and communication skills.

### *Dimensions of Scientific Inquiry*

Students will

1. describe the process of acquiring scientific knowledge through the scientific method and discuss the limitations of science, as conclusions are based on quantifiable and testable attributes of the physical universe;
2. demonstrate an understanding of key concepts and vocabulary in physical and life sciences;
3. contrast science and technology and discuss the effect each has at the individual, local and global levels;
4. discuss the importance of ethics in science and examine the impact of ethics on society; and
5. identify key historical events and figures of science



### ***Dimensions of Quantitative Analysis***

Students will

1. identify and define appropriate quantitative relations within variables;
2. demonstrate improvement in critical thinking skills by formulating mathematical models, both symbolically and graphically, to analyze quantitative problems;
3. exhibit development of their quantitative and computational skills; and
4. employ quantitative reasoning in the decision-making process.

### ***Dimensions of Self***

Students will

1. identify means to enhance the integration of the spiritual, intellectual, emotional, physical, environmental, and social dimensions of the human personality;
2. investigate and create opportunities leading to self-discovery, self-evaluation, and self-reflection;
3. recognize and express value assumptions and perspective held by self and others; and
4. develop habits of intentionality in the areas of personal, physical, psychological and aesthetic appreciation,

### ***Dimensions of Faith***

Students will

1. describe the significance of major peoples, places, events, themes and types of literature in the Old and New Testaments;
2. trace the historical development of the canons of the Old and New Testaments;
3. identify, assess and utilize appropriate resources in biblical interpretation; and
4. utilize the principles of critical analysis in interpreting a verse of Scripture.

Before graduating from the Gardner-Webb University GOAL Program with a bachelor's degree, the student will have completed a liberal arts core which consists of the following areas of course work taken at a community/junior college, another senior institution and/or Gardner-Webb University. It is anticipated that Gardner-Webb University will offer the courses in the specified areas over a two-year period. Advisors will work with students (using the transcript evaluation) to determine the extent to which requirements have been met before coming to Gardner-Webb and will assist the student in selection of courses.

#### **I. Dimensions of Humanities**

##### **A. Composition**

1. English 101=English 111
2. English 102=English 112/113/114

All accepted for admission to GOAL will present evidence of completion of a year of English course work (freshman English) from a community college or senior institution. Students not meeting the requirement for English 102 may be admitted and can take English 300 (Composition and Literary Interpretation) at GWU. This course will be in addition to all other graduation requirements.

**B.Oral Communication**

Most students have the competence through previous course work in speech, business communications, or other similar courses. For those who have not met the competency, the advisor will ensure that the student enrolls in appropriate courses at GWU which emphasize oral and visual presentation. Drama, speech, debate, business communications, teaching, preaching, or other approved courses will meet this competency.

BAD 325 is a required course in the Business Administration and Health Management majors. Taking this course in person at GWU or transferring it in will satisfy the oral communication competency as well as meeting the requirement in the major. Taking BAD 325 online with GWU does not satisfy the oral competency requirement. Other Business majors (Accounting & Computer Information Systems) must take the BAD 325 in person in order to fulfill the oral competency requirement. (This is not a required course in the ACC or CIS major but can be taken if needed for oral competency.

**C. Literature - One Course**

1. **English 311** - British Literature Survey I
2. **English 312** - British Literature Survey II
3. **English 331** - American Literature Survey I
4. **English 332** - American Literature Survey II
5. **English 351** - World Literature I
6. **English 352** - World Literature II

**II. Dimensions of Faith - Two courses**

- A. Religion 304** - Old Testament Survey
- B. Religion 305** - New Testament Survey

**III. Dimensions of Heritage - Two Courses**

- A. Social Science 305** - Global Understanding
- B. History 301** - Western Civilization I
- C. History 302** - Western Civilization II
- D. History 319** - 20th Century U.S. History
- E. Political Science** - U.S. Government

**IV. Dimensions of Self - Three Courses**

- A. Psychology 380** - Personal Assessment and Adjustment
- B. Health & Physical Education 338** - Health Maintenance, Promotion, and Wellness
- C. Aesthetics - One Course**
  1. **Art 307** - Art Survey
  2. **Music 320** - Survey of Music
  3. **French 300** - Aspects of French Culture and Language
  4. **Spanish 300** - Aspects of Spanish Culture and Language
  5. **German 300** - Aspects of German Culture and Language

**V. Dimensions of Scientific Inquiry - Two Courses**

- D. Science 302** - Physical Science
- E. Science 303** - Human Biology
- F. Science 322** - Environment

Two regular college courses in Biology, Chemistry, Physics, Geology, etc. may be used to satisfy the requirement.

**V. The Quantitative Dimension**

**Mathematics** - A course in probability & statistics, finite math, or a higher level course such as college algebra, trigonometry, or calculus.

## CORE CURRICULUM CHECKSHEET

(Represents approximately 1/2 of GOAL Curriculum offered, i.e. these do not represent prerequisites for eligibility).

### I. Dimensions of Humanities

#### A. Composition

- \* ☐ English 101 - Composition
- \* ☐ English 102 (or 300) - Composition II

#### B. Oral Communications Competency

#### C. Literature (one course)

- ☐ English 311 - British Literature Survey I
- ☐ English 312 - British Literature Survey II
- ☐ English 331 - American Literature Survey I
- ☐ English 332 - American Literature Survey II
- ☐ English 351 - World Literature I
- ☐ English 352 - World Literature II

### II. Dimensions of Faith (two courses)

- ☐ Religion 304 - Old Testament Survey
- ☐ Religion 305 - New Testament Survey

### III. Dimensions of Heritage (two courses)

- ☐ Social Science 305 - Global Understanding
- ☐ History 301 - Western Civilization I
- ☐ History 302 - Western Civilization II
- ☐ History 319 - 20th Century U.S. History
- ☐ Political Science 302 - U.S. Government

*At least one course transferred in or taken at GWU must be a History course.*

### IV. Dimensions of Self (three courses)

#### A. Psychology 380 - Personal Assessment and Adjustment

#### B. Health & Physical Education 338 - Health Maintenance, Promotion, and Wellness

#### C. Aesthetics - One Course

1. Art 307 - Art Survey
2. Music 320 - Survey of Music
3. French 300 - Aspects of French Culture and Language
4. Spanish 300 - Aspects of Hispanic Culture and Language
5. German 300 - Aspects of German Culture and Language

### V. Dimensions of Scientific Inquiry - (two courses)

- ☐ Science 302 - Physical Science
- ☐ Science 303 - Human Biology
- ☐ Science 322 - Environment

Two regular college courses in Biology, Chemistry, Physics, Geology, etc., may be used to satisfy the requirements.

### VI. The Quantitative Dimensions

- ☐ Mathematics 309 - Finite Mathematics
- ☐ Mathematics 316 - Probability and Statistics

\* Prerequisite Courses





## BROYHILL SCHOOL OF MANAGEMENT

Nationally Accredited by the Association of Collegiate Business Schools and Programs

Became the University's first endowed school in 1981 with a gift from the Broyhill Foundation of Hickory, North Carolina.

### ***MISSION STATEMENT***

The School of Business provides undergraduate and graduate professional training within the scope of a Christian-based, liberal arts university, building on the skills in learning and critical thinking that the liberal arts foster.

### ***GOALS***

1. To provide both undergraduate and graduate professional training in the business disciplines to a diverse student population;
2. To enhance the scope of the University by applying the learning and analytical skills fostered by the liberal arts and the moral and ethical values of the Christian faith to the practice of business activities in the workplace; and
3. To encourage both its faculty and its students to pursue life-long learning, and to value service to God and humanity

### ***STUDENT LEARNING OUTCOMES***

Students who choose to major in any field of study offered by the Broyhill School of Management will:

1. adapt to professional careers in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills are vital for success;
2. learn new managerial skills that require knowledge of computer applications in business;
3. respond to change in a dynamic, global marketplace and demonstrate high ethical standards in their places of work;
4. expand their knowledge base by pursuing further studies in graduate or professional schools;
5. incorporate global and ethical perspectives across the curriculum; and
6. be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

The GOAL Program within the School of Business offers four majors which require an academic background in business and additional specialty courses within the individual majors. A multi-disciplinary common professional core component is required of all business students consisting of course work in the following areas: Accounting Principles I and II, Principles of Economics I and II, Principles of Management, Principles of Marketing, Introduction to Computer Concepts, Legal Environment, Statistics, Quantitative Methods, Financial Management, and Business Policy. These courses are represented within prerequisite requirements, GOAL Curriculum Core requirements, or major requirements. Prerequisite deficiencies may be able to be addressed through the Foundations I and/or II courses. **All business program majors must take statistics within the GOAL Core Curriculum.**



All business students are expected to complete Math 316 within the GOAL core. Any business student not having completed college course work in algebra must take Math 300. A minimum grade of C is required in major courses, Math 300 and 316 courses, and prerequisite courses specified by the business major, whether taken at Gardner-Webb or transferred from another institution.

Gardner-Webb University has established itself as a character-building institution. Majors within the school of business adhere to that philosophy by integrating academic exposure to ethics and ethical dilemmas across classes through the use of class exercises, supplemental assignments, course work, course-specific projects, and writing requirements. To acknowledge the global nature of the current business environment, all classes include international applications of business practices as well.

## **ACCOUNTING**

The Bachelor of Science Degree with a major in Accounting, offered through Gardner-Webb's Broyhill Undergraduate School of Management, provides a fully accredited baccalaureate degree for those wishing to pursue a career in accounting. With a degree in accounting, the graduate can pursue entry level positions with public accounting firms, banks, and a host of other financial institutions. The curriculum prepares the student to take professional exams such as the CPA, CMA and CFA. The GOAL Curriculum in Accounting is designed as an intensive, quantitatively approached method, with a concentration in both the science of accounting and business administration.

### **Goals and Objectives**

- (1) To prepare students with the accounting and analytical skills to acquire entry level positions in public accounting, industry, or government.
- (2) To incorporate global and ethical perspectives across the curriculum.
- (3) To prepare students to be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

## **Prerequisites**

Prior to enrolling in the Accounting Program, the applicant should have the following in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior college or senior college
- 2 courses in Accounting Principles (6 semester hours)
- 2 courses in Economic Principles (macro and microeconomics)
- 2 courses in Intermediate Accounting I and II (6 semester hours)
- English 101 and 102 (Basic Composition and Literature)
- 1 course in Introduction to Computer Concepts
- 1 course in Principles of Management (3 semester hours)
- 1 course - Business Elective

Note: Students may be admitted without prerequisite economics courses but must be enrolled in a prerequisite course each semester until prerequisites have been completed. Failure to complete a prerequisite course will prohibit the student from registering for any subsequent semester. Students must complete the accounting prerequisite before beginning the accounting major.



## ***Academic Curriculum***

As with all GOAL majors, approximately half of the Accounting track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 33 hours towards the 128 hours needed to graduate. A student must complete 30 hours in the Accounting major, 15 of which must be completed with the University. The classes particular to the Accounting major, consist of the following:

- ACC 315 Cost Accounting
- ACC 400 Accounting Information Systems
- ACC 425 Federal Income Taxation I
- ACC 435 Advanced Accounting
- ACC 450 Auditing
- BAD 300 Legal Environment of Business
- BAD 305 Quantitative Methods
- BAD 312 Financial Management
- BAD 318 Principles of Marketing
- BAD 480 Business Policy

Note: At least half of the ACC designated courses must be taken at Gardner-Webb University.

## ***ACCOUNTING CHECKSHEET***

Prerequisite Courses recommended to be completed prior to entry into the GOAL program\*

- ☐ a. Accounting Principles (6 semester hours)
- ☐ b. Macroeconomics (1 course)
- ☐ c. Microeconomics (1 course)
- ☐ d. Intermediate Accounting I and II (2 courses)
- ☐ e. Principles of Management (1 course)
- ☐ f. Introduction to Computer Concepts (1 course)
- ☐ g. Business Elective (1 course)
- ☐ h. Equivalent of Gardner-Webb's English 101 and 102

\* No accounting courses can be taken at Gardner-Webb University until 6 hours of principles are completed.

Gardner-Webb Course work:

A. University Core - See GOAL Core Curriculum Checksheet

B. Major:

- |                                  |                                  |
|----------------------------------|----------------------------------|
| <input type="checkbox"/> ACC 315 |                                  |
| <input type="checkbox"/> ACC 400 |                                  |
| <input type="checkbox"/> ACC 425 |                                  |
| <input type="checkbox"/> ACC 435 | <input type="checkbox"/> ACC 450 |
| <input type="checkbox"/> BAD 300 | <input type="checkbox"/> BAD 305 |
| <input type="checkbox"/> BAD 480 | <input type="checkbox"/> FIN 312 |
| <input type="checkbox"/> BAD 318 |                                  |

## ***BUSINESS ADMINISTRATION***

The Bachelor of Science Degree with a major in Business Administration, offered through Gardner-Webb's Broyhill Undergraduate School of Management, provides a comprehensive study of business principles as related to marketing, administration and management. With a four-year degree in Business, one can pursue employment opportunities in a variety of supervisory and entry level management positions, including public accounting firms, wholesalers, retailers, banks and insurance companies.

### **Goals and Objectives**

- (1) To be able to understand basic concepts of human relations management, organizational behavior, and production/operations management necessary to manage a modern business or not-for-profit organization.
- (2) To incorporate global and ethical perspectives across the curriculum.
- (3) To be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

## ***Prerequisites***

Prior to enrolling in the Business Administration Program, the applicant should have the following courses in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior college or senior college
- 1 course in Introduction to Computer Concepts.
- 1 course in Principles of Management (3 semester hours)
- 3 courses - Business Electives
- 2 courses in Accounting Principles (6 semester hours)
- 2 courses in Economic Principles (macro and microeconomics)
- English 101 and 102 (Basic Composition and Literature)

**Note:** Prerequisite accounting courses may be completed by taking the two Accounting Principles courses and prerequisite economics courses may be completed by taking the two Economic Principles courses. Students may be admitted without prerequisite accounting or economics courses but must be enrolled in a prerequisite course each semester until prerequisites have been completed. Failure to complete a prerequisite course will prohibit the student from registering for any subsequent semester.

## ***Academic Curriculum***

As with all GOAL majors, approximately half of the Business Administration track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 33 hours towards the 128 hours needed to graduate. A student must complete 30 hours in the Business Administration major, 15 of which must be completed with the University. The classes particular to the Business Administration major, consist of the following:

- BAD 300 Legal Environment of Business
- BAD 305 Quantitative Methods
- BAD 325 Business Communications
- BAD 312 Financial Management
- BAD 318 Principles of Marketing
- BAD 480 Business Policy
- 9 semester hours of Major Electives

## ***BUSINESS ADMINISTRATION CHECKSHEET***

Prerequisite Courses recommended to be completed prior to entry into the GOAL program:

- ☐ a. Accounting Principles (6 semester hours)
- ☐ b. Macroeconomics (1 course)
- ☐ c. Microeconomics (1 course)
- ☐ d. Equivalent of Gardner-Webb's English 101 and 102
- ☐ e. Introduction to Computer Concepts (1 course)
- ☐ f. Principles of Management (1 course)
- ☐ g. Business Electives (3 courses)

Gardner-Webb Course work:

A. University Core - See GOAL Core Curriculum Checksheet

B. Major:

- |                                  |                                  |                                  |
|----------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> BAD 300 | <input type="checkbox"/> BAD 305 | <input type="checkbox"/> MGT 416 |
| <input type="checkbox"/> BAD 325 | <input type="checkbox"/> BAD 480 |                                  |
| <input type="checkbox"/> BAD 312 | <input type="checkbox"/> BAD 318 |                                  |

9 Semester hours of Major electives

## ***COMPUTER INFORMATION SYSTEMS***

The Bachelor of Science Degree with a major in Computer Information Systems, offered through Gardner-Webb's Broyhill Undergraduate School of Management, is a specialized, technically oriented degree in the broad and ever changing field of computer science. One of the fastest growing areas of study, as well as one offering plentiful career opportunities into the 21st century, the CIS student can hope to pursue a wide array of positions in the computer industry. These may include opportunities in data processing, consulting, software development, and communication services.

### **Goals and Objectives**

- (1) To prepare students to utilize current programming languages and techniques and adapt to related advancements.
- (2) To incorporate global and ethical perspectives across the curriculum.
- (3) To prepare students to be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

## ***Prerequisites***

Prior to enrolling in the CIS Program, the applicant should have the following courses in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior college or senior college
- 15 semester hours in computer programming courses
- 2 courses in Accounting Principles (6 semester hours)
- 2 courses in Economic Principles (macro-and microeconomics)
- English 101 and 102 (Basic Composition and Literature)
- 1 course in Introduction to Computer Concepts



**Note:** Prerequisite accounting courses may be completed by taking the two Accounting Principles courses and prerequisite economics courses may be completed by taking the two Economic Principles courses. Students may be admitted without prerequisite accounting or economics courses but must be enrolled in a prerequisite course each semester until prerequisites have been completed. Failure to complete a prerequisite course will prohibit the student from registering for any subsequent semester.

### ***Academic Curriculum***

As with all GOAL majors, approximately half of the Computer Information Systems track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 33 hours towards the 128 hours needed to graduate. A student must complete 30 hours in the Computer Information Systems major, 15 of which must be completed with the University. The classes particular to the Computer Information Systems major, consist of the following:

- BAD 305 Quantitative Methods
- BAD 312 Financial Management
- BAD 480 Business Policy
- CIS 371 Systems Analysis and Design
- CIS 423 Programming Languages (or CIS 432 Information Systems Planning or ACC 400 Accounting Information Systems)
- CIS 433 Database Program Development
- CIS 471 Applied Software Development
- CIS 485 Topics in CIS (or 460 Data Communications and Networking)
- MGT 403 Human Behavior in Organizations (or MGT 410 Small Business Mgmt.)
- MGT 416 Production and Operations Mgmt.

### ***COMPUTER INFORMATION SYSTEMS CHECKSHEET***

Prerequisite Courses which must be completed prior to entry into the GOAL program:

- ☐ a. Accounting Principles (6 semester hours)
- ☐ b. Macroeconomics (1 course)
- ☐ c. Microeconomics (1 course)
- ☐ d. 15 semester hours in computer programming courses.
- ☐ e. Equivalent of Gardner-Webb's English 101 and 102.

Gardner-Webb Course work:

A. University Core - See GOAL Core Curriculum Checksheet

B. Major:

- |   |  |
|---|--|
| <input type="checkbox"/> BAD 305              | <input type="checkbox"/> BAD 480                         |
| <input type="checkbox"/> CIS 371              | <input type="checkbox"/> CIS 423 (or CIS 432 or ACC 400) |
| <input type="checkbox"/> CIS 433              | <input type="checkbox"/> CIS 471                         |
| <input type="checkbox"/> CIS 485 (or CIS 460) | <input type="checkbox"/> BAD 312                         |
| <input type="checkbox"/> MGT 410 (or MGT403)  | <input type="checkbox"/> MGT 416                         |

## ***HEALTH MANAGEMENT***

The Bachelor of Science Degree with a major in Health Management, offered through Gardner-Webb's Broyhill Undergraduate School of Management, provides a fully accredited baccalaureate degree for those wishing to pursue a career in Health Management. Health Management is designed to prepare individuals who have a health related and/or business education background to assume positions in health care management and to recognize and to respond to the emerging health needs of a changing society.

### **Goals and Objectives**

- (1) To understand basic concepts of human relations management, organizational behavior and operations management necessary to manage a health care business or not-for-profit organization.
- (2) To incorporate global and ethical perspectives across the curriculum.
- (3) To prepare students to be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

## ***Prerequisites***

Prior to enrolling in the Health Management Program, the applicant should have the following courses in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior or senior college
- 2 courses in Accounting Principles (6 semester hours)
- 2 courses in Economic Principles (macro-and microeconomics)
- English 101 and 102 (Basic Composition and Literature)
- 1 course in Introduction to Computer Concepts
- 4 courses - Business Electives

**Note:** Prerequisite accounting courses may be completed by taking the Accounting Principles courses and prerequisite economics courses may be completed by taking the Economic Principles courses. Students may be admitted without prerequisite accounting or economics courses but must be enrolled in a prerequisite course each semester until prerequisites have been completed. Failure to complete a prerequisite course will prohibit the student from registering for any subsequent semester.

## ***Academic Curriculum***

As with all GOAL majors, approximately half of the Health Management track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 33 hours towards the 128 hours needed to graduate. A student must complete 30 hours in the Health Management major, 15 of which must be completed with the University. The classes particular to the Health Management major, consist of the following:

- BAD 318 Principles of Marketing
- BAD 325 Business Communications
- HMG 300 Introduction to Health Management
- HMG 303 Finance for Health Management
- HMG 304 Economics of Health Care



- HMG 410 Health Care Law Seminar
- HMG 480 Senior Seminar in Health Care Strategy
- MGT 400 Human Resource Management
- MGT 403 Human Behavior in Organizations
- MGT 485 Leadership

### ***HEALTH MANAGEMENT CHECKSHEET***

Prerequisite Courses which must be completed prior to entry into the GOAL program:

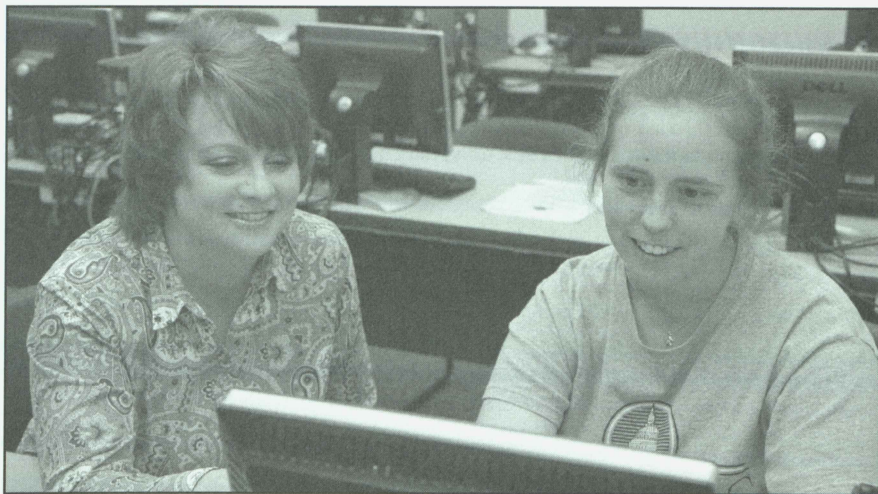
- ☐ a. 60-64 semester hours from a regionally accredited junior or senior college
- ☐ b. Accounting Principles (6 semester hours)
- ☐ c. Macroeconomics (1 course)
- ☐ d. Microeconomics (1 course)
- ☐ e. Equivalent of Gardner-Webb's English 101 and 102
- ☐ f. Introduction to Computer Concepts (1 course)
- ☐ g. Business Electives (4 courses)

Gardner-Webb Course work:

A. University Core - See GOAL Core Curriculum Checksheet

B. Major:

- ☐ BAD 318
- ☐ BAD 325
- ☐ HMG 300
- ☐ HMG 303
- ☐ HMG 304
- ☐ HMG 410
- ☐ HMG 480
- ☐ MGT 400
- ☐ MGT 403
- ☐ MGT 485





# DEPARTMENT OF RELIGIOUS STUDIES AND PHILOSOPHY

## ***MISSION STATEMENT***

Within the context of a Christian liberal arts tradition, our mission in both graduate and undergraduate education is to provide an atmosphere of open inquiry, honesty, and integrity where issues of religious understanding, faith, practice, and philosophy can be explored. Our intention is to prepare lifelong learners who are self-aware, critical and analytical thinkers, committed to a life of service with and for God and humanity.

## ***GOALS***

To assist both undergraduate and graduate students in achieving:

1. An appreciation for the Judeo-Christian tradition in the context of a liberal arts tradition;
2. A developing spiritual life that integrates the physical, mental, psychological, and social dimensions of life;
3. An ability to think, to reason, and to communicate with critical awareness in the context of religious studies and philosophy;
4. An ability to translate critical thinking into responsible life choices;
5. A commitment to the pursuit of life-long learning; and
6. Preparation for pursuing advanced studies and professions related to serving God and humanity

## ***STUDENT LEARNING OUTCOMES***

Students who choose to major in any of the five areas of concentration offered by the Department of Religious Studies and Philosophy will demonstrate:

1. basic skills in biblical interpretation and exegesis, and
2. skills in critical thinking, and written and oral communication.

## ***RELIGIOUS STUDIES***

Gardner-Webb's Bachelor of Science degree with a major in Religious Studies provides a fully accredited baccalaureate degree in religion. Graduates will be prepared to assume positions in churches or social agencies or to go on to seek higher academic degrees at a university, school of divinity, or seminary.

## ***Prerequisites***

Prior to enrolling in the Religious Studies Program, the applicant should have the following in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior or senior college;
- Religion 304 and Religion 305 (Old and New Testament) or their equivalents
- English 101 and 102 (Basic English Composition and Literature)

### *Academic Curriculum*

As with all GOAL majors, approximately half of the Religious Studies track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 36 hours towards the 128 hours needed to graduate. A student must complete 36 hours in the Religious Studies major, 15 of which must be completed with the University. The classes particular to the Religious Studies major, consist of the following:

- Spiritual Formation (3 hours)  
Religion 371
- Biblical Studies (6 hours)  
Select one: REL 302, 303, 306, or 307  
Select one: REL 311, 312, 314, 316, or 317
- Church History (3 hours)  
Religion 322, 323, 324, 325, or 327
- Christian Thought (3 hours)  
Select one: REL 306, 314, 333, 337, 341, or 351
- Christianity and the World (3 hours)  
Select one: REL 326, 343, 346, or 378
- Philosophy (3 hours)  
Philosophy 300, 301, 337, or 380
- Education Studies (6 hours)  
Select two: RED 370, 373, 374, 375, or 377
- Senior Seminar (3 hours)  
Select one: REL 491, 492, 493, or 494
- Internship/Practicum (3 hours)  
Select one: REL 397 or 358
- Religion Elective (3 hours)  
Any Religion or Religious Education course

## ***RELIGIOUS STUDIES CHECKSHEET***

Prerequisites: Courses which must be completed prior to entry in the GOAL program:

- ☐ a. 60-64 semester hours from a regionally accredited junior or senior college
- ☐ b. Equivalent of Religion 304
- ☐ c. Equivalent of Religion 305
- ☐ d. Equivalent of Gardner-Webb's English 101
- ☐ e. Equivalent of Gardner-Webb's English 102

Gardner-Webb Course work:

A. University Core - See GOAL Core Curriculum Checksheet

B. Major: 3 hours each for a total of 36 hours (check, then circle course taken)

I. Spiritual Formation

- ☐ REL 371

II. Biblical Studies

- ☐ REL 302, 303, 306, or 307
- ☐ REL 311, 312, 314, 316, or 317

III. Church History

- ☐ REL 322, 323, 324, 325, or 327

IV. Christian Thought

- ☐ REL 306, 314, 333, 337, 341, or 351

V. Christianity and the World

- ☐ REL 326, 343, 346, or 378

VI. Philosophy

- ☐ PHI 300, 301, 337, or 380

VII. Education Studies (select two)

- ☐ RED 370, 373, 374, 375, or 377

VIII. Senior Seminar

- ☐ REL 491, 492, 493, or 494

IX. Internship/Practicum

- ☐ REL 397 or REL 358

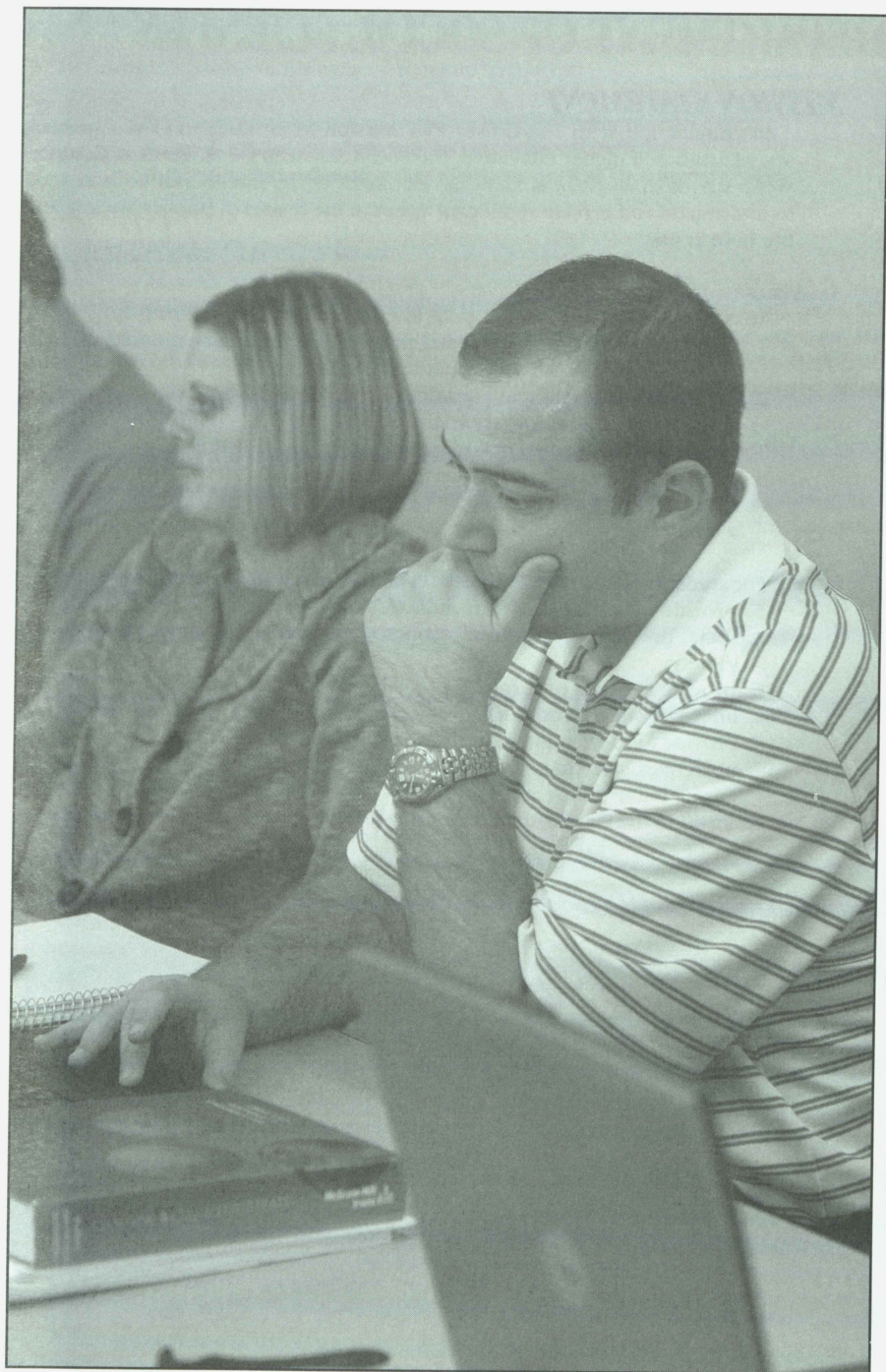
X. Religion Elective

- ☐ Any Religion or Religious Education course

C. Electives (Take as many hours as needed to complete 64 senior college hours and the minimum 128 semester hour requirement for graduation)

Elective courses taken:





## DEPARTMENT OF SOCIAL SCIENCES

### ***MISSION STATEMENT***

In conjunction with the University's mission as an institution of Christian, liberal arts-based higher education, the Social Sciences Department at Gardner-Webb strives to facilitate student development of the intellectual skills needed to understand and explain significant issues in the realms of politics, society, and the human past.

### ***GOALS***

To provide for all its students, both in core and upper level courses:

1. an awareness of the major social, political, and historical contexts of various world cultures both past and present, and
2. the intellectual skills and attitudes needed to understand and function effectively in contemporary society.

To provide students in its major and minor programs with:

3. preparation for careers such as teaching, research, social work or governmental service, and
4. a foundation for continued study in graduate or professional schools.

For students in the Social Studies secondary licensure program, to:

5. provide assurance that the candidate acquires an understanding of the social, political, geographical, economic, and religious forces operating in society;
6. provide in-depth preparation in history and the social sciences plus an intensive study in one or more of the major disciplines;
7. provide for development of the social studies skills required in formulating objectives, selecting content, using effective teaching strategies and evaluating learning; and
8. instill in the candidate an awareness of the need for continuing education and professional development.

### ***STUDENT LEARNING OUTCOMES***

A student who chooses to major in a field of study offered by the department will demonstrate:

1. a depth of content knowledge in the major discipline;
2. effective research skills relevant to the major discipline;
3. the ability to identify and analyze significant issues in the major discipline; and
4. effective writing and oral communication skills.

### ***CRIMINAL JUSTICE***

Gardner-Webb's Bachelor of Science degree with a major in Social Science with a concentration in Criminal Justice prepares the student for a specialized career in the field of law enforcement. Graduates go on to obtain higher administrative positions in law enforcement agencies, parole and corrections offices. The curriculum designed for Criminal Justice students is broad based, covering studies from the philosophy of law enforcement to the social implications of corrections and appropriately dealing with law violations through the legal justice system.



### ***Prerequisites***

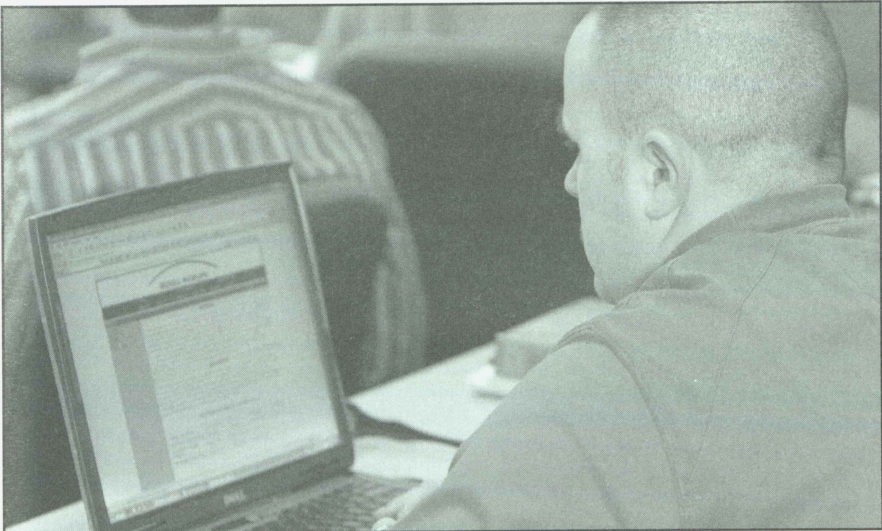
Prior to enrolling in the Criminal Justice Program, the applicant should have the following in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior or senior college
- English 101 and 102 (Basic English Composition and Literature)
- 15 Semester hours of law-enforcement related courses or Basic Law Enforcement Training (BLET)

### ***Academic Curriculum***

As with all GOAL majors, approximately half of the Criminal Justice track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 33 hours towards the 128 hours needed to graduate. A student must complete 30 hours in the Criminal Justice major, 15 of which must be completed with the University. The classes particular to the Criminal Justice major, consist of the following:

- CJC 410 Philosophy of Criminal Justice
- CJC 420 Administrative Decision Making
- CJC 430 Criminal Justice Theory and Research
- CJC 440 Trends in Criminal Justice
- CJC 450 International Issues in Criminal Justice
- HEA 401 Drug and Alcohol Education
- MGT 400 Human Resource Management
- PSC 314 Judicial Process
- PSY 401 Psychopathology
- SOC 400 Minority Groups





## ***CRIMINAL JUSTICE CHECKSHEET***

Prerequisites: Courses which must be completed prior to entry in the GOAL program:

- ☐ a. 60-64 semester hours from a regionally accredited junior or senior college
- ☐ b. Completion of at least 21 quarter (15 semester) hours of law enforcement courses.
- ☐ c. Equivalent of Gardner-Webb's English 101 and 102

Gardner-Webb Course work:

A. University Core - See GOAL Core Curriculum Checksheet

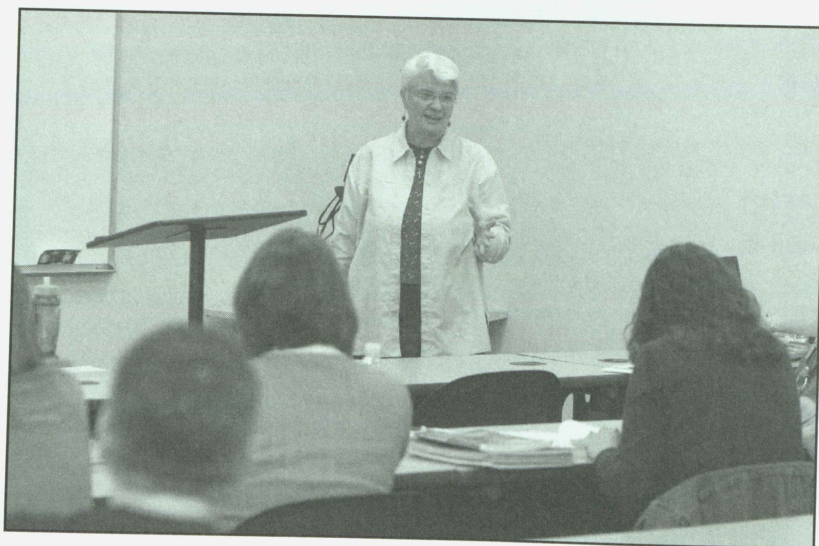
B. Major: (30 semester hours are required in the major with at least 15 of these with Gardner-Webb)

- |                                  |                                  |
|----------------------------------|----------------------------------|
| <input type="checkbox"/> CJC 410 | <input type="checkbox"/> CJC 420 |
| <input type="checkbox"/> CJC 430 | <input type="checkbox"/> CJC 440 |
| <input type="checkbox"/> CJC 450 | <input type="checkbox"/> HEA 401 |
| <input type="checkbox"/> MGT 400 | <input type="checkbox"/> PSC 314 |
| <input type="checkbox"/> PSY 401 | <input type="checkbox"/> SOC 400 |

Supportive and Electives:

- |                                  |                                  |
|----------------------------------|----------------------------------|
| <input type="checkbox"/> MGT 403 | <input type="checkbox"/> PSC 315 |
| <input type="checkbox"/> PSC 495 | <input type="checkbox"/> PSY 305 |
| <input type="checkbox"/> SOC 310 | <input type="checkbox"/> SOC 313 |
| <input type="checkbox"/> HEA 402 | <input type="checkbox"/> MGT 485 |

C. ELECTIVES (Take as many as needed to complete 64 senior college hours and the minimum 128 semester hour requirement for graduation.)



# THE SCHOOL OF PSYCHOLOGY AND COUNSELING

## ***MISSION STATEMENT***

The mission of the undergraduate programs of the School of Psychology and Counseling is to give students a broad overview of the field of psychology within the foundation of a Christian, liberal arts institution. Graduates of the program will be prepared for jobs in psychology or for graduate school.

## ***GOALS***

The School of Psychology and Counseling endeavors to develop within its students the following:

1. An understanding of the fundamentals of human behavior.
2. A functional knowledge of scientific methods of studying behavior.
3. An appreciation of the dignity and complexity of persons.

## ***STUDENT LEARNING OUTCOMES***

Graduates of the B.S. in Psychology program are expected to

1. be able to write in APA style.
2. be able to calculate and interpret basic statistics.
3. be able to design and conduct an experiment.
4. be able to explain theories and their relation to psychology.
5. understand the ways in which people change during the course of development.
6. understand personal adjustment issues during young adulthood.
7. understand the nature of psychology as a profession, such that students will be prepared for a career or for seeking graduate training.
8. understand the importance of lifelong learning.

## ***HUMAN SERVICES***

In general, a degree in Human Services at Gardner-Webb combines specific career-related courses with exposure to psychology, sociology, health education, and liberal arts. The liberal arts core and the human services courses reflect recognition that strong written and oral communication skills are critical to ethical human service practice and successful tenure in the field. The B.S. degree program in Human Services is designed to give students a solid foundation in the principles, theories and skills needed to provide services as a human service practitioner. By the end of the program, students should have gained the ability to relate to consumers on multiple levels. The curriculum consists of courses and experiences so that a graduate will have the knowledge and skill to perform entry-level work in public, not-for-profit, and private services.

### ***Prerequisites***

Prior to enrolling in the Human Services Program, the applicant should have the following in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior or senior college
- English 101 and 102 (Basic English Composition and Literature)
- Computer Literacy

### ***Academic Curriculum***

As with all GOAL majors, approximately half of the Human Services track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 33 hours towards the 128 hours needed to graduate. A student must complete 30 hours in the Human Services major, 15 of which must be completed with the University. The classes particular to the Human Services major consist of the following:

- HUS 300 Ethical Issues in the Helping Professions
- HUS 301 Treatment Modalities
- HUS 302 Group Dynamics
- HUS 320 Introduction to Clinical Practice
- HUS 400 Legal Issues in the Helping Professions
- HUS 491 Human Services Seminar or PSY 493
- HUS 497 Human Services Internship
- PSY 305 Psychology of Personality
- PSY 401 Psychopathology
- PSY 402 Introduction to Counseling
- HEA 401 Drug and Alcohol Education
- SOC 313 Sociology of Deviant Behavior

Additional Classes that could be taken as supportive courses are:

- MGT400 Human Resource Management
- MGT403 Human Behavior in Organizations
- PSC314 Judicial Process
- HEA402 Human Sexuality
- PSC315 Civil Liberties
- SOC310 Social Psychology
- SOC400 Minority Groups



## ***HUMAN SERVICES CHECKSHEET***

Prerequisites: Courses which must be completed prior to entry in the GOAL program

- ☐ a. 60-64 semester hours from a regionally accredited junior or senior college
- ☐ b. Successful completion of courses in the liberal arts and social/behavioral sciences is recommended
- ☐ c. Equivalent of Gardner-Webb's English 101 and 102

Gardner-Webb Course work:

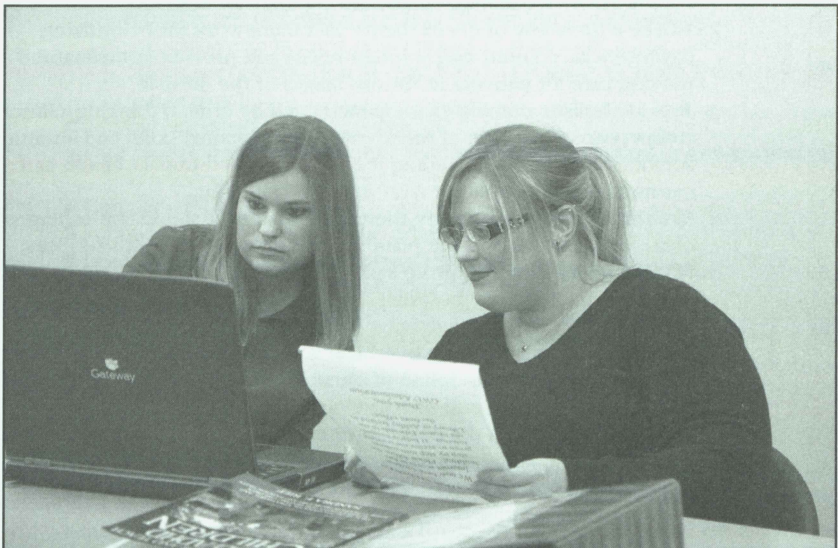
A. University Core - See GOAL Core Curriculum Checksheet

B. Major: 30 semester hours are required in the major with at least 15 of these with Gardner-Webb

- |  |                                  |
|--|----------------------------------|
| <input type="checkbox"/> HEA 401         | <input type="checkbox"/> HUS 300 |
| <input type="checkbox"/> HUS 301         | <input type="checkbox"/> HUS 302 |
| <input type="checkbox"/> HUS 320         | <input type="checkbox"/> HUS 400 |
| <input type="checkbox"/> HUS 491/PSY 493 | <input type="checkbox"/> HUS 497 |
| <input type="checkbox"/> PSY 305         | <input type="checkbox"/> PSY 401 |
| <input type="checkbox"/> PSY 402         | <input type="checkbox"/> SOC 313 |

ELECTIVES (Take as many as needed to complete 64 senior college hours and the minimum 128 semester hour requirement for graduation.)

Electives you might consider include PSY 406, 444, 493, SOC 310 and 400.



## SCHOOL OF NURSING

Accredited by the National League for Nursing Accrediting Commission (NLNAC)

Approved by the North Carolina Board of Nursing

### ***MISSION STATEMENT***

The mission of the School of Nursing is to enhance the health status of individuals in the global community by the provision of quality education within a Christian environment that prepares individuals to practice holistic and professional nursing in an ever changing healthcare setting.

### ***GOALS***

1. Establish a teaching/learning atmosphere in a Christian environment that encourages life-long learning;
2. Provide programs of study based on current national competencies of nursing practice to meet health care needs of individuals, groups, and communities;
3. Partnership with health care facilities in the provision of service learning opportunities for students that include client-centered care, evidence-based practice and interdisciplinary collaboration; and
4. Provide coursework strategies that promote caring, cultural competence, global understanding, critical thinking, professionalism, and ethics in nursing practice.

### ***STUDENT LEARNING OUTCOMES***

A student who chooses to major in the Nursing ADN program will:

1. Assess, analyze/diagnose, plan, implement, and evaluate nursing care to provide for the patient's optimum level of wellness consistent with his/her coping abilities, teaching needs, and capacity for self-care;
2. Utilize a hierarchy of needs theory as a framework for prioritizing psychosocial, cultural, and spiritual needs and provide individualized nursing care for patients in various stages of the lifespan;
3. Provide holistic nursing care characterized by critical thinking, clinical competence, utilization of therapeutic interpersonal skills, and attention to sociocultural forces, including technology, which impact health care, and caring which is consistent with the Christian faith;
4. Communicate with patients, their families and/or significant others, and other care providers in the planning and delivery of health services;
5. Manage nursing care for groups of patients with health care needs in varied settings which include hospitals, extended care facilities, and other community health care agencies;
6. Practice nursing according to ethical and legal standards as a contributing member within the discipline of nursing, and assume responsibility for his/her own practice and self-development; and
7. Utilize informatics in the participation and application of evidenced based research and quality improvement in daily nursing practice.

## ***BACHELOR OF SCIENCE IN NURSING PROGRAM***

The Bachelor of Science in Nursing program is coordinated through four sites. The Gardner-Webb University campus, located in Boiling Springs, accommodates both boarding and commuting students. The Charlotte, Forsyth, and Iredell Centers accommodate commuting students only. The purpose of the School of Nursing BSN program is to provide baccalaureate nursing education within a caring Christian atmosphere, to advance the practice of nursing through the utilization of nursing research, and to enhance the health and well-being of the community served. To support this purpose, the program:

- Provides baccalaureate nursing education in a Christian environment to Registered Nurses with varying educational, experiential and cultural backgrounds;
- Prepares a generalist who can deliver professional and holistic nursing care in a variety of settings;
- Prepares a nurse who is accountable to the profession and society;
- Provides the foundation for graduate education in nursing.

The BSN program is accredited by the National League for Nursing Accrediting Commission (61 Broadway, New York, NY 10006, 1-800-669-1656).

## ***ADMISSION TO THE BACHELOR OF SCIENCE IN NURSING PROGRAM***

Students applying for admission to the BSN program must apply for admission to the GOAL Admissions Office.

### ***Prerequisites***

- Completion of an associate degree with a major in nursing or a hospital diploma nursing program.
  - (Graduates of ADN and diploma nursing programs may earn a maximum of 40 hours of nursing credit (25 hours applied as basic to baccalaureate nursing courses and 15 hours of nursing electives) upon successful completion of nine hours of nursing through Gardner-Webb University.)
- Current unrestricted RN licensure.
- One year of nursing experience within the past five years or completion of a nursing program within the past year.
- Cumulative GPA of 2.5.
- Submission of five panel urine drug screen.
- Immunizations as required by the University and the School of Nursing.
- Proof of satisfactory criminal background check.

For detailed information on admission, transfer credit, and advanced placement for the BSN Program, write or call:

GOAL Admissions Office  
Gardner-Webb University  
PO Box 1896  
Boiling Springs, N.C. 28017  
Phone (704) 406-4625

Registered Nurses with a Bachelor's Degree in another discipline are eligible for admission to the Master of Science in Nursing Program. See Graduate Catalog or contact the Director of Admissions for the School of Nursing for further information.



### ***RN to MSN***

Registered Nurses must meet BSN and MSN admission requirements prior to enrolling in the RN to MSN program. Two courses in the MSN curriculum will be substituted for two courses in the BSN curriculum: NURS 502 (Methods of Advanced Research) will be substituted for NURS 301 (Research in Nursing); and NURS 501 (Nursing and Health Care Systems and Issues) will be substituted for NURS 303 (Trends in Health Care). Students will receive the Bachelor of Science in Nursing degree upon completion of the BSN requirements.

For additional information relating to the MSN program, contact Dr. Kathy Lindsey, Director of Graduate Studies, MSN Program at 704-406-4359.

### ***Academic Curriculum***

As with all GOAL majors, approximately half of the Nursing track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 33 hours towards the 128 hours needed to graduate. (Nursing 307 satisfies the GOAL Core requirements for oral/visual communication and for computer literacy). A student must complete 30 hours in the Nursing Studies Major. The classes particular to the Nursing Studies major, consist of the following:

- NUR 300, Concepts in Professional Nursing
- NUR 301, Research in Nursing
- NUR 302, Health Assessment
- NUR 303, Trends in Health Care
- NUR 307, Communication Skills in Nursing
- NUR 312, Advanced Health Assessment
- NUR 403, Leadership/Management in Nursing
- NUR 409, Senior Seminar
- NUR 412, Community and Public Health Nursing
- NUR 415, Community and Public Health Nursing Practicum
- NUR 495, Nursing Elective

### ***BSN CHECKSHEET***

☐ Completion of an Associate Degree with a major in nursing or a hospital diploma nursing program.

☐ Unrestricted RN Licensure

Gardner-Webb Course work:

A. University Core - See GOAL Curriculum Checksheet

C. Major:

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| <input type="checkbox"/> NUR 300  | <input type="checkbox"/> NUR 301 |
| <input type="checkbox"/> NUR 302* | <input type="checkbox"/> NUR 303 |
| <input type="checkbox"/> NUR 307  | <input type="checkbox"/> NUR 412 |
| <input type="checkbox"/> NUR 403  | <input type="checkbox"/> NUR 415 |
| <input type="checkbox"/> NUR 409  |                                  |
| <input type="checkbox"/> NURS 495 |                                  |

\* or NURS 312

# GARDNER-WEBB UNIVERSITY

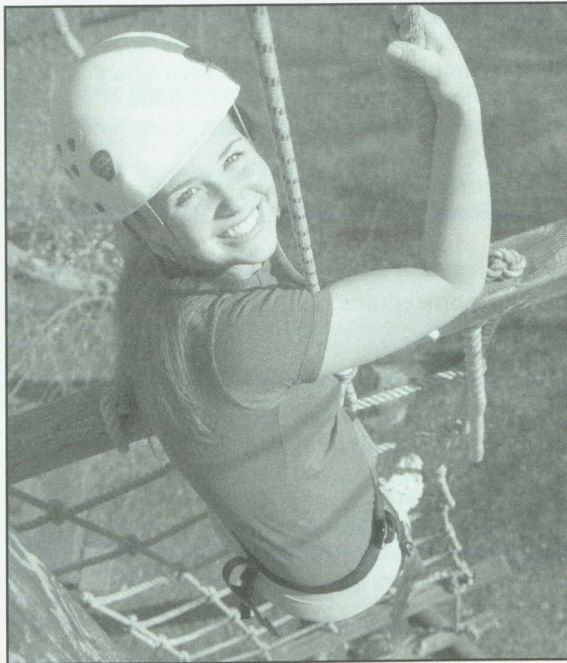
## STUDENT YMCA

Lisa Yerrick, Executive Director  
Chris Bradley, Program Director

Gardner-Webb University, the Cleveland County YMCA, and YMCA of the USA have formed a partnership to develop a Gardner-Webb University YMCA. One component of this student Y is the YMCA Professional Studies Program, which prepares undergraduates for a career in the non-profit field, including YMCA's. Through this innovative partnership, there courses will offer a distinct path toward future employment. Courses can be taken as electives. Completion of these 18 hours will lead to certification of YMCA Professional Studies.

### YMCA CHECKSHEET

- ☐ YMC 300
- ☐ YMC 350
- ☐ YMC 400
- ☐ YMC 495
- ☐ MGT 316
- ☐ HWE 300



## COURSE DESCRIPTIONS

### **ACC 313, 314, INTERMEDIATE ACCOUNTING I & II**

The theory of accounting as applied to financial and managerial accounting. Note: Students may either transfer credit for Intermediate Accounting I & II or may qualify for credit by scoring at least 75 on a qualifying examination administered by the Broyhill School of Management. *(3 semester hours)*

### **ACC 315, COST ACCOUNTING**

Cost accounting measurement and classification. Job order and process costing. Budget development using variable and fixed costs. Capital budgeting and project evaluation. *(3 semester hours)*

### **ACC 400, ACCOUNTING INFORMATION SYSTEMS**

In addition to an in-depth investigation of the automation and technology associated with the accounting function. Students will develop a proficiency with a recognized accounting software package. Prerequisites: Accounting Principles I and II (or Foundations of Business I) and computer competency. *(3 semester hours)*

### **ACC 425, FEDERAL INCOME TAX I**

Examines introductory federal income tax provisions and compliance from an individual income tax perspective, emphasizing the business implications of individual tax law. *(3 semester hours)*

### **ACC 426, FEDERAL INCOME TAX II**

Examines introductory federal income tax provisions and compliance from a corporate perspective emphasizing the multidisciplinary aspects of taxation with a focus on the model tax curriculum of the AICPA. *(3 semester hours)*

### **ACC 435, ADVANCED ACCOUNTING**

Accounting for partnerships, insurance, corporate consolidations, and government. *(3 semester hours)*

### **ACC 450, AUDITING**

Principles, techniques, procedures, and legal responsibility of auditors. *(3 semester hours)*

### **ART 307, ART SURVEY**

A survey course involving encounters with a variety of pieces of visual art, including an overview of our civilization as reflected in art. *(3 semester hours)*

### **BAD 300, LEGAL ENVIRONMENT OF BUSINESS**

The course is designed to cover both the public and private regulation of business. Some of the topics covered are environmental law, contract law, agency, partnerships, and corporations. *(3 semester hours)*



**BAD 301, PERSONAL FINANCE**

Intended for business majors and non-majors who want to manage their personal finances better. Course covers personal budgeting and accounting, buying on credit, borrowing money, personal income tax returns, saving and wise investment, insurance, home ownership, and estate planning.

*(3 semester hours)*

**BAD 302, 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. *(3 semester hours)*

**BAD 305, QUANTITATIVE METHODS FOR BUSINESS**

Explores the use of quantitative methods for decision analysis. Topics include linear programming, sensitivity analysis, integer and goal programming, queuing models and simulation. Prerequisite is college course work in algebra or Math 300. *(3 semester hours)*

**BAD 311, LABOR AND THE ECONOMY**

Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages. *(3 semester hours)*

**BAD 312, FINANCIAL MANAGEMENT**

Designed to provide students with a broad base of understanding of the principles and concepts of corporate financial decision making. The course covers the key financial issues of corporate ethics, time, value of money, valuation of stocks and bonds, risk and return, cost of capital, capital budgeting, leverage and capital structure, and financial statement analysis. *(3 semester hours)*

**BAD 318, PRINCIPLES OF MARKETING**

A comprehensive analysis of the marketing system and the marketing process. *(3 semester hours)*

**BAD 325, BUSINESS COMMUNICATIONS APPLICATIONS**

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

*(3 semester hours)*

**BAD 360, INTERNATIONAL BUSINESS**

An introduction to the unique issues associated with doing business in a global context. Specific challenges of doing business internationally and related managerial strategies are examined. *(3 semester hours)*

**BAD 396, INTERNATIONAL TRAVEL**

The course provides the student an opportunity to expand his/her business and cultural horizons by visiting different international cities and countries.

Lecture and travel. *(1-3 semester hours)*

**BAD 401, INTERNATIONAL ECONOMICS**

An examination of the theory of international trade and international finance with coverage of such topics as comparative advantage and the reasons for international trade in products and factors of production, foreign exchange, foreign investment, balance of payments. (3 semester hours)

**BAD 402, MANAGERIAL ECONOMICS**

Economics applied to managerial decision making. Analysis of costs, production, decision making under uncertainty. (3 semester hours)

**BAD 460, INTERNATIONAL FINANCE**

Explores the role of financial institutions, markets, and strategies in the international context. (3 semester hours)

**BAD 480, SENIOR SEMINAR IN BUSINESS: BUSINESS POLICY**

A case study approach designed to apply areas of management, accounting, finance, and economics to contemporary business problems. Recommendation: Senior standing. (3 semester hours)

**BAD 495, STRATEGIC BUSINESS APPLICATION**

A course designed to assist in effectively integrating academic preparation and practical career experiences. This course is offered every term and should be taken during final semester. Prerequisite: Permission of instructor. Senior standing is recommended. (1-2 semester hours)

**BIO 335, PATHOPHYSIOLOGY**

Study of alterations in normal body structure and function associated with various disease processes. (3 semester hours)

**CIS 371, STRUCTURED SYSTEMS ANALYSIS AND DESIGN**

Advanced coverage of the strategies and techniques of structured systems process. The course will cover development of information systems. (3 semester hours)

**CIS 379, INTRODUCTION TO COMPUTER CONCEPTS**

Explores computer fundamentals and operating system techniques related to computer function and file organization. Additional topics focus on word processing, spreadsheet, presentation, and internet access applications. (1 semester hour)

**CIS 423, SURVEY OF PROGRAMMING LANGUAGES**

Introduction to the history and design of programming languages. The applicability of special languages to special uses such as Fortran, Pascal, Ada, Oberon, Object Pascal, C++, Smalltalk. Examination of the modern concepts of object-orientation and functional programming. (3 semester hours)

**CIS 432, INFORMATION SYSTEMS PLANNING**

An introduction to the financial, technical, and strategic information systems planning process. Prerequisite: CIS 352 (3 semester hours)



**CIS 433, DATABASE MANAGEMENT**

Apply design principles learned in Data Structures to relational and object-oriented data base management systems. (3 semester hours)

**CIS 460, DATA COMMUNICATIONS AND NETWORKING**

Introduction to concepts of computer network operating systems, telephony, routing, packets, and distributed processing. Prerequisite: CIS 433 or permission of instructor. (3 semester hours)

**CIS 471, SOFTWARE ENGINEERING**

The study of structured programming, systems analysis, and systems design techniques. Topics include top-down design, software design metrics, project management, program correctness, and the use of computer-aided software engineering (CASE) and configuration management tools. Problems of software engineering and design for graphical user interfaces are discussed. Prerequisites: CIS 423 and CIS 433 or permission of instructor. (3 semester hours)

**CIS 485, TOPICS IN MANAGEMENT INFORMATION SYSTEMS**

A specialized study of various computer science developments. Topics will vary from semester to semester. Students will be allowed to take the course more than once. (3 semester hours)

**CJC 410, 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. (3 semester hours)

**CJC 420, ADMINISTRATIVE DECISION MAKING**

An advanced course in police administration decision making with considerable emphasis on management styles and their effect on the operation of the police force and related criminal justice agencies. (3 semester hours)

**CJC 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. (3 semester hours)

**CJC 440, TRENDS IN CRIMINAL JUSTICE**

An examination of the latest methods and approaches in the criminal justice system. Emphasis is on police, courts, and corrections. (3 semester hours)

**CJC 450, INTERNATIONAL ISSUES IN CRIMINAL JUSTICE**

An overview and insight into nature and complexity of current International Criminal Justice issues. The course will focus on globalization, comparative aspects of the rule of law, the critical need for international communication and cooperation, and evolving transnational crime. Specific topic areas to be



addressed include: research on the internet, policing in other countries, terrorism, computer or cyber-crime, money laundering, and trafficking in drugs, people, and arms. *(3 semester hours)*

**CJC 495, 496, INDEPENDENT STUDY**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. Prerequisites: Approval by the professor offering the study. Student's major department, and concurrence of the Dean.

*(3 semester hours each semester)*

**CJC 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. *(3 semester hours)*

**CMP 201, ONLINE ORIENTATION-UNDERGRADUATE**

A non-credit, tuition-free course required for all students taking an online course for the first time at Gardner-Webb, or after significant changes have been implemented in the course delivery platform. It is designed to familiarize the student with the basic skills needed to succeed in an online or web-enhanced course. Topics covered include basic computer configuration for Blackboard, sending a message through the mail tool, submitting an assignment through the dropbox as an attachment, taking a sample assessment and posting a discussion thread. Coursework in CMP 201 is self-paced, and it is possible to complete it in a few hours. Instructors will work with students until the topics and skills have been mastered; however enrolled students must pass the course before they will be permitted to begin an online course.

**COM 379, INTERNET SEMINAR**

Advanced work with the Internet in selected areas of research, interpersonal communications, data storage and retrieval and multi media applications.

*(1 semester hour)*

**ENG 300, COMPOSITION AND LITERARY INTERPRETATION**

Process writing with study of literature for appreciation, understanding, and generation of ideas for writing projects in expository, analytical, critical, and research modes. Prerequisite: ENG 101 or its equivalent. *(3 semester hours)*

**ENG 311, BRITISH LITERATURE SURVEY I**

Representative writers of British Literature from the beginning of British Literature to the eighteenth century. *(3 semester hours)*

**ENG 312, BRITISH LITERATURE SURVEY II**

Representative writers of British Literature from the eighteenth century to the present. *(3 semester hours)*

**ENG 331, AMERICAN LITERATURE SURVEY I**

Representative writers from the American Colonial period to Whitman, mid-nineteenth century. *(3 semester hours)*

**ENG 332, AMERICAN LITERATURE SURVEY II**

Representative writers of the United States from Walt Whitman to the present.  
(3 semester hours)

**ENG 351, WORLD LITERATURE I**

Literature from ancient times through 16th century in western and non-western cultures, excluding British and American. (3 semester hours)

**ENG 352, WORLD LITERATURE II**

Literature from the 16th century through present in western and non-western cultures, excluding British and American. (3 semester hours)

**FRE 300, ASPECTS OF FRENCH CULTURE AND LANGUAGE**

An introduction to selected aspects of French Culture, including the rudiments of the French language. No prior knowledge of French is required.  
(3 semester hours)

**GER 300, ASPECTS OF GERMAN CULTURE AND LANGUAGE**

An introduction to selected aspects of German Culture, including the rudiments of the German language. No prior knowledge of German is required.  
(3 semester hours)

**GRK 101, 102 ELEMENTARY NEW TESTAMENT GREEK I AND II**

A study of designated forms and basic grammatical uses of biblical Koine Greek. Basic vocabulary development of the Greek New Testament will be include.  
(3 semester hours)

**HEA 322, HELPING RELATIONSHIPS FOR HEALTH SCIENCE**

A study dealing with human relations skill training using the Gazda Model as a base. (3 semester hours)

**HEA 401, DRUG AND ALCOHOL EDUCATION**

An introduction to the sociological, cultural, psychological and physical implications associated with the use and abuse of substances. (3 semester hours)

**HEA 402, SEXUALITY/SEX EDUCATION**

An introduction to the study of basic elements and issues of human sexuality. Central to this course is personal knowledge and the ability to communicate effectively with children, family and others in the context of teaching and personal relevancy. (3 semester hours)

**HEA 431, PROBLEMS IN HEALTH EDUCATION**

Advanced study of personal and community health problems, environmental health, family living and mental and emotional health. (3 semester hours)

**HIS 301, ISSUES IN WESTERN CIVILIZATION, PRE-HISTORY TO 1715**

Beginning with the earliest times, the course covers the civilization of Egypt, Mesopotamia, Greece, Rome, Medieval and Early modern periods. Concludes with 1715. (3 semester hours)

**HIS 302, ISSUES IN WESTERN CIVILIZATION, SINCE 1715**

Beginning with 1715, this course presents a perspective of the last three centuries of western history. *(3 semester hours)*

**HIS 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. *(3 semester hours)*

**HMG 300, INTRODUCTION TO HEALTH MANAGEMENT**

An introduction to the health care delivery system in the United States with some comparisons to systems in other countries. Health systems at the Federal, state, and local level will be discussed, as well as differences between the public and private sectors. *(3 semester hours)*

**HMG 303, FINANCE FOR HEALTH MANAGEMENT**

Financing of health care delivery systems, financing planning and project evaluation. Present value concepts and advanced capital budgeting techniques. *(3 semester hours)*

**HMG 304, ECONOMICS OF HEALTH CARE**

Builds on required Economics courses. Supply and demand for health care services in the United States. The influence of environmental, political, economic, and social factors on the quantity, quality and price of health care services. The role of health care services in the economy. Factors of production of health care services. *(3 semester hours)*

**HMG 410, HEALTH CARE LAW SEMINAR**

Provides an overview of the interrelationship of the legal system with the structure and function of the health care system in its various forms and settings. Also addresses ethical dilemmas relating to individual patient/client decisions. *(3 semester hours)*

**HMG 480, SENIOR SEMINAR IN HEALTH CARE STRATEGY**

A case study approach to strategic management of health care institutions and programs. Includes application of management, accounting, marketing, finance, and economic principles as these apply to contemporary business problems. Prerequisite: Senior Standing. *(3 semester hours)*

**HPE 338, HEALTH MAINTENANCE, PROMOTION AND WELLNESS**

An examination of the concepts, attitudes, and skills that contribute to personal health and physical fitness. Physical activity involved. *(3 semester hours)*

**HUS 300, ETHICAL ISSUES IN HELPING PROFESSIONS**

A detailed examination of selected current ethical issues in the human services field. Designed for students who have had substantial course work and/or experience in mental health, psychology, or human services. *(3 semester hours)*

**HUS 301, TREATMENT MODALITIES**

A survey of theories and procedures appropriate for use with clients of community agencies. *(3 semester hours)*



**HUS 302, GROUP DYNAMICS**

An introduction to group structure and process and analysis of their effects on individuals. (3 semester hours)

**HUS 320, INTRODUCTION TO CLINICAL PRACTICE**

An introduction to the practices, procedures, and techniques involved in a mental health setting. (3 semester hours)

**HUS 400, LEGAL ISSUES IN THE HELPING PROFESSIONS**

A critical examination of current legal issues facing the helping professions. Designed for students who have had substantial course work and/or experience in mental health, psychology, or human services. (3 semester hours)

**HUS 491, SEMINAR**

The seminars on contemporary topics in Human Services/Psychology include such topics as Psychology of Aging, Psychology and Law, Family Violence, and Psychology of Women. You may sign up for this class more than once for credit as long as the subject and title of the seminar is different from a seminar you have taken previously. (3 semester hours)

**HUS 497, 498, INTERNSHIP**

The Internship is designed for students enrolled full-time in the Human Services program who do not have professional experience. Criminal background checks and/or drug checks may be required. (3 semester hours)

**HWE 300, PROGRAM PLANNING, IMPLEMENTING, AND EVALUATION OF HEALTH/WEALTH PROGRAMS**

Designed to provide an understanding and utilization of the basic theories and guidelines for assessing individual and community health/wellness needs, as well as, for planning, implementing, and evaluating health/wellness programs in a variety of settings. 3-0-3. (Fall) (3 semester hours)

**MGT 316, PRINCIPLES OF MANAGEMENT**

Explores the principles and processes of managing an organization. The functions of planning, organizing, leading, and motivating employees are applied to current business situations. (3 semester hours)

**MGT 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. (3 semester hours)

**MGT 400, HUMAN RESOURCE MANAGEMENT**

Principles and practices regarding the recruitment, selection, development, evaluation, compensation, and proper recognition of employees within organizations. Recommended Prerequisite: MGT 316. (3 semester hours)

**MGT 403, HUMAN BEHAVIOR IN ORGANIZATIONS**

The application of human behavior principles common to many types of organizations, specifically business and industry. Motivation, leadership, followership, and human problems are analyzed. *(3 semester hours)*

**MGT 410, SMALL BUSINESS MANAGEMENT**

A practical course designed to familiarize the student with the application of economic and managerial techniques of the small business. These techniques include entrepreneurship, location analysis, forms of ownership, financing alternatives, accounting practice, marketing and advertising techniques, and inventory control. *(3 semester hours)*

**MGT 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. Recommended Prerequisites: BAD 305 and MGT 316. *(3 semester hours)*

**MGT 422, MARKETING MANAGEMENT**

Topics covered include marketing research, public relations, and marketing channels. *(3 semester hours)*

**MGT 466, INTERNATIONAL MARKETING**

Explores the cultural, marketing, management, and environmental factors of the multinational organization. Case analysis is utilized with emphasis toward problem resolution. Prerequisite: MKT 300. *(3 semester hours)*

**MGT 485, LEADERSHIP**

Includes the definition, traits, and segmentations of leadership. Investigates character as a foundation and similar leadership traits. Mistakes that leaders make, and new demands on future leaders are analyzed through group evaluations and discussions of current and historic leaders. *(3 semester hours)*

**MTH 300 SURVEY OF MATH SKILLS**

This course provides instruction in arithmetic and algebra skills which may be needed as prerequisites for the successful completion of introductory probability and statistics courses. This course is designed for students needing remedial math prior to taking a college-level mathematics course or quantitative methods. A student will not receive credit for this course after receiving credit for any higher numbered mathematics course or quantitative methods. *(3 semester hours)*

**MTH 309, FINITE MATHEMATICS**

A study of topics related to elementary matrix algebra, systems of equations, systems of inequalities, linear programming, and mathematics of finance with applications in the behavioral, managerial, and social sciences. A working knowledge of advance high school algebra or intermediate community college algebra is expected. *(3 semester hours)*



**MTH 316, FUNDAMENTALS OF STATISTICS AND PROBABILITY**

Basic statistical analysis. Introductory principles of probability with applications. A working knowledge of advanced high school algebra or intermediate community college algebra is expected. *(3 semester hours)*

**MUS 320, SURVEY OF MUSIC**

A survey of music for the non-music major which includes a study of music elements, the development of music from the middle ages to the present day, and the listening and analysis of music literature appropriate to the period studied. Some concert listening/attendance may be required. *(3 semester hours)*

**NUR 300, CONCEPTS IN PROFESSIONAL NURSING**

An introductory course for transition to the role of the professional nurse. The areas covered include evolution of nursing, professional socialization, theoretical base for practice, and components of professional nursing practice. *(3 semester hours)*

**NUR 301, RESEARCH IN NURSING**

Introduces nursing research as a component of professional nursing practice. Emphasis is placed on the role of the professional nurse in interpreting research findings for applicability to nursing practice and in identifying research problems in nursing practice. *(3 semester hours)*

**NUR 302, HEALTH ASSESSMENT**

Holistic health assessment skills developed and practiced. Emphasis is on health promotion and protection of the individual throughout the life span. *(3 hours class; 3 hours lab/clinical) (4 semester hours)*

**NUR 303, TRENDS IN HEALTH CARE**

The effects of current social, political and economic trends on health care delivery systems, nursing, and the consumer are analyzed. *(3 semester hours)*

**NUR 307, COMMUNICATION SKILLS IN NURSING**

Introductory nursing course designed to prepare the student to demonstrate effective written and oral/visual communication skills. Competency in basic skills of using a personal computer as a means of communication is included. The course stresses the importance of effective communication as well as the role of computers in health care. *(3 semester hours)*

**NUR 312, ADVANCED HEALTH ASSESSMENT**

Concentration in the assimilation of previous knowledge of skills of health assessment. Demonstration of skills in performing a health assessment on healthy individuals across the adult life span utilizing the nursing process, adult growth, and development theories, and roles of the Registered Nurse. The student demonstrates advanced skills utilizing a culturally competent, client centered approach. *(1 semester hour)*



**NUR 403, LEADERSHIP/MANAGEMENT IN NURSING**

A synthesis of leadership/management theories within health care agencies and organizations. Emphasis is placed on political structures, planning, change theory, group dynamics, research, and their impact on the role of the professional nurse. Pre- or Co-requisite: NUR 300. *(4 semester hours)*

**NUR 409, SENIOR SEMINAR**

Analysis of contemporary issues related to the practice of professional nursing. Must be taken during the last semester of enrollment in nursing courses. *(3 semester hours)*

**NUR 412, COMMUNITY AND PUBLIC HEALTH NURSING**

Focus is on Holistic nursing across the life span for individuals, families, and communities addressing health promotion, illness and disease management, health restoration, epidemiology, and community health assessment. *(4 semester hours)*

**NUR 415, COMMUNITY AND PUBLIC HEALTH NURSING PRACTICUM**

Faculty and preceptor guided clinical experiences in the application of evidence-based nursing practice caring for communities and families in a diverse population with a variety of healthcare needs. (90 hour practicum) Pre-or co-requisite: NUR 412. *(2 semester hours)*

**NUR 495, NURSING ELECTIVE**

The study of a specialized topic in nursing practice as a part of the interdisciplinary healthcare team. Modules of learning depending on the semester hours credit awarded include: 1) Analysis of current best practice based on research evidence; 2) Development of a quality improvement project; 3) Delineation of patient safety as related to the nursing specialty area; 4) Application of knowledge in the clinical setting under the guidance of a preceptor. This course may be repeated with a new focus for additional elective hours if needed. *(1-4 semester hours)*

**PHI 200, INTRODUCTION TO PHILOSOPHY**

An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. *(3 semester hours)*

**PHI 301, INTRODUCTION TO LOGIC**

An introduction to classical and contemporary logic, emphasizing argumentation and reasoning. Attention to language and its relation to philosophical problems. Examination of the formal laws of valid thought and fallacies found in ordinary discourse. *(3 semester hours)*

**PHI 337, PHILOSOPHY OF RELIGION**

An introduction to selected issues raised through a philosophical investigation of religion including, but not confined to, the nature of religious language, the existence of God, the problem of evil, fideism, revelation, and the challenge of the religions of the world. *(3 semester hours)*

**PHI 380, SELECTED TOPICS IN PHILOSOPHY** *(1-3 semester hours)*

**PSC 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. (3 semester hours)

**PSC 314, JUDICIAL PROCESS**

A study of the judicial process in the United States including pertinent court decisions and a general review of the administration of justice in our society. (3 semester hours)

**PSC 495, INDEPENDENT STUDY**

Independent research paper done on a topic agreed upon by the professor. 1 semester hour credit. (1 semester hour)

**PSY 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. (3 semester hours)

**PSY 380, PERSONAL ASSESSMENT AND ADJUSTMENT**

An exploration and analysis of life goals, lifestyle management, identity formation, and adjustment strategies. (3 semester hours)

**PSY 401, PSYCHOPATHOLOGY**

Survey and analysis of the major mental disorders, interpretation, and theories of therapy, including the relationship of abnormal behavior to social norms. (3 semester hours)

**PSY 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. (3 semester hours)

**PSY 406, PSYCHOLOGY OF EXCEPTIONALITY**

A study of marked superiority or inferiority to physical, mental, emotional, and social norms. (3 semester hours)

**PSY 444, PSYCHOLOGICAL MEASUREMENT AND APPRAISAL**

An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests and special aptitudes. (3 semester hours)

**PSY 493, SEMINAR IN PSYCHOLOGY**

The seminars on contemporary topics in Human Services/Psychology include such topics as Psychology of Aging, Psychology and Law, Family Violence, and Psychology of Women. You may sign up for this class more than once for credit as long as the subject and title of the seminar is different from a seminar you have taken previously. (3 semester hours)

**RED 370, HISTORY AND PHILOSOPHY OF RELIGIOUS EDUCATION**

An inquiry into the biblical, theological, philosophical, and historical foundations for the practice of Christian education. (3 semester hours)



**RED 373, CHURCH ADMINISTRATION: LEADERSHIP**

An inquiry into leadership which examines commitment, integrity, skills, polity, policies and procedures related to the individual and to church organizations. *(3 semester hours)*

**RED 374, PSYCHOLOGY OF RELIGION**

A study of the principles of psychology as related to religious experience designed to assist students in developing insight into one's own spiritual life. *(3 semester hours)*

**RED 375, BEHAVIORAL FOUNDATIONS FOR RELIGIOUS EDUCATION**

An inquiry into the psychological and sociological principles of human behavior and the relationship of growth and development to the learning process and to religious education instruction. Topics will include motivation, learning styles, cultural differences, and classroom management. *(3 semester hours)*

**RED 376, INTRODUCTION TO YOUTH MINISTRY**

This course is a basic introduction to youth ministry, including the study of current trends in the field, characteristics of youth, methods for reaching and teaching youth. Included will be opportunities for practical ministry experiences, observing others in youth ministry, and studying resources, programs, and activities for effective youth ministry. *(3 semester hours)*

**RED 377, TEACHING METHODS**

A study of the educational principles utilized in the religious education of preschoolers, children, youth, and adults. Special emphasis will be given to the developmental characteristics of and how to teach effectively people of these age groups. Students will observe and teach in each age-group. *(3 semester hours)*

**RED 401, INTRODUCTION TO CHRISTIAN COUNSELING**

A study of the philosophical assumptions and distinctive of counseling from a Christian perspective. Attention will be given to the basic elements of counseling and selected problem areas related to youth and adults. Prerequisite: Psychology 201, 280 or permission of the instructor. *(3 semester hours)*

**REL 302, THE SACRED WRITINGS**

A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel. *(3 semester hours)*

**REL 303, OLD TESTAMENT PROPHETS**

A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. *(3 semester hours)*

**REL 304, OLD TESTAMENT SURVEY**

An introduction and survey of the Old Testament focusing upon the history, literature and faith of the people of Israel. Not offered to the student who has successfully completed Religion 101, Introduction to Old Testament, or its equivalent. *(3 semester hours)*

**REL 305, NEW TESTAMENT SURVEY**

An introduction and survey of the New Testament focusing upon the history, literature and faith that gave rise to Christianity. Not offered to the student who



has successfully completed Religion 102, Introduction to New Testament or its equivalent. (3 semester hours)

**REL 306, OLD TESTAMENT THEOLOGY**

An exploration of Old Testament theological themes. (3 semester hours)

**REL 307, STUDIES IN THE PENTATEUCH**

A critical evaluation of the nature, background, structure, and message of the Pentateuch. (3 semester hours)

**REL 311, SYNOPTIC GOSPELS**

A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. (3 semester hours)

**REL 312, LIFE AND LETTERS OF PAUL**

A study of Paul's life and thought as presented in his Epistles. (3 semester hours)

**REL 314, NEW TESTAMENT THEOLOGY**

A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. (3 semester hours)

**REL 316, THE WRITINGS OF JOHN**

A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation. (3 semester hours)

**REL 317, THE GENERAL EPISTLES AND HEBREWS**

A study of the background, theology, and exegesis of James, I and II Peter, Jude and Hebrews. (3 semester hours)

**REL 322, EARLY AND MEDIEVAL CHRISTIANITY**

A survey of the most significant institutional, theological, and social developments in the history of the Christian church from the first century through the latter Middle Ages. (3 semester hours)

**REL 323, MODERN CHRISTIANITY**

Beginning with the Reformation, this course is descriptive of church history to the present. (3 semester hours)

**REL 324, AMERICAN CHRISTIANITY**

A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. (3 semester hours)

**REL 325, BAPTIST HERITAGE**

A study of the Baptists' story as well as those convictions and movements which have shaped their life. (3 semester hours)

**REL 326, CHRISTIAN MISSIONS AND EVANGELISM**

A wide-ranging exploration of the Christian mission, including the background and current status of missions, the strategies and methods of cross-cultural missions, and evangelism, and key issues in missions discussion. (3 semester hours)

**REL 327, THE RENAISSANCE AND REFORMATION**

An exploration of the major religious, social, intellectual, and political changes in Western Europe from the late Middle Ages to the close of the sixteenth century. Particular emphasis is given to the relationship between Italian Humanism and the Protestant Reformation and to the continuity of the movement for Ecclesiastical Reform throughout the period. *(3 semester hours)*

**REL 333, CHRISTIAN THEOLOGY**

An introduction to the history, methods, and principal topics of Christian theology. *(3 semester hours)*

**REL 337, PHILOSOPHY OF RELIGION**

An introduction to selected issues raised through a philosophical investigation of religion including, but not confined to, the nature of religious language, the existence of God, the problem of evil, fideism, miracles, revelation, and the challenge of the religions of the world. *(3 semester hours)*

**REL 341, CHRISTIAN ETHICS**

A systematic study of the nature of morality; a defense of "Christian" ethics; and exploration of principles of Biblical ethics. Specific contemporary ethical issues provide the backdrop for discussions. *(3 semester hours)*

**REL 343, GROWTH AND REVIVAL IN THE CHRISTIAN CHURCH**

A survey of the major global movements of church growth from the New Testament period to the present day. *(3 semester hours)*

**REL 346, WORLD RELIGIONS**

An introduction to Judaism, Islam, Hinduism, Buddhism, and the religions of China and Japan. *(3 semester hours)*

**REL 351, BIBLICAL BACKGROUNDS**

A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. *(3 semester hours)*

**REL 354, ORAL COMMUNICATION IN A CHRISTIAN CONTEXT**

Guided readings and practice in the preparation and delivery of effective sermons. *(3 semester hours)*

**REL 358, MINISTRY PRACTICUM**

An introduction to the many facets of ministry. The course combines reading, discussion, lectures and reflection with guided experience in a church or other ministry setting. *(3 semester hours)*

**REL 371, SPIRITUAL FORMATION**

An exploration of personal and spiritual development through self-reflection, self-awareness, and theological reflection. Attention will be given to biblical foundations, spiritual disciplines, and Christian classics. *(3 semester hours)*

**REL 378, AMERICAN RELIGIOUS GROUPS**

A study of the basic history and teachings of unorthodox American religious groups and how they compare and contrast with orthodox Christianity. Special

emphasis will be given to the cult and occult phenomena as well as the electronic and mail order church. *(3 semester hours)*

**REL 397, PASTORAL INTERNSHIP**

A minimum of ten weeks spent in full-time supervised service in the pastoral work of a local church. *(3 semester hours)*

**REL 491, OLD TESTAMENT SEMINAR**

Through research and creative development, the course explores concepts such as faith, doctrine and religious experience in the Old Testament. *(3 semester hours)*

**REL 492, NEW TESTAMENT SEMINAR**

Through directed readings, discussions and research, the course explores some of the major theological concepts in the New Testament. *(3 semester hours)*

**REL 493, CHURCH HISTORY SEMINAR**

Through research and discussions, an in-depth study of some of the major personalities, institutions and periods of the history of the Christian church. *(3 semester hours)*

**REL 494, CONTEMPORARY THEOLOGY SEMINAR**

A seminar consisting of directed readings, discussions and research with attention given to primary sources representative of theological investigation from Schleiermacher to the present. *(3 semester hours)*

**SCI 302, PHYSICAL SCIENCE**

Introduction of structure and behavior of matter. Survey of geology, meteorology, and astronomy, with emphasis on underlying physical and/or chemical principles, and practical applications of these principles. Demonstrations. *(3 semester hours)*

**SCI 303, HUMAN BIOLOGY**

An introduction to the biology of the human organism with emphasis on contemporary issues in human biology as well as traditional structure and function of major body systems. *(3 semester hours)*

**SCI 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. Weekend field trips may be required. *(3 semester hours)*

**SSC 305, GLOBAL UNDERSTANDING**

An introduction to the major economic, social, political, diplomatic, and environmental trends in the world since 1945. Geography is emphasized in the course. *(3 semester hours)*

**SSC 395, CAMPUS NEW YORK**

New York visit enables students to learn, through direct contact with the NYSE, United Nations, Federal Reserve, the Broadway theaters, museums, the Statue of Liberty and Ellis Island. The week-long visit also provides opportunities for investigating career possibilities. Offered spring semester, during Spring Break. Paper and travel. *(1 semester hour)*



### **SOC 310, SOCIAL PSYCHOLOGY**

A study of the interaction between the individual and the group, and the influence of each on the other. *(3 semester hours)*

### **SOC 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. Recommended Prerequisite: Introduction to Sociology or Psychology. *(3 semester hours)*

### **SOC 400, MINORITY GROUPS**

A study of present-day racial and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. *(3 semester hours)*

### **SPN 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. *(3 semester hours)*

### **YMC 300, INTRODUCTION TO YMCA GROUPS, VOLUNTEERS AND DIVERSITY ISSUES**

This course is designed to develop a thorough understanding of the principles of working with diverse groups and with volunteers, and how those interactions relate to the YMCA movement and other non-profit organizations. This course will also assist the learner in increasing their understanding of the YMCA national and international movement. *(3 semester hours)*

### **YMC 350 – MARKETING IN NON-PROFIT SETTINGS**

This course is designed to develop a thorough understanding of marketing principles, particularly as they relate to working with and or for non-profit groups. This course will provide the knowledge and skills necessary to design various programs utilizing social marketing principles. The course will provide opportunities to learn all components of the YMCA Management Modules: Market Research, Marketing in Non-Profit Settings, and The Three R's of Membership (Recruit, Retain, and Recapture). *(3 semester hours)*

### **YMC 400 – PROBLEM-SOLVING, DECISION MAKING, STRATEGIC PLANNING AND FISCAL MANAGEMENT IN THE NON-PROFIT SETTING**

This course is designed to develop skills to assist in priority setting, strategic planning, decision making and financial management in the non-profit setting. This course includes practical application of skills necessary to succeed in non-profit management positions. *(3 semester hours)*

### **YMC 495 – YMCA INTERNSHIP**

The YMCA internship course is designed to provide students with opportunities to put educational and academic theory into practice. The internship provides an opportunity to assess, develop and enhance many of the key skills needed in the professional workplace. This course will equip leaders in the YMCA or other non-profit settings. Prerequisite: YMC 300 and approval by the GWU internship supervisor for the YMCA. *(3 semester hours)*

## DIRECTORY AND APPENDICES

### OFFICERS OF THE CORPORATION

C. Neal Alexander, Jr., '84, Chairman  
C. Lorance Henderson, L.H.D., Vice Chairman  
Dorothy A. Spangler, '47, Secretary  
Adelaide A. Craver, J.D., Treasurer  
A. Frank Bonner, Ph.D., President  
Fred A. Flowers, J.D., Attorney  
Benjamin C. Leslie, D.Theol., Assistant Secretary  
Mike W. Hardin, '86, '00, Assistant Treasurer

### BOARD OF TRUSTEES

#### TERMS EXPIRING DECEMBER 31, 2008

Franklin V. Beam, Shelby, NC  
W.A. Blanton, Forest City, NC  
William M. Eubanks, M.D., Troutman, NC  
C. Lorance Henderson, L.H.D., Morganton, NC  
Leland A. Kerr, '73, Wilmington, NC  
Thomas E. Philson, Charlotte, NC  
James E. Robbins, Forest City, NC  
Wade R. Shepherd, Sr., L.H.D., Hickory, NC  
Dorothy A. Spangler, '47, Shelby, NC

#### TERMS EXPIRING DECEMBER 31, 2009

C. Neal Alexander, Jr., '84, Denver, NC  
Ralph L. Bentley, M.D., Statesville, NC  
Gladys B. Boroughs, '42, Greensboro, NC  
C. E. "Bud" Hamrick, Jr., Boiling Springs, NC  
H. S. Keeter, Jr., Shelby, NC  
John W. Perkins, Jr., '52, Forest City, NC  
Carl M. Spangler, Jr., '52, Shelby, NC  
Ralph R. Spangler, Lawndale, NC  
B. Dale Watts, D.Min., Hickory, NC

TERMS EXPIRING DECEMBER 31, 2010

Hoyt Q. Bailey, L.H.D., Shelby, NC  
Jack C. Bishop, D.Min., Lake Junaluska, NC  
R. Alton Cadenhead, D.Min., Matthews, NC  
Grady S. Duncan, Belmont, NC  
Earl T. Groves, Gastonia, NC  
Mary Elizabeth Heltzer, Lenoir, NC  
Bettye A. Moore, Boiling Springs, NC  
James H. Phillips, Ed.D., Waynesville, NC  
Lisa C. Tucker, '89, Concord, NC

TERMS EXPIRING DECEMBER 31, 2011

Robert H. Blalock, Jr., Gastonia, NC  
Max J. Hamrick, Boiling Springs, NC  
Nancy L. Kistler, Charlotte, NC  
Maurice B. "Bobby" Morrow, III, Charlotte, NC  
Frank Nanney, Rutherfordton, NC  
Mailon D. Nichols, Taylorsville, NC  
Thomas L. Warren, M.D., Hickory, NC  
H. Gene Washburn, M.D., '52, Boiling Springs, NC  
Marilyn W. Withrow, '69, '71, Charlotte, NC

EX-OFFICIO

W. David Ellis, Spartanburg, SC  
T. G. Westmoreland, II, '88, Shelby, NC  
Allison Blackwell Arant, '07, Decatur, GA

ALUMNUS TRUSTEE

John E. Roberts, '49, L.L.D., Litt.D., L.H.D., Greenville, SC

IMMEDIATE PAST CHAIR

Franklin V. Beam, Shelby, NC



## GOAL FACULTY - 2008-2009

- R. Ken Baker, 1999, Associate Professor of Physical Education; Chair, Department of Physical Education, Wellness, and Sports Studies  
B.A., Central Wesleyan College; M.A., Furman University; Ph.D., University of Georgia.
- Robert J. Bass, 1995, Professor of Mathematics  
B.S., University of North Carolina at Charlotte; M.S., Ph.D., University of North Carolina at Chapel Hill.
- Rebecca Beck-Little, 1991, Professor of Nursing, Dean, School of Nursing  
A.S.N., Western Piedmont Community College; B.S.N., M.S.N., University of North Carolina at Charlotte; Ph.D., University of South Carolina.
- Donald L. Berry, 1999, Associate Professor of Religion; Director of the Global Mission Center  
B.A., University of Kentucky; M.Div., Ph.D., The Southern Baptist Theological Seminary.
- Kent B. Blevins, 1998, Professor of Religion  
B.A., Wake Forest University; M.Div., Ph.D., The Southern Baptist Theological Seminary; Additional Study, The Catholic University of America.
- I. Glenn Bottoms, 1983, Professor of Economics and Computer Information Systems  
B.A., Emory University; M.A., University of Ottawa; Ph.D., Georgia State University; Additional Study, George Washington University.
- Nancy Bottoms, 2005, Assistant Professor of Learning Assistance Program, Art  
B.A., Emory University; Gardner-Webb University, Ph.D., The Union Institute and University.
- C. Douglas Bryan, 2002, Professor of Religious Education; Assistant Provost for Academic Services  
B.A., Furman University; B.S., Howard Payne University; M.A.R.E., Ph.D., Southwestern Baptist Theological Seminary.
- Sue C. Camp, 1976, Professor of Business Administration  
B.S., Gardner-Webb University; M.A.T., Winthrop University; Ed.D., University of Tennessee at Knoxville; Additional Study, University of South Carolina.
- Janie M. Carlton, 1982, Professor of Nursing  
B.S., Lenoir-Rhyne College; M.N., Emory University; Ed.D., North Carolina State University.
- T. Eugene Carpenter, 1994, Professor of Human Services; GOAL Field Coordinator  
A.A., Brevard College; B.S., Clemson University; M.A., Appalachian State University; Ed.D., North Carolina State University.
- David M. Carscaddon, 1990, Professor of Psychology, Dean of School of Psychology  
B.A., University of North Carolina at Asheville; M.A., Morehead State University; Ph.D., University of South Carolina.
- J. Benjamin Coates, Instructor of Spanish  
B.A., Clemson University; M.A., University of Northern Iowa; M. Ed., Converse College.
- Joseph W. Collins, 2005, Assistant Professor of Religious Studies  
B.S., M.A., East Carolina University; M.Div., Southeastern Baptist Theological Seminary; Ed.D., North Carolina State University.
- Eileen J. Colon, 2004 Assistant Professor of Nursing  
A.D.N., Cerritos Community College; B.S.N., California State University; M.S.N., University of North Carolina at Greensboro; Ph.D., University of South Carolina.

- Barbara G. Cox, 2004, Instructor in Social Science; Coordinator of Criminal Justice for the College of Continuing Education and Distance Learning  
A.A. Western Piedmont Community College; B.S., Gardner-Webb University;  
M.P.A., Appalachian State University; Additional Study, University of North Carolina.
- Tamara A. Cox, 1995, Professor of French; Chair, Department of World Languages, Literatures, and Cultures  
B.A., M.A., University of Mississippi; Ph.D., University of North Carolina at Chapel Hill.
- Lorin L. Cranford, 1998, Professor of Religion  
B.A. Wayland Baptist University; M.Div.; Th.D.; Southwestern Baptist Theological Seminary  
Goethe Institute, Zertifikat Deutsch Als Fremdsprache.
- Christopher V. Davis, 2001, Associate Professor of English; Director, Writing Center  
B.A., High Point University; M.A., Ph.D., Florida State University.
- Ghassan A. Dib, Business  
B.A., University of Holy Spirit; M.Acc., Gardner-Webb University
- Anthony F. Eastman, 1966, Professor of History  
B.A., Union University; M.A., Memphis State University; Ph.D., University of Southern Mississippi.
- Stefka G. Nikolova Eddins, 2001, Associate Professor of Chemistry  
M.S., Sofia University, Bulgaria; M.S., Ph.D., University of South Carolina.
- Natalie Edwards, 2007 Instruction Librarian  
B.A., Wingate University; M.L.S. University of North Carolina at Greensboro
- Sharon L. Edwards, 1999, Instructor, Reference Librarian, Gardner-Webb University at Statesville  
A.A., Wingate University; B.S., Appalachian State University; M.L.I.S., University of North Carolina at Greensboro.
- Donna S. Ellington, 1988, Professor of History; Chair, Department of Social Sciences  
B.A., M.A., Appalachian State University; Ph.D., Duke University.
- James J. English, 2006, Assistant Professor of Biology  
B.S., University of Arkansas at Little Rock; Ph. D., University of Arkansas at Fayetteville
- Roger G. Gaddis, 1974, Professor of Psychology, Coordinator of Human Services Program, College of Distance Learning and Continuing Education  
B.A., University of North Carolina at Charlotte; M.A., University of Tennessee; Ph.D., University of South Carolina; Additional Study, Appalachian State University.
- Earl H. Godfrey, Jr., 1992, Associate Professor of Accounting; Director of GOAL Business Programs; Director of Online Learning  
B.S., University of South Carolina; M.B.A., Winthrop University;  
D.B.A. Nova Southeastern University; C.P.A., Licensed in North Carolina
- R. Van Graham, 2005, Assistant Professor of Business Law and Management, Associate Dean, School of Business  
B.A., Asbury College; J.D., Baylor School of Law; Additional Study, Yale University.
- Barry E. Hambright, 1969, Professor of History and Political Science  
A.A., Gardner-Webb University; B.A., Carson-Newman College; M.A., University of Massachusetts; Ph.D., University of South Carolina.
- Jeffrey M. Hartman, 2005, Assistant Professor of Education  
B.A. Bloomsburg University; M.Ed., Ph.D., University of Virginia.

- Teri Alisa Hassell, 1999, Assistant Professor in Physical Education  
B.S., Gardner-Webb University; M.Ed., Auburn University.
- T. Perry Hildreth, 2006, Associate Professor of Philosophy  
B.A. Gardner-Webb University; M.A., M.Div., Southwestern Baptist Theological Seminary;  
Ph.D., The Southern Baptist Theological Seminary.
- June Hobbs, 1994, Professor of English, Chair, Department of English Language and Literature  
B.A., Oklahoma Baptist University; M.A., University of Louisville; Ph.D., University of Oklahoma.
- Mary Alice Hodge, 2004 Assistant Professor of Nursing  
A.D.N., BSN, M.S.N., Gardner Webb University
- Tammy Campbell Hoyle, 1990, Assistant Professor of Mathematics, Chair, Department of Mathematical Sciences  
B.S., Gardner-Webb University; M.A., Wake Forest University.
- Carolyn L. Jackson, 1997, Professor of Education; Assistant Provost; Dean of the College of Distance Learning and Continuing Education  
A.A., Mars Hill College; B.S., Southern Illinois University; M.Ed., North Carolina State University; Ed.S., East Carolina University; Ph.D., University of South Carolina.
- James C. Johnson, 1990, Assistant Professor of Mathematics  
B.A., Furman University; M.A.T., University of South Carolina.
- Steven G. Johnson, 2005, Associate Professor of Business Administration  
B.S., Northwestern Louisiana State University; Ph.D., Louisiana Tech University.
- Thomas H. Jones, 1982, Professor of Biology; Honors Program Coordinator  
B.S., Methodist College at Fayetteville; M.S., Ph.D., North Carolina State University.
- David N. Judge, 2001, Associate Professor of Biology  
B.S., Radford University; B.S., Mt. Olive College; M.S., Ph.D., Virginia Polytechnic Institute and State University.
- John M. Karriker, 2005, Assistant Professor of Science, Director of Gardner-Webb University at Statesville  
B.A., Catawba College; Ph.D., University of South Carolina.
- Michael T. Kuchinsky, 2006, Assistant Professor of Political Science  
B.A., Wittenburg University; M.Div., Lutheran School of Theology at Chicago;  
M.A., University of Richmond; Ph.D., University of South Carolina
- Ute S. Lahaie, 2003, Associate Professor of German  
Ph.D., Justus-Liebig University, Giessen, Germany; Additional Studies at Justus-Liebig University, Giessen, Germany; Universite de Franche-Comte, Besancon, France; Elly-Heuss-Knapp-Gymnasium, Heilbronn, Germany.
- Janet S. Land, 1994, Professor of English  
B.S., University of North Carolina at Greensboro; M.A., East Carolina University;  
Ph.D., University of South Carolina.
- Deidre C. Ledbetter, 1997, Instructor in Business Administration, Assistant Vice-President for Technology Services  
A.A.S., Isothermal Community College; B.S. Appalachian State University,  
M.B.A., Gardner-Webb University.



- Benjamin C. Leslie, 2006, Professor of Religion; Provost and Senior Vice President  
B.A., Samford University; M.Div., Southwestern Baptist Theological Seminary; Th.M., Baptist Theological Seminary, Ruschlikon, Switzerland; Dr.Theol., University of Zurich.
- Susan H. Manahan, 1994, Assistant Professor of Biology, Chair, Department of Natural Sciences  
B.S., Pennsylvania State University; M.S., University of North Carolina at Charlotte.
- Thomas J. Meaders, 2002, Associate Professor of Information Systems and Operations  
B.S., M.S., New Mexico State University; Ph.D., University of Alabama in Huntsville.
- Corwin M. Metcalf, 2004, Assistant Professor of Business Administration, Director of Gardner-Webb University at Winston-Salem  
B.A., Oglethorpe University; M.B.A., University of South Carolina; J.D., Wake Forest University.
- Marcia M. Miller, 1977-1987, 1994, Professor of Nursing  
B.S.N., University of Michigan; M.S.N., University of North Carolina at Chapel Hill; Ph.D., University of Texas at Austin.
- Charles B. Moore, 1997, Professor of Spanish  
B.S., University of Tennessee at Knoxville; M.A., George Mason University; Ph.D., University of North Carolina at Chapel Hill.
- James P. Morgan, Jr., 2008, Associate Professor Of Psychology  
B.A., University of Kentucky; M.S., Ph. D., Auburn University
- Robert D. Munoz, 1989, Professor of Sociology  
B.S., University of Wisconsin at Madison; M.S., Ph.D., Ohio State University.
- Mirosław Mystkowski, 2002, Assistant Professor of Computer Science  
M.S., University of Wrocław, Wrocław, Poland; M.S., Ph.D., University of Missouri at Columbia.
- James W. Nall, 2006, Assistant Professor of Business  
B.A., East Carolina University; M.A., Webster University; D.B.A., Nova Southeastern University.
- Anthony I. Negbenebor, 1989, Professor of Economics; Dean, Godbold School of Business  
B.S., M.S., Ph.D., Mississippi State University.
- David R. Parker, 1997, Associate Professor of English  
B.A., Furman University; M.A., Ph.D., University of North Carolina at Chapel Hill
- Felice Policastro, 2004, Assistant Professor of International Business  
B.S., University De Oriente; M.B.A., Edgewood College; Ph.D., University of Texas Pan American.
- Paula F. Qualls, 1999, Professor of Religion  
B.A., University of South Carolina; M.Div., Ph.D., The Southern Baptist Theological Seminary.
- Mary D. Roby, 2001, Associate Professor; Director of the Library  
B.Mus., Union University; Ph.D., University of Alabama.
- Denise R. Smith, 2006, Instructor in Business  
B.S., Gardner-Webb University; M.B.A., Brenua University.
- Laura W. Smith, 2003, Professor of Psychology and Counseling; Coordinator, School Counseling Program  
A.A., Peace College; B.A., University of North Carolina at Chapel Hill; M.Ed., University of North Carolina at Charlotte; Ed.D., University of Virginia.

- Frances Sparti, 2007, Instructor in Nursing  
A.D.N., Mississippi Gulf coast Community College; B.S.N., Henderson State University;  
GYN/OB/WHNP, Emory University; M.S.N., Drexel University
- Patricia C. Sparti, 2002, Associate Professor of Music; Chair, Department of Fine Arts  
B.M., University of Miami; M.M., D.M.A., Peabody Conservatory.
- Edwin B. Stepp, 2003, Associate Professor of Religious Studies and Philosophy  
B.A., Baylor University; M.Div. BL., Southwestern Baptist Theological Seminary;  
Ph.D. Baylor University.
- Darlene J. Street, 2002, Assistant Professor of Nursing  
B.S.N., M.S.N.; University of North Carolina at Greensboro
- Dianne Sykes, 2007, Associate Professor of Sociology  
B.A., George Fox College; M.A.T., Pacific University; Ph.D., Texas A&M University
- Matthew D. Theado, 1995, Professor of English; Learning Assistance Program Director  
B.A., M.A., James Madison University; Ph.D., University of South Carolina.
- Charles B. Tichenor, 1997, Professor of Business Administration; Distinguished Executive in  
Residence B.S., Duke University; D.B.A., Berne University.
- Venita L. Totten, 2001, Associate Professor of Chemistry  
B.A., Louisiana Tech University; Ph.D., Baylor University.
- Timothy W. Vanderburg, 2000, Associate Professor of History  
B.A., Gardner-Webb University; M.A., University of North Carolina at Charlotte;  
Ph.D., Mississippi State University.
- Vickie G. Walker, 2003, Instructor in Nursing  
L.P.N., Central Piedmont Community College; A.D.N., Gaston Community College
- Deborah M. Ware, 2005, Associate Professor of Physical Education  
B.S., East Stroudsburg State College; M.A.T.; Livingston University;  
Ed.D.; University of Central Florida
- Ashley White, 2002, Instructor in Athletic Training Education, Program Director  
B.S., High Point University; M.S., Georgia State University.
- W. Scott White, 2001, Instructor in Business Administration; Director of Human Resources  
B.S., University of Tennessee; M.B.A., Gardner-Webb University.
- Ronald W. Williams, 1998, Professor of New Testament  
B.A., Western Kentucky University; M.Div., Ph.D., The Southern Baptist Theological  
Seminary.
- Jason A. Willis, 2007, Instructor in Mathematics  
B.S., M.A., Appalachian State University
- Li Xiao, 2007, Assistant Professor of Management Information Systems  
B.E., University of International Business and Economics, Beijing, China;  
Ph.D., George Washington University
- David K. Yelton, 1990, Professor of History  
B.A., Appalachian State University; M.A., Ph.D., University of North Carolina at  
Chapel Hill.
- Oscar Zamora, Business  
B.S., M.B.A., University of Texas, Austin
- Timothy J. Zehnder, 1997, Associate Professor of Biology  
B.S., Eastern Michigan University; M.S., Ph.D., Wake Forest University.

**Adjunct GOAL Faculty**

Bobby E. Adams, Religion

B.A., Northeastern Oklahoma State University; B.D., Central Baptist Theological Seminary;  
Ph.D., Southwestern Baptist Theological Seminary.

Charles Nathan Alexander, Business

B.S., Gardner-Webb University; M.B.A., Gardner-Webb University.

Rex B. Anderson Jr., Business

B.S., Eastern New Mexico University; M.S., George Washington University.

Thomas Anderson, Criminal Justice

B.S., Gardner-Webb University; M.S., University of Cincinnati

David W. Bain, Mathematics

B.S., University of North Carolina; M. of Mathematics, Winthrop University.

Brent W. Ballard, Music

B.A., Winthrop University; M.A., University of Akron.

Shelby D. Bennett, Business

B.A., Elon University; M.B.A., University of North Carolina at Greensboro;  
Ph.D., University of North Carolina at Chapel Hill.

Wendy Berry, Business

A.A., Richmond Community College; B.S., M.A., Gardner-Webb University

Renee B. Bethea, Human Services

B.S., Gardner-Webb University; M.A., Webster University.

John H. Bevis, III, Human Services

B.A., Clemson University; M.A., Appalachian State University.

Sandy Bisese, Mathematics

B.S. College of William and Mary; M.A., UNC-Chapel Hill

Thomas E. Blanton, Jr., Religion

A.B., University of North Carolina at Chapel Hill; M.Div., Garrett Theological Seminary;  
M.A., Appalachian State University.

Nancy L. Boling, Human Services

A.A., Sandhills Community College; B.S., Pembroke State University;  
M.Ed., North Carolina State University.

John W. Boner, Criminal Justice

B.S., Gardner-Webb University; M.P.A., Appalachian State University.

Michael Bowers, Business

B.S. Appalachian State University; M.B.A., Gardner-Webb University

Elizabeth Bridges, Human Resources

B.S., Wingate University; M. in Human Resources, Keene State.

F Donald Bridges, Business/Criminal Justice

B.A., University of North Carolina at Charlotte; J.D., Wake Forest University.

Mark L. Brooks, Criminal Justice

B.S., Western Carolina University; M.A., Columbia Graduate School of Bible and Missions;  
M.B.A., Gardner-Webb University.



- Crystal Brown, Business  
B.S., University of South Carolina Spartanburg; M.B.A., Winthrop University
- Joyce C. Brown, English  
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi;  
Additional Study, Appalachian State University.
- Leslie M. Brown, Biology  
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi.
- Suzannah Brown, Business  
B.A., High Point University, Ph.D., Mercer University
- Millicent Burke-Sinclair, Business  
A.A., Gaston Community College; B.A., M.B.A., Gardner-Webb University
- Richard E. Carmichael, Business  
B.S., Monmouth University; M.B.A., Pace University; Ph.D., California Coast University.
- Connie Christian, Business  
A.A., Western Piedmont Community College; B.S., M.B.A., Gardner-Webb University
- Gabriel P. Clevenger, Religion  
B.A., M.Div., Gardner-Webb University.
- Charlotte R. Costello, Health/PE  
B.S., M.A., Gardner-Webb University.
- Denise R. Cooper, Business  
A.A., Cleveland Community College; B.S., M.B.A., Gardner-Webb University.
- Homer W. Craig, Criminal Justice  
B.S., Gardner-Webb University; M.A., University of Alabama.
- Gary Crosby, Business B.S., University of North Carolina Chapel Hill;  
M.B.A., University of North Carolina Charlotte
- David A. Cruise, Business  
B.S., M.B.A., Gardner-Webb University.
- Kelly L. Cummings, Business  
B.S., Appalachian State University; M.B.A., Gardner-Webb University.
- Kelly C. Deal, Human Services  
B.S., Appalachian State University; M.A., University of North Carolina at Charlotte.
- Sherry J. Dell-Aquila, Business  
A.A.S., Catawba Valley Community College; B.S., M.B.A., Gardner-Webb University.
- Catherine DeLoach, Human Services B.S., Presbyterian College; M.A., Georgia School of  
Professional Psychology
- Bruce DeMayo, Business  
B.S., University of Connecticut; M.S., University of New Haven
- Jennifer C. Dickson, Science  
B.A., M.S., Virginia Polytechnic and State University.
- Carolyn S. Donahue-Sears, Religion  
B.A., B.S., University of Connecticut; M.Div., Gardner-Webb University.

- Mona L. Dooley, Human Services  
A.A., Gaston College; B.S., Gardner-Webb University; M.A., Gordon-Conwell Theological Seminary.
- Jon C. Drum, Business  
B.S., Appalachian State University; M.B.A., Gardner-Webb University.
- Lewis W. Edwards, Social Science  
B.A., Western Carolina University; M.A., University of North Carolina at Greensboro.
- Larry D. Efird, Religion  
B.A., William Jennings Bryan College; M.A., Th.M., Dallas Theological Seminary.
- R. Dale Ellis, Business  
B.S., Appalachian State University; M.B.A., Gardner-Webb University.
- Brett E. Fansler, Business  
B.S., Western Carolina University; M.B.A., Gardner-Webb University.
- Rebecca J. Faw, Human Services  
B.A., University of Akron; M.A., University of Akron.
- Clinton A. Feemster, Religion  
A.A., Gaston College; B.S., Appalachian State University; M.Div., Gardner-Webb University.
- Jeannie M. Fennell, Human Services  
B.S., M.Ed., University of Georgia; M.B.A., Troy State University; Psy.D., Ryokan College.
- Darrell Finney, Mathematics  
B.S., M.A., Appalachian State University
- James D. Fish, Criminal Justice  
A.A., Western Piedmont Community College; B.S., University of North Carolina at Charlotte;  
M.A., University of South Carolina; Additional Studies in Law Enforcement Management.
- Carmalita Fortenberry, Business  
B.S., M.B.A., Gardner-Webb University
- M. Lynne Foster, Business  
B.S., M.B.A., Gardner-Webb University.
- Robert M. Foulk, Business  
B.A., University of Delaware; M.B.A., Southern Illinois University.
- Sarah B. Fredette, Human Services  
B.S., Gardner-Webb University; M.A., Winthrop University.
- Gary W. Freeman, Art  
A.A., Gaston College; B.S., M.A., East Carolina University.
- Curtis E. Furr, Jr., Human Services  
B.A., M.Ed., University of North Carolina at Chapel Hill.
- Steven P. Gambill, Criminal Justice  
B.S., Appalachian State University; J.D., North Carolina Central University School of Law.
- John L. Gray, Human Services  
B.A., Gardner-Webb University; M.Div., Th.M., Ph.D., The Southern Baptist Theological Seminary.

William J. Graziano, Business

A.A.S., Isothermal Community College; B.S., M.B.A., Gardner-Webb University.

Amanda K. Green, Business

B.S., Gardner-Webb University; M.S., University of North Carolina at Greensboro.

William I. Greenwood, Jr., Religion

B.A., University of Richmond; M.Div., The Southern Baptist Theological Seminary;  
D.Min., Southeastern Baptist Theological Seminary.

Robert Hale, Business

B.S., University of Maryland; M.B.A., Gardner-Webb University

A. Michael Hall, Human Services

B.A., Bridgewater College; M.Div., Emory University; M.S.W., Virginia Commonwealth University.

Glen A. Hall, Business

A.A.S., Community College of the Air Force; B.S., University of North Carolina at Charlotte; M.B.A., Auburn University.

Crystal K. Hamrick, Business

B.S., Gardner-Webb University; C.P.A.

Ray Hardee, Psychology

B.A., Gardner-Webb University; M.H.D.L., University of North Carolina Charlotte

C. Randy Hayes, Business

B.S., Baptist College of Charleston; M.S., University of LaVerne; M.S., Computer Officer Training Course; Air University.

Emma G. Haynes, Business

A.A.S., Sandhills Community College; B.A., St. Andrews Presbyterian College;  
M.A., University of Phoenix.

Stephen Z. Hearne, Religion

B.A., Elon University; M.Div., Th.M., Southeastern Baptist Theological Seminary;  
D.Min., Erskine Theological Seminary; Additional Study, Yale University.

Gail W. Helton, Business

B.S., M.B.A., Gardner-Webb University.

Daphney Henderson, HPE

B.S., M.S., Gardner-Webb University.

Avery H. Henline, Jr., Business

B.A., Lenoir-Rhyne College; M.B.A., Campbell University.

Anne R. Hennis, Business

B.S., Appalachian State University; M.B.A., Ed. D., University of North Carolina at Greensboro.

James H. Hines, Jr., Health/PE

B.S., East Tennessee State University; M.A., Gardner-Webb University.

Ronald M. Hinson, Jr., Religion

B.S., University of Georgia; M.Div., Ph.D., The Southern Baptist Theological Seminary.

Jill A. Hodges, Business

B.S., High Point University; M.B.A., Gardner-Webb University.



- William C. Hoke, English  
B.A., M.A., University of North Carolina at Charlotte.
- Miranda B. Holiday, English  
B.A., Gardner-Webb University; M.A., University of South Carolina.
- Melissa Y. Holmes, Human Services  
B.S., Francis Marion College; M.Ed., University of South Carolina.
- Leroy Honeycutt, III, Business  
B.S., M.S., Ph.D., North Carolina State University.
- Robert E. Hoyle, Science  
B.S., Waynesburg College; M.S., West Virginia University.
- Scott L. Hutchins, Business  
B.A., University of North Carolina at Charlotte; M.B.A., Gardner-Webb University.
- Freddie L. Ingle, Business  
B.A., M.A., Ph.D., Clemson University.
- Beverly A. Irby, Health/PE  
B.A., University of South Carolina; M.Ed., College of Nursing and Health Professions.
- Alissa W. Isenhour, Business  
B.S., Gardner-Webb University; M.A., Gardner-Webb University.
- Maxim S. Ivanov, Science  
B.S., Tver State Medical Academy (M.D. equivalent).
- Daniel C. Johnson, Jr., Religion  
A.A., Lees McRae College; B.S., Carson-Newman College;  
M.S., Southeastern Baptist Theological Seminary.
- E. Sandol Johnson, Science  
B.S., M.S., West Texas State University; Ph.D., Oklahoma State University.
- Mandy M. Jordan, Science  
B.S., Gardner-Webb University; M.S., Winthrop University.
- Mark Kelley, Business  
A.A., Caldwell Community College; B.S., Gardner-Webb University;  
M.B.A., Lenoir-Rhyne College
- Barry K. Keys, Religion  
B.A., Charleston Southern University; M.Div., New Orleans Baptist Theological Seminary;  
D.Min., Drew University.
- Brett A. Kindler, Business  
B.A., I.M.B.A., Gardner-Webb University.
- Samantha King, Human Services  
B.A., University of Southern Maine; M.A., Gardner-Webb University.
- David Klass, Mathematics  
B.S., M.Ed., North Carolina State University
- Melissa D. Knick, Health/PE  
B.S., Tennessee Temple University; M.A., Gardner-Webb University.
- M. Deanya Lattimore, English  
B.A., M.A., East Carolina University; Ph.D. Candidate, Syracuse University.

Donald L. Lawrence, Criminal Justice/Social Science

A.A., Gaston College; B.A., University of North Carolina at Charlotte;  
M.C.J., University of South Carolina.

Lyn Lazar, Business

A.A., Tri County Technical College; B.S., Lander University; M.L.I.S., University of South Carolina of Columbia

Maureen Leary, Business

B.S., South Wesleyan College; M.S., Strayer University

Deidre C. Ledbetter, Business

A.A.S., Isothermal Community College; B.S., Appalachian State University;  
M.B.A., Gardner-Webb University.

Katherine E. Ledford, English

A.B., University of North Carolina at Chapel Hill; M.A., University of Alabama;  
Ph.D., University of Kentucky.

M. Suzanne Levan, Business

B.S., M.B.A., Gardner-Webb University.

Annie M. Lewis, Health/PE

B.S., Campbell University; M.S., Gardner-Webb University.

Jason A. Lineberger, English

B.A., University of North Carolina at Chapel Hill; M.A., Gardner-Webb University.

M. Dane Loflin, Business

B.S., Limestone College; M.B.A., University of Phoenix.

James F. Love, III, Business

B.A., North Carolina State University; M.B.A., Wake Forest University.

Ronald H. Love, Religion

B.A., Slippery Rock University; M.Div., Wesley Theological Seminary;  
D.Min., Pittsburgh Theological Seminary; M.A., Indiana University of Pennsylvania;  
M. LIS., University of Pittsburgh; M.S.Ed., Duquesne University.

H. Courtney Madden, Social Science

B.S., Appalachian State University; M.Ed., University of North Carolina at Greensboro.

Jamie Maiella, Business

A.A., Caldwell Community College; B.S., M.B.A., Gardner-Webb University

Jose Manjarres, Business

B.S., M.B.A., Long Island University C.W., Post Campus

David A. Marshall, Science

B.S., Western Carolina University; M.Ed., Gardner-Webb University.

Linda J. Martenson, Science

B.S., Washington College; M.S., University of North Carolina at Charlotte;  
M.B.A., Queens College.

Cindy J. H. Martin, Science

A.B., M.A.T., University of North Carolina at Chapel Hill;  
M.E., University of North Carolina at Charlotte.

- Robert S. Mason Jr., Mathematics  
B.S., M.S., University of Southern Florida.
- Daffie H. Matthews, Business  
B.S., M.S.B.E., University of North Carolina at Greensboro.
- Darryl E. Maxwell, Religion  
B.A., Messiah College; B.Div., M.Div., Evangelical School of Theology;  
D.Min. Eastern Baptist Theological Seminary.
- Jacqueline D. Maxwell, Criminal Justice  
B.S., Gardner-Webb University; M.A., University of North Carolina at Charlotte.
- William E. McCall, Religion  
B.A., Carson-Newman College; M.Div., Ph.D., New Orleans Baptist Theological Seminary.
- Sara W. McNeely, Health/PE  
B.S., M.A., Gardner-Webb University.
- Marie E. McTigue, Business  
A.A.S., Forsyth Technical Community College; B.S., Gardner-Webb University;  
M.B.A., Appalachian State University.
- Russell A. Meade, Business  
B.A., Adelphi University; Ph.D., St. John's University, School of Law.
- Kevin Meisenheimer, Business  
A.A., Stanly Community College; B.S., Pfeiffer College; M.B.A., Western Carolina University
- Bob Mellbye, Business  
B.S., University of Colorado; M.B.A., Wake Forest University
- Ann A. Merritt, Human Service  
B.A., University of South Florida, M.A., Gardner-Webb University.
- Roger A. Mills, Social Science  
B.S., M.A., Appalachian State University.
- Jon T. Mitchell, Health/PE  
B.S., Mars Hill College; M.A., Gardner-Webb University.
- Pamela P. Mitchem, Science  
B.S., Gardner-Webb University; M.A., Appalachian State University.
- Virginia D. Morgan, Mathematics/Science  
B.S., M.S., State University of New York at Cortland; Ed.D., Nova Southeastern University.
- Van L. Morrow, Human Services  
A.A., Gardner-Webb University; B.A., M.A., Appalachian State University;  
Ph.D., New York University.
- William R. Mullis, Business  
B.A., Campbell University; M.B.A., Elon University.
- George E. Muse Jr., Human Services  
B.A., Catawba College; M.A., University of Georgia; Ph.D., University of Georgia.
- Penelope E. Nall, Business  
A.S., Polk Community College; B.S., M.B.A., Gardner-Webb University;  
D.B.A., Nova Southeastern University.



Robert B. Nelson, Music

B.M.E., Jacksonville University; M.M., University of Georgia; Ph.D., University of Florida.

Robert M. Nelson, Human Services

A.A., Sandhills Community College; B.S., M.A., Liberty University.

Ronald D. Nicholson, Business

B.S., Clemson University; M.B.A., Wake Forest University.

Mickie J. Norman, Religion

B.A., Gardner-Webb University; M.Div., Campbell University.

Robert Norman III, Religion

B.A., Gardner-Webb University; M.Div., Southeastern Baptist Theological Seminary.

Elizabeth Pack, Business

B.A., Gardner-Webb University; M.B.A., Gardner-Webb University.

B. Marie Parkhurst, Religion

A.A., Western Piedmont Community College; B.S., Appalachian State University;  
M.Div., Gardner-Webb University.

Tim A. Patrick, Social Science

B.S., Gardner-Webb University; M.A., Appalachian State University; Ed.D., Appalachian State University.

Jane L. Pease, Human Services

B.M., Biola University; M. Ed., University of Arkansas.

Susan Pendergratt, Business

B.S., M.B.A., Gardner-Webb University.

Jeffrey D. Penley, Business

B.A., J.D., University of North Carolina at Chapel Hill.

Anne R. Phillips, English/Social Science

B.A., Wake Forest University; John Hopkins University; M.A., Duke University;  
Ph.D., University of Maryland at College Park.

Dianne Phillips, Mathematics

B.A., Lenoir-Rhyne College; M.A., Wake Forest University

Sandra Pierce, Mathematics

B.S., Clinch Valley College; M.S. East Tennessee State University

Dale I. Pocock, Business

B.S., M.A., Clemson University.

Glenda S. Pope, Religion

A.A., Richmond Community College; B.A., University of North Carolina at Pembroke;  
M. Div., Gardner-Webb University.

G. Jeffrey Powell, Social Science

B.A., Gardner-Webb University; M.A., University of North Carolina at Charlotte.

Richard C. Prassel, Religion

B.A., Mississippi College; M. Div., Ph.D., Southern Baptist Theological Seminary.

Joyce F. Pressley, Business

B.S., M.B.A., Gardner-Webb University.

Danette S. Price, Business

A.A.S., Surry Community College; B.S., M.B.A., Gardner-Webb University.

Lisa R. Queen, Health/PE

B.A., Lenoir-Rhyne College; M.A., Gardner-Webb University.

S. Bobby Rauf, Business

B.S., North Carolina State University; M.B.A., Pfeiffer University.

B. Jill Ray, Science

B.A., University of North Carolina at Chapel Hill;

M.Ed., University of North Carolina at Charlotte.

Steven L. Redden, Health/PE

B.S., Piedmont Bible College; M.A., Gardner-Webb University.

Alton A. Reeder Jr., Business

B.A., M.A., Oral Roberts University; J.D., Regent University.

Sandra J. Reid-Coffey, Human Services

B.S., M.S., Appalachian State University.

C. Eugene Richard, Business

B.S., Mars Hill College; M.B.A., Campbell University.

Chadburn E. Richard, Business

B.S., University of North Carolina at Charlotte; M.B.A., Gardner-Webb University.

James B. Richardson, Religion

B.A., Mars Hill College; M.Div., D. Min., Southern Baptist Theological Seminary.

Shawn Ricks, Psychology

B.A., Pennsylvania State University; M.Ed., Pennsylvania State University

Allen J. Romeo, Human Services

B.A., Adelphi University; M.A., Ph.D., California School of Professional Psychology.

Raymond A. Roy, Business

B.S., St. Mary's University; M.B.A., University of Massachusetts.

Gay R. Russell, English

B.A., University of South Carolina; M.A., Emory University.

Michael T. Schau, Business

A.A., Dekalb Community College; B.S., Georgia State University; M.B.A., Winthrop University.

Elizabeth H. Schenck, Human Services

B.A., North Carolina State University; M.S.W., University of South Carolina.

Kaye H. Schenk, Business

B.S., M.B.A., Gardner-Webb University.

Kristen L. Setzer, Business

B.S., M.B.A., Gardner-Webb University.

Sherry Shaw, Business

B.S., M.Acc., Gardner-Webb University.

Clifford Sheaffer, Mathematics

B.A., Rutgers State University; M.A.T., Winthrop University.

Don W. Sheets, Science

B.S., North Carolina State University; B.A., M.S., Central Michigan University.

Jo Ann Sherrill, Business

A.A., Catawba Valley Community College; B.S., M.B.A., Gardner-Webb University.

Scott R. Shipman, Health/PE

B.S., West Liberty State College; M.A., Gardner-Webb University.

Ernest L. Simons, III, Business

B.S., Milwaukee School of Engineering; M.B.A., Gardner-Webb University.

William L. Sims, Religion

B.S., West Virginia University; M.D., University of Kentucky School of Medicine;  
M.Div., Shaw University Divinity School.

Frances Sizemore, Business

B.S., Western Carolina University; M.B.A., Gardner-Webb University.

Anna Slaughter, Business

B.S., Northwestern State University; M.B.A., Gardner-Webb University

Craig W. Smith, Human Services/Psychology

B.S.W., North Carolina State University; M.S.W., University of South Carolina.

Robert D. Smith, Business

B.S., University of Tennessee; M.B.A., Gardner-Webb University.

Scott A. Smith, Human Service

B.S., Piedmont Bible College; M.S., University of North Carolina at Greensboro.

Ann Gore Spencer, Science

B.S., Wake Forest University; M.S., North Carolina State University.

Darin Spencer, Business

B.S., University of North Carolina at Charlotte; M.B.A., Pfeiffer University; M.A., University  
of North Carolina Charlotte.

Nathan A. Stafford, Business

B.S., Gardner-Webb University; M.B.A., Wake Forest University.

Steven M. Staton, Religion

B.A., M.Div., Gardner-Webb University.

M. Lynn Stevens

A.A., Surry Community College; B.A., M.Acc., Gardner-Webb University.

Kerry Stoots, Business

B.S., UNC-Charlotte; B.A., UNC-Charlotte; M.B.A., Gardner-Webb University.

Donald Taylor, Psychology B.A., Cheyney State College; M.S.S.A., Case-Western Reserve  
University.

Robert P. Teixeira, Music

B.A., Westfield State College; M.M., Florida State University.

Richard Theokas, Social Science and Business

B.A., Union College; M.A., Webster University; J.D., Mercer University.

Sarah Thomas, English

B.A., Gardner-Webb University; M.A., Gardner-Webb University.



Daphney W. Torres, Health/PE

B.S., M.S., Gardner-Webb University.

Mary H. Troutman, Human Services

B.S., Gardner-Webb University; M.R.E., The Southern Baptist Theological Seminary.

Bill L. Tyler, Music

B.M., Memphis State University; M.M., University of Wyoming.

Kimberly M. Tyler, Music

B.M.Ed., James Madison University; M.M., University of Wyoming.

Steve Varley, Business

B.S., Chowan College; M.B.A., Gardner-Webb University; Ph.D., Clemson University

Donna L. Wallace-Miller, Human Services

A.A.S., Central Piedmont Community College; B.A., Thomas Edison State College;  
M.A., Gardner-Webb University.

Sharon H. Webb, Psychology

B.S., M.A., Ed.S., Gardner-Webb University.

John W. Wester, Health/PE

B.A., Valdosta State University; M.Ed., Ed.D., The University of Southern Mississippi.

W. Scott White, Business

B.S., University of Tennessee; M.B.A., Gardner-Webb University.

Geoffrey I. Whitehead, Music

B.A., M.A., University of Western Australia; Ph.D., Indiana University.

Kimberly Williams, Human Services

B.A., Hollins University; M.A., Gardner-Webb University.

L. Denise Williams, Science

B.S., Lynchburg College; M.S., Appalachian State University.

Amy T. Wilson, English

B.A., M.A., Gardner-Webb University.

Darrell G. Wilson, Business

B.S., University of Tennessee; M.B.A., Gardner-Webb University.

Sonya Wilson, Business

B.S. University of South Carolina Upstate; B.S., M.A., University of South Carolina  
Columbia; M.Ts., Georgia State University; Ph.D., University of South Carolina Columbia

Ted E. York, Religion

B.A., Wake Forest University; M.Div., Southeastern Baptist Theological Seminary.

William C. Young, Business

B.A., Appalachian State University; J.D., University of North Carolina at Chapel Hill,  
School of Law.

## FACULTY EMERITI

Garland H. Allen, 1961, Professor Emeritus of Religion and History  
 Robert R. Blackburn, 1958, Professor Emeritus of Health Education and Physical Education  
 Joyce Compton Brown, 1966, Professor Emerita of English  
 Leslie M. Brown, 1966, Professor Emeritus of Biology  
 Wallace R. Carpenter, 1964, Associate Professor Emeritus of Management Information Systems  
 Barbara J. Cribb, 1969, Associate Professor Emerita of Education and Art  
 George R. Cribb, 1969, Professor Emeritus of Music  
 Alice R. Cullinan, 1974, Professor Emerita of Religious Education and Religion  
 Robert L. Decker, 1970, Professor Emeritus of Music  
 M. Lansford Jolley, 1957, Professor Emeritus of Social Science  
 Paul W. Jolley, 1962, Professor Emeritus of Mathematics  
 Betty H. Logan, 1957, Associate Professor Emerita of Business  
 Robert E. Morgan, 1967, Professor Emeritus of French and Mathematics  
 M. Vann Murrell, 1967, Professor Emeritus of Religion  
 E. Thirlen Osborne, 1957, Professor Emeritus of English  
 C. Sherman Parrish, 1970, Professor Emeritus of Chemistry  
 Jack G. Partain, 1983, Professor Emeritus of Religion  
 Patricia W. Partin, 1988, Professor Emerita of Psychology and Counseling  
 Phil D. Perrin, 1969, Professor Emeritus of Music  
 Launita E. Proctor, 1969, Professor Emerita of Health Education and Physical Education

## ADMINISTRATIVE STAFF EMERITI

James E. Crawley, 1994, Dean Emeritus, School of Business  
 Darlene J. Gravett, 1989, Associate Provost Emerita  
 Robert L. Lamb, 1962, Dean Emeritus, M. Christopher White School of Divinity  
 Shirley P. Toney, 1965-90, 1992, Dean Emerita, School of Nursing

## ADMINISTRATIVE OFFICERS AND STAFF

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 M. Lansford Jolley, A.A., B.A., M.A., Ed.S., L.H.D., University Historian

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 Rebekah W. Newton, A.A., Administrative Assistant to the Provost and Senior Vice President  
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 Gayle B. Price, B.A., M.Ed., Ed.D., Associate Provost for Schools  
 C. Douglas Bryan, B.A., B.S., M.A.R.E., G.S.R.E., Ph.D., Assistant Provost for Academic Services  
 Carolyn L. Jackson, A.A., B.S., M.Ed., Ed.S., Ph.D., Assistant Provost for Distance Learning and Continuing Education  
 Joey Bridges, B.S., M.B.A., Associate Vice President for Technology Services  
 Valerie M. Parry, B.A., M.S.L.S., Dean of Libraries  
 LouAnn Scates, B.A., Registrar  
 Susan H. Manahan, B.S., M.S., Director of the Office of Community Engagement

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James R. Dire, B.S., B.S., M.S., M.A., Ph.D., Associate Provost for Arts and Sciences

Karen C. Ferree, A.A., Administrative Assistant to the Associate Provost for  
Arts and Sciences and to the Associate Provost for Schools

#### DEPARTMENTS

Department of Communication Studies, Chair, Robert J. Carey

Department of English Language and Literature, Chair, June H. Hobbs

Department of Fine Arts, Chair, Patricia C. Sparti

Department of World Languages, Literatures and Cultures, Chair, Tamara A. Cox

Department of Mathematical Sciences, Chair, Tammy C. Hoyle

Department of Natural Sciences, Chair, Susan H. Manahan

Department of Physical Education, Wellness, Sport Studies, Chair, R. Ken Baker

Department of Religious Studies and Philosophy, Chair, Kent B. Blevins

Department of Social Sciences, Chair, Donna S. Ellington

#### DEPARTMENTAL SECRETARIES

Wanda Bridges, A.A., Department of Fine Arts

Jessika Raduly, Department of Physical Education, Wellness, Sport Studies

Diane Guffey, Department of Math and Natural Sciences

Debbie Hill, Department of English and Department of World Languages,  
Literatures, and Cultures

Annette Spurling, A.A., Department of Communication Studies and  
Department of Social Sciences

Claire Torrence, B.A., Department of Religious Studies and Philosophy

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TBA

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Helen L. Tichenor, B.A., M.A., Ph.D.

#### DIRECTOR OF INTERDISCIPLINARY STUDIES

LisaRenee English, B.S., M.S., Ph.D.

#### FACULTY CHEMICAL HYGIENE ADVISOR

Venita Laverne Totten, B.A., Ph.D.

#### ARMY RESERVE OFFICERS TRAINING CORPS (ROTC)

Maj. Brian P.S. Luti, B.A., M.A., Assistant Professor of Military Science

### ASSOCIATE PROVOST FOR SCHOOLS

Gayle Bolt Price, B.A., M.Ed., Ed.D., Associate Provost for Schools

Karen C. Ferree, A.A., Administrative Assistant to the Associate Provost for  
Schools and to the Associate Provost for Arts and Sciences

#### GRADUATE SCHOOL

Jackson P. Rainer B.M., M.Ed., Ph.D., Dean of the Graduate School

Laura R. Simmons, A.A., Office Manager



GODBOLD SCHOOL OF BUSINESS

Anthony I. Negbenebor, B.S., M.S., Ph.D., Dean of the School of Business  
 R. Van Graham, B.A., J.D., Associate Dean of the School of Business  
 Natetsha Lawrence, B.A., M.B.A., Assistant to the Associate Dean  
 Janie McClain, B.A., M.B.A., Administrative Assistant  
 Earl H. Godfrey, B.S., M.B.A., D.B.A., C.P.A., Director of GOAL Business Program and  
 Director of Online Learning

SCHOOL OF DIVINITY

Robert W. Canoy, Sr., B.A., M.Div., Ph.D., Dean of the Gardner-Webb University School  
 of Divinity  
 Gerald L. Keown, B.S., M.Div., Ph.D., Associate Dean of the Gardner-Webb University  
 School of Divinity  
 Selvia Brown, Administrative Assistant  
 Melissa Hollifield, Secretary to D.Min Program, Pittman Center for Congregational  
 Enrichment, and Ministerial Referral Services  
 Danny M. West, B.A., M.Div., Th.M., Ph.D., Director of the D. Min. Program  
 Clinton Feemster, A.A., B.A., M.Div., Director of the Pittman Center for Congregational  
 Enrichment  
 Donald L. Berry, B.A., M.Div., Ph.D., Director of the Global Missions Center

SCHOOL OF EDUCATION

Donna S. Simmons, B.A., M.A., Ph.D., Dean of the School of Education  
 TBA, Administrative Assistant  
 Barbara Goodman, Secretary

SCHOOL OF NURSING

Rebecca Beck-Little, A.S.N., B.S.N., M.S.N., Ph.D., Dean, School of Nursing  
 Kathy W. Lindsey, A.D.N., B.S.N., M.S.N., D.N.P., Director, Graduate Programs in Nursing  
 J. Diane Morgan, B.A., Administrative Assistant  
 Susan G. Jenkins, B.S., Secretary

SCHOOL OF PSYCHOLOGY AND COUNSELING

David Carscaddon, B.A., M.A., Ph.D., Interim Dean of the School of Psychology and  
 Counseling  
 Susan G. Jenkins, B.S., Secretary

COLLEGE OF DISTANCE LEARNING AND CONTINUING EDUCATION

Carolyn L. Jackson, A.A., B.S., M.Ed., Ed.S., Ph.D., Assistant Provost and Dean  
 Kathy Forbes, B.A., Administrative Assistant

GOAL

Earl H. Godfrey, B.S., M.B.A., C.P.A., D.B.A., Director of Business Programs  
 Roger G. Gaddis, B.A., M.A., Ph.D., Coordinator of Human Services Program  
 Barbara G. Cox, A.A., B.S., M.P.A., Coordinator of Criminal Justice Program  
 Ronald J. Williams, B.A., M.Div., Ph.D., Coordinator of Religious Studies and  
 Academic Advisor  
 T. Eugene Carpenter, A.A., B.S., M.A., Ed.D., Field Coordinator  
 Jessica Herndon, B.S., Academic Advisor  
 Kaye H. Schenk, B.S., M.B.A., Academic Advisor  
 Elizabeth Pack, B.S., M.B.A., Academic Advisor  
 Barry E. Hambright, A.A., B.A., M.A., Ph.D., Academic Advisor

ONLINE LEARNING

Earl H. Godfrey, B.S., M.B.A., C.PA., D.B.A., Director

ACADEMIC FACILITIES AND EVENTS COORDINATOR

K. Renee Ybarra

STATESVILLE CAMPUS

John Karriker, B.A., Ph.D., Director of Gardner-Webb University at Statesville

Frieda F. Brown, B.A., M.Ed., Ph.D., Coordinator of the Statesville Mental Health Counseling Program

R. Lane Wesson, B.E.E., M.A., Ed.D., Coordinator of Statesville Teacher Education Program

Sharon L. Edwards, A.A., B.S., M.L.I.S., Reference Librarian

Ashley Ireland, Administrative Assistant

Judy Erikson, Secretary

FORSYTH CAMPUS

Corwin M. Metcalf, B.A., M.B.A., J.D., Director of Gardner-Webb University at Winston-Salem

SUMMER SCHOOL

Carolyn L. Jackson, A.A., B.S., M.Ed., Ed.S., Ph.D., Director

ACADEMIC SERVICES

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**MAILING ADDRESS:**

**GARDNER-WEBB UNIVERSITY**

**P.O. BOX 1896**

**BOILING SPRINGS, NC 28017**



## ACADEMICS



**Dr. Carolyn L. Jackson**  
*Assistant Provost and Dean of  
College of Distance Learning  
and Continuing Education*



**Dr. Roger Gaddis**  
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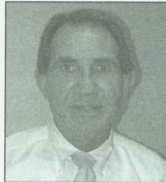
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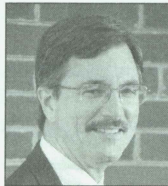
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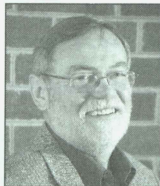
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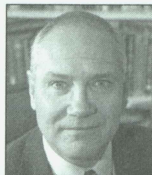
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University at  
Statesville/Assistant Professor  
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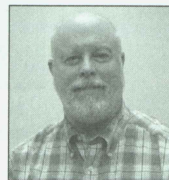
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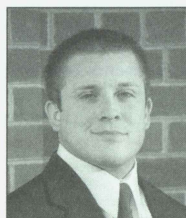
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*Assistant Director of GOAL  
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## TRANSCRIPT REQUEST FORM

(Submit to each college attended)

Date \_\_\_\_\_

TO: REGISTRAR

\_\_\_\_\_  
College

\_\_\_\_\_  
Address

Dear Registrar:

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

GOAL Admissions  
P.O. Box 1896  
Gardner-Webb University  
Boiling Springs, North Carolina 28017

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

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

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

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

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

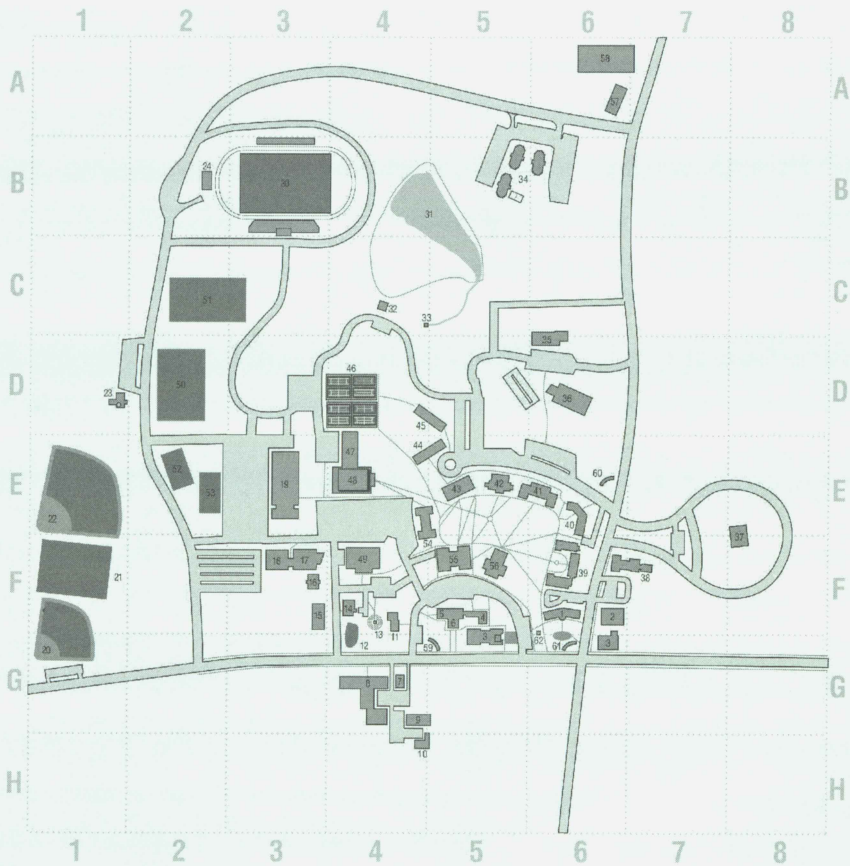
\_\_\_\_\_  
Social Security Number

### NOTE TO APPLICANT:

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



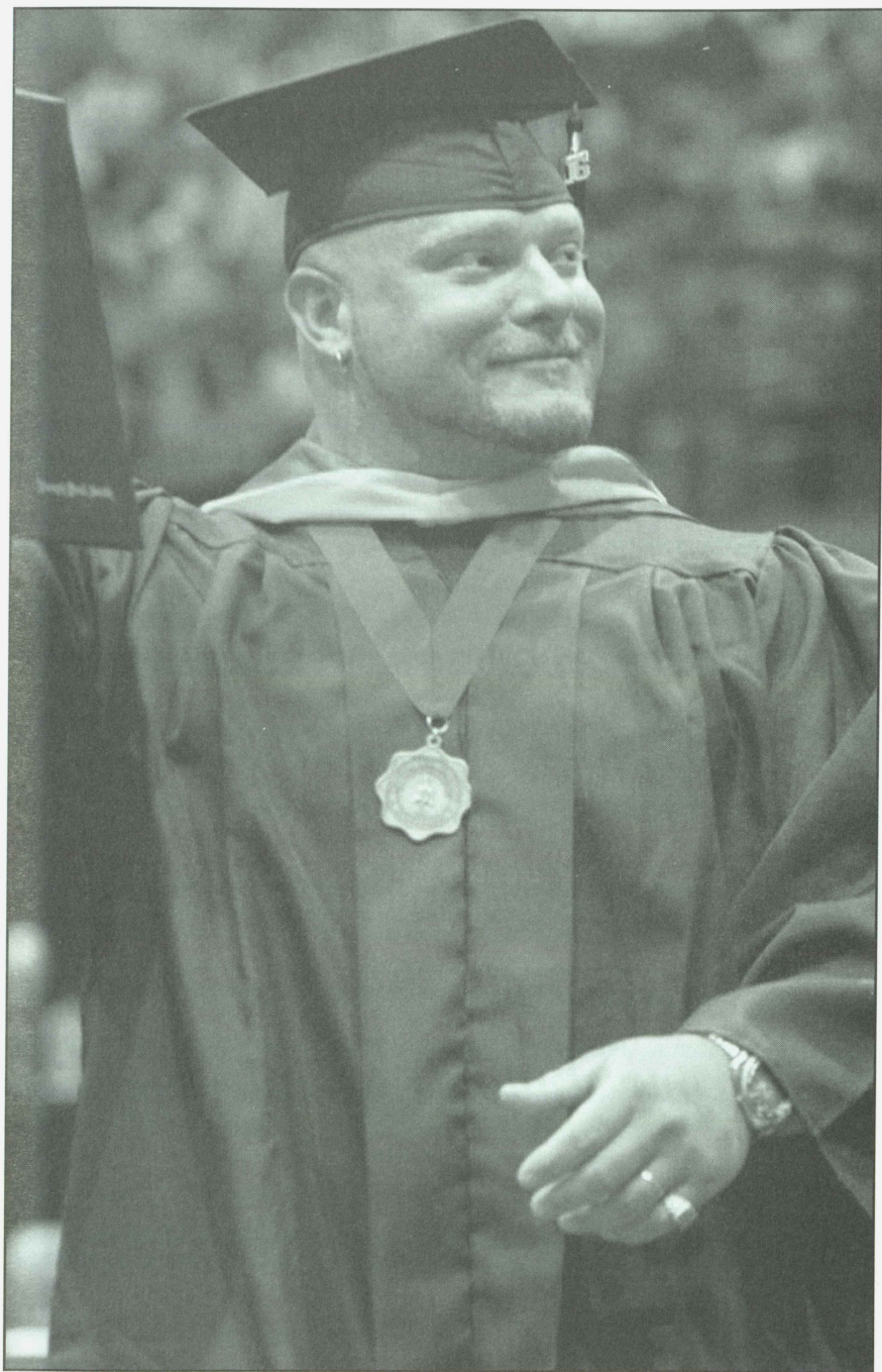
# Gardner-Webb University Campus Map



Maps to each GOAL center can be found at:  
[www.gardner-webb.edu/goal](http://www.gardner-webb.edu/goal)

# Campus Map Directory

Building Name	No.	Grid Loc.	Building Name	No.	Grid Loc.
Baseball Field	22	2:E	Practice Fields		
Boiling Springs Medical Assoc.	57	7:B	Football	21	1:F
Bost Gymnasium and Pool	48/47	4:E	Soccer/Football	50	2:D
Broyhill Adventure Course	46	5:B	Soccer	52,53	2:E
Campus House	35	6:D	Publications	37	8:F
Communications Studies Hall	8	4:H	Radio Station WGWG	37	8:F
Craig Hall	42	6:E	Royster Hall	38	7:F
Crawley Memorial Hospital	58	6:A	Soccer House	27	2:G
Decker Hall	54	5:F	Spangler Gate	61	7:G
Dixon Gate	60	7:E	Spangler Hall	17	3:F
Dover Campus Center	55	5:F	Spangler Memorial Stadium	30	3:C
Dover, Jr. Memorial Chapel	3	6:G	Spring	33	5:D
Dover, Memorial Garden	12	4:G	Springs Athletic Facility	26	2:E
Dover, Memorial Library	49	4:F	Stroup Hall	40	7:F
Elliott Hall	4	6:G	Suttle Hall	39	6:F
Elliott House	37	8:F	Suttle Light Tower	62	6:G
Gardner Hall	41	6:E	Suttle Wellness Center	48	4:F
H.A.P.Y Hall	39	6:F	U.S. Post Office	2a	7:G
Hamrick Field House	24	3:C	University Commons	34	6:C
Hamrick Hall	56	6:F	Student Apartments		
Hollifield Carillon	32	5:D	University Physical Development		
Honors House	35	7:D	Complex	28	4:F,E
International House	15	4:G	Varsity Fields		
Jarrell Gate	59	5:G	Baseball	22	1:E
Lake Hollifield	31	5:C	Soccer	51	3:D
Lindsay Hall	5	5:G	Softball	20	1:G
Lutz-Yelton Convocation Center	19	4:E	Washburn Hall	2	7:G
Lutz-Yelton Hall	44	5:E	Washburn Memorial Building	16	4:F
Mauney Hall	45	5:E	Webb Hall	1	7:G
Myers Hall	18	4:F	Webb Tennis Complex	25	2:F
Nanney Hall	36	7:E	Williams Observatory	23	2:D
Noel Hall	6	5:G	Withrow Mathematics and Science Hall	43	5:E
Noel House	14	4:G	Wrestling		
Physical Plant Building					
Poston Center	11	5:G			
Reception Center					
Alumni Relations					
Safety and Security					





*At Gardner-Webb University,  
we seek a higher ground in  
higher education - one that  
embraces faith and intellectual  
freedom, balances conviction  
with compassion, and inspires  
in students a love of learning,  
service, and leadership.*

*We have great things in mind -  
for our students and the world.*



